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The Improvement of the Quality of Private University Education has been Influenced by the Institutional Academic Accreditation Criteria by using the (Benchmarking): A Comparative Applied Study of a Sample of Private Universities in Iraq

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Abstract

The main goal of the researchers' presentation is to find out how good the education really is at private universities and how the Iraqi criteria for accrediting institutions affect this quality, with the existence of a reference comparison serving as a mediator variable. This instrument is being considered as an administrative model for the assessment, enhancement, and advancement of performance quality in several facets of university operations and within the educational system's components. A checklist to ensure the attainment of realistic and accurate findings includes the implementation of field trips and personal interviews.

The study utilized statistical analysis programs and tools such as SPSSV23, EXCELL, and Smart. The Baron and Kenny (1986) model was chosen to test the mediation in the study's hypotheses and analyze the variables using the correlation and clarification coefficient, standard deviation, arithmetic mean, relative importance, coefficient of difference, and graphical representations of analytical data. The findings of the study indicated a significant and statistically supported impact of the quality of private university education on academic accreditation standards. This impact was observed through various means, with AL-Mustkble University demonstrating distinction and superiority in the application of standards, particularly in areas such as research dissemination, curricula, and student performance. The study also suggested the potential application of a comparison model. The citation of educational services and the subsequent recognition of their significance and widespread distribution

The researchers suggest that there is a necessity to prioritize the enhancement of the quality of university education by utilizing contemporary evaluation models. This approach aligns with the current inclination towards implementing institutional academic accreditation standards and enhancing them in private universities and colleges. The objective is to foster transformation, establish high standards, guarantee quality, and establish a foundation for other private educational institutions. To enhance her educational experience, she seeks to improve her perception of reality within her academic setting.

Keywords: *Private university education. Academic accreditation. Benchmarking.*

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Introduction

University education institutions have a crucial role in fostering economic, social, and cultural development, as well as in generating intellectual and human capital. Moreover, they effectively contribute to meeting the demands and requirements of society while facilitating its adaptability and progress. This has led both developed and emerging nations to place significant emphasis on the quality of education and the academic accreditation of universities and educational institutions, whether they are government-run or privately owned, recognizing them as a top priority. The advent of contemporary technological programs and methodologies has prompted higher educational institutions' administrative bodies to reassess the evaluation of their existing academic programs. Consequently, the Iraqi Ministry of Higher Education and Scientific Research has undertaken the preparation of the Institutional Academic Accreditation Standards Guide for the year 2018. In order to enhance the quality of educational institutions and align them with international standards, it is imperative to implement suitable measures across governmental and private universities and colleges in Iraq. This will help address the disparity in educational outcomes between Iraq and developed countries. By doing so, there is an opportunity to restore the international recognition and classification of educational institutions that were lost due to previous circumstances.

One of the factors contributing to the decision to pursue higher education is the proliferation of universities and private schools, along with their significant expansion. This phenomenon has had a profound impact on the overall quality of university education, its resultant results, and its scholarly and academic integrity, both within local and regional contexts, as well as on the worldwide stage.

Therefore, it is imperative to address the current deficiencies and decline in the standard and caliber of education. It is essential to explore methods and strategies to enhance the operational effectiveness of universities and private colleges. One approach is to adopt the benchmarking model as a means of self-assessment and internal evaluation, as well as a tool for ongoing quality improvement. Utilizing data based on the standards outlined in the Iraqi national classification for public universities will help achieve this. The eligibility for the year 2021 AD may be found on the official website of the institution (https://r.us.edu.iq). In order to do a benchmark analysis of the prominent universities operating within the educational landscape of Iraq.

First: the first research: the methodology of the study.

1.The methodology of the study includes:

A. The problem of education:

Iraqi civil education is faced with an increase in the number, expansion, and rapid growth of universities and colleges. Lately, the shift in the private and public education sectors has prevailed over public education owing to the rapid changes in society and the substantial increase in the output of the environment and labor market without a genuine review of the quality and reliability of these educational institutions. This has led to an increase in economic growth and the community's desire to teach and learn. In contrast, the quality of education and its institutions have departed from the status of regional or international universities and colleges.

1. What is the reality, significance, and impact of the quality of the university education offered on the institutional academic accreditation criteria (selected study sample)? To what extent have standards been applied to upgrade universities and colleges (school sample) and to provide the best educational services to their beneficiaries?

