

The impact of the Quality of Higher Education in enhancing sustainable development indicators in Iraq: Kirkuk University as a model

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Abstract : The quality of higher education has become one of the most important indicators that achieve the requirements of sustainable development in all its dimensions. In light of this, the research aims to explore the impact of sustainable development in improving the quality of higher education through a survey study at the University of Kirkuk as a model, and the challenges facing the university as a sample were highlighted. The study aims to apply education quality standards, and this will negatively affect achieving the requirements of sustainable development in Kirkuk in particular and Iraq in general. To address the problem of the study, achieve its objectives and benefit from its importance, a checklist has been designed based on the quality standards of academic accreditation in Iraq, with the aim of collecting data and information that serves The study was analyzed using the statistical program (SPSS, Excel), and based on the results of the analysis, the study reached a set of conclusions that provide decision-makers to facilitate and combine efforts in improving the quality of education and the method that achieves one of the sustainable development, goals with the rest of the goals to advance the reality of higher education at the University of Kirkuk. In particular, and Iraqi universities in general, to support and develop the national strategy in the fields of learning and higher education, including curricula, evaluation, quality assurance, and university performance in the face of current and future obstacles in the education community in particular and society as a whole.

Keywords: quality, higher education, sustainable development.

INTRODUCTION:

Most countries in the world today are working to improve the level of scientific and technological development in the various sectors operating in them, as this improvement requires the establishment of solid educational institutions concerned with providing society with knowledge so that it is able to innovate ideas that serve its members with the least effort, time and cost. Thus, higher education is The solid foundation for creating any development in the world, because education is the prelude to growth and advancement.

The more countries increase their scientific, technical and cognitive power, the more this contributes to achieving the sustainable development strategy, as higher education is considered one of the tools that help improve social, environmental and economic development in a way that helps countries meet present and future needs. Accordingly, the current research consists of four sections: The first includes the research methodology, the second contains the theoretical aspect, while the third includes the field aspect, and the fourth addresses conclusions and proposals.

(I):- The first section: study methodology

First: The problem of the study: Most Iraqi universities face the problem of implementing the quality requirements of higher education, which negatively affects all development goals in the country. Perhaps the university sample of the study suffers from the same problem, and the most important reasons for the occurrence of this problem are: 1- Centralization of decisions, 2- Weakness. Funding, 3- Limited awareness and education, 4- Administrative negligence and other problems.

In order to solve this problem radically, the ISO 9001-2015 standards must be applied because of their importance in enhancing the quality of higher education in the country on the one hand, and achieving sustainable development goals on the other hand. The statistical solution requires asking the questions below. The answers to these questions were done by: Preparing a checklist, which was prepared based on the Iraqi academic accreditation standards prepared by the Quality Assurance Department in the Iraqi Ministry of Higher Education, and the most important of these questions are the following:

- 1- Does the university have an idea about the (quality) standards of academic accreditation?
- 2- What are the university's efforts regarding achieving sustainable development goals?
- 3- How does the quality of higher education contribute to achieving sustainable development?

(II):- Second: Objectives of the study:

The primary objective of this study is to reveal the extent of the impact of the quality of higher education in enhancing sustainable development indicators by conducting a study at the University of Kirkuk. In light of that objective, we determine the following sub-objectives:

- 1- Identifying all the problems and obstacles that prevent the implementation of the requirements of quality higher education and sustainable development in the university sample of the study.
- 2- Finding solutions to these challenges based on both theoretical and field aspects of the study, as both sides provide intellectual and statistical solutions that help the university administration uncover strengths and weaknesses and address them.

(III):-Third: The importance of the study:

The importance of the study lies in the benefits it brings to the university, the study sample, the most important of which are:

- 1- Identifying the quality requirements of higher education and how to apply them in all its colleges and departments.
- 2- Determine the mechanisms that enable the university to contribute to achieving sustainable development goals and indicators at the level of Kirkuk and the country alike.

Helping the university administration to prepare workshops and seminars to develop the skills of employees on academic accreditation standards for the quality of education in Iraq in order to implement their requirements easily.

(IV):- Fourth: Study hypotheses:

The current study is based on two hypotheses:

- 1- There is a significant correlation between the quality of higher education and sustainable development indicators.
- 2- There is a significant relationship between the quality of higher education and sustainable development indicators.

(V):- Fifth: The study's approach and statistical methods:

The study relied on the descriptive and analytical approach, and the statistical methods that were used were: the average, the achieved weight, the gap, and the $R - R^2 - F - B$ test.

