Evaluation of Postgraduate Programs at the Faculty of Education at Al-Aqsa University in Light of the Standards of the National Authority for Accreditation and Quality

Imad A. El-Hadidi [*]

Faculty of Education, Al-Aqsa University of Gaza –Palestine.

Abstract: This study aimed at identifying the reality of postgraduate programs at the Faculty of Education at Al-Aqsa University in light of the standards of the National Authority for Accreditation and Quality from the postgraduate students' views. The researcher used the analytical descriptive method. The study's tool was a questionnaire applied to the study's sample contained (218) male and female postgraduate students at the Faculty of Education at Al-Aqsa University. The main results of the study were as follows: the total score of the questionnaire had a large score with relative weight (%72.72). The dimensions of the questionnaire came in a descending order as follows: The field of the educational process had relative weight (%78.96), the field of faculty members had relative weight (%75.38), the field of the program's structure and content had relative weight (%75.02), the field of the mission and general objectives of the program had relative weight (%74.53), the field of the scientific supervision had relative weight (%73.50), the field of the study system had relative weight (%72.08), the field of scientific research had relative weight (%71.51), the field of evaluation had relative weight (%70.58), the field of teaching and learning facilities had relative weight (%69.57), and finally the field of alumni had relative weight (%63.17). All fields had a large effect side except the field of alumni which had a middle score. In addition, there are no statistically significant differences at ($\alpha \leq 0.05$) in evaluating postgraduate programs attributed to the variables (sex and specialization).

Keywords: Postgraduate programs, Accreditation and Quality Standards.

1 Introduction

The development of countries is measured by detecting the extent of their interest in scientific research, and how to employ it in solving societal and international problems. So, Universities are the main incubator of scientific research through their colleges and committees of postgraduate studies that make a real investment in human resources.

Universities are scientific and educational institutions, whose tasks focus on preparing qualified scientific cadres to develop society in various fields of life scientifically, economically and intellectually. Furthermore, preparing theoretical and applied research is required by the process of scientific and technological progress in society through the various scientific and research activities (Issa & Abu Al-Maati, 2011, p. 5).

The evaluation process is one of the most important tools that universities depend on evaluate educational programs that are approved in accordance with the principles of laws followed in countries. Therefore, universities administrations resort to "internal evaluation" and "external evaluation" to find out the strengths and weaknesses. Moreover, the evaluation of students is considered one of the most important issues of educational evaluation as through this process, it is possible to judge the quality of the teaching process, the performance of the lecturers, the quality of the curriculum and the educational program, which is an important aspect in judging the quality of the educational system in general. Learning and learners' performance outcomes are the focus of the evaluation process and its most important pillars in all educational institutions at all levels (David, et al., 2010).

The evaluation system of academic programs also allows universities to make adjustments and put plans for change and development based on accurate data analysis in order to improve the education process, achieve academic goals, address the complexities and difficulties and highlight the fields of deficiencies that require an increase in the degree of accountability and

[*] Corresponding author E-mail: Hadidi_imad@yahoo.com

accountability by decision-makers and policy planners, and thus the evaluation of academic programs is a reflection of the aspirations future universities.

In light of the numerous studies and scientific research that dealt with the issue of the evaluation of postgraduate programs, Al-Kathiri's study (2021) recommended urging the supervisor to follow up on preparing the student's research plan, and the availability of a clear mechanism in the department to distribute students to supervisors and taking into account the diversify in teaching methods. Furthermore, Abu Hajjaj's study (2021) recommended holding meetings with postgraduate students to evaluate their views on academic, administrative and other services.

The statement of the problem:

There is an increasing demand for postgraduate programs in the universities of Palestine, which reduces the psychological, moral and material suffering of students when they would like to study abroad. According to this growing scientific demand, the researcher investigated the evaluation of the postgraduate programs approved by the National Authority for Accreditation and Quality for the Palestinian universities in general and Al-Aqsa University in particular. Fourteen postgraduate programs have been accredited to Al-Aqsa University, including (12) master's programs and (2) Ph.D. programs. Some studies dealt with the subject of the evaluation of postgraduate programs of universities, such as Zwain's study (2011) which showed that the level of evaluation of postgraduate programs at the University of Kufa had a large degree in numerous fields and low in other fields. Also, the results of Al-Qarni's study (2012) showed that the availability degree of some academic accreditation standards of the National Authority for Evaluation and Academic Accreditation in postgraduate programs in the educational management in Saudi universities ranged between medium and weak. So, the researcher conducted this study to reach results concerning the study's questions.