2. What is the possibility of obtaining the quality requirements of university education and institutional academic accreditation by applying standards to promote differentiation, reliability, competition, survival, and access to the classifications of its universities locally and globally?

3. Can a model (reference comparison) be built and designed in applicable university education to identify, reduce, and find solutions to major gaps, with new experiences of high excellence and performance being transferred between universities and civic colleges?

4. Due to a lack of understanding of how to use the benchmarking model and its importance and effectiveness as a tool for qualitative and quantitative (internal and external) self-evaluation, the content of the current research problem needs to be cut down, linked to its subject, and the best outstanding expertise should be transferred to other universities to help them improve their performance.

B. Objectives of the Study: The study aims to:

1. Knowledge of the actual reality of universities and colleges, how to provide quality in the performance of their educational institutions, and how it affects the application of institutional accreditation standards.

2. The possible use of the benchmarking model to identify gaps between the two universities in order to find solutions to address and close them while contributing to the application of this method as a tool for evaluating, developing, improving, and transferring outstanding expertise and its speed, as well as the lack of studies used in Iraqi universities.

3. To strive to achieve the importance of the academic concepts and their impact on each other (quality of university education and institutional academic accreditation standards) and to translate them into the methodology, excellence, and higher performance of universities and programs for their development, and to document procedures, standards of quality, and institutional accreditation for Iraqi national institutions in an effort to restore universities to social and scientific status locally and globally.

C: The importance of the study:

The importance of this study comes from the importance of the research sector (the community educational services sector) in Iraq, which has important implications for human resources and intellectual capital, and its contribution to improving the quality of the university education service by identifying obstacles and causes in order to apply the procedures for obtaining academic accreditation for universities by applying common local and global standards.

D: Study hypotheses:

The researchers presented a set of hypotheses (main hypothesis, hypotheses, and subprecisions) formulated within the parameters of the variables, problem, objectives, and virtual search scheme using the three test conditions of the Baron and Kenny model (1986), which correspond to the types of hypotheses using the intermediaries of both universities, as follows:

The main hypothesis:

knowing the effect and correlation of statistical significance between improving the quality of private university education (the administration’s commitment to spreading the culture of quality, creating an environment conducive to unity and change, and continuous education and training). Combined on (institutional academic accreditation standards) (students + faculty members + scientific research + curricula) in the presence

of the mediating variable (dimensions of benchmarking) (Striving for leadership + striving for quality) (combined) A number of sub-hypotheses emerge from it, as follows:

Sub-hypotheses for the two private universities (Al-Farahidi and Al-Mustkble):

1: The first sub-hypothesis (first condition):

H0: There is no statistically significant effect or correlation between improving the quality of private university education (management pledge), creating an environment conducive to unity and change (continuing education and training), and institutional academic accreditation standards (mentioned above).

With the dimensions of the reference comparison (the pursuit of leadership and the pursuit of quality) combined

2: The second sub-hypothesis (the second condition, the direct effect):

H0: There is no statistically significant effect or correlation between improving the quality of private university education (management commitment), creating an appropriate environment (continuing education and training), each separately, and the dependent variable. Institutional academic accreditation standards (faculty + students + scientific research + curricula)

3: The second sub-hypothesis (the second condition—the effect is indirect):

H0: There is no statistically significant effect and correlation between improving the quality of private university education (management commitment) (an environment suitable for change) (continuous education and training) each separately and the dependent variable (institutional academic accreditation standard (students + faculty + scientific research + curricula)). In the presence of the mediating variable (striving for leadership and striving for quality).

4: The third sub-hypothesis (the third condition):

H0: There is no statistically significant effect or correlation between the dimensions of the reference comparison (the independent variable) (the pursuit of leadership + the pursuit of quality) and the approved variable (institutional academic accreditation standards) (faculty members + students + scientific research + curricula) each separately. These hypotheses are applied to every dimension of improving the quality of private university education, with the standards of institutional academic accreditation taken into consideration using the previously mentioned benchmark comparison.