The second section: The theoretical aspect:-

The first axis: Quality of higher education: Education is considered the basic foundation for building and developing society at all levels, and the progress of universities and societies depends on the application of quality standards for higher education to meet changing circumstances. These standards require comprehensive work and a creative and continuous effort to obtain the outcomes of scientific activity that would enhance Sustainable development indicators in various countries, and this axis includes the following paragraphs:

First: The concept of the quality of higher education: Many concepts related to the quality of higher education were mentioned, as (Al-Mashhadani, 2019, 32) defined it as the strategies of educational institutions towards satisfying the student, parents, and the labor market at the same time, and both (Al-Yousifi and Al-Amiri, 2020: 24) explain It is an administrative and strategic approach that works to develop programs and services that meet the desires and needs of (students, stakeholders, and society) by ensuring the quality of educational curricula and comparing them with international standards in the quality of education. (Fazli et al., 2021: 56) sees it as distinctive education to improve the performance of the institution. Educational education in the long term by focusing on the expectations and requirements of customers and all other stakeholders. (Al-Hiti and Hussein, 2021: 58) indicate that it is the process of implementing specifications related to quality in educational and extension institutions in order to achieve the highest level of quality standards in higher education. (Al-Nima) shows And Ismail, 2023: 345) is work that includes many functions and activities such as (curricula, educational programs, scientific research, students, buildings, facilities, and tools, internal educational activities), with the aim of enhancing quality education in the local community and the international community and in line with standards. International.

Second: The importance of the quality of higher education: The quality of higher education contributes to supporting universities to achieve superiority and distinction over competitors from local and international universities, as quality in the field of education makes learning outcomes continuously improve, and its importance lies in the following (Al-Taie and Raouf, 2017: 43) (Al-Hiti) and Hussein, 2021: 59):

- 1- The quality of education enhances the process of continuous improvement, which helps the university meet educational requirements.
- 2- Helping in making decisive and successful strategic decisions at the university.
- 3- Contributing to developing the infrastructure of the educational institution, as well as developing scientific products and services.
- 4- Encouraging continuous work within one team, which facilitates the process of employee participation in decision-making.
- 5- Reducing all types of waste through optimal use of available university resources.

Third: Dimensions of the quality of higher education:

In determining the dimensions of the quality of higher education, the study relied on the academic accreditation standards issued by the Iraqi Ministry of Higher Education and Scientific Research. After extensive review of the dimensions of the quality of higher education, academic accreditation standards, and Specification 9001, it became clear that they are very close, and thus the adoption of The Iraqi standards do so, in the belief that they will serve the Iraqi university, and from this standpoint, the dimensions are:

1- The institution's strategy: The scientific institution must chart its future path in a clear and understandable way, by setting a message and vision that achieves its goals in the long term. It also requires that its goals be very clear and achievable, and make the goal the reason behind the institution's existence, as the institution's strategy consists of It consists of two components: the plan, procedures, and applications, which must be adhered to when applying quality standards (Atiwi, 2018, 45).

2- Governance and management: The governance and management standard contributes to enhancing the process of continuous improvement of the organization's performance and the quality of its services. Therefore, the truth of this standard must be recognized in terms of organizing and implementing laws and work instructions, which are considered an important basis for implementing all the organization's activities. Governance in general indicates that it is management. Consistent, coherent policies, guidance, operations, and decision-making. Governance in universities includes a set of laws, regulations, and decisions that aim to achieve quality and excellence in performance by choosing appropriate and effective methods to achieve the university's plans and objectives. The application of this standard requires the availability of five dimensions: (Leadership and management, transparency and ethics, capacity development, clarity of policies, laws and instructions, mechanisms and procedures) (Ministry of Higher Education and Scientific Research, Quality Assurance, 2018, 4).

3- Financial and human resources: The weakness or limited availability of material and human resources that are compatible with the requirements of the educational institution, which prompts this institution to modify and evaluate the educational programs it offers to students or the community in order to provide a safe and healthy environment based on the quality standards of higher education that it adopts. International and local institutions, as well as working hard to provide all resources for the purpose of supporting the implementation of the programs and activities provided by the institution in a way that keeps pace with developments taking place in solid educational institutions in the world. The application of this standard requires two things: (human resources, material resources) (Atiwi, 2018, 51).

4- Faculty members: The teaching process is of an active nature and the effectiveness of teaching is affected by many things, the most important of which are: what is related to the faculty member (university professor) in terms of his depth in the specialty, his academic and professional preparation, his personal characteristics, his communication with the student environment, and his scientific preparation. And the way he deals with them, including what is related to the nature of the curricula and teaching and study plans at the university in terms of their nature, goals, content, evaluation and other requirements, as well as what is related to the university student himself in terms of his personal characteristics, inclinations and abilities, his social and economic level, and the extent of his readiness and ability to learn. University, and the application of this standard depends on four elements (selection mechanism, efficiency, supportive services, educational environment) (Saeed and Al-Taie, 2023, 104).

5- Student standard: Students at the university suffer from limited or weak services provided to them, as well as weak participation in making decisions related to the development of the educational institution to which they belong, in addition to the lack of studies to determine their needs and requirements, and there is also weakness in the methods and method of conducting examinations and evaluation. Students as a result of the weakness in applying the quality standards followed in international universities, this is what made the interest of foreign students in Iraqi universities very small (Ministry of Higher Education and Scientific Research - Quality Assurance Department: 2018, 14).

