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Keywords: NA

Classification: DDC Code: 882.01 LCC Code: PA3825

Language: English



London
Journals Press

LJP Copyright ID: 573333
Print ISSN: 2515-5784
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 22 | Issue 9 | Compilation 1.0



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Educational Research in Arab Universities between Theory and Practice

Mustafa Shazali^o & Mustafa Ahmed^o

ABSTRACT

It has been observed that education research in Arab universities has not undergone the process of synthesis. Most education research in the Arab regions is considered as individual attempts that are so hard to be adopted by educational enterprises. The researcher provides some relevant literature from different sources to deal with the research questions and to generate appropriate tentative hypotheses. The researcher used qualitative methods and theorizing saturation methods to arrive at tentative hypotheses to be investigated by further studies. The study arrived at the importance of combining the issue of the quality assurance system with education research to benefit the two fields together. Education research should document quality assurance systems as a repertoire for educational, high-quality experiments. That it should spread and document quality assurance and accreditation experiments of the Arab university in the region and may even be extended around the globe. Education research topics matters can be either used as a relevance-oriented tool, or as an original creator of quality assurance benchmarks and key performance indicators that are compatible with the Arab universities' peculiar situations.

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I. INTRODUCTION

Educational research is defined in many studies as the activity that aims to provide knowledge that allows educators to achieve educational goals in the most effective ways and methods. This is done by studying the student's environment and making it a conducive environment for the development and strengthening of the desired

trend towards growth as much as possible. Many studies also agree on the objectives of educational research, which is to help in the early detection of information and then find and provide a way to develop it for the better. This is the reason why it deals with the reality of the educational systems and their nature, diagnosing their prominent problems, working to address and renew them if necessary, and working to increase their internal and external efficiency. Educational research is also concerned with determining the effectiveness of the methods used in the classroom and then developing them and promoting all educational practices. Educational research also seeks to find the best ways that enable us to develop the qualitative and quantitative aspects of educational outcomes. Al-Khatib, Al-Farah, and Abu Samaha (1987, p. 7) displayed those who require educational research, such as directors of educational projects, ordinary researchers, authors of studies projects, educational assessors, and research review specialists, the first university degree students, the graduate students. This study considers that the previous definitions of educational research are not enough and neglected many educational paths that greatly help in strengthening the national framework of the education industry that represented in assuring the achievement of objectives and key performance indicators system to ensure the quality of departmental programs in universities. Therefore, to evaluate the educational research theory and the extent of its application in Arab universities, we find ourselves in the process of asking some questions that this study seeks to answer, which are:

II. RESEARCH QUESTIONS

- Does educational research in the Arab world care about the process of synthesizing the results of educational research, and to what

extent do Arab universities follow the strategy of synthesizing education research findings, and how far have they used evidence-based practice research in quality assurance and accreditation centers?.

- What is the percentage of educational research studies in Arab universities that showed the phenomenon of university political correctness (problems, areas, reforms)? Can the concept of political correctness be included in the translation and Arabization process, or is this concept limited to the teaching and learning process only?

Have quality and accreditation bodies in the Arab world benefited from Arab educational research published in non-Arabic languages, especially English, in finding key indicators to ensure the performance of new benchmarks that are compatible with the social, political, and intellectual reality of the Arab world? And has the principle of the relevance of international quality and accreditation indicators been employed and adapted to the reality and national trends of Arab universities?

- Do the Arab faculty of education have bodies of education research centers as available in developed countries which are always affiliated with education faculties?

III. RESEARCH METHOD

The researcher followed the inductive qualitative method, which depends on collecting and analyzing data in the particular subject and then classifying them in the form of scientific concepts that confirm each other. All of this must be consistent in a logical form. The current study followed this method to establish a theory about the reality of educational research in Arab universities at present and to arrive at some hypotheses that help to be investigated in further research, especially after the emergence of quality and accreditation bodies in the ministries of higher education in the Arab world. As for how to construct a theory from data extrapolation, see Strauss. AL, Corbin. JM (1998, p. 12). For the researcher to extrapolate the theory of

educational research in Arab universities, the researcher has relied on analyzing the data uploaded to websites and electronic platforms such as Al-Fanar Media (2021) about education, research, and culture. The platform made a great effort through contacts with many Arab countries in providing important information on many types and topics related to educational research in Arab universities. The Arab countries on this site include Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen. Therefore, it can be said that the research sample for this study is a purposeful regular sample. The research method used in this study relies on the method of continuous comparisons of data and linking between educational research topics presented in Arab universities so that the researcher can discern the nature of educational issues and problems and the structure of Arab educational research construction. The researcher then begins to build and evaluate a theory of educational research that compares the topics and problems that have been concerned within educational research in European and American universities and universities in the West in general. Regarding the role that faculties of education should play in making appropriate educational research through their postgraduate studies, the researcher analyzed the contents of some educational research topics in the libraries of faculties of education in some Sudanese universities. The researcher also used what has been written about educational research by conducting many surveys and observations to build a theory of educational research in the Arab world. To achieve this purpose, the researcher has visited the library of the Faculty of Education at Nile Valley University, the Library of the Faculty of Education at the University of Khartoum, and the Library of the Faculty of Education at Omdurman Islamic University to acquaint himself with the nature of the educational topics dealt with in these faculties, and whether these topics have kind of connection with the areas of quality assurance and accreditation. Therefore, we can say that the main variable in this study is “educational

research” and the attributes that describe this variable are the titles and locations of educational research produced by researchers and scholars of the aforementioned Arab universities. The selection of the three colleges was done through purposeful random samples by choosing a random list of fifteen colleges of education in Sudan to avoid biasing one college over the other. The third number in every five colleges has been chosen as a sample by the researcher. Rubin and Babbie (1993, p. 223) describe this process as an equal probability for selecting research samples.

IV. LITERATURE REVIEW

4.1 Synthesis of Findings in Arab universities

Generally speaking, the quality and accreditation centers in the ministries of higher education depend on what has been standardized from educational research findings as performance indicators to ensure the quality of the university program in the particular specialization. The author of this research believes that educational research is the basic reference in the manufacture of performance indicators to ensure quality in public education in general and university education in particular, and this is what this study seeks to prove. The study is endeavoring to prove the validity of the relationship between educational research and performance indicators and quality assurance. The researcher firstly has observed that all university program quality indicators and institution quality indicators that are agreed upon globally and locally have substantiated standards related to educational research. Therefore, a standard such as the “mission and objectives” helps analyze the extent of consistency between the mission, goals, and objectives of the institution and between the goals and objectives of the program. The “program management” standard, helps in evaluating the effectiveness of planning and program management, and the surveys of students’ opinions on their learning experiences gained from the proposed program. The "learning and teaching" standard helps in assessing the consistency of learning outcomes with the required national qualification framework, which can be measured, monitored, and evaluated