E-The selected study population and sample:

A sample was selected from the heads of universities and colleges and their assistants, and three scientific, applied, human, and social colleges and faculty members, and their number reached 136. And at Al-Farahidi University (N = 126), it included jobs and degrees with academic scientific titles (professor, assistant professor, teacher, assistant teacher, etc.). He determined the characteristics of the study sample members through analysis of the axis (demographic variables), which includes data (gender, academic qualification, position, number of years of service, field of work, statement of the type of educational institution in which the study was conducted), Then the study sample size (n) was calculated according to Stephen Humpston's equation (Shamaki, Shakib, "A Comparative Analytical Study of the Formulas Used for Sample Size," 2014, p. 85) as follows:

$$n = \frac{N * P(1-P)}{(N-1) * (d2 \div Z2) + P(1-P)}$$

Where:

n = sample size

d = error rate and equal to 0.05

N = total community size,

Z = tabular value corresponding to the confidence level (0.05)

P = limited property availability percentage = 0.50%,

The corresponding standard score level is 1.96 = 0.95

The researcher administered a total of 210 questionnaires, out of which 104 were deemed legitimate for the AL-Mustkble University and 98 were considered valid for Al-Farahidi University. It is worth mentioning that the reliability coefficient for the recorded axis was 98% for the University of the AL-Mustkble university and 97.5% for Al-Farahidi University.

Table1: displays the distribution of the questions included in the research questionnaire.

Variants	**content/ dimensions**	**The number of paragraphs**	**Variable numbers**	**Reference**
1. The first axis:- (Improving the quality of private university education) (Independent variable) (MX)	**Management pledge to spread and develop a culture of quality**	5	1-5	Pamela,2010,p:13-14
	Continuing education and training	4	10-13	
	Create an environment conducive to unity and change	4	14-17	
2. The second axis: - (Iraqi institutional accreditation standards) (dependent variable) (MYY)	**Faculty members 10%**	4	45-57	**Iraqi National Institutional Accreditation Standards Guide (2018, p. 15-45), University House for Printing, Publishing and Translation**
	students 12%	4	58-61	
	Scientific research 24%	4	66-69	
	Curriculum 15%	4	74-77	
3. The third axis: - (Dimensions of reference comparison) (mediating variable) MM	**Striving for leadership**	5	78-82	**1.Johnston&clark,2008:p430 2.Goesch&Davis,1997:p433 3.Bateman&suell,2009,p60 4.Goestsch&Davis,2010:p52**
	The pursuit of quality	6	89-93	

The data presented in this study has been collected and analyzed by the researcher.

F. Research tools and statistical measurements used in the study:

The five-year Lekter and P-v test were used for the survey tool, the Rll scale of the Alfa Kronbach, the relative importance, the regression factor analysis and the use of the Baron & Kenny model for the testing of hypotheses, the correlation coefficient (R, R2), the standard deviation, the calculation average, the difference factor (C.V.) and the ratio of the agreement, and the use of SPSSV23, Excel, and Smart, and the analysis of repetition ratios and graphs for statistical analysis and extraction of results. Figure 2 represents the default model of study according to the test requirements of a model (Baron and Kenny,

1986-WWW.lislc.ory) for the type of hypotheses that use the intermediary and the creation of "direct and indirect" influence relationships for study variables, which assume that:

1. First step: achieving an independent variable effect (MX) on the intermediate variable (MM).

2. Second condition: step two: achieving direct + indirect effect (MX + MY) with MX + MY (MM).

3. The third condition—step three: achieving MM dimensions (MY)

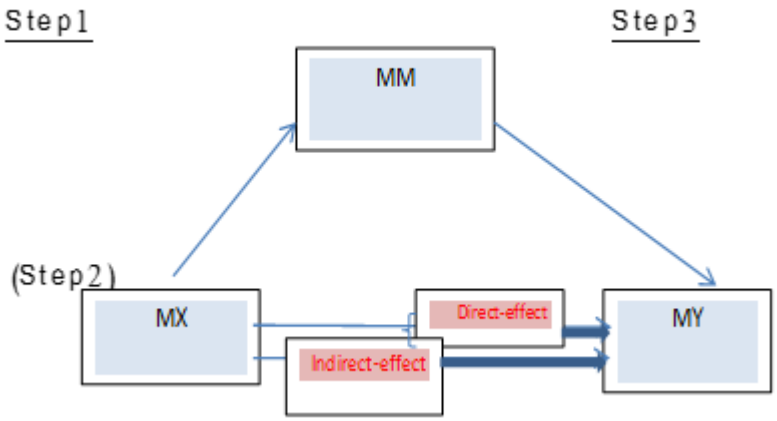

Figure (1) shows a three-step scheme, testing hypotheses, type (mediation) by model. (Baron and Kenny,1986)

Source: Prepared by the Researcher with the assistance of (Journal of Personality: and Social Psyc