6- Scientific research: When the educational institution sets its strategy related to scientific research, these strategies must be consistent with the nature of its mission, vision, and goals, in addition to the participation of all faculty members when preparing this strategy, in a way that ensures that they remain knowledgeable and aware of developments in the field of their specializations and teaching in programs. Postgraduate studies or supervising the research of postgraduate students. Preparing scientific research also requires financial and material support to have a result that serves society, in addition to its use for annual evaluation and promotion of the faculty member (Hassan, 2018, 77).

7- Community service: Community service is a responsibility that falls on the university administration. The university must form a work team of its teachers and employees and train them on how to provide services to the community, and encourage this team to constantly provide service without stopping, and this will produce great cooperation between the university and the community. This is what helps the university improve its reputation and image before society (Hassan, 2018, 77).

8- The curriculum: The university determines the educational objectives of the curriculum by documenting the curricular management processes in accordance with quality standards to ensure the integrity of these curricula, in addition to reviewing and revising these curricula on a continuous and regular basis, in addition to designing the curricula in accordance with the current developments and their teaching methods. In order to achieve the learning objectives of the academic program, and to reach curricula that serve all academic programs at the university, it is necessary to form a committee in each scientific department that works to follow up, develop and keep pace with the educational curricula in a way that ensures the progress and well-being of society (Saeed and Al-Tai, 2023, 101).

The second axis: Sustainable development: The term sustainable development appeared in 1987 and was proposed by the former Danish Minister of the Environment, Brundtland. After that, the concept of sustainable development became a common slogan and term recognized by international, regional and local organizations. Accordingly, government agencies and international organizations clarified The main lines of the concept of sustainable development through applied and exploratory scientific research in order to move towards confronting these environmental, economic and social problems facing society. In light of this, the axis is addressed according to the following steps:

First: The concept of sustainable development: He defined it (Saeed, 2022: 243) as investing in human and material resources as the real wealth of every country, ensuring that society's needs are constantly satisfied for current and future generations while achieving justice and equality in this regard, and he points out (Maaraj, 2023, 1696). It is the response of the government or organizations to the requirements of members of society at the present time without compromising the rights of future generations by not being wasteful in the use of natural resources.

Second: Sustainable development goals: Sustainable development achieves many goals for the state and business organizations, including (Al-Naama and Ismail, 2023: 346), (Al-Ghamdi, 2006: 8) (Muhammad and Nasser, 2023, 43):

- 1- Crystallizing development goals by adopting a strategic vision that achieves justice and equality.
- 2- Achieving compatibility between the various productive and service sectors, including comprehensive plans, programs and goals.
- 3- Informing universities about the goals of sustainable development in a way that helps them apply quality standards for higher education in all their activities while enhancing their role in preserving human rights and achieving societal peace.
- 4- Attracting talented students in the field of technical and professional capabilities from the university to employ these skills in everything related to sustainable development.
- 5- Raising the level of clarity for the university by making employees understand their university's goals, vision, mission, systems, and requirements and the extent to which these requirements are compatible with the university's goals, which helps in obtaining a clear mechanism for evaluating the performance of all activities.

Third: Sustainable development indicators: Reaching the highest levels of sustainable development requires the availability of a set of the following indicators (Al-Ghamdi, 2006: 10), (Saeed, 2022: 245):

- 1- Environmental development: This development undertakes to protect the environment from industrial pollutants and human pollutants of all kinds, by increasing green areas such as forests, and dealing with waste in ways that protect the environment instead of discharging it in river water or burning it in the natural environment, in addition to dealing with Natural resources without depleting them to ensure their survival to serve present and future generations.
- 2- Social development: This development includes many items: stability and equality among all members of society regardless of their religious, national, and ethnic names, education, health, eliminating poverty, hunger, and unemployment, protecting human rights, and social protection for vulnerable people. These factors produce Prosperous, stable and more cohesive societies.
- 3- Economic development: The purpose of achieving the economic dimension is to reach the highest level of well-being for all humanity, by increasing productivity and distributing wealth fairly among society, in order to eliminate unemployment and poverty, improve the efficient and effective use of economic resources, and provide important goods and services. Increasing the country's per capita growth rate by implementing development plans and programmes, thus enhancing the gross product.

Third: The theoretical relationship between the variables of the study: The quality of higher education contributes to providing educational and training programs that enhance the development of cognitive skills in order to achieve sustainable development for the world's societies. Thus, the quality of higher education has a significant impact on achieving sustainable development through the following (UNESCO, 2012) (Lozano ,et.al, 2015):

- 1- Developing human resources skills: Higher education provides members of society with theoretical and applied science and knowledge with the aim of developing the capabilities of human resources, which is an essential factor in sustainable development.