through teaching and assessment of learning domains. And there is the “management and governance” criterion that evaluates the educational and learning responsibility of partners, the laws and regulations governing the educational institution and its structures, the order of priorities and relationships, the flexibility and fluidity of the application of multiple quality forms with different evaluation purposes in a measurable manner. There is a criterion of "Managing Student Affairs and Appropriate Services" which evaluates the student support and counselling services accompanying the program to help students achieve a sound educational environment that helps students in developing their countries and communities. There is a "Learning Resources" criterion, and this criterion evaluates the diversity of educational resources such as libraries, information centers, printing, journals, scientific periodicals, and training opportunities for teachers and students on the uses of modern technology in the teaching process. And there is a standard of "facilities and equipment", which is the infrastructure and technology that support the program. The criterion of "financial planning and management" is the assessment of the proportionality of the financial resources or the extent of their impact on the program and the institution. The "Recruitment Operations" criterion, is concerned with the statistics of professors' numbers and keeps track of those who work and those who have left the institution. The "scientific research" criterion, is a criterion that evaluates the research and scientific activities of the faculty by providing the latest research results in the field of the specific program, and this helps in acquainting students with the latest findings in the specific domain. The last criterion is "the institution's relationship with community development" which evaluates the relationship and role of the specific program in community development around the university.

What needs to be clarified from the foregoing is that these above-mentioned criteria fall under many subheadings that represent the paths required to achieve the required standard and that these key performance indicators analyses

which may exceed the thirty have become one of the basic requirements for institutional and program accreditation of universities. The more the university achieves success in these criteria, the higher it rises in its global and local hierarchy. The new role for education research, the present paper is endeavoring to prove, is that education research is pivotal in manufacturing the required benchmarks that ensure total quality within the institution. Booth and others (2011, p. 1) define “the benchmark as a means to improve performance and is a systematic continuous process of comparing products, services, procedures, and outputs with different institutions. The purpose of improving outcomes is always done through differentiation, comparison, relevance, and implementation of good practice indicators. They explained the success factors of higher education standards in general and Australian universities in particular. The author of this study has added to Booth, et al definition of ' benchmark ' a practical side of education research as a primary incubator for quality assurance and accreditation in local and global high education. That is, education research should be considered as the device that creates the oriented-relevance process to the realities of the universities intended for accreditation and quality assurance processes. These key performance indicators can be summarized in the following factors: First, determining the criteria used for measurement and evaluation with a peer institution. This factor is intended to balance the strategic planning of the goals, the available financial cost, the manpower working, and the setting of priorities. Secondly, choosing the partners and determining the appropriateness of the mission, goals, and educational values between the two institutions. What is important in this factor is the availability of trust between the two administrations and the transparent discussion of areas of strength and weakness away from the influence of politicians. Third, defining the types and levels of standards for sharing data, strategies, and self-evaluation reports, and the agreement of both parties on the levels of required performance indicators and the time frame for evaluation and review. Fourth, preparing templates that include the purpose of

the partnership, the partnership field, indicators and measures, and providing performance data for the two institutions, and then proceeding with the implementation of comparative studies between the two parties, so that the employees of the institution discover each of their strengths and weaknesses. The institution or ministry, then, proceeds in strengthening its weaknesses compared to the partner that has been chosen according to its good reputation, good practices, and global or local rank classification. Fifth is the involvement of educational leaders and professionals, each in his field of qualification. Sixth is the actual implementation process of assessing and comparing standards with the institution or (partner) that has been selected. This process is undertaken by forming departments, laws, and counterpart templates to ensure quality, follow-up, and implementation. Seventh, which is to reconsider the achieved results by classifying the multiple elements and levels in which development and improvement occurred at the required agreed-upon benchmarks of the institution and program. Eighth, the hierarchy of communication, follow-up, and feedback between the accreditation body at the state level represented by the ministry of high education and the scattered universities in different parts of the country. Finally, the recommendations of the benchmarking process are adopted by the institution that compares its situation of key performance indicators with the chosen partner or stakeholder. And it adapts these recommendations to the institution's economic, cultural, social, and political situation. From the above, it is clear to us that there are new roles of educational research in the manufacture and practice of quality and accreditation in education in general, and higher education in particular, and this role of education research in the Arab world, as seen by the author of this study, is almost non-existent, except for a few attempts. This may, however, be the main reason for the redundant repeated topics of education research as we will see later. What is lacking in our Arab universities, also, are the roles of centers and organizations that are interested in synthesizing the findings of educational research by collecting

studies of high validity and that are free of statistical errors, accurate, and use the logic of selecting samples. These centers carry out training operations on how to conduct the process of synthesis both qualitatively and quantitatively, and sometimes use them together. And there are about twenty-five ways to synthesize the finding of the research, see (Ahmed 2017, p. 3). What must be clarified here is that the process of synthesis of educational research, in particular, is usually carried out by intermediaries in a country like America. And because comparison is allowed in the literature on quality and accreditation, we will explain how these organizations in America work and identify them. Hess (2008, p. 3) says that there are three types of organizations for synthesizing research findings in America, and all of them practice the processes of synthesizing the results of educational research. The mission of these organizations then is to explain, unify and submit the agreed-upon recommendations to the decision-maker. The first type of these organizations is the “Experts Organization” it is considered one of the non-neutral groups, and it is characterized by its non-alignment with any political party such as States Commission for Education and other groups. The second type is “membership groups.” This type deals only with research that serves its political agenda, and that falls within the scope of its interest, such as the National Association for Education, the Council of Schools in Big Cities, and many others. The third and final type is “the ideology- organizations ” and they are dealing with research that is compatible with their ideology or with their philosophical approaches to how schools and universities should be developed, such as the American Center for Educational Reform, the Center for American Progress and there are others. Hess concludes by saying that although there is conflict and different interpretations between these organizations, he believes that this is a natural thing that characterizes democratic societies. To clarify and provide a remedy for the shortcomings of these intermediary organizations, educational bodies such as Washington D.C. and CAP were selected as neutral educational voices. When comparing these American organizations with the Arab

educational reality of universities, we find that these strategies, centers, and organizations that synthesize the findings of educational research are not found in Arab university institutions. This of course leads to the dispersal and stifling of Arab educational research and its importation of many educational solutions from non-similar educational systems with different cultural features. This situation, according to the writer of this research, is what necessitates the Arab universities to follow the principle of KPIs relevance regularly. Both the relevance and adapting of research findings need education research for the management of quality assurance and accreditation and management of knowledge in general. We note here that the application of the principle of compatibility with international standards also requires original educational research concerning Arab politics in general and the specificity of each Arab country in particular. To understand the concept of synthesizing research results, we take an example provided by Ahmed (2017, p. 5) in which he explains the exerted efforts of many American and international organizations <http://www.wrsc.org/story/scientific-consensus-earths-climate-warming> in unifying research results. The results of the “global warming” phenomenon and how 97% of these organizations, after approaching and synthesizing the results of the relevant research, concluded the reality of the existence of this phenomenon and that it is a reflection of human misuse of the environment. What needs to be noted here is that there is no mention of Arab organizations that participated in this global research synthesis. Several organizations that have contributed to synthesizing the findings of scientific research on global warming are American. These organizations can be summarized in the following list, the American Scientific Society, the Scientific Organization for the Advancement of Science, the American Chemical Society, the American Geophysical Union, the American Medical Association, the American Meteorological Society, the American Physical Society, the Geological Society of America, and the International Academies, US Government Academies of Sciences, US Global Change Research Program, Intergovernmental

Panel on Climate Change, Scientific List of Scientific Organizations from around the world, and US Agencies.