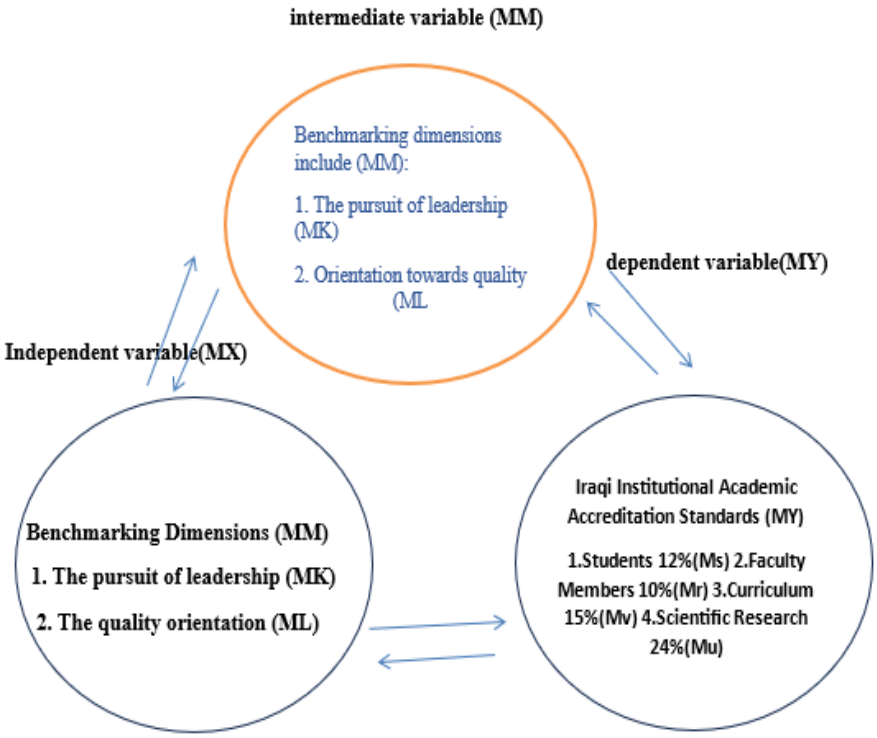

Figure (2) shows the hypothetical model for the study

G: Duration of study and comparison: 6 months from (12/1/2023-12/7/2023).

Second: The second topic

Theoretical research: improving the quality of university education and institutional academic accreditation standards using the reference comparison

1. Axis 1: Improving the quality of civic university education (a stand-alone variable) (MX):

The quality of higher university education is defined by: "The ability of the sum of the characteristics and characteristics of the educational product to meet the requirements of the labour market, the student, the community and all the internal and external beneficiaries thereof," p. 33; as defined by Tarneh, 2011, p. 40; the quality of higher education: "The ability of the sum of the characteristics and characteristics of the educational product to meet the requirements of the labour market, the student, the community, and all the internal and external beneficiaries thereof," to adopt the quality approach and to manage the overall quality of educational and educational institutions with significant and positive changes on all segments within the institution. The primary objective of quality in higher education is to ensure and improve performance by means and methods with appropriate local and global standards so as to meet the needs of the beneficiaries by relying on quality assurance. (Pamela,2010,p:13-14)

2. Axis II: Criteria for Iraqi institutional academic accreditation (approved variable) (MY)

The criteria for higher accreditation represent the real entry point to the quality of education in educational institutions and are defined as specific outputs to be determined by the educational institution, drawn from global or local references to the concepts of quality and accreditation, as well as from any educational institution that seeks to be credible, privileged, and motivated by society and its beneficiaries. They must apply for institutional accreditation according to approved and defined criteria. They will yield high indicators in their future performance that the criteria for accreditation as defined by Hales, 2005, p. 12, " reflect the conditions and specifications without which the academic accreditation decision for programs and institutions wishing to obtain such accreditation cannot be reached. As indicated in the Iraq National Institutional Accreditation Standards Manual, 2018, p. 14, in its definition of the standard (criteria), "what are the criteria for accreditation as defined by the educational institution, as defined by Hales, 2005, p. 12?" should be met in order to measure reality in its light and to determine the proximity of this reality to the required level.

