

# The Degree of Educational Services Quality at the School of Educational Sciences during COVID-19: Academic Staff Perspective

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## Abstract

The study aims to explore the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective. The study participants purposely selected consist of all of the 85 faculty members at the School of Educational Sciences at the University of Jordan. To achieve the objectives of the study, the descriptive analytical approach has been used to analyze the data collated from the respondents. The study instrument has also been prepared, developed, and electronically distributed during the second semester of the academic year (2019/2020), where the number of respondents to the study instrument is (77) faculty members. The study shows that the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective is high. Based on the results of the study, it is recommended to review and benefit from the experience of the University of Jordan in education during the COVID-19 pandemic.

**Keywords:** The University of Jordan, educational service quality, COVID-19 Pandemic.

## 1. Introduction

Universities are among the most important tools for comprehensive development in various societies through the various knowledge, experiences, and skills they provide that contribute to building, preparing, and qualifying their members to carry out their responsibilities in the development and development of society, as they are their inputs from society and their outputs to society (Abu Barhim, 2015). Quality in education is the ability of the educational institution at its various levels to perform its work to a degree that enables it to prepare graduates who can meet the needs of society under the objectives and specifications set for this purpose (Sagher and Raws, 2012).

Recently, higher education institutions have realized the importance of improving and developing their performance as an entry point for facing internal and external challenges. These institutions have paid great attention to the concept of educational service quality to

bring about changes in the characteristics and qualities that enable all faculty members and administrative employees to use quality methods and approaches in a method that meets the requirements of students and society.

Given what is agreed upon at the UNESCO Conference on Education held in Paris in October 1998, the concept of quality states that quality in higher education institutions is a multidimensional concept that should comprise all functions and activities of these institutions, including curricula, educational programs, and scientific research, faculty members, students, self-learning, buildings, facilities, instruments, and others.

The quality of the educational services at the university is defined as a set of general characteristics and qualities that should be available in the educational service (Abu Fara, (2005). As put by Al-Nazari (2013), the concept of educational service quality relates to all the features and characteristics associated with the educational field, which show the

quality of the results to be achieved. In other words, it is translating the needs of students and transforming them into specific characteristics that are the basis for their education and training to design the educational service and formulate it with goals that correspond to the expectations of the students.

Quality in the field of education service is an indicator of several important aspects such as the absence of errors in the service, achieving the desired goals or outputs, and optimal use of educational capabilities to obtain high outputs (Al-Jilani, 2018). In this take and give discussion, Farhan and Al-Maghraby (2019) emphasize that the quality of the educational service is represented in increasing the effectiveness of the educational process by achieving perfection in the performance of the educational institution with all its human and material elements. It is also represented in raising the level of students in all mental, physical, psychological, social, and cultural aspects by translating students' requirements and expectations into characteristics that are the basis for their education, and following-up their learning to achieve the desired goals of the educational institution, which is to raise the level of educational outputs in agreement with the requirements of the local and global community.

Working in the field of service quality in education is considered the finest, the most productive, and the most influential type of investment in the endless process of development. What increases its importance is that it is one of the most important and most dangerous elements of community development, as it does not achieve a quick return, but rather a long-term return, which appears in the minds of the nation and the progress of its society. Researchers in the field of educational service quality strive to identify several dimensions that the university administration should formulate plans to achieve of them. Researchers in the field of educational service quality work to identify several dimensions that shall be achieved through the formulation of effective plans by the university administration. The following is an explanation of each dimension of educational service quality (Raqad, 2014; Bell, 2010):

1. **Responsiveness:** It refers to the desire to provide the service quickly and prevent delays, especially when there is no obvious reason for it.
2. **Safety and assurance:** It refers to the students' lack of feeling of danger and risk in service provided and the service's provider. The institution is to provide a security force to provide various aspects of safety such as prevent theft, assault, and others. The institution should furnish a security force to provide various aspects such as preventing thefts, abuse, and others. The institution should also adopt an integrated health program from doctors, pharmacies, and ambulances, along with health insurance.
3. **Empathy:** It refers to the tact, respect, and transparency in dealing with the student. The institution shall pursue students in case of violations that are not in line with ethical and professional foundations, and address them within their systems and teach them to ensure the continuity of good performance.
4. **Dependability:** It refers to owning skills and knowledge necessary to provide high precision service. It also means providing service at all times in the same way without bias and mistakes.
5. **Tangibility:** It refers to facts and material data, including material facilities, classrooms, computer labs, restrooms, and others.