4.2 Educational research and the phenomenon of political correctness

All American educational research unanimously agreed upon the term political correctness as observable behavior on American universities' campuses. It means that some universities' faculty members harness the university academies to serve a specific ideology alone, whether it is left or right, by using the phenomena of racial, sexual orientation, gender issues, and other sensitive social issues. This may reshape the design and organization of scientific and teaching programs within the university. The research topics edited in this area reveal the rising representation of leftist philosophy in teaching, learning, and scientific research in the social sciences.

Maranto, R., and others (2009, p. 4) have edited a book on the phenomenon of political correctness in American universities, and these researches were written by educators from different American universities. The book explained the culture of political correctness in American higher education and presented some solutions to address this phenomenon. The book focused on the phenomenon of the sovereign liberal approach in the process of teaching, learning, and knowledge in general. The book sought to clarify how the phenomenon of race and pluralism of sex, gender (the difference between the sexes), and the issue of sexual orientation became the predominant topics that are exploited and interpreted according to the philosophical approach and ideology believed by the faculty members at the particular university. This phenomenon reduced students' opportunity to compare opinions, develop their ability to think and criticize and reduce the university's chances of graduating qualified cadres with the ability to rethink and create. The book highlighted statistics that show the scarcity of conservatives and freedom advocates who hold professorial degrees. The book also clarified the impact of political correctness on some scientific and academic

fields such as political science, history, English language, anthropology, and linguistics. The book also revealed the psychological and social mechanisms that explain this imbalance process. The book also focused on highlighting demographic pluralism while avoiding to a large extent political pluralism. All the papers in the book emphasized the underrepresentation of conservative views on American campuses, which was justified by the tendency to appoint liberal faculty and accept their view of political correctness against the view of conservative philosophy. Finally, the contributors to this book suggested solutions to increase the proportion of conservatives in higher education, such as establishing centers and programs within the university that work outside the official departments and allowing conservative faculty members to explore topics that deal with students who have conservative tendencies. This should be done by directing the graduates and the trustees of the governors in the supervision of their institutions and changing conservatives' view of how liberal arts scholars should be understood not as provocative proponents, but as discoverers of truth. From the above, we can say that political correctness seeks to reduce the degree of hostility inside the university campus, which may affect negatively some groups by ridiculing different ethnicities or other indirect methods, and political correctness may appear in the uses of language, ideas, and ideologies of faculty members and students who belong to a particular left or right creed or philosophy. It usually appears in the policies and general behavior within the university. The term non-political correctness, it means the language and ideas that antagonize some other cultural identities, but it differs from political correctness in that it does not internalize a doctrine or ideology as in the first concept. And there are questions in these papers, including what is the reason for the lack of professorships among governors in American universities? Why do we find that there is a dearth of conservative faculty? What is the implication of designating only what is politically homogeneous on campus? And what are the solutions that can be put forward to solve the problem of political correctness within the

American universities?. Answers to the above questions will give a measurable tool, more elaboration of the term, and grounds for comparison between American universities and Arab universities.

Research has shown an increase in the number of liberals and radicals (fundamentalists) over conservatives and defenders of freedom in American universities, with a ratio of three to one in economics, five to one in political science, and twenty to one in anthropology and sociology., and some research suggested what is known as the expansion of the concept of intellectual diversity in political and social viewpoints within the classroom and various fields of scientific research.

The author of this research paper, therefore, studies this phenomenon in the Al-Fanar platform for education, research, and culture. It is a neutral platform that does not adopt any positions on political or religious issues and is considered a comprehensive site of educational and scientific research and opinion articles from twenty-two Arab universities, and the platform used both Arabic and English languages to present the contents of the educational research collection uploaded to their platform. We will list the educational research on the platform to clarify whether or not educational research in Arab universities has dealt with the concept of political correctness, and to what extent the concept of good practices has been applied in synthesizing the findings of the research discussed above, what is the vision of educational research in Arab universities?, and if it is proved that these two concepts (research synthesis, and political correctness) do exist or not?.

Most of the studies of the Fanar Media platform on education, research, and culture that were edited in the year 2021 focused on the topics of COVID-19, artificial intelligence, research funding problems, depletion of water resources, and the slow growth of social sciences in the Arab region. These researches and articles on the platform included some research that talked about the topic of intellectual diversity in some Arab universities, and it is a topic related to the concept of political correctness in Arab universities under some subheadings such as “intellectual freedoms”, but most of the research was individualistic attempts and was not subjected to the processes of good practices and processes of research synthesis. It is known that linking scientific research and neutrally appropriating its results for decision-makers helps in the process of sustainable development. Sheridan (2008, p. 1) explains the idea, that if the particular institution does not benefit from the scientific method in synthesizing research findings, such as sleepwalking or complete numbness with not knowing, estimating, and comparing what is happening in the knowledge society around you, and thus narrowing your cognitive perspective, which reduces your creative and productive opportunities. Next, we will set a table of percentages for each of the educational topics uploaded through the Al Fanar platform, because it is not possible to mention all the topics, and this is due to the large number of topics, which approximately amounted to about two thousand eight hundred and ten (2810) topics.

Table 1: Numbers, percentages for AL- Fanar Platform 2021

| Topic | Number | Percentage |
|----------------|--------|------------|
| Covid 19 | 100 | 3,5 |
| Students | 490 | 17,4 |
| Refugees | 240 | 8,5 |
| Gender | 150 | 5,3 |
| Teaching staff | 220 | 7,8 |

| | | |
|----------------------------|------|------|
| Academic freedom | 130 | 4,6 |
| Employment | 130 | 4,6 |
| Quality Control | 60 | 2,1 |
| Finance | 110 | 3,9 |
| Administration | 90 | 3,2 |
| Arts& Culture | 210 | 7,5 |
| University Admission | 40 | 1,4 |
| Curriculum | 100 | 3,5 |
| Literature& Translation | 90 | 3,2 |
| Politics | 250 | 8,8 |
| Dialogues | 70 | 2,5 |
| Teaching | 180 | 6,4 |
| Information Technology | 150 | 5,3 |
| Total | 2810 | %100 |