2- Raising the level of research and innovation: Achieving sustainable development indicators depends heavily on scientific research and innovation in all fields. Universities and educational institutions are working hard to improve the level of scientific research and enhance the innovation process to achieve sustainable development.

3- Promoting a culture of development: Higher education institutions work to enhance cultural awareness related to sustainable development issues by providing students, teachers, and the community with the knowledge necessary to make the required decisions regarding the subject.

4- Cooperation and knowledge exchange: Cooperation between civil society institutions and other state institutions on the one hand, and universities contributes to promoting sustainable development through the exchange of knowledge and experiences between those institutions.

The third topic: the field aspect

The first axis: A brief overview of the field of study: The University of Kirkuk was established in 2003, and upon its opening it consisted of four colleges: the College of Law, the College of Education for the Humanities, the College of Science, and the College of Nursing. Due to the need of the labor market in the governorate, the other college was created successively, as the administration operates. The university aims to open new horizons to improve the quality of higher education by applying the requirements of Iraqi academic accreditation standards, which is the first gateway to obtaining the international quality certificate ISO 9001, which raises the university's local and international rankings. With regard to the college that is the study sample, it is the College of Management and Economics. The College of Management and Economics was established. Dated 2007, the college consists of three departments: Business Administration, Economics, and Statistics. The college has administrative and teaching staff that enable it to improve the quality of higher education in a manner consistent with its goals, vision, and mission.

First: The institution's strategy: Table (1) indicates the measurement of the results of the institution's strategy at the College of Administration and Economics at the University of Kirkuk, as it was found that the number of points achieved was 53 points and what was required to be implemented was 70 points, which made the gap percentage 1.7% of the weight of the standard 7%. In this case, we can say that the college sample of the study has successfully applied most of the institution's strategy indicators, and thus there are indicators that need improvement, which are:

1- Develop plans according to a specific timetable and a database that are consistent with the college's mission and goals.

2- The college relies on scientific and field studies to draw a road map for building and developing educational processes and addressing defects.

The college's contribution to activating legislation that encourages the transition from centralization to decentralization in institutional performance.

ion's strategyResults of measuring the first criterion: the organization's strategy (Table1) In the College of Management and Economics

Results of measuring the first criterion of the organization's strategy(7%)						
T	Element	number Indicators	Achieved	Required	Weight achieved	Standard weight
1	the plan	4	36	42	3.6	0.07
2	Procedures and applications	3	17	28	1.7	
the total		7	53	70	5.3	
(Rate (achieved/required			53/70 = 0.757			
(Achieved weight (average * standard weight			0.757/0.07= 5.3			
(achieved –Gap (caliber weight			1.7 = 5.3 -7			

Second: Governance and Administration: The results of Table (2) show what is applied with regard to governance and administration in the College of Administration and Economics, as it was found that the total number of completed items was 114 items out of a total of 180 items, and this made the gap percentage 6.6% of the weight of the standard 18%, and this percentage represents one third. The standard ratio, and in this matter the following aspects must be improved:

1- It requires improving the overall and partial organizational structures and reviewing them periodically, in addition to representing employers on college councils, developing a documented job description for the college and its formations that is reviewed on an ongoing basis, and developing a plan to improve performance in the college.

2- It needs to strengthen a mechanism to attract competent and distinguished workers, as well as for the college to take into account the principle of transparency and clarity in the full application of systems and provide information to all employees.

3- This element requires the involvement of representatives of the local community, academics, administrators, and graduates in developing development plans for the educational institution. It also requires the availability of a system to receive the proposals and complaints of the educational institution's members, and how to deal with them. There is

also a clear and announced definition of the educational institution's services, and the necessity of providing optimal use of the educational institution's systems. Information and electronic management in the organization.

4- The educational institution provides an announced and transparent system that guarantees equal opportunities and justice in recruitment, selection, grants and incentives. Some students participate in solving problems. There is a clear working mechanism for the educational institution to benefit from feedback processes.

Table (2) Results of measuring the second criterion, governance and management

measuring the second criterion: governance and management Results of number Indicators)33 (Weight Standard 18%						
T	Element	number Indicators	Achieved	Required	Weight achieved	Standard weight
1	Leadership and management	6	22	34	3.88	0.18
2	and transparency Institutional ethics	4	15	20	3	
3	Capacity building and development	9	25	42	5.3	
4	Clarity of policies, laws and regulations	7	30	44	4.77	
5	Mechanisms and procedures	7	22	40	3.85	
the total		33	114	180	20.9	
(Rate (achieved/required			0.633 = 180/114			
(Achieved weight (average * standard weight			11.394 = 0.18 * 0.633			
(achieved -Gap (weight of criterion			6.606 = 11.394 -18			

Third: Financial and material resources: The results of table (3) indicate that the financial and material resources criterion has been achieved with 66 points out of a total of 100, and this constitutes a gap rate of 3.4% out of 10%. In light of that result, we must identify the most important aspects that require a process. Improvement:

1- Work to develop a documented and announced financial plan that includes the organization's expectations regarding resources and expenditures, and it is reviewed on an ongoing basis, in addition to providing a professional document that includes the powers delegated in financial expenditures to the managers of organizational units and according to the organization's organizational structure.