Questions of the study:

* What is the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in light of the standards of the National Authority for Accreditation and Quality from the postgraduate students' views?
* Are there statistically significant differences at ($\alpha \leq 0.05$) among the responses of postgraduate students to the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the variables (sex and specialization)?

Aims of the Study:

- To determine the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in light of the standards of the National Authority for Accreditation and Quality from the postgraduate students' views.
- To reveal the statistically significant differences at ($\alpha \leq 0.05$) among the responses of postgraduate students to the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the variables (sex and specialization).

Hypotheses of the Study:

- There are no statistically significant differences at ($\alpha \leq 0.05$) among the responses of postgraduate students to the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the sex variable.
- There are no statistically significant differences at ($\alpha \leq 0.05$) among the responses of postgraduate students to the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the specialization variable.

2 The Theoretical Framework

Evaluation is defined as a set of criteria that measure the degree of quality, excellence and importance in different fields. The objective of the evaluation is to reach clear values and results that help in achieving specific goals. There are several types of evaluation, including quantitative and qualitative evaluation, and they are used in various institutions, universities and companies, as it is considered a requirement to ensure continuity and achieve success (Wiliam, 2013).

Academic programs are defined as a combination of courses or requirements that students complete to obtain an accredited certificate enabling them to work, whether it is a university degree or its equivalent (Burd, 2015).

The importance of Academic programs and evaluation (Astin, 2005):

1. It contributes to increasing the effectiveness and improvement of academic programs.

2. It helps to clarify the educational objectives of the programs.

3. It helps to clarify the specific goals that the student seeks to achieve.

4. It contributes to providing a better education for students based on their abilities and achievements.

The tools of Academic Program Evaluation

Academic program evaluation requires the use of two tools of evaluation:

Quantitative evaluation: In this tool, the evaluation staff focuses on gathering information and quantitative indicators, and the quantitative evaluation examines each element of academic performance separately and accurately, thus focusing on the quality of inputs, processes and outputs.

Qualitative evaluation: In qualitative evaluation, many tools and methods are used, including discussions, interviews, observations, examination of records, case studies, measurements, questionnaires, and others. Thus, the evaluation staff uses the qualitative evaluation method (Union of Arab Universities- General Secretariat, 2013, p. 35).

In accordance with the gathered information, data and evidence, the staff can summarize the findings and judgments by answering paragraphs and phrases of written scales that show the quality of the academic program focusing on the quality of inputs, processes and outputs. When making judgments, the evaluators should use their experience, different standards and tools and benefit from the effects of the different factors on the level of student achievement, the quality of teaching and learning, students' behavior and attitudes and their overall growth (Union of Arab Universities- General Secretariat, 2013, p. 46).

Accreditation

Accreditation is divided into two types, as follows:

1-The general accreditation: It focuses on the authority's approval that the licensed institution is eligible to apply for accreditation for its faculties and programs, when the relevant conditions are met and in accordance with the regulations and standards of the Authority. The general accreditation begins with the Board approving the establishment of the institution based on a report from the Authority when the necessary conditions are met.

2-The special Accreditation: It focuses on the authority's approval on the eligibility of the educational program, and its approval to be taught at the institution. The accreditation for the approval of opening an educational program at the institution begins when the relevant conditions are met, and it is granted after the graduation of the first cohort when the necessary requirements are met (The Palestinian Realities, 2018, p. 11).

Academic accreditation: It defined as the evaluation of an academic program in an educational institution and ensuring its quality and compatibility with the level of the certificate granted in accordance with specified international standards (Union of Arab Universities- General Secretariat, 2013, p. 73).

The standards of the National Authority for Accreditation and Quality:

The evaluation process focuses on reviewing the basic standards of the National Authority for Accreditation and Quality that constitute the total quality of the program or institution. These standards are: (The National Authority for Accreditation and Quality, 2021, p. 4- 9)

1   The general mission and objectives:

- The academic strategy of the program compared to the international standards.
- The professional strategy of the program compared to the international standards.
- The program's strategy as a part of the university and faculty's mission.
- Discussing the mission and general objectives with the faculty members, students, employees, parents, etc.
- Specifications of the expected alumnus.
- Transferring the strategy into objectives.
- Transferring the objectives into educational programs.
- Special objectives related to the subject of specialization, ethical values, national strategy, etc.