Significantly, several studies have recommended working to improve the quality of educational services provided in Jordanian universities (Al-Houri and Mutabis, 2012; Azzam, 2014).

## 2. Problem of the Study

The application of academic accreditation standards in higher education institutions is significant for the development and upgrading of the educational service provided by these institutions to high levels of performance and quality, and raising the efficiency of administrative and academic services that contribute to strengthen the quality of preparing graduates, as the application of these standards may achieve the satisfaction of students, the

labor market and the community with educational services (Al-Obaid, 2017).

Undoubtedly, it is important for institutions in their various fields in general and educational institutions, in particular, to seek academic recognition for their programs under the specifications and standards of those international or local bodies. These institutions have faith in the importance of preparing the human element in light of the rapid change and development situation and the increasing need for a qualified human element capable of meeting the requirements of the labor market.

Based on the above-mentioned, and in line with what has been achieved by the scientific and medical schools at the University of Jordan regarding the application of international accreditation standards, some humanities schools have sought and initiated the necessary procedures to achieve international accreditation standards, including the School of Educational Sciences. Through the attempt of the School of Educational Sciences to improve the quality of its educational services to achieve excellence and uniqueness, this study works to determine the level of application of the School of Educational Sciences at the University of Jordan to the standards of quality and academic accreditation and its relationship to the quality of the educational service and the computerized systems used in the application of these standards. The School of Educational Sciences at the University of Jordan is the first school of education in Jordan to obtain international accreditation of the Council for the Accreditation of Educator Preparation (CAEP), as it has taken the necessary measures for nearly two years to achieve this goal.

Accordingly, to find out what has been achieved so far in terms of assessing the safety of the steps that have been taken, the stages they have reached, the executive level that has been accomplished, and the financial fees for them, the problem of the study lies in exploring the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective.

### 3. Objective of the Study

The objective of the research is:

**\* Exploring the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective.**

### 4. Question of the Study

The following research question is formulated to achieve the objective of the study.

**\* What is the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective?**

### 5. Significance of the Study

The significance of this study lies in the novelty of the topic and the lack of studies and research that have dealt with the subject of the study as the topic of the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective is of great interest to many higher education institutions, accreditation bodies, and researchers at the Arab and Jordanian levels. The theoretical importance of this study stems from the selection of the School of Educational Sciences among other faculties because of its clear importance in its influence on development and growth in various educational fields. This school works on preparing and qualifying educators interested in educating future generations, which will have a fundamental impact in all educational, economic, social, civil, and political fields in Jordan.

The importance of the results of this study also lies in providing feedback to decision-makers in the School of Educational Sciences, which will have fundamental implications that may contribute to improving the performance of the School of Educational Sciences and help it achieve the quality of educational service, and improve its reputation and distinction to reach Arab and international levels.

In terms of practical importance, this study will be applied at the University of Jordan, which is one of the most important institutions of higher education in Jordan and has a vital and effective role in the local, Arab and international community in preparing faculty

members and developing the teaching methods used.

## 6. Terms of the Study

The following are the terms and definitions of the study.

\*The quality of the educational service: It is the set of features and characteristics related to the educational service, which can meet the needs of students (Alabadlah, 2017). The quality of educational service includes the following areas: tangibility, dependability, responsiveness, safety and assurance, and empathy. Procedurally, it can be defined as the features and characteristics of the educational service provided by the School of Educational Sciences at the University of Jordan, which can meet the needs of students.

\*COVID-19 pandemic: It refers to the name given by the World Health Organization to the virus that causes severe acute respiratory syndrome (Corona), which has been declared a global pandemic by the World Health Organization. The disease affects people differently, with most cases showing mild symptoms, especially in children and young adults.

## 7. Limitations of the Study

This study is limited to exploring the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective. This study is also limited to the extended period during the second semester of the academic year 2019/2020. This study is also limited to all (85) faculty members at the School of Educational Sciences at the University of Jordan. Since the instruments used in the study are prepared by researchers, the generalization of the results depends on the nature of the study instruments and their psychometric properties of validity and reliability.