2- The educational institution must have infrastructure and create a suitable, attractive and well-maintained work environment. The educational institution provides advanced, sufficient and available computers and information technologies in terms of number, quality, sustainability and flexibility.

Table (3): Results of measuring the financial and material resources criterion

financial and material resources Nof-Results of measuring the third criterion Indicators (19) Weight Standard 10%						
T	Element	Number of indicators	Achieved	Required	Weight achieved	Standard weight
1	Finance	9	23	44	6.54	%10
2	Materialism	10	43	56	6	
the total		19	66	100	12.54	
(achieved/required) Rate			0.66 = 100 / 66			
(Achieved weight (average * standard weight			6.6 = 0.10 * 0.66			
(achieved -Gap (caliber weight			3.4 = 6.6 - 10			

Fourth:- Faculty members:- The results of table (4) indicate the degrees of application of the faculty members standard for teaching, as 79 points out of a total of 100 points were applied, and accordingly the gap rate became 2.1% out of 10%, and this indicates that the college applied it to most aspects of this standard. However, some aspects must be improved:

1- The need to form professional committees of specialists to select faculty members for activities according to criteria that include their qualifications and abilities, and to provide databases for the qualifications and experiences of faculty members, in addition to the educational institution having plans for training programs to develop the skills and abilities of faculty members.

2- Working to provide research requirements for teachers, as well as providing the educational institution with appropriate conditions and administrative and educational requirements.

Table (4) Results of measuring faculty members' standard

(Results of measuring the fourth standard/faculty members (10%)						
T	Element	Number of indicators	Achieved	Required	Weight achieved	Standard weight
1	Teaching selection mechanism	2	14	18	1.55	0.10

2	Efficiency of teaching staff.	3	24	32	2.25	
3	Educational environment for teaching.	1	6	6	1	
4	Teaching support services	5	35	44	3.97	
the total		10	79	100	8.69	
(Rate (achieved/required			0.79 = 100 / 79			
(Achieved weight (average * standard weight			7.9 = 0.10 * 0.79			
(achieved -Gap (weight of criterion			2.1 = 7.9 – 10			

Fifth: - Student standard: Table (5) shows the results of the student standard that was actually applied in the college sample of the study, where the college applied 53 points out of a total of 120 points. From this standpoint, the gap percentage is 6.7% of the estimated standard weight of 12%, and these results indicate The college has implemented limited measures related to students, which prompts us to improve the following:

- 1- Periodic surveys must be conducted to find out students' opinions regarding the student services provided to them, and work should be done to develop documented procedures for all grants and financial aid provided by the institution to needy students. The educational institution provides a unit to support students with special needs.
- 2- Establishing all instructions, regulations and guidelines that facilitate and organize the residence and study of foreign students, and expanding scholarships through communication with reputable international universities.
- 3- Establishing an organizational unit to follow up on graduates and employ them. The organizational unit works to hold training courses for non-working graduates (unemployed) in the field of professional development.
- 4- Creating a representation of students in the college's senior management, to benefit from students' ideas and suggestions in making decisions for the educational institution.

Table (5): Results of measuring the fifth standard for students

number -Results of measuring the fifth standard for students Indicators 27 Weight Standard 12%						
T	Element	Number of indicators	Achieved	Required	Weight achieved	Standard weight
1	Student services.	14	39	66	8.2	0.12
2	Graduates.	6	6	30	1.2	
3	Educational guidance services	1	6	06	1	
4	Student activities and events	4	2	10	0.8	
5	The impact of students and their making-contribution to decision	2	0	08	0	
the total		27	53	120	11.92	
(achieved/required) Rate			0.441 = 120 / 53			
(Achieved weight (average * standard weight			5.292 = 0.12 * 0.441			
(achieved -Gap (weight of criterion			6.708 = 5.292 – 12			

Sixth: Scientific Research: Table (6) shows the results related to scientific research, where 148 points were achieved out of a total of 240 points, and this result gives us evidence that the college's efforts are modest in the field of scientific research, and this was inferred from the gap rate of 9.2% of The total weight allocated to this standard is 24%. In addition, the indicators that the college must improve have been identified, which are:

- 1- Policies and procedures related to scholarships and scientific research must be adhered to, with the need to have clear general policies that govern the systems of ownership of research equipment and its replacement, including equipment acquired by the institution through grants to faculty members, departments, or research institutes therein.
- 2- Giving priority to scientific research that has financial and economic returns for the local community and its institutions, and working to achieve the conditions of health and environmental physics in the library halls.
- 3- The presence of global systems (software) for cooperation with regional and international universities, as well as the availability of a protocol with international university libraries