All educational research and articles uploaded to the platform are individual attempts in which researchers have made a lot of effort, but what the author of this research has observed is that these researches do not have a scientific link that collects them so that they can be used in practice. This may be due to the traditional definition of the concept of educational research, which is clarified Previously. This study seeks to find a new concept of educational research, as we will see later, which is the functional educational research that is practically related to the concepts of quality and accreditation bodies in the ministries of high education and quality departments within Arab universities. This type of research has not undergone the process of finding synthesis and has not been subjected to a functional experimental investigation to test its validity, thus it may be more harmful if it is applied without scientific consensus. We take examples from previous research, for example, the research "Solutions to Reform Egyptian Education: Efforts to Transform Teachers into Researchers." The author of this research believes that if an institution adopts these solutions resulting from only one research, the funders may put themselves at financial risk because the

results were not supported by the results of other research. So, all educational research in Arab universities uploaded to the Fanar Media platform, and the educational research that the author studied for this research when he visited some of the libraries of the colleges of education in Sudan are educational research that takes the form of a single variable that ends with scientifically approved single results. Finding from this research type still needs more research confirmation. Plus, the platform or the aforementioned colleges of education do not include educational research for translated university textbooks, and therefore it is not possible to be certain of the political correctness of translated into Arabic books in Arab universities. Luckily, one of the issues that guarantee political correctness in Arab universities is the application of quality assurance and accreditation systems. Quality assurance has followed a strict system of benchmarks and key performance indicators that control the whole education process within the university.

4.3 Examples of the reality of educational research in Arab universities

The author of this research notes, through the survey studies he has conducted in some colleges

of education in Sudan, and through the study of educational research and articles uploaded on the Al-Fanar platform that the majority of educational research titles in the Arab world have focused and cared only on the steps of writing scientific research. It has been observed that there is a clear confusion between the concept of educational scientific research and scientific research in general. To emphasize this, see Al-Kilani and Al-Sharifin's (2007 p. 15) definitions of educational research and how these definitions of education research proceeds according to the scientific method of research, like any other scientific research discipline. This scientific framework combines the identification of the problem, the hypotheses and research questions, and then the related literature and the research problem, then choosing a sample or a community for the study, and it is finalized by the statistical analysis of the data and its interpretation. The researcher has observed that all that was written about educational research in many libraries of the colleges of education in Sudan are references and books in Arabic with a great deal of the scientific methods of research and methods of positive and inferential statistics. The researcher asks himself questions centered on what is the difference between such studies on educational research and books specifically written on descriptive and applied statistics? What is the difference that educational scientific research should make? The author of this research believes that the role that research plays in the educational process in the Arab world has received less attention from Arab decision-makers and financiers. Gardner (2011) says that government and funders always seek to find acceptable justifications for funding it or favor some priorities and economic conditions to finance education research studies. Gardner believes that it is possible to improve the impact of educational research by identifying the beneficiaries, defining the purpose, and how it is perceived by governments and the media. And some educators fear. See Hess (2008, p. 3) of the bias of journalists, media professionals, and state officials toward one educational center over another, by focusing on the reputation and the

general form of the center. This may lead to complete ignorance of examining the importance of the subject of the study, the scientific and logical selection of the sample, and the process of adjusting the error or the general construction of the search. It is noticeable in the educational articles and research uploaded on the Al-Fanar platform that it was not subjected to findings' synthesis, and there are nominal longitudinal studies, which is the main feature of educational research in general, and there are no education studies that clarify the phenomenon of political correctness in Arab universities, and whether this phenomenon is presented in Arab universities the same way that it is presented in American higher education? The Al-Fanar platform does not disclose the investor for each research that is presented, and does not show the purpose of the funding in writing the specific topic? And if such topics are worth funding or not? What Gardner mentioned regarding identifying the beneficiaries and determining the purpose of educational research is an intertwined process and needs to overcome many difficulties. The research centers differ between the developed countries and some countries in Africa from the Arab countries. This difference appears in that the developed countries have research centers to develop human resources and the human cadres affiliated within the faculties of education. In the Arab countries, after the study and comparison, it became clear to the author of this research that in most Arab countries there are usually national centers for educational research that undertake a longitudinal evaluation to measure the impact of reform and the application of national standards for raising the quality of performance in basic education. Another example of an Arab country, the Sultanate of Oman, says Al-Asadi (2006) in a scientific article about the possibility of applying the recommendations of educational research in national development projects and that the research centers concerned with education are often affiliated with the Ministry of Higher Education and Scientific Research, and not the Ministry of Education. The writer of the present paper does know what is exactly the situation today. Al-Asadi stated that the research education in Oman is concerned with regional

and international organizations supported by the United Nations. Al- Asadi identifies three types of educational research prevalent in Oman, which is descriptive research, such as solving problems that affect the success of the educational process, such as students failing and dropping out of schools, learning conditions, educational techniques, and teacher performance evaluation. There is the empirical research that is concerned with choosing new teaching methods, and Third, there are theoretical studies, which are studies in the history of education, comparative education and the historical development of education, and studies related to philosophical education theories. Al-Asadi said that all these research patterns aim to add valuable theoretical information about the educational reality, and he suggested some ways to improve the reality of education in the Sultanate of Oman according to global experiences.

- Cooperating with research centers concerned with science and psychological education through programs for annual contracts, then conducting survey research on educational problems in return for financial support that matches the nature of research problems.
- Encouraging the conduct of evaluative research for the curriculum, the teacher, and the student.
- Forming specialized committees for each curriculum that you develop according to modern curricula in developed countries in the educational field, and then issuing quarterly reports on what can be added or deleted. These committees are directly linked with educational decision-makers.
- Coordination between education officials and members of the House of Representatives concerned with the educational system to raise educational problems that have a general impact on the educational system, and submit recommendations to the Council of Ministers or interrogate and invite those responsible for educational decision-making in the country to discuss the reality of the educational system.
- Monitoring adequate financial budgets in coordination with the Ministry of Education and the Ministry of Higher Education.

- Encouraging employees and holding an annual conference by the Ministry of Education to discuss education issues.
- Participation in international conferences and benefit from the experiences and expertise of others.

Concerning the topics of education that can be carried out by educational research centers, Abboud (1980, p. 89) identifies ten difficulties in researching the subject of comparative education. These difficulties can be displayed in the different terms used in the field of education from one country to another. Among the difficulties he mentioned is that comparative education is, a broad knowledge of educational thought, pedagogy, the economics of education, curricula and teaching methods, and psychology. Mental health as one of the comparative education issues requires extensive knowledge of economics, politics, sociology, geography, anthropology, philosophy, general history, the history of education, and other things. He also spoke about the inaccuracy of statistics in developed countries, and he says that studying statistics requires a certain scientific explanation. For example, the education budget and the share of each educated person from this budget requires knowledge of the price of the currency, its purchasing value, the level of the sample and the educational levels placed on the budget, and the aspirations and hopes of the people. The writer of this paper believes that all of the above is needed by educational research as well, and above that, it needs to be owned by the public with all the documents, results, and scientific analysis that the tool of science can provide. Educational reform is carried out through educational research, if it is assumed that there is a specific change in a curriculum or a new design for a new curriculum without scientific educational research, then this is considered a scientific risk to the student's future. There are political concessions that contradict the reality of educational research, which should always protect and fortify itself from politics and the media through the aforementioned research centers that have the legitimacy of interpretation,