- Periodic review for the mission and objectives of the institution every 10 years.

2   The structure and content of the program:

- The level, content and intensity of requirements for the first and second university degrees.
- The level and content of all courses.
- The level and content of the selective courses.
- The importance of the research or graduation project to the program.
- The academic level of the program and its relationship with research.
- The interest is given to academic and professional skills.
- The interest is given to written language skills and computer skills.
- The internal homogeneity and consistency of the mandatory requirements and the qualitative correlation among them.
- Considerations and requirements for the program, such as applications in the field.

3   The environment of the educational process:

- The effective concept of the educational environment.
- The suitability of the teaching and learning methods which are used to the content of the curriculum and results.
- Rates of "contact hours", independent study and other study activities.
- Exams and methods of measurement.
- The type and level of tasks that should be prepared.
- The type of supervision and evaluation of graduation projects.
- The implementation methods of the educational activities: fieldwork, practical training, computer use, distance learning, etc.
- Providing a detailed study plan for each course.
- The evaluative approaches that are used in the institution, such as programs, students, faculty members, management, etc.
- The role of students in the evaluation process and the academic courses.

4   The type of accepted students:

- The admission System.
- The number of students accepted in the past years.
- The type of students accepted in the past years.
- The exceptional admission for students: part-time, special training, male-female rates.
- Special considerations for the population groups: geographical distribution (cities - villages – camps), ethnic distribution, foreign students, etc.
- The guidance and follow-up system.
- A system to encourage students to participate in students' activities.
- A system to preserve students' rights and provide means of follow-up and appeal.
- The cost of the student in the programs under evaluation compared to other programs.
- Availability of financial aid for poor students.
- Activities to facilitate the student's transition from high school to faculty or university.
- Special and directed activities and campaigns, for example, in science and technology, special meetings to discuss specific topics, computer clubs, etc.

5   The school system:

- Possibility to complete the basic study program in a specific period.
- A system for evaluating the stages of progress in the study program.
- Distribution and sequencing of study subjects in accordance with the academic year.
- Balance in the study program between the plan and the actual implementation.
- The time of exams.
- Obstacles and facilities for students who have special needs.

- Problems in the field follow-up in terms of the use of facilities, the organization of training, etc.

6 *The success rates:*

- Success rates for the preparatory year (if any).
- Success rates in entrance exams, English language, or professional competence (if any).
- Success rates for the first year.
- The cumulative success rates in the basic study program.
- The average of the study duration for the first university degree.
- Special Policies.
- The success rates of the field follow-ups.

7 *The quality of alumni:*

- Academic quality.
- Vocational quality.
- The content and level of research or graduation project.
- The content and level of training programs.
- Finding suitable employment in the national economy.
- Evaluation of alumni in the workplace by the employee.
- Percentages of alumni working in the field of their specialization.
- Percentages of alumni who migrate during the first year of their graduation.
- A system or mechanisms to follow up on alumni.
- Alumni' evaluation for the educational institution which they graduated from, or the program of specialization.
- Exceptional qualities of alumni.

8 *The effectiveness of the study system and the quality of the teaching staff:*

- The effectiveness of the study system.
- The internal communication and distribution of responsibilities.
- The educational and academic level of the faculty members.
- Mechanisms for attracting, appointing and developing the faculty members.
- Providing opportunities for faculty members' development.
- The job load of the faculty members.
- Distribution and diversity of experiences.
- The level of financial compensation for faculty members.
- The rate of faculty members compared to the number of students in the program (the number of part-time professors in the program is also taken into consideration).
- The role of the teaching staff at the rank of "Professor" in teaching the first-year students.
- Contribution of master or doctoral students to teaching.
- Criteria for selecting and evaluating the performance of faculty members.
- Distinguished experiences: performance level and percentage of female faculty members.

9 *The educational facilities:*

- Size and quality of classrooms and halls.
- Laboratories and workshops.
- Libraries.
- Computer rooms.
- Financial restrictions and obstacles.
- Field facilities.
- Facilities for extracurricular activities (stadiums, theatres, museums, music halls, etc.).