Table (6): Results of measuring the scientific research standard

No -Results of measuring the sixth standard of scientific research Indicators (44) Weight Standard 24%						
T	Element	Number of indicators	Achieved	Required	Weight achieved	Standard weight
1	environment search Scientific	10	28	54	5.18	24%
2	finance search Scientific	4	6	24	1	
3	to publish search Scientific	3	16	16	3	
4	marketing search blindness	1	4	08	0.5	

5	creativity And innovation	2	9	12	1.5	
6	Ethics search Scientific	1	6	06	1	
7	sources search Scientific	8	29	42	5.5	
8	cooperation International in Activities Scientific And research	15	50	78	9.6	
the total		44	148	240	27.1	
(achieved/required) Rate			0.616 = 240 / 148			
(Achieved weight (average * standard weight			14.784 = 0.24 * 0.616			
(achieved -Gap (weight of criterion			9.216 = 14.784 – 24			

Seventh: Community service standard: The results shown in Table (7) show that the college has applied some community service indicators, as the achievement factor obtained 8 points out of 18 points required to be achieved by the college administration, and with that result the gap ratio reached 2.2, and this indicates However, the college contributed to a very limited extent in serving the community, and therefore it is necessary to improve the following points:

Developing announced and documented plans for community services, and the necessity of establishing specialized centers and units (continuing education, consulting offices, medical clinics, legal clinics, psychological counseling, agricultural and veterinary, etc.) and announcing their training programs in the field of specialization in advance, as well as measuring the extent of satisfaction. Entities that benefit from its services on a regular basis.

Table (7) Community service measurement results

Standard	Standard elements	Achieved	Item weight	Measurement %results	Requires
Seventh standard (Community service (4%	Educational policy for community service	8	18	40	Partial improvement
standard rate Seventh		8	18	40	Partial improvement
(Rate (achieved/required		0.45 = 40 / 8 1			
(Achieved weight (average * standard weight		1.8 = 0.4 * 0.45			
(achieved -Gap (weight of criterion		2.2 = 1.8 – 4			

Eighth: The curriculum: The results shown in Table (8) are results related to the application of the curriculum standard indicators in the college. The college administration applied 87 points out of 150 points, making the gap percentage 6.3% of the total percentage of the standard weight of 15%. This gap can be addressed by improving the following:

- 1- Regularly ensure that the academic program outcomes are compatible with international standards by using the standards of corresponding scientific departments in international universities to evaluate curricula, taking into account their suitability to the Iraqi environment.
- 2- Providing the necessary requirements for learning for students with special educational needs, including technical methods and means, as well as publishing the learning outcomes for each academic program, with evidence indicating that graduate students possess these outcomes compared to previous years.
- 3- Developing curricula by developing exams, adopting the latest methodological regulations, working with the credit hour system (courses), and switching to the electronic curriculum. Representatives of the beneficiary entities must also participate in designing and developing the curriculum.

Table (8) Measuring the results of the curriculum standard

% Standard Eight Curricula 15						
Standard	Standard elements	Number of indicators	Achieved	Item weight	Weight achieved	Optimization
Eighth standard Curricula %15	Objectives	2	11	14	1.5	partial
	Curriculum content	6	34	34	6	
	strategy Teaching and learning	4	12	34	1.4	
	Evaluation and development of curricula	7	27	56	3.3	
	International cooperation in evaluating the academic program	2	3	12	0.5	
Eighth standard rate		21	87	150	12.1	
(Rate (achieved/required			0.58 = 150 / 87			
(average * standard weight) Achieved weight			8.7 = 0.15 * 0.58			
(achieved -Gap (weight of criterion			6.3 = 8.7 – 15			

The general indicator for the application of higher education quality standards in the College of Administration and Economics: It is clear from Table (9) that the College of Administration and Economics at the University of

Kirkuk has achieved a percentage of (58.97%) of applying Iraqi institutional accreditation standards. This means that the college suffers from weakness in applying each of the axis (Financial and material resources, students, community service, curricula) These standards require more efforts by the college administration, while there are some standards that are acceptable but need simple improvement such as (governance and administration, faculty members, scientific research), The college administration must address the problems related to the following standards (financial and material resources, students, community service, curricula) first, and then address the problems (governance and administration, faculty members, scientific research) second, despite the college having a set of points strength, but it did not reach the quality threshold due to problems the college suffers from in light of the application of Iraqi institutional accreditation standards.