defense, funding, and decision-making, as authorized by the laws of the state. We also say that empirical studies of educational research require several tests, including renewing the conditions in which the experiment takes place, and identifying all the internal factors from the particular experience. See Mahmoud and Mansi (1987, p. 117). And how these internal factors from the experience have their cultural characteristics and intellectual features that differ from one country to another, and there is certainly a difference in the funding system and the public education system between countries. Therefore, it is difficult to generalize the results of educational research in one country to another. Rather, it can be used to a certain degree that is commensurate with the conditions of the country trying to benefit from the other country's experiment. For these findings, see the Education Research Enforcement Project website (www.aers.org.uk). This leads us to the new concept of educational research that this study seeks to contribute to both fields of education institutions, and quality assurance deanship and units. The study shows a pragmatic relationship between educational research and quality and accreditation bodies that should fully be considered worldly when adopting quality and accreditation systems. The author of this research believes that all performance indicators to ensure the quality of the institution or program are educational results and good practices that have been unified through neutral educational research organizations, and this can be conceived as that educational research is the scientific incubator for quality assurance's key performance indicators.

4.4 The role of educational research in the relevance and application of quality and accreditation

Badran and others (2019, p. 1-13) say that there has been a clear growth in the past two decades in the issues of quality and accreditation at the global and national levels. Quality and accreditation bodies in higher education aim to assist in graduating students at the undergraduate and postgraduate levels who push the national economy forward. Quality and accreditation bodies seek to ensure effective

institutional work, optimal use of resources, accountability, and control of all partners of the university or the educational institution. The book dealt with the process of evaluating and compatibility with quality and accreditation standards between one country and another, describing it as a complex process. To create a reliable assessment, it is necessary to study the social impact made by the graduates, and then look at the total output of the institution's scientific research and the outputs that the institution can provide to the local community. Among the most important things that the book touched upon UNESCO report http://en.unesco.org/unesco_science_report/arab, which clarifies UNESCO's view of the Arab region, in which it stated that in the year 2030 and despite the political instability in the Arab region, there is progress taking place in the inputs and outputs of technical and industrial education, and there is a doubling in publishing and spending on research and development. The book discussed the cooperation that can occur between the university, industry, and government, and the developments in education that can be brought about by digital technical development based on ISO standards No. 9001 and Standard No. 29990. The book talked about the importance of the independence of external quality bodies from political and governmental influences. Most of the papers talked about the reform of higher education in the Arab world, and the most important reforms were the result of the economic crisis in the year 1970-1980. A great renaissance occurred after the year 2011, because of the application and suitability of quality and accreditation standards in many Arab universities. The book discussed an important topic, which is the issue of the hierarchical classification of universities, and explained the damage to Arab universities from it, because it relies on publishing in the English language and focuses a lot on the natural and medical sciences with little focus on the engineering and social sciences, and completely neglects the humanities. He also explained that the organizations that carry out this hierarchical classification differ in their evaluation criteria. The book also talked about the promotion of the national framework

for graduates of Arab universities and its compatibility with international frameworks to distinguish and keep pace with the certificate granted by Arab universities worldwide. The book discussed the reasons for the weakness of education in the Arab world and mentioned among them the lack of quality of the curriculum and its failure to keep pace with modern sciences and failure to keep pace with the needs of the labor market, the weakness of graduates in languages, mathematics, and critical thinking. The book finds out that the application of quality and accreditation takes the character of control and not the character of Quality assurance. To assure the quality requires a lot of actual investigation of indicators and continuous follow-up and accountability. This assurance-process requires actual fulfillment of the decided standards that are transformed into reports and specifications because, in the end, they are the same benchmarks required by the ministries of education, but they have been developed in forms such as the course specification form, program specification form, course report form. And other evaluation forms for scientific research, graduate studies, student affairs departments, and other forms that clarify the degree of enforcement of the criteria or the paths desired to be achieved through the teaching and learning process. The writer of this paper believes that one of the reasons for the weakness of some universities in the Arab world is that they follow old systems, which reduces their efficiency, and that most of their educational systems practice indoctrination based on the power of memory and memorization. The book talked about the Quality and Accreditation Commission in the Ministry of Higher Education in Jordan and its set of standards and indicators for each university program in all universities in Jordan. This leads the author of this research to ask this question: Are there national quality and accreditation bodies in all ministries of high education in the Arab world? The book clarifies the concept of bibliometric measurements and how it has become a tool for evaluating productivity in scientific research, a guide to the issue of funding, and a criterion for comparison with competing research and peer institutions.

There are bibliometric indicators, including the curriculum vitae of a faculty member, Scopus database, Web of Science (ISI), the number of published research papers, citations, average citations for each published scientific paper, impact factor, method of measurement, and other things. And one of the things that the book clarified is that all the Arab countries participating in the organization agreed to what is known as the “UNESCO Agreement for Excellence in Higher Education Qualifications for Arab Universities” because UNESCO is the only organization with a mandate to improve higher education policies in the region. This agreement stipulated the “additional diploma” to match the standards of Arab university graduates with the standards of international universities. Since 1980, international agreements have appeared on the same matter. We mention, here, the Lisbon Agreement for Excellence, the International Declaration on Higher Education for the Twenty-first Century, and the Sorbonne Declaration. The standards of excellence for all of these agreements were based on the qualification level, method of study, learning outcomes, knowledge, skills, and objectives of the course, information about grades, and how to distribute them.

The current study seeks to present a new concept of educational research based entirely on what was previously mentioned concerning the culture of performance indicators to ensure the quality of the program and the quality of the university institution in general. The new concept of educational research, which is presented in this research, jumps from all previous concepts to the concept of educational research as a scientific incubator for all policies, procedures, practices, and applications of quality and accreditation within the higher education institution in today's world, and to prove the validity of this concept, which has been largely absent from quality circles. We will follow the theory of saturation theorizing of Glaser and Strauss (1967, p. 61). And if it is already proven that educational research is the other aspect of higher education quality, this may change many of the implications presented by educational research and will help in