10 *The external communication and knowledge exchange:*

- The institution's contacts with international programs for scholarships and exchange of professors.
- Possibilities and means to study abroad and various fields for training students.
- Policies to equalize approved hours obtained from other countries.
- Exchanging students in a specific period.
- Policies for the internationalization of the institution.
- Institutional contacts with fields of specialization in the world, beneficiaries and direct officials, regarding joint research.
- Communication and networking with self-initiative from faculty members.
- Activities in continuing education and community service.

11 *The internal evaluation of quality:*

- System and structure for the internal evaluation of quality.
- Evaluation of the internal procedures.
- The role of students in the system of the internal evaluation.
- Improving and putting procedures according to previous evaluation.
- The quality of self-evaluation reports (descriptive and analytical reports).

Literature review

Al-Kathiri's study (2021) aimed at evaluating the postgraduate programs (Master's degree) in the Department of Special Education from the point of view of its male and female students by recognizing the quality of the courses, preparations, academic guidance and scientific supervision. The researcher used the descriptive survey approach and the questionnaire as a tool of the study. The study's sample was (77) male and female students, and the results showed that there is a quality in the courses and equipment, and there were no statistically significant differences in the responses of the study's sample on two fields; the field of the program's evaluation for the quality of courses and equipment and the field of the academic guidance and scientific supervision according to the variable of sex and specialization.

Abdullah's study (2020) aimed at identifying the theoretical bases for improving quality in the Egyptian pedagogy programs at the postgraduate phase and defining the conceptual framework of Deming's methodology for continuous improvement. The researcher used the descriptive survey approach and the questionnaire as a tool of the study. The study also built proposed models to improve the quality of the Egyptian pedagogy programs at the postgraduate phase in light of Deming's methodology for continuous improvement which are a model for measuring learning outcomes of Egyptian Pedagogies courses, a model for linking learning outcomes of Pedagogics programs and courses, a model for measuring learning outcomes of Egyptian Pedagogies Programs, a model for measuring performance indicators of Egyptian Pedagogies Programs and a model for employing the results of quality practices in decision-making related to the development of Egyptian Pedagogies programs.

Al-Ajmi & Ababna's study (2020) aimed at identifying the effectiveness of postgraduate programs at Kuwait University in the light of contemporary trends from the students' views. The researcher used the descriptive survey approach and the questionnaire as a tool of the study applied to a sample containing 122 students. The results showed that the effectiveness of postgraduate programs at Kuwait University in the light of contemporary trends from the students' views had a middle degree, and there were statistically significant differences attributed to the variable of objectives, acceptance and scientific supervision. Furthermore, there were no differences attributed to the sex variable. The study recommended providing effective academic guidance for students and developing postgraduate programs.

Al-Attar & Shaladan's study (2020) aimed at identifying the availability degree of quality standards in the postgraduate programs at the Faculty of Education at the Islamic University and how to develop them. The researcher used the analytical and descriptive approach. Furthermore, the questionnaire and interview were used as tools of the study. The study's sample contained 195 students. The results showed that the availability of quality standards in postgraduate programs in the Faculty of Education at the Islamic University had a large degree, and there were differences among the scores of the sample responses on the availability degree of quality standards in postgraduate programs in the Faculty of Education at the Islamic University attributed to the sex variable for female students and the specialization variable for curricula and teaching methods.

Bana'amah's study (2019) aimed at determining the availability degree of leadership competencies among the alumni of postgraduate programs in the educational administration in Saudi universities in light of the standards of the Educational Leadership Council Criteria (ELCC) from the point of view of faculty members and alumni and identifying the statistically significant differences on the availability degree among the responses of the study's sample that are attributed to the variable (university, affiliation to the program, sex). The researcher used the survey and comparative methods of the descriptive approach, as well as, the questionnaire as a tool for the study. The study's sample contained 47 faculty members and 321

alumni. The results of the study showed that the availability of leadership competencies among alumni of the programs had a high degree, and there were no statistically significant differences on the availability degree attributed to the university variable, while there were differences attributed to the variable of affiliation to the program for a professor and the variable of sex for males.