Table (9) General indicator of applying quality standards for academic accreditation in the college

Standard type	Weigh the standard	Weight achieved	Gap	Completion rate	admissions
Educational institution strategy	%7	5.3	1.7	0.75	acceptable
Governance and management	%18	11.394	6.606	0.63	-Acceptable improvement
Financial and material resources	%10	3.4	6.6	0.34	weak
Faculty members	%10	7.9	2.1	0.79	-Acceptable improvement
Students	%12	5.293	6.707	0.44	weak
Research	%24	14.784	9.216	0.61	-Acceptable improvement
Community Service	%4	2.2	1.8	0.55	weak
Curricula	%15	8.7	6.3	0.58	weak
the total	100 %	58.971	41.029	85.9	

The third axis: Sustainable development: Over the period (2016-2020) Iraq achieved progress of (6.5) points in indicators related to the progress of sustainable development goals. In 2016, Iraq ranked 118th out of a total of 157 countries, with the points of the sustainable development index at that time reaching (56.6) points, while Iraq's position in 2020 was 113 out of a total of 166 countries, with a level of (62.3) points. Thus, this last value is considered to be that Iraq is making progress with regard to sustainable development, and despite that, it suffers from many problems such as unemployment, poverty, and others. Among the indicators that we will discuss later, and based on that, we will address the dimensions of sustainable development as follows (Ahmed, 2021, 3):

First: Social development: Social development includes the following:

1- Human development indicators: Human development indicators indicate that Iraq is ranked 120th globally, and 14th in the Arab world, represented by hunger, poverty, unemployment, and others, which we will present below (Global Hunger Index, 2022) (Saleh, 2023, 186) (Hafiz and Younis, 2023, 94):

- Poverty line: In 2021, Iraq recorded a poverty line rate of 29.6% of the total population, equivalent to 12,271,000 million people, as the poverty line rate in Iraq is calculated based on the highest income, estimated at \$2.15 per day.
- The percentage of hunger: The percentage of individuals who suffer from hunger in Iraq has reached 29% of the total population, and international standards related to human development indicate that 6% of Iraqis enjoy a decent and stable standard of living, while the rest of the members of society have declined in the standard of living as a result of Modest country management.

2- Education indicators: The education sector in Iraq received 5.24% of the total government spending for the year 2020, and educated individuals in the country constituted 60%, and 40% of society suffers from the weakness or lack of availability of educational services and thus benefits from educational services (Hafiz and Yunus , 2023, 95) (Al-Waeli and Al-Attabi, 2022, 765) (Ministry of Planning, Directorate of Educational and Social Statistics, 2020).

3- Health development: The public and private health sector in the country provides its services to 33% of society's members, while 67% of society receives health services outside the country in 2021, and this indicates that 26 million Iraqis do not receive health care (Hafiz and Younis, 2023). , 95) (Ministry of Planning, Health Indicators, 2021) (Aziz and Odeh, 2023, 305)

Second: Environmental development: Environmental development is represented by the following dimensions:

A- General environmental indicators: The Iraqi per capita share of carbon dioxide emissions resulting from public and private factories is estimated at (5) tons annually, while the percentage of natural and artificial forests was 1.3% of the total area of Iraq (Hafiz and Yunus, 2023, 95) (Ministry of Planning, 2022).

B- Liquid waste management: Iraq has 1,407 factories of various sizes, as these factories produce liquid and gaseous waste in a volume of 9.95 billion cubic meters per year, as 931 factories put liquid waste in a cesspit, and 300 factories

dispose of their waste in the sewage network, as well as There are 80 factories that direct their waste into river water and wastewater (Rajab, 2019, 165).

C- Municipal services: Municipal services remove approximately 17.5 million tons of waste per year, as the percentage of individuals who receive municipal services throughout the country reached 65.7%, and the population of urban areas received the largest share, estimated at 90.7%, and waste is buried in 72 websites designated for this purpose (Ministry of Planning, Municipal Services Sector Indicators, 2021).

D- Sewage sector: The population served by sewage networks (exhaust and combined) in urban areas constituted 55%, while the percentage of the population served by sewage networks throughout Iraq was 28% (Ministry of Planning, 2021).

E- Water resources: Water imports estimated at 31.24 billion cubic meters per year flow into Iraq from the Tigris and Euphrates rivers and other sources, while the country consumes 46 billion cubic meters per year as a result of agricultural, domestic, industrial and environmental uses. Despite this, the population connected to water networks The rate of drinking water was 83.3% (Ministry of Planning, 2021).

F- Recycling: Iraq has two factories for sorting and recycling waste. In Sulaymaniyah Governorate, there is a factory with a capacity of 1,200 thousand tons per day, and there is another factory in Baghdad with a designed production capacity of 200 tons per day (Al-Saffar et al., 2020, 19), and thus it becomes clear that the percentage of sorted waste Treatment is 38% of the total waste generated by citizens, meaning 62% of the total waste is landfilled without sorting and recycling (Salloum and Nour, 2019, 396).