## 8. Methodology of the Study

The study deals with a description of the methodology used, a description of the study participants, a description of the study

instrument, methods to verify its validity and reliability, and clarification of the procedures followed during the application of the study, the study's taxonomic variables, and the statistical processing used to analyze the study's data and attain its results as detailed in the next sections.

## Research Approach

To achieve the objectives of the study, the descriptive-analytical method has been used to analyze the data and explain the results due to its relevance to the nature and purposes of the study. The descriptive-analytical approach studies reality as it is to identify the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective. Therefore, the researchers have collected the necessary data based on this approach by distributing study instruments to faculty members at the School of Educational Sciences and conducting the appropriate statistical analysis to answer the study questions.

## Study Population & Sample

The study population and its sample consist of all (85) faculty members at the School of Educational Sciences at the University of Jordan for the academic year (2019/2020), according to the statistics issued by the Human Resources Department at the University of Jordan for the second semester. The study participants are purposefully selected because they are the ones specifically concerned with the subject of this study. During the second semester (2019/2020), (77) faculty members of the School of Educational Sciences have participated in answering the instruments of this study, where the return rate is (90.6%).

## Study Instrument

To achieve the objectives of the study, the theoretical literature and previous studies addressing the quality of educational service have been reviewed, such as (Al-Awlaki, 2018; Azzam, 2014). The researchers have developed the study instrument to identify the quality of the educational service during the COVID-19 pandemic, where this instrument in its final form consists of (30) items distributed in the following areas (Quality Dimensions). The first dimension is responsiveness with (6), the second dimension is safety and assurance with

(5), the third dimension is empathy with (5) items, the fourth dimension is dependability with (7) items, and the fifth dimension is tangibility with (7) items. Each item of the questionnaire is followed by a Likert scale with a five-point rating that shows the degree of achievement of educational quality in light of these five main dimensions, as follows: Very strongly achieved (5), strongly achieved (4), moderately achieved (3), weakly achieved (2), and very weakly achieved (1), noting that the five dimensions of this instrument are approved through the use of the relevant theoretical literature.

### Study Instrument Validity

To verify the validity of the study instrument, it has been presented to a group of (8) validators the faculty members in Jordanian universities specialized in curricula and teaching, technology and education, measurement, and evaluation, alongside faculty members at the School of Educational Sciences to express their views on

the validity of the linguistic wording of the items, its degree of clarity, and its relevance to the measured dimension, and any observations or modifications or additions they deem appropriate. In general, (90%) of the validators' observations have been approved.

### Study Instrument Reliability

To verify the reliability of the study instrument, the instrument's reliability coefficient has been used through the internal consistency coefficient (Cronbach's Alpha formula), where the internal consistency of the questionnaire items for each of the dimensions of the questionnaire and the total score has been calculated. The internal consistency has also been calculated on an exploratory sample from within the main study sample, i.e. (12) faculty members at the School of Educational Sciences at the University of Jordan. Table (1) below shows these coefficients:

Table 1

*The Total Reliability Coefficient of the Study Instrument Dimensions Using the Internal Consistency Coefficient (Cronbach's Alpha)*

Questionnaire	Questionnaire Dimensions	Number of Items	Internal Consistency Coefficient (Cronbach's Alpha)
The quality of educational service at the School of Educational Sciences as a whole for the instrument dimensions	Responsiveness	6	0.956
	Safety and assurance	5	0.849
	Empathy	5	0.924
	Dependability	7	0.938
	Tangibility	7	0.911
			0.968

Table (1) shows that the reliability coefficient of the educational service quality at the School of Educational Sciences as a whole (0.968), which is a high and acceptable value for applying the study and continuing its procedures.

### Study Variables

The study included the following variables:

**First: the independent variable:**

• **COVID-19 Pandemic.**

**Second: the dependent variable:**

• **Quality of Educational Service**

### Statistical Processing

Statistical processing of the collated data in this study has been carried out using the Statistical Package for Social Sciences (SPSS), where the arithmetic means and standard deviations of the responses of the study members to the

questionnaire as a whole and each of its items are used.

## 9. Results and Discussion

This section gives insight into the results and discussion related to the question of the study.

### • What is the degree of educational services quality at the School of Educational

### Sciences during COVID-19 from the academic staff perspective?

To answer this question, arithmetic means and standard deviations of the educational service quality degree at the School of Educational Sciences from the point of view of the faculty members in general and for each dimension of the study instrument are calculated as shown in Table (1).