3. The third axis (reference-marking) The intensity of competition has forced organizations to continuously search for new techniques and arrangements to stay in the work environment. One of these techniques is the benchmarking method that has proved useful in helping organizations to assess their competitive position for their competitors, known as Black others, 2004. One of the entry points used by some organizations to compare their operations with other competitors or parts of the organization is a qualitative and quantitative performance measure to meet societal expectations by learning to learn from others and to know how best to lead a superior performance that wins customer satisfaction. As a result of competition, survival and keeping pace with developments in the business environment and in the Iraqi community ' s university education sector, and the large gaps in the quality of education between the reality of universities and civic colleges, we have used the reference comparison method

in the university education sector according to the conditions of choice of comparison and scope. The nature of basic jobs, comparable in terms of objectives and activities, the degree of relative convergence in disciplines and degrees of science, the availability and excellence of information on those universities (with which the study sample selected the Mustkble university as well as the dissemination of research locally, globally, its excellence, outstanding performance and its quality) will also be examined (the pursuit of leadership and the pursuit of quality) in our study and the measurement of differentiation and comparison (the study sample) and the use of the benchmarking model in university education.

The third topic: the practical and applied aspect:

1. Statistical analysis to test hypotheses (main and subsidiary) (two study samples): -

The hypotheses were subjected to statistical analysis using the software programs SPSSV23 and Excel, and the coefficients of correlation and explanation were used for this purpose. This study employs the statistical measures of standard deviation and arithmetic mean, as well as the extraction of relative importance (Rll) based on the model proposed by Baron and Kenny (1986). In order to evaluate the validity of each agency hypothesis, it is necessary to apply the three requirements and processes associated with this process.

A. The AL-Mustkble university National University will conduct a study to examine the outcomes of the primary hypothesis as well as the sub-hypotheses. When evaluating the primary hypothesis, the variables were aggregated in accordance with the sequential procedures outlined in the model proposed by Baron and Kenny (1986). Based on the statistical analysis, the obtained p-value of 0.000 indicates a very significant result. Additionally, even considering the predetermined significance threshold of 0.05, the findings shown in Table 1 remain statistically significant.

Table (1): Results of the main hypothesis and sub-hypotheses (AL-Mustkble university)

Relationship type	**Correlation coefficient**	**R1 is the explanatory factor**	**R2 extracted is significant**	**(P-v) value of regression coefficients**	**Moral approved**	**Regression and decision equation**
1. The main hypothesis: - The effect of (improving the quality of private university education) + the two dimensions of benchmarking combined affect (academic accreditation standards combined)	0.840	0.706	0.000	a)= -0.362 b1)=0.445 b2)=0.624	0.05	**MY11=-0.362+0.445M11+0.624MX11** **accept the alternative hypothesis (H1)**
The first sub-hypothesis: - The impact of	**0.872**	**0.761**	**0.000**	**a)=-0.111** **b1)=0.472**	**0.05**	**my11=-0.111+0.472*m11+0.544ma**

management commitment (ma) with institutional academic accreditation standards in the presence of a dimension (referenced comparison) (the pursuit of leadership + the pursuit of quality)				**b2)=0.544**		**accept the alternative hypothesis (H1)**
The second sub-hypothesis:The effect of (creating a suitable environment) (MD) with (institutional academic accreditation standards) in the presence of (the benchmark comparison dimension)	**0.766**	**0.587**	**0.00**	**a)=2.983** **b1)=0.042** **b2)=0.895**		**my11=2.983+0.04md+0.895 m11** **Acceptance of the alternative hypothesis (H1): Partial mediation**
The third sub-hypothesis: The effect of (continuing education and training) (MC) with (institutional academic accreditation standards) in the presence of (the benchmark comparison dimension)	**0.817**	**0.667**	**0.000**	**a)=-0.093** **b1)=0.335** **b2)=0.670**	**0.05**	**my11=-0.093+0.335mc+0.670m11 accept the alternative hypothesis (H1)**

Source: Prepared by the researcher using SPSS statistical analysis

Discussion:

The primary hypothesis was tested and subjected to statistical analysis, as shown in Table 1. The test was conducted using the methodology outlined by Baron and Kenny (1986), which consists of three parts. The research revealed that enhancing the caliber of higher education, encompassing factors such as administrative dedication, conducive surroundings, and ongoing professional development, collectively yielded a significant impact of 0.642. This effect was observed in conjunction with the influence of specific reference comparison dimensions, namely the pursuit of leadership and the pursuit of quality.

The total value of the dependent variable, which encompasses institutional academic accreditation criteria, is 0.445. This value is determined by considering several factors, such as students, faculty members, scientific research, and curriculum.