Third: Economic development: The Iraqi economy suffers from a state of weakness in the growth process, which makes it unable to secure the requirements of providing productive and decent job opportunities for individuals. The Iraqi economy also suffers from the isolation of social policies and governance structures that could achieve equality of opportunities and achieve economic prosperity. As it is a rentier economy based largely on oil, in addition to the problems of the decline of other productive sectors (agricultural, tourism, industrial) in addition to the challenges facing the labor market, as these problems and challenges formed a strong barrier to achieving sustainable growth goals, and in light of this, Iraq It needs to implement an economic reform program to reduce the unemployment rate, improve and stimulate international and local investments, infrastructure development, reconstruction, and other programs that achieve sustainable economic development for Iraq (Ministry of Planning, National Committee for Sustainable Development, 2021, 62).

The fourth axis: Testing the study hypotheses: The results of the study in Table (10) indicate that there is a significant correlation between the quality of higher education and sustainable development, as the correlation rate was (0.63), and this result indicates that the more the university enhances the quality of education in its activities, this contributes to Achieving sustainable development. With this result, we will accept the first main hypothesis, which states (there is a significant correlation between the quality of higher education and sustainable development).

The results of Table (10) also show that the quality of higher education affects sustainable development by a percentage of (0.40) and at a significance level of (0.05). This percentage is considered influential based on the F-test value of (112), which is higher than its tabular value (2.4), as well as In terms of the estimated value of B (0.28), whenever the quality of education is changed by one unit, the rate of sustainable development will increase to 28%. According to this result, we will accept the second main hypothesis, which states (there is a significant impact relationship to the quality of higher education on sustainable development).

Table (10) Correlation and impact of the quality of higher education in sustainable development

Independent variable	Dependent variable	sustainable development			
Quality of higher education	R	R ²	B	F	sig
	0.63	0.40	0.28	112	0.05

Section Four: Conclusions and proposals

First: Conclusions: The results of the field study reached several conclusions:

- 1- The study revealed that the percentage of gap in the college's plans was very limited, which indicates that the college has a clearly defined mission and is working to achieve it in line with its goals and vision.
- 2- In terms of governance and management, there is a weakness in implementing the requirements of the overall organizational structures due to not reviewing them periodically, in addition to the lack of representation of stakeholders in the College Council.
- 3- The study concluded that the college's financial plan is modest because financial matters are related to the central government, and this is explained and documented in the government's financial plan.
- 4- There is a weakness in applying the faculty standard in the college as a result of the shortcomings in their numbers and the failure to market their scientific output, as well as the weak provision of services to them such as offices, rest areas, etc.

5- The results of the students' criterion showed that the gap between applying or not is very high. This is due to the lack of inquiry from students about the services provided to them, as well as the lack of interest in their ideas and the lack of follow-up of graduates.

6- It turned out that interest in scientific research in the college is very weak as a result of weak policies related to scientific research in terms of poor availability of research tools, failure to apply research results in state institutions, and limited financial support in this regard, which negatively affects the researcher and the quality of the research.

7- The results of community service indicate that the gap rate is high, and this results from the modest relationship between the college and the community. The results of the curriculum also show that the gap in applying the curriculum standard indicates that these curricula need to be developed in line with developments taking place in the world.

8- The results of sustainable development revealed that Iraq suffers from many social, environmental and economic problems. These problems result from weak education and health, high unemployment and poverty, as well as environmental pollution from solid, liquid and gaseous waste. Economically, most factories are successful.

Second: Proposals: In light of the conclusions, the following proposals were presented:

1- Develop plans according to a specific timetable and a database that are consistent with the college's mission and goals.

2- It is necessary for the college administration to accurately and documented job descriptions for all college functions and set time periods for reviewing them periodically in order to implement all governance provisions and improve performance in various activities.

3- The college administration must have sufficient financial powers to be able to manage the financial and material aspects successfully, enabling it to provide infrastructure and create an educational environment that serves the college and its students, while providing other necessary requirements.

4- Work to form specialized and professional committees to select faculty members without bias, provided that this is done based on criteria for evaluating their skills and knowledge in the field of specialization, in addition to training them to develop their expertise in the field of planning for the college and implementing these plans, as well as raising their scientific and research level.

5- The necessity of leading the college administration to conduct questionnaires about students' opinions for the purpose of identifying the services provided to them, and discussing the results of the questionnaire in the college council, as well as following up on graduates by creating a unit dedicated to this matter.

6- We must adhere to scientific research because of its major role in developing all fields that serve society, by providing material and moral support to researchers in universities.

7- The college administration is required to improve community service by establishing a specialized unit concerned with social issues, such as establishing (a clinic for simple medical services, psychological guidance and counselling, a counseling office, and others).

8- Emphasizing the use of curricula that are consistent with international requirements on the one hand, and they must also be consistent with the Iraqi academic program.

9- It is necessary to develop plans by the Iraqi government to raise the level of education and health, eliminate unemployment, and develop plans related to preserving the environment and making good use of resources. Attention must be paid to the economic aspect by activating local productive projects and services at all levels.

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