Table 1

*Arithmetic Means, Standard Deviations, and Ranks of the Educational Service Quality Degree at the School of Educational Sciences from the Faculty Members' Perspective at the University of Jordan Arranged in Descending Order*

No.	Dimension	AM	SD	Rank	Service Quality Degree
2	Responsiveness	4.03	0.74	1	High
5	Safety and assurance	4.02	0.70	2	High
4	Empathy	3.96	0.66	3	High
3	Dependability	3.94	0.68	4	High
1	Tangibility	3.68	0.70	5	High
	Educational Service Quality	3.91	0.60		High

Table (1) shows that the degree of educational service quality at the School of Educational Sciences from the viewpoint of faculty members is high, as the arithmetic mean is (3.91) and the standard deviation is (0.60). All dimensions of educational service quality are at a high degree, as the arithmetic means have ranged between (4.03-3.68). The responsiveness dimension is ranked first with an arithmetic mean of (4.03) and standard deviation of (0.74) with a high degree, while the safety and assurance dimension is ranked second with an arithmetic mean of (4.02) and a standard deviation of (0.70) and a high degree. However, dependability is ranked in the

penultimate rank with an arithmetic mean of (3.94) and a standard deviation of (0.68) and a high degree. Concerning tangibility dimension, it is ranked last with an arithmetic mean of (3.68) and a standard deviation of (0.70), and a high degree. As for the items of each dimension, the results are as follows:

#### 1. Responsiveness Dimension

Arithmetic means and standard deviations for this dimension in general and each item are calculated as shown in Table (2).

Table 2

*Arithmetic Means, Standard Deviations, and Ranks of the Degree of the Responsiveness Dimension Items Arranged in Descending Order*

No.	Dimension	AM	SD	Rank	Service Quality Degree
12	The faculty member is obligated to provide the educational service at	4.09	0.85	1	High

No.	Dimension	AM	SD	Rank	Service Quality Degree
	specified times.				
9	The faculty member communicates continuously with the students.	4.05	0.74	2	High
11	The faculty member allocates sufficient time to answer students' questions and inquiries.	4.05	0.81	2	High
10	The faculty member allows students a reasonable amount of discussion and debate.	4.04	0.85	4	High
8	The faculty member provides help to the students when they need it.	4.03	0.83	5	High
13	The school has staff that is always ready to help students when a problem arises.	3.95	0.79	6	High
Responsiveness		4.03	0.74		High

Table (2) shows that the degree of educational service quality at the School of Educational Sciences from the point of view of the faculty members for the items of the responsiveness dimension is high, as the arithmetic mean is (4.03) and the standard deviation is (0.74). The items of this dimension are in a high degree, as the arithmetic means have ranged between (4.09-3.95).

Item (12) which states “The faculty member is obligated to provide the educational service at the specified times” is ranked first with an arithmetic mean of (4.09) and a standard deviation of (0.85) with a high degree, while item (9) states “The faculty member communicates continuously with the students”

is ranked second with an arithmetic mean of (4.05) and a standard deviation of (0.74) and a high degree. However, item (8) which states “The faculty member provides help to the students when they need it” is ranked in the penultimate rank with an arithmetic mean of (4.03) and a standard deviation of (0.83) and a p. Concerning item (13) which states “The school has staff that is always ready to help students when a problem arises” is ranked last with arithmetic mean (3.95) and a standard deviation (0.79) and a high degree.

## 2. Safety and Assurance Dimension

Arithmetic means and standard deviations for this dimension in general and each item are calculated as shown in Table (3).

Table 3

*Arithmetic Means, Standard Deviations, and Ranks of the Degree of the Safety and Assurance Dimension Items Arranged in Descending Order*

No.	Dimension	AM	SD	Rank	Service Quality Degree
29	The school provides a safe environment for students.	4.14	0.82	1	High
26	The school is keen on the confidentiality and privacy of	4.09	0.80	2	High

No.	Dimension	AM	SD	Rank	Service Quality Degree
	information related to students.				
28	The university has a medical clinic for students to provide them with the necessary health services.	3.99	0.88	3	High
30	The school has a sufficient number of 24-hour surveillance cameras.	3.99	0.93	4	High
27	The school has a sufficient number of university security staff.	3.88	0.97	5	High
Safety and Assurance		4.02	0.70		High