The moral significance of this impact arises from the acceptance of the alternative hypothesis (H1) due to the P-value of 0.000, which is lower than the predetermined significance level of 0.05. The correlation coefficient between the two variables pertaining to the enhancement of university education quality, as per the aforementioned principles, has been determined to be 0.840. The findings suggest a robust and morally significant correlation, with the explanatory factor achieving a value of 0.706. This indicates that enhancing the quality of education based on the specified principles, in relation to the specified reference comparison dimensions, accounts for 70.6% of the variance in the dependent variable, namely the institutional academic accreditation standards. In the preceding context, the statistical significance of the impact, which includes both direct and indirect components, was seen when considering the involvement of the mediating variable, benchmarking.

Hence, based on the information shown in Table 1, it can be concluded that the mediation seen in this study is of a partial nature, as evidenced by the prediction equation No. 1.

As for the tests of the sub-hypotheses (first, second, and third), applying the same conditions and steps as Baron and Kenny,

It was found that there is an impact on each dimension of the independent variable (management commitment) (creating an environment for the unit) (education and continuous training on institutional accreditation standards (students, faculty members, scientific research, curricula)) in the presence of the two dimensions of reference)comparison.

(Striving towards leadership + striving towards quality), accepting the alternative hypothesis (H1) and rejecting the null hypothesis (H0) because the P value = 0.000 is less than the approved moral value (0.05), and the effect (direct + indirect) is with the participation of the mediating variable. Dimensions of benchmarking It was statistically significant, and therefore the type of mediation is partial mediation, as indicated by the extracted regression equations (1, 2, 3) (in Table 1 above).

B. Statistical analysis results of the main and sub-hypotheses (Al-Farahidi University): -

The statistical analysis was done to test the main hypothesis and sub-hypotheses with the same steps and conditions of the (Baron and Kenny) model. Table (2) shows the results of the statistical analysis and regression equations as follows: -

Table (2) the results of the statistical analysis, the main hypothesis and the sub-hypotheses (Al-Farahidi National University)

Relationship type	R correlation coefficient	R2 is the explanatory factor	(P-v) Extracted significance	Regression value coefficients	Moral approved	Regression and decision equation
The main hypothesis: The effect of (improving the quality of private university education in its three dimensions) + the two dimensions of benchmarking combined affect (academic accreditation standards combined)	0.590	0.349	0.000	a)= 1.562 b1)=0.338 b2)=0.276	0.05	**MY22= 1.562+0.338M22+0.276MX22** **Acceptance of the alternative hypothesis (H1)**
The first sub-hypothesis: The effect of the management commitment (MA) with the standards of institutional academic accreditation with the presence of a dimension (benchmarking) (striving for leadership + striving for quality)	0.561	0.321	0.000	a)=1.994 b1)=0.158 b2)=0.356	0.05	**my22=1.994+0.158ma+0.356m22** **Acceptance of the alternative hypothesis (H1)**
The second sub-hypothesis: - The effect of (creating an appropriate environment) ((md) with (institutional academic accreditation standards) in the presence of (two dimensions of reference comparison) (the pursuit of leadership + the pursuit of quality	0.549	0.301	0.00	a)=1.925 b1)=0.122 b2)=0.404	0.05	**my22=1.925+0.122md+0.404m22** **accept the alternative hypothesis (H1)**

The third sub-hypothesis: The effect of (continuing education and training (MC) with (the four institutional academic accreditation standards) in the presence of (the two dimensions of benchmarking)	0.624	0.390	0.000	a)=1.459 b1)=0.336 b2)=0.304	**0.05**	**my22=1.459+0.336mc+0.304m22 accept the alternative hypothesis (H1)**

Source: Prepared by the researcher using SPSS statistical analysis

Discussion:

The researchers conclude from the results of the analysis in Table 2 above when testing the main hypothesis and applying test terms and steps (Baron and Kenny, 1986). The combined improvement of the quality of university education (the management pledge + an appropriate environment + education and continuous training) was found to affect 0.338 plus the combined impact of the specific reference dimensions (the pursuit of leadership + the pursuit of quality) of 0.276 on the approved variable (institutional academic accreditation criteria) + faculty members + scientific research + curricula, and this effect is of statistical moral significance because the value of the adult P-value (0.000) is lower than the approved value (0.05) and the value is greater than the approved level (0.05). So we reject the assumption of nothing (H0) and accept the alternative hypothesis (H1). The correlation factor between the two variables (improvement of the quality of university education) and the above-defined principles was 0.590, where the relationship indicates that it is positive and powerful and that it is not the same as that of the two. It was morally significant that the value of the explanation factor was 0.349, i.e., improving the quality of education with the principles set out with the dimensions of the specific reference comparison explains 59% of the clarity on the variable of the above-defined institutional academic accreditation criteria. And the direct and indirect effect of sharing the intermediate variable (reference comparison) was psychologically significant statistically, so mediation is partial mediating, and it's also a relatively similar effect. In the examination of sub-oppositions (I, II, III) and the application of the Baron and Kinny terms, the impact of each dimension of the independent variable's dimension of finding an environment for unity and change is shown to be lower than its approved moral values (0.05), so we reject the no-suggestion hypothesis (H0) and accept the alternative hypothesis (H1) with proof that all the intermediaries were partial intermediaries because the effect (direct plus indirect) with the reference is of moral and statistical significance and explains the regression equations of the hypotheses in table 2 above.

1. C. Analysis of the measure of the relative dispersion and importance of the interlocutors (of AL-Mustkble and Al-FarahidiUniversity):

Table 3 shows the results of the statistical analysis of the axes of the variables and the relative importance of the universities (AL-Mustkble and Al-Farahidi).

Relative Importance (RII)		Coefficient of variation (C.V) c.v=s/x*100		standard deviation(s)		Arithmetic mean(x)		Variable axes scales
Frh.U	Mst.U	Frh.U	Mst.U	Frh.U	MST.U	Frh .U	Mst .U	
								First: Principles for improving the quality of education
79.27%	83.75%	17.79%	13.56%	0.71239	0.56790	0.39633	4.1875	1. Axis Management Undertaking (Ma) (first sub-hypothesis)
81.48%	87.75%	13.79%	11.05%	0.56213	0.48085	4.0740	4.3510	2. The axis of seeking to find an environment for unity and change ((Md) (second sub-hypothesis)
80.87%	83.89%	18.09%	10.67%	0.73`32	0.44743	4.0434	4.1947	3. The axis of continuous learning and training (MC) (third sub-hypothesis)
80.54%	84.89%	14.47%	9.97%	0.58273	0.42327	4.0269	4.2444	The average of the principles of improving the quality of education, the main hypothesis (MX11, MX22)
								Second: Benchmarking dimensions (for sub-hypotheses)
77.67%	81.39%	15.46%	16.98%	0.60029	0.69101	3.8837	4.0697	1. The pursuit of leadership (Mk)
80.75%	83.59%	15.33%	10.76%	0.61878	0.45075	4.0374	4.1795	2. The pursuit of quality (ML)
79.21%	82.49%	14.41%	12.72%	0.57065	0.52450	3.9605	4.1246	Average dimensions of the reference comparison (main) (M11, M22)
								Third: National Institutional Academic Accreditation Standards (Sub-Hypotheses)
78.01%	82.27%	17.14%	12.11%	0.66845	0.50107	3.9005	4.1370	1. Students 12% (Ms)
77.24%	82.55%	20.66%	12.43%	0.79797	0.51317	3.8622	4.1274	2. Faculty members (Mr) (10%)
79.03%	80.77%	18.77%	12.93%	0.74063	0.52228	3.9515	4.0385	3. Curriculum(15%)(Mv)
78.88%	80.77%	19.51%	12.03%	0.76953	0.50478	3.9439	4.1947	4. Scientific Research (Mu) (24%)
78.29%	82.49%	17.63%	10.12%	0.69001	0.41754	3.9145	4.1244	Average of the four institutional academic accreditation standards (MY11, MY22) = 61%, 48%

Source: prepared by the researcher using SPSS statistical analysis

Discussion: -

By doing a statistical analysis of Table 3 and using the data obtained from both institutions, the overall mean for institutional academic accreditation criteria indicated a preference of 61% in favor of AL-Mustkble University out of a total sample size of 71%.

In contrast, Al-Farahidi University received a recorded preference of 48%. The questionnaire results demonstrate a significant level of academic accreditation criteria at AL-Mustkble University, particularly in the areas of faculty selection and their notable effectiveness, as well as in the domain of scientific research. In the study conducted on Al-Farahidi University and the University of the Al-Mustkble University, it was seen that the values recorded a substantial drop in favor of the University of the Al-Mustkble University across all dimensions. This discrepancy may be attributed to the fact that the chosen sample from the University of Al-Mustkble exhibited a higher level of agreement in responding to the questionnaire compared to the sample from Al-Farahidi University. The University of the AL-Mustkble University demonstrated higher values across all axes compared to Al-Farahidi University, suggesting that the analyzed axes affirm their significance and establish a superiority in favor of the University of the AL-Mustkble University. The statement acknowledges the significance of these dimensions and the comparatively greater significance of the indicators within them in relation to Al-Farahidi University.