promoting a culture of quality by creating new performance indicators and standards that are commensurate with the scientific and academic implementation of the bachelor's programs and graduate studies in Arab universities. This will also be in line with the economic and social reality of the Arab universities of concern. And this new trend of educational research will play a major role in facilitating the process of importing external standards, clarifying the role of quality partners, and limiting foreign political interference that the external partner may unintentionally or intentionally prevail. This issue may greatly harm the principle of conformity to standards between partners. After this concept of educational research, the author of this research expects thousands of educational research and books to be published through electronic and paper libraries that evaluate and compare thousands of quality practices in Arab and international universities. The importance of educational research will be evident in the role it can play in directing quality and accreditation according to the philosophy and vision of the particular country. And to bring the concept closer to mind, we take the example mentioned by Hess (2008), which is the practical application of reducing the number of students in the classroom (class size) in the state of California. This program, costs that State in the year 1996 AD an amount of 771 million US dollars in the first year of its implementation, and costs 1.7 one billion US dollars annually to the year 2005, when evaluating the project by the American Institute for Research and the Research and Development Corporation (RAND) they concluded that there is no relationship between class size and student achievement. Hess says that there is a clear discrepancy in the results of the research that studied the rates of students to professors, and therefore there are some researchers who support the issue of reducing the number of students, and there are those who see otherwise. The writer justified the failure of the experiment in the state of California to the indifference of decision-makers to the differences between the results of educational research conducted on this subject, in addition to the different conditions in each of the two states. What we can benefit from

this example is the importance of educational research as a controlling reference and guide for all aspects of the teaching process by achieving the required goals with financial expenditure parallel to what is required. We can also say that educational research is the guiding advisory body that all quality and accreditation systems in Arab universities should follow to match or apply performance indicators to assure the quality of programs in different faculties. To clarify the role that educational research can play in framing the concept of quality culture and accreditation in Arab universities, we will review some main concepts in quality culture and try to clarify the role that educational research can play in directing and reconfiguring and perhaps reducing the financial cost and maintaining the university's resources in general. Below we take some examples of how educational research can be related to the concept of quality and accreditation, and it can help in developing, directing, matching, and comparing the concepts of quality and accreditation bodies in world universities in general and in Arab universities in particular.

4.4.1 The principle of accountability

One of the ABCs of quality culture is that the responsibility for the activities of the individual and the institution must be accountable. This means that the financier gives the license to practice the work must be familiar with the implementation processes by providing it with the necessary and required reports, and this means that the quality departments in Arab universities are accountable to the quality and accreditation bodies in the ministries of education of these countries. And when we studied educational research in Arab universities, we did not find implications for responsibility and accountability in the application of the development and quality experience in post-secondary education. These universities must benefit from each other in the quality accountability and continuous improvement of the teaching and learning processes.

4.4.2 The concept of program accreditation and institutional accreditation

Regarding the concept of the program and institutional accreditation, it is summed up in the fact that the specific institution or program should be conformed to the good practices or the required standards agreed upon to obtain the degree of accreditation. And we always find that there are standards from higher education that are required for program accreditation and others required for institutional accreditation. In addition to other references such as the degree of academic achievement of the student from the frame of reference of goals and outcomes to be learned and what is the degree of implementation of all of this in the distance education programs of the university. Accreditation is usually given after the college's first batch that was accepted at the university finishes the assigned study period to get the required degree. The accreditation process has always been conducted after assigned agree-upon periods, and then the accreditation departments return the assessment, so the institution is constantly should keep renewing itself according to a new benchmark that may arise, and it should keep the pace of quality, and adopt the quality new theories. About the concept of accreditation, the educational research that has been observed and surveyed by the author of this research does not include an evaluation model for an institution or academic program for an Arab university that has been accredited, knowing that there are many Arab universities in the Gulf region and some Arab countries that have been accredited by global and local accreditation bodies. Here there is a wide opportunity for Arab educational research in studying, comparing, and evaluating these experiences and transferring all the scientific steps taken by the university that has been accredited to the rest of the Arab universities that are still striving towards that goal so that they can, with the help of such educational research, reshape their structures and adapt its reality to commensurate with the nature of its circumstances, facing its shortage challenges, and enhancing its strengths. Here we say that each step of accreditation can be a separate and practical educational study. This, however, may widen the conventional side of

education research to embrace new dimensions that reflect and conjoin the Arab university to rethink together and benefit from each other.

4.4.3 Accreditation management system

Badran and others (2019) explain that the Arab Internet for higher education regarding quality and accreditation has been established since 2007 in cooperation with the global Internet, and therefore some Arab universities began to create partnerships with universities from outside the Arab region. Following the impact of quality in Europe, quality commissions were established for higher education in Arab universities, and four Internet networks were established in the Arab region. Therefore, it is important to have interactive management of accreditation on the Internet that enables institutions and programs to easily access accreditation information by designing and arranging accreditation documents, setting statistics, designing databases, and accessing all the main procedures required for accreditation. And this system must provide institutions, quality departments, and faculty members the opportunity to practice quality work form of preparations, and delivery of documents as clear evidence that facilitates the accreditation process for the particular institution. This interactive system allows faculty members to review, support, and monitor the development of their quality work, and this system also enables them to obtain accreditation information quickly and without delay. The author of this research believes that this is an important content that has been neglected by all educational research that talks about the role of technology in promoting the teaching process. The author of this research believes that educational research has an important role in such a case, which is documenting and clarifying the concept of differences between quality assessment (which is that the external agency directs and reviews all assessment steps within the designated institution) and quality review (here the role of the external institution is limited only to evaluate the procedures and standards followed by the particular educational institution to achieve its quality and the methods followed by the academic program to ensure quality and achieve of the required standards).

4.4.4 Evaluation process

It is the process of measuring performance according to standards and levels set by the institution. There are two types of evaluation. The first is evaluating students' results in exams and tests to measure the student's achievement of the learning outcomes set by specialists in the relevant field. The second type of evaluation is to measure the extent to which the quality elements are applied in the educational institution, which is represented in the evaluation of the quality of teaching, evaluation of the quality of the program, and courses in achieving the previously set goals. Here we say that all the educational research that has been surveyed by the author of this research does not talk about evaluations of the quality of the institution represented in many things, the most important of which is the evaluation of the program and its proposed decisions, as well as the evaluation of the university as an educational institution in general.

4.4.5 Audit

The concept of a quality audit is an independent review that confirms that all reports for a given activity are correct and that the required standards have been met. And the term "audit" is an accounting term that certifies the accuracy of financial reports that comply with the standards of accounting science. In higher education bodies, it is meant to evaluate the quality of performance from an independent external body and review the quality and the extent of application of the specified standards and approved by the two partners. In higher education, this review is always been conducted through self-evaluating studies conducted by the institution on its activities and on the extent to which they comply with the required quality standards. The educational research that has been studied by the author of this research does not include any educational studies on this concept for a quality audit.

4.4.6 Performance indicator as a criterion

It is a tool for development by comparing the university institution with a peer institution

recognized for its excellence in a particular field. The philosophy of comparing performance indicators lies in recognizing whether a partnership of the stakeholders has succeeded in achieving the required standard or not. The institution must seek to discover the ways that the institution has achieved the required standard, and then take measures and approvals to suit or adopt the method of good practice followed by those universities. There are many types of these indicators. The author of this research does not find details or previous educational studies that practically substantiated at length this concept of key performance indicators. It is important here to mention Camp's (1989), steps of circular criterion work which consist in defining the criterion you want to compare, forming a team of experts to work on the criterion, identifying partners, collecting and analyzing information about the criterion, and making the appropriate decision.