Al-Saqri & Al-Sunaidi's study (2019) aimed at evaluating the postgraduate programs at Qassim University from the students' views. The researchers used the analytical and descriptive approach and the questionnaire as a tool of the study applied on a sample containing 193 students. The results revealed that students' responses had a high degree in the following fields (registration and admission policy and university regulations - the objectives of postgraduate studies – the content of courses – the teaching and learning strategies - the methods of evaluation, academic guidance and supervision), while their responses had a low degree on the field of services and research facilities. Moreover, there were statistically significant differences in the responses of postgraduate students on the field of research services and facilities attributed to the sex variable for males, but the field of the objectives of graduate studies programs and the field of services and research facilities were for the doctoral degree. Richardson's study (2015) aimed at identifying the type of feedback of postgraduate students at the Educational Faculty in Britain on the Faculty's postgraduate programs. The study's sample included (1680) alumni who were applied to the study for three consecutive years, while the study's tool was an open questionnaire consisting of two questions about the best aspects of postgraduate programs in the faculty and providing suggestions to improve the services. The results revealed that (40%) of the students' responses were about issues related to services, infrastructure, library, student administration and academic support which showed that these fields need improvements. Furthermore, the results showed that the fields related to the practical aspects of the applied programs, the skills and experiences that the students acquired as a result of joining the program were positive.

Methodology

Research design:

The researcher used the analytical descriptive method to describe the phenomenon of the study, analyze its data, detect the relationship among its components, show the opinions expressed about it, highlight the processes it contains and indicate the effects that it causes (Afana & Nashwan, 2018, 187).

Instrumentation:

After reviewing the previous studies, the researcher constructed informal interviews for preparing a questionnaire which consists of (107) statements and divided into (10) fields. Then Likert's scale (very few, few, medium, large, very large) was used to measure the respondents' answers to the questionnaire statements to equal the following degrees (5, 4, 3, 2, 1); the relative weight from 84 to 100 is very large, from 68 to 84 is large, from 52 to 67 is medium, from 36 to 52 is few, and less than 36 is very few. All statements of the questionnaire were positive.

In order to confirm the reliability of the questionnaire, the Cronbach's Alpha coefficient was calculated at (0.987), and the Split Half Method was calculated at (0.924). This indicates that the questionnaire is reliable.

The population of the study

The study's population consists of all postgraduate students who have completed (30) hours from the doctoral and master program in the majors of educational guidance, educational administration, methodology of the faculty of Education at Al-Aqsa University in 2021-2022 totaling (501) male and female students.

The sample of the study

A random sample of (218) students from a postgraduate program in the majors of educational guidance, educational administration, methodology of the faculty of Education at Al-Aqsa University in 2021-2022.

3 The results and Discussion of the Study

Answering to the questions

The first question is: What is the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in light of the standards of the National Authority for Accreditation and Quality from the postgraduate students' views?

In order to answer this question, the arithmetic averages, standard deviation, relative weight and ranking were calculated.

Analyzing the fields of the study:

Table 1: The arithmetic mean, relative weight, standard deviation, "T" test and ranking of the questionnaire's fields.

The field	Arithmetic mean	Standard deviation	Relative weight %	Rank	Total score
The educational process	3.948	0.644	78.96	1	Large
The faculty members	3.769	0.805	75.38	2	Large
The program's structure and content	3.751	0.686	75.02	3	Large
The mission and general objectives of the program	3.727	0.690	74.53	4	Large
Scientific supervision	3.675	0.839	73.50	5	Large
The study system	3.604	0.748	72.08	6	Large
The scientific research	3.575	0.884	71.51	7	Large
Evaluation	3.529	0.796	70.58	8	Large
Teaching and learning facilities	3.479	0.892	69.57	9	Large
Alumni	3.158	0.934	63.17	10	Medium
The total degree	**3.636**	**0.663**	**72.72**		**Large**

Table (1) shows that the total score of the questionnaire had a large degree and relative weight (%72.72). "The educational process" field had the first rank with a large degree and relative weight (%78.96), and the researcher attributes this result to the great care of the officials in the postgraduate programs which distinguishes their program at Al-Aqsa University from competing programs in other universities. While, "the alumni" field had the last rank with a middle degree and relative weight (%63.17), and the researcher attributed this result to the weak join of the labour market to the alumni.

The answer to the second question, which is: Are there statistically significant differences at (α ≤ 0.05) among the responses of postgraduate students on the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the variables (sex and specialization)?

Thus, There are two hypotheses to answer this question, as follows:

1. There are no statistically significant differences at (α ≤ 0.05) among the responses of postgraduate students on the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the sex variable.

Table 2: the results of using "T" test for the sex variable.