Table (3) shows that the degree of educational service quality at the School of Educational Sciences from the point of view of the faculty members for the items of the safety and assurance is high, as the arithmetic mean is (4.02) and the standard deviation is (0.70). The items of this dimension are in a high degree, as the arithmetic means have ranged between (4.14-3.88). Item (29) which states “The school provides a safe environment for students” is ranked first with an arithmetic mean of (4.14) and a standard deviation of (0.82) with a high degree, while item (26) which states “The school is keen on the confidentiality and privacy of information related to students” is ranked second with an arithmetic mean of

(4.09) and a standard deviation of (0.80) and a high degree. However, item (30), which states “The school has a sufficient number of 24-hour surveillance cameras” is ranked in the penultimate rank with an arithmetic mean of (3.99) and a standard deviation of (0.93) and a high degree. Item (27), which states “The school has a sufficient number of university security staff”, is ranked last with an arithmetic mean (3.88) and a standard deviation (0.97), and with a high degree.

### 3. Empathy Dimension

Arithmetic means and standard deviations for this dimension in general and each item are calculated as shown in Table (4).

Table 4

*Arithmetic Means, Standard Deviations, and Ranks of the Degree of the Empathy Dimension Items Arranged in Descending Order*

No.	Dimension	AM	SD	Rank	Service Quality Degree
24	The faculty member deals kindly and politely with the students.	4.13	0.77	1	High
25	The school staff deals with politeness and politeness with students.	4.00	0.74	2	High
21	The school places the student's interest at the forefront of interests.	3.97	0.78	3	High
23	The school deals with students' problems individually.	3.87	0.73	4	High
22	The school understands the needs and	3.83	0.75	5	High



No.	Dimension	AM	SD	Rank	Service Quality Degree
	requirements of students.				
Empathy		3.96	0.66		High

Table (3) shows that the degree of educational service quality at the School of Educational Sciences from the viewpoint of faculty members for the items of the empathy dimension is high, as the arithmetic mean is (3.96) and the standard deviation is (0.66). The items of this dimension are in a high degree, as the arithmetic means have ranged between (4.13-3.83). Item (24) which states "The faculty member deals kindly and politely with the students" is ranked first with an arithmetic mean of (4.13) and a standard deviation of (0.77), with a high degree, while item (25) which states "The school staff deals with politeness and politeness with students" is ranked second with an arithmetic mean of (4.00) and a standard deviation of (0.74), with a

high degree. However, item (23) which states "The school places the student's interest at the forefront of interests" is ranked in the penultimate rank with an arithmetic mean of (3.87) and a standard deviation of (0.73) with a high degree. Regarding item (22) which states "The school understands the needs and requirements of students," it is ranked last with an arithmetic mean of (3.83) and a standard deviation of (0.75), with a high degree.

#### 4. Dependability

Arithmetic means and standard deviations for this dimension in general and each item are calculated as shown in Table (5).

Table 5

*Arithmetic Means, Standard Deviations, and Ranks of the Degree of the Dependability Dimension  
Items Arranged in Descending Order*

No.	Dimension	AM	SD	Rank	Service Quality Degree
18	The faculty member is committed to scientific accuracy and honesty in teaching.	4.13	0.86	1	High
19	The faculty member is obligated and bound to implement the regulations and instructions related to student affairs.	4.13	0.85	1	High
20	The faculty member deals fairly and transparently with all students.	4.13	0.80	1	High
16	The faculty member uses procedures to simplify the information.	4.01	0.72	4	High
15	The faculty member is keen to provide everything new and useful to the students.	3.86	0.77	5	High
17	The school provides study programs that include various specializations that meet the needs of the labor market.	3.66	0.87	6	Medium

No.	Dimension	AM	SD	Rank	Service Quality Degree
14	The faculty member uses modern educational techniques in teaching.	3.64	0.72	7	Medium
Dependability		3.94	0.68		High