4.4.7 Blended Education

It is an educational system that combines traditional teaching (lectures, discussion panels), in the classroom and open education. This type of education requires a kind of training and know-how on the part of students, and the institution that implements this system must take into account those educational dimensions. From the survey studies carried out by the author of this research on the topics of the educational research that was written in some Arab universities, the researcher found that the topic was discussed a lot, but the term was not linked to the literature on quality performance and accreditation.

There are many concepts of quality in higher education in Arab universities that have been completely neglected by educational research according to the survey studies conducted in this study. There are also internal assurance standards and internal evaluation processes carried out by the university institution to evaluate its performance. There is also what is known as the global accreditation of a university institution or its programs by an external accreditation agency in another country. The

educational research in Arab universities does not talk about learning outcomes, which is the knowledge learned from a specific course or program. The educational research in Arab universities does not address learning inputs, which are the sources provided by the university to implement its educational programs. The inputs include financial resources, equipment, ease of procedures, faculty, and students, and the quality of the teaching staff represented by the number who teach in the particular program and the level of their academic qualifications required by the quality departments of the particular university, and the ratio of the teacher-student average. Finally, there are the contents of the library and the provision of computers. The writer of this study finds that quality and accreditation systems focus a lot on these input indicators because they ultimately lead to the quality of scientific research at the university. Plus, we note here that the educational research reviewed by the author of this research does not match the learning inputs and outputs of the actual application of quality within Arab universities. We take the Saudi national framework as an example to define what these areas of learning are. The Ministry of Education in the Kingdom of Saudi Arabia, represented by the Education Evaluation Commission and the National Center for Academic Accreditation and Evaluation, has arranged five domains with their subtitles to be learned by undergraduates as a required national framework from the specific program. The field includes learning patterns, teaching strategies, and evaluation criteria for these areas. The first domain is the cognitive domain (the ability to retrieve and present information), the second domain is cognitive skills (the ability to mentally activate the application of concepts from the principles of thinking and problem-solving), and the third domain is interpersonal skills and responsibility (the student can work efficiently with groups, and to practice leadership work, and to assume responsibility for teaching himself independently and developing the moral values associated with those mentioned abilities). The fourth domain is the field of numerical skills and information and communication technology (which includes the basic skills of mathematics

and communication skills and the ability to deal with information technology. The fifth domain is the psychomotor domain (which is important in some programs, but not all programs). From the above, it can be said that these areas expand the circle of comparative educational research by studying quality frameworks in different Arab countries that apply quality and accreditation systems. The author of this research has not met such studies in the survey coverage that he made to review the titles and contents of educational research in Arab universities. We conclude from the foregoing that educational research in Arab universities has not addressed issues of quality and accreditation in Arab universities. For example, when educational research reflects an experience of the program or institution that has been accredited in a specific Arab university, it shares and reflects the strategies and procedures used by that university. Education research is strongly needed to disseminate and narrate these experiments for other Arab universities that are considered as hot on the trail researchers in quality assurance systems. The education research in the Arab world thus needs to take a new role that generalizes experiments of universities and guides government financial spending in higher education and all educational issues related to the application of quality and accreditation procedures in universities in general and Arab universities in particular. And it also has an active role in all issues of quality application of knowledge. Thus, educational research is can be seen as a tool for improving quality and accreditation work, it is considered a great documentary tool for what is going on in higher education in Arab universities. The process of linking educational research with the concept of quality and accreditation requires what is known as longitudinal studies because quality assurance and accreditation require time to practically implement the required and agreed-upon quality standards.

4.4.8 Educational research and longitudinal studies

As for the evaluation of longitudinal studies that we mentioned earlier, which may have been the

reason for the reluctance of decision-makers and company owners in the issue of investing in educational research. We take an example of longitudinal studies of the Scottish educational system and compare it with the Arab reality in the system and follow up on the progress and achievement of the student in the school to upgrade the student's educational level. This study was funded by the Scottish Government for a period of five years. The study system focused on providing a record showing the student's academic progress through a number of his/her educational stages. The follow-up system includes the involvement of all professors in the students' information. The philosophy of this system is that the student's skill and learning development are affected by many factors, including the method and quality of teaching, classroom conditions, behavior, and characteristics of the learner, so many educational facts can be read when reading and evaluating the student's record that remains with him as long as he is a seeker of knowledge under the Scottish education system. Of course, there is interference when the record reflects the lack of progress of the student, and then the problem is referred to the educational specialist in the specific problem (Referrals). This study was conducted in six schools in Scotland, and this study was conducted by six educational researchers, and the study reached important results, including the following:

- Most professors like to record information about their students' progress
- There are only two schools that followed the computer-based follow-up system to facilitate the information between the school administrators and the teachers, and when there is a referral to the educational specialist, then all the teachers participate via the computer and thus learn the method of dealing with problems.

One of these schools used computer monitoring to inform the family of the student's grades and discussed through the computer the students' behavior, educational goals, and the possibility of issuing and discussing reports.

While including old professors in the six schools, prefer recording student information in regular files. Young people prefer digital technology.

4.4.9 The reality of educational research centers in the faculties of education in Arab universities

The mission of the College of Education has a developmental dimension for human resources, in addition to its role in graduating high-quality educational cadres that serve in the fields of guidance, direction, and education. An example of this is the mission of the College of Education, University of Botswana, see the website (www.ub.bw) is to contribute to the development of the intellectual human energies of the nation through the teaching of the teacher. The college believes that the quality of education and the quality of life, in general, depend on the quality of the teacher and the teaching work in the classroom, and the academic educational knowledge that qualifies them for leadership and educational work in society. This college creates strong links with schools through its research centers, in addition to the role of these centers in consolidating and developing the indigenous culture of the country, taking into account new scientific developments. Then, schools adopt the concept of feedback to develop and direct schools for the better. Perhaps by introducing this educational model at the college of education, University of Botswana, we have answered the previous questions that seek to crystallize and define educational research, so what a person expects from any title of educational research is a complete pragmatic experience of school projects, teaching operations, curricula, etc. in a country or a state. Certainly, the problems of the teacher, the curriculum, and the student differ from one country to another, so what the reader expects from reading a book on educational research is to witness a specific educational reality and then frame it as required by the correct scientific research directives. For example, class size in developed countries is less in number than class size in Third World countries, and this may have called for a different educational technology in both cases, and this may have led some educators to link educational technology with the quality of teaching. This opinion led some educators to say

that the quality of teaching does not require high material capabilities in educational technologies. Teaching may be good only by using the blackboard and chalk. The entire educational issue depends on the quality and training of the teacher. What led me to this example is the pursuit of the nature of educational research, which always cares about the student's environment and the possibility of its development for the better. And that each educational and environmental condition may lead to different educational research. And there must be a fundamental link between the research centers of the faculties of education and the reality of the schools around them by providing the necessary quick solutions that are commensurate with the actual reality of the schools around the college. The author of this

research believes that solutions to educational problems should not be imported from a college of education outside the country's knowledge and cultural framework. All methods of standardizing research results depend on analyzing and testing the data provided by several independent studies on the same subject, to determine the general direction that decision-makers can reliably follow. Many qualitative standardization methods confuse qualitative and Quantitative approaches, and this requires the training of qualified cadres to conduct this delicate and important process at the same time. Ahmed (2017) classified many methods of synthesis that the Arab world universities should urgently adopt. The Methods recommended are classified as qualitative and quantitative in the following table.