Conclusions and recommendations

First: conclusions

1. When analyzing the data and according to the axes that were studied on the subject of the research, it had an effect with a statistically significant direct positive effect (direct + indirect). The researchers conclude that the effects are similar in both universities (Al-Farahidi and Al-Mustkble) (partial mediation), and the hypothesis is achieved with the clear difference in the value of the effect in both universities.

2. In the sub-hypotheses (both universities) and the application of the conditions of the Baron and Kenny model test, it had a significant effect in statistical terms for the independent variables. It was statistically significant and positive in effect (direct and indirect). The similarity of the effects of both universities (partial mediation) and the superiority of the University of the AL-Mustkble in all results (correlation and influence)

3. The coefficient of variation (c.v.) was calculated and significantly decreased (AL-Mustkble University) and in all studied axes. The researchers concluded that the sample selected at Al-Mustkble University was closer to answering the questions of the questionnaire than it was at Al-Farahidi University.

4. As for the institutional academic accreditation standards approved by the Iraqi Ministry of Higher Education and Scientific Research for the data withdrawn at both universities, According to the percentages determined for each standard, Al-Mustkble University recorded an overall result of 61% out of a total of 71% of the selected standards, compared to Al-Farahidi University, which recorded 48% of this total, and the scientific research and curricula field topped the list (80.77%). 80.75% of its peers (from Al-Mustkble University) are from here. The researchers conclude that the application of academic standards in the questionnaire and the actual reality of the practical application indicated by them in the Ministry have been in favor of Al-Mustkble University compared to Al-Farahidi University. And the validity of the researchers' choice of the reference comparison and its conduct and matching excellence (AL-Mustkble University).

5. Through statistical analysis and extracting the relative importance of both universities, the superiority of Al-Mustkble University over Al-Farahidi University was

shown in the general average for all axes. And (AL-Mustkble University) recorded (84.89%) in the axis of improving the quality of university education, compared to (80.54%) (for Al-Farahidi University), and in the reference comparison, (AL-Mustkble University) recorded (82.27%) compared to (78.01%) in favor of (Al-Farahidi). In the field of national institutional accreditation standards, the University of the Al-Mustkble recorded 82.49%, compared to 77.29% for Al-Farahidi University. indicates the preference (AL-Mustkble University) in the principles of the quality of the selected education, its importance, and distinction, with the validity of achieving the conditions for the comparison selection.

6. The study proved the possibility of applying the benchmarking model in the educational service between the two universities according to the data of the model (Robert Camp, 1997) with its five steps as one of the administrative tools and methods for developing, improving, and evaluating performance (internal and external). And the quality of university education and its development on a computer basis that works according to the (Fox-pro) Checklist (for the questionnaire results paragraphs or the quality compliance and institutional accreditation paragraphs) documented in the ministry and the two universities. With the possibility of circulating it to other universities and colleges to calculate and indicate the main and minor gaps and address them.

Second: recommendations and proposals

1. At the surveyed universities, namely Al-Farahidi and Al-Mustkble University, it is imperative to prioritize and enhance the quality of university education programs. This entails dedicating greater attention and effort towards ensuring the educational outputs are of high caliber. Additionally, it is crucial to undertake the necessary steps to adhere to the national institutional academic accreditation standards, thereby completing the requisite procedures. Furthermore, the act of meticulously recording these achievements is undertaken with the aim of acquiring a certificate of academic certification, which serves as a validation enabling individuals to participate in the competitive realm, sustain themselves, and get admission into esteemed worldwide educational institutions.

2. The importance of focusing on performance tools for ongoing assessment, improvement, and growth, especially in the context of benchmarking models in educational services, is crucial due to their significant statistical influence. The assessment examines the achievement of superior performance after the establishment of a management plan, the implementation of a measuring system, and the establishment of efficient communication channels. The implementation of a performance assessment framework across private universities and colleges, along with the reorganization of institutions failing to meet the basic criteria of educational quality, is proposed. The development of institutional accreditation and its applications aims to address the challenges faced by the Iraqi educational environment and restore its health. This necessitates the establishment of a national council responsible for accrediting institutions and their programs.

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