Table (5) shows that the degree of educational service quality at the School of Educational Sciences from the viewpoint of faculty members for the items of the dependability dimension is high, as the arithmetic mean is (3.94) and the standard deviation is (0.68). The items of this dimension are in high and medium degrees, as the arithmetic means have ranged between (4.13-3.64). Items (18) which states "The faculty member is committed to scientific accuracy and honesty in teaching" and item (19) which states "The faculty member is obligated and bound to implement the regulations and instructions related to student affairs" are ranked first with an arithmetic mean of (4.13) and standard deviations of (0.86 and 0.85), with high degrees. However, item

(17) which states "The school provides study programs that include various specializations that meet the needs of the labor market" is ranked in the penultimate rank with an arithmetic mean of (3.66) and a standard deviation of (0.87) with a high degree. Regarding item (14) which states "The faculty member uses modern educational techniques in teaching" it is ranked last with an arithmetic mean of (3.64) and a standard deviation of (0.72), with a high degree.

## 5. Tangibility

Arithmetic means and standard deviations for this dimension in general and each item are calculated as shown in Table (6).

Table 6

*Arithmetic Means, Standard Deviations, and Ranks of the Degree of the Tangibility Dimension Items Arranged in Descending Order*

No.	Dimension	AM	SD	Rank	Service Quality Degree
3	The internal environment of the school is suitable in terms of ventilation and lighting.	3.88	0.84	1	High
4	The school has enough seating and space.	3.81	0.78	1	High
1	The school building is modern and clean.	3.78	0.91	1	High
6	The school has several computer laboratories equipped with modern equipment.	3.70	0.84	4	High
7	The school has the necessary facilities for students such as toilets, a prayer room, etc.	3.66	0.85	5	Medium
2	The school has classrooms equipped with the necessary equipment.	3.48	0.95	6	Medium

No.	Dimension	AM	SD	Rank	Service Quality Degree
5	The school library has a sufficient number of recent books and references.	3.44	0.90	7	Medium
Tangibility		3.68	0.70		Medium

Table (6) shows that the degree of educational service quality at the School of Educational Sciences from the viewpoint of faculty members for the items of the tangibility dimension is high, as the arithmetic mean is (3.68) and the standard deviation is (0.70). The items of this dimension are in a high degree, as the arithmetic means have ranged between (3.88-3.44). Item (3) which states "The internal environment of the school is suitable in terms of ventilation and lighting" is ranked first with an arithmetic mean of (3.88) and standard deviations of (0.84), with high degree, while item (4) which states "The school has enough seating and space" is ranked second with an arithmetic mean of (3.88) and a standard deviation of (0.78), with a high degree. However, item (2) which states "The school has classrooms equipped with the necessary equipment" is ranked in the penultimate rank with an arithmetic mean of (3.48) and a standard deviation of (0.95) with a medium degree. Regarding item (5) which states "The school library has a sufficient number of recent books and references," it is ranked last with an arithmetic mean of (3.44) and a standard deviation of (0.90), with a high degree.

## 10. Conclusion

In a few words, the aim of the study is to explore the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective. The study shows that the degree of educational services quality at the School of Educational Sciences during COVID-19 from the academic staff perspective is high. Based on the results of the study, it is recommended to review and benefit from the experience of the University of Jordan in education during the COVID-19 pandemic.

## 11. Recommendation and Suggestions for Future Work

Based on the responses of the faculty members at the School of Educational Sciences and the results of this study, the study has formulated several recommendations such as evaluating and developing school programs for the purposes of continuous improvement, according to methodological foundations and scientific models, and through cooperation with relevant parties, including graduates, employers and workers in the educational sector, strengthening the relationship between the school and its alumni and providing evidence of graduate students' and employers' satisfaction with graduates, which requires the school to follow up on the career and professional progress of its graduates, providing the necessary standards to identify students' tendencies and characteristics, as well as providing plans to attract highly qualified students from various diverse groups in society, following up on students during practical training by providing computerized systems to follow up and evaluate field experiences and communicate with relevant authorities, providing practical scientific courses to employ appropriate technology in the teaching-learning process for teachers in the school, and improving the quality of educational service in all its fields, as it is directly related to the degree of application of the international accreditation standards of the Council for the Accreditation of Educator Preparation (CAEP). Other important suggestions based on the study are conducting a new study aimed at evaluating the quality of the educational service provided by the school from the perspective of graduate students and revealing the gap between students' expectations for the educational service provided and the actual performance of the school and another study showing the degree of employers' satisfaction with the school's graduate students, and benefiting from

those results to develop the school's various academic programs.

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