Table 2: List of Existing knowledge synthesis Methods

| Qualitative | Mixed (qualitative and quantitative) |
|--|--------------------------------------|
| Content analysis | Bayesian meta-analysis |
| Ecological triangulation | Mixed studies review |
| Framework synthesis | Critical interpretive synthesis |
| Grounded theory | Cross-design synthesis |
| Interpretive synthesis/Integrative synthesis | Meta-studies review |
| Meta-ethnography | Narrative review/ narrative summary |
| Meta- interpretation | Qualitative cross-case analysis |
| Meta-study | Quantitative case review |
| Meta- summary | Realist review |
| Meta-synthesis | Textual narrative synthesis |

source: Ahmed, 2017,p.3

From the visits made by the author of this research to some colleges of education in Sudan, it was found that these research centers affiliated with the colleges of education do not exist in Sudan. The colleges of education in Sudan focus only on graduating teachers that serve as qualified cadres in the secondary, or primary level stage. The writer of this research also used the

verbal reporting method with some of the students that are participated in the Ph.D. program in Applied Linguistics at Nile Valley university. The researcher asked them if they sometimes resort to faculty of education around their schools to help in fixing the difficult educational problems, and the answer was that there is no interference from the colleges of

education in solving educational problems in the schools in which they work. And when went on with them about how they deal with intractable problems that schools are always exposed to, the answer was that they provide solutions in cooperation with school partners and parents' councils. They described their solutions as individual attempts to silence the problem for a while, but each of them asserted that their treatment is insufficient and needed the opinions of education experts as the results of the synthesized educational research. Therefore, a great need to establish centers, affiliated with colleges of education, for research synthesis is urgently needed in Sudan and the Arab World to provide the solutions necessary for the educational problems that may threaten schools and the process of pedagogy as a whole.

4.4.10 Educational research and the publishing in English

Pennycook (1994) talked about the cultural policy of English as a global language, whose teaching methods were shaped by ideological factors and social and political contexts. Pennycook's book illustrated the dialectic of English as a global language in the postmodern period from 1970-1990. The book first assumed that the spread of the English language came as a natural extension of the globalization of the economy, then retracted that claim, explaining the reason for the spread of the English language and its dominance as a global language is the strength of its discourses in education, development, and modernity, and perhaps colonialism was a cause. What Pennycook reported was not convincing to many applied linguists. The reason for the spread of the English language still requires more educational studies. What concerns us here is that publishing in English by Arab scholars is useful for the Arab world because there are no centers in Arab universities to synthesize the findings of educational and scientific research. Therefore, according to the researcher's view, there is a mutual benefit for both Arab scholars and centers of research synthesis who use the Arab scholars' publishing work in their process of synthesis. But the good thing nowadays is the adoption of some Arab universities to the quality assurance and

accreditation as a universal criterion for the university ranking process. Choosing research for the process of synthesis is something entirely dependent on the quality of research irrespective of the language by which it is written. Arab or non – Arab scholars researchers would be in a hot race to produce reliable research with the hope that it can be chosen for the process of synthesis because they feel that their work has helped in consolidating a reliable level of state of science that can serve humanity in the fields being synthesized. These evidence-based practices research turn out to be required benchmarks for the quality assurance process. Quality and accreditation bodies use educational research in their entire procedural processes and standard templates, and they use scientific research in the field of program specialization to achieve the required national framework as learning outcomes according to the nature of the scientific program, whether engineering, medical, or other disciplines. The quality and accreditation authority is considered one of the important bodies in ministries and universities, not only because it puts the university institution on the right track for quality, but because it is the only scientific context in which the two types of education and scientific research meet and support each other. Quality assurance and accreditation systems also help solve the phenomenon of political correctness by providing strict paths for teachers to follow and required benchmarks to fulfil.

V. CONCLUSION

Quality and accreditation bodies have tended to establish a quality assurance system that is to define performance indicators to ensure the quality of the program and institution according to the required standards. The required standards can be transformed into an educational experience that can be measured and judged by different types of reports. The most important of the above-mentioned reports are the program and course specifications and reports, the annual reports of the programs, a self-report on the program, and a self-report on the particular educational institution. The description of the program is summarized in the mission, goals, and

objectives of the program, areas of learning, method of student assessment and setting levels, student management and strategies and methods of support, learning resources, and facilities required for implementing the program such as devices and equipment, faculty and collaborators in teaching courses, program evaluation, and suggestion improvement procedures. These reports of qualities are preserved in electronic and paper files as standard evidence of the extent of the institution's commitment to the agreed-upon standards that must be implemented so that the particular institution obtains the degree of accreditation for a program, a college, or perhaps the whole institution's accreditation. The philosophy of benchmarking in high education institutions lies in identifying the weaknesses in the institution and finding solutions for them so that these weaknesses are transformed into strengths. Therefore, it can be said that standardization is a procedural process that can be adapted to suit the administrative nature of the particular university institution, and it can be implemented, as Camp (1989) says, in thirty-three steps, as well as in five steps, and he says that the standard itself may become outdated and unreliable, and it needs to be renewed to match the results of scientific research and developments that the world is witnessing today.

The current study reached a new concept of educational research closely related to the aforementioned quality and accreditation processes. This concept of educational research is summarized as the incubator for ensuring the internal quality and the external quality of the university institution. The current study considers that educational research with this understanding helps bring the quality and accreditation process out of its isolation within a single university institution by documenting and transferring it as a practical experience to educational research perspectives, which are represented in books, periodicals, media educational research summaries, educational magazines, websites, and university libraries spread in all Arab universities.

VI. RECOMMENDATIONS

The present research arrived at the following hypotheses for further investigations:

1. There is a great need to combine education research with quality assurance and accreditation systems in the Arab world.
2. Combining education research with quality assurance expands its topics to include empirical studies that compare different realities of quality implementations across the different Arab universities.
3. Education research matters if it is applied for the process of benchmarks relevance-oriented that suits the socio-cultural, economic, and political reality of Arab world universities.
4. Most Arab universities do not synthesize their education research, instead, they only depend on solo attempts for the process of decision-making.
5. Arab's universities have few numbers of research that deal with the concept of political correctness.
6. Quality assurance and accreditation per Arab university experiments should be documented as education research studies.
7. Applying a quality and accreditation system in Arab universities (relevance-oriented benchmarks) helps fight and control the phenomenon of university political correctness, and achieve the worldly seventeen development sustainable goals decided by UNESCO in its international conferences.

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