

The Degree of Availability of the Characteristics of the Effective Schools in the Colleges of Education in Iraq from Teachers' Point at Departments of Arabic Language

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Abstract

This study aimed to evaluate the presence of compelling school features from the viewpoint of Arabic language teaching faculty at education colleges in Iraq. The descriptive-analytical approach was utilized, and 110 Arabic language teaching faculty members from Iraqi education colleges were randomly chosen. The findings revealed that the respondents gave a modest overall rating on the questionnaire measuring the presence of active school aspects. The respondents' scores did not differ statistically significantly based on educational background and years of experience. Based on gender, however, a statistically significant difference was discovered. The study made several recommendations, including funding active school implementation and setting up training sessions for Iraqi education college faculty members on implementing the functional school model, particularly for those with little prior experience, to improve student interaction.

Keywords: *Effective school, education colleges, Arabic language teaching faculty.*

Introduction

Problem Statement

An educational model known as an "effective school" aims to advance and enhance the educational process by fostering open communication and collaboration among all school personnel, including the administration, teachers, students, parents, and the local community. Focusing on critical thinking, innovation, active student learning, and efficient engagement in the educational process, it seeks to improve students' talents and build their academic and social skills. From the perspective of the instructors in the Arabic language programs in Iraqi colleges of education, the researchers observed a definite reduction in the quality of the educational process.

The effective school model plays a vital part in creating this process; it was also discovered by looking at several earlier research. Some studies recommended the necessity of utilizing it effectively in education, such as the Rasmi study (2019), which suggested the necessity of holding training programs for school employees to activate the relationship between the school and society, as well as having training courses and workshops for principals and teachers of those schools to work on achieving and improving the indicators of an effective school.

1. How readily available are the attributes of a successful school in Iraqi colleges of education from the perspective of the Arabic language teaching departments?

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2. Are there statistically significant differences at the level of significance (0.05) between the respondents' average responses to the questionnaire's total score regarding the availability of the characteristics of an effective school from the point of view of teaching Arabic language departments in Iraq?

Significance of the Study

The current research has two crucial:

Theoretical significance:

1. The researchers anticipate that this study will significantly advance the knowledge regarding the characteristics of an effective school in Iraqi colleges of education. This is because it will help us better understand how an effective school's fundamental ideas and methods are applied in Iraqi education. It will also help us pinpoint areas that require development and improvement.
2. It is expected that the results and recommendations resulting from this research will provide valuable information for specialists in the field of education and faculty members and that this information will contribute to enhancing educational and teaching performance in the field of language and deepening understanding of effective methods for applying the characteristics of an effective school in the context of education.

Practical Importance:

1. The importance of this research stems from its role in enhancing the caliber of instruction and teaching in Iraqi colleges of education, particularly in the departments of the Arabic language, where the findings and recommendations can be used as a guide to enhance educational practices and develop the faculty members' abilities in applying the traits of an effective school, resulting in a more effective and high-quality educational experience for students.
2. This research can be an essential reference for principals and leaders working in educational institutions in Iraq, and it can help them promote the application of the characteristics of an effective school and develop students' mental and practical skills such as critical thinking, problem-solving, cooperation, and innovation.
3. This research is significant to the predicted long-term gains and possible returns from educational institutions and their influence on society. The quality of education in Iraq can be raised generally by implementing the study suggestions and expanding the availability of adequate school characteristics in the colleges of education, which will benefit society overall.

In light of those as mentioned earlier, the following highlights the significance of the study: (The characteristics of the effective school in the colleges of education in Iraq provide many benefits, as they improve the quality of teaching and develop students' critical thinking skills, as well as encourage interaction and cooperation between students and enhance creativity and innovation, and the application of the effective school enhances the collective spirit of students. It helps people achieve excellence in their academic and professional endeavors.

The Aims of the Study are :

1. the extent to which teaching Arabic departments at Iraqi colleges of education have access to the attributes of a successful institution.