	Gender	Number	Arithmetic mean	Standard deviation	"T"	Sig.	Level of sig.
Total score of questionnaire	Male	88	3.674	0.587	0.688	0.492	Not Sig at 0.05
	Female	130	3.611	0.709			

*"T" value at the significance level (0.05) equals 1.96 and at (0.01) equals 2.58

Table (2) shows that the significant value of the total degree of the questionnaire equals (0.492) which is higher than the significance level (0.05). This shows that there are no statistically significant differences at (α ≤ 0.05) among the responses of postgraduate students on the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the sex variable. This is attributed to the procedures of the postgraduate faculty in providing its programs to both sexes (males and females). In addition to the fact that the evaluation process depends mostly on the practical aspect that is based on teamwork consisting of two sexes and the co-education in all postgraduate programs at Al-Aqsa University, so there is no difference between the responses of males and females. This result was agreed with the results of (Al-Kathiri, 2021) study, (Al-Ajmi & Ababna, 2020) study and (Abu Shamala, 2013) study, which showed that there were no differences attributed to the sex variable, while it differentiated from (Al-Attar & Shaladan, 2020) study, which showed that there were differences for female students, and (Bana'amah, 2019) study, which showed differences for males.

2. There are no statistically significant differences at (α ≤ 0.05) among the responses of postgraduate students on the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the specialization variable.

Table 3: the results of using "One-way ANOVA" test for the specialization variable.

	Source of variation	Sum of squares	Degree of freedom	Average squares	"F"	Sig	Level of sig.
Total score of the questionnaire	Among groups	0.481	2	0.240	0.547	0.580	Not Sig at 0.05
	Inside groups	94.575	215	0.440			
	Total	95.056	217				

*"F" value at the significance level (0.05), and a freedom degree "2, 215" equals 3.04, and at (0.01) equals 4.71

Table (3) shows that the significant value of the total degree of the questionnaire equals (0.580) which is higher than the significance level (0.05), and the calculated "F" value is (0.547). This result shows that there are no statistically significant differences at (α ≤ 0.05) among the responses of postgraduate students to the evaluation degree of postgraduate programs at the Faculty of Education at Al-Aqsa University in the light of the standards of the National Authority for Accreditation and Quality attributed to the specialization variable. The researcher attributed this result to the fact that the programs of postgraduate studies in the Faculty of Education at Al-Aqsa University follow to the same system, services and the administrative transactions. This result was agreed with the results of (Al-Kathiri, 2021) study, which showed that there were no differences due to the variable of specialization, while it differentiated from (Al-Attar & Shaladan, 2020) study, which showed differences for curricula and teaching methods.

Recommendations

In the light of the results of the study, the following are recommended:

- Interesting in alumni through good planning and making entire coordination between universities, the labour market and the Ministry of Higher Education.
- The philosophy of postgraduate programs should reflect the characteristics and needs of the Palestinian society.
- Benefiting from the outputs of practical research by employing scientific research to solve the problems of the Palestinian society.
- Working on evaluating the courses of the postgraduate programs continually to reduce recurring topics among courses.
- Raising the efficiency of faculty members, urging them to move away from traditional teaching methods and using modern methods based on the employment of technology.
- Taking into account the economic conditions of students, working to reduce university fees and putting mechanisms for collecting fees in line with their income or the income of their families.
- Carrying out recreational and social activities to relieve and recreate students.
- Analyzing the job selection procedures for alumni in previous years and benefiting from them in evaluating current programs and planning the adoption of new programs.
- Raising the percentage of women's representation among faculty members in postgraduate programs.
- Opening the library late at night to allow postgraduate students to benefit from its services, especially since most of these students work during the day.
- Conducting periodic surveys in the institutions in which alumni of postgraduate programs work in order to identify the competence of alumni.
- Determining a supervisor for each student at the stage of preparing the research plan for submission to the seminar.
- Students should be given freedom in choosing a supervisor for their research thesis.
- Determining special places for postgraduate students in the university library.
- Publishing a biography of each faculty member teaching in postgraduate programs.
- Conducting media programs in the various local media to talk about the distinguished alumni in the postgraduate programs.
- Giving the opportunity for students to participate in decision-making and solving problems related to their issues.

- Providing an academic guidance system for each postgraduate program to assist and guide students.
- Faculty members in postgraduate programs should take into account the abilities and characteristics of students in choosing the teaching strategies that they use in their lectures.
- The content of the teaching courses should be reviewed so that the content of those courses is compatible with the needs of society and the labour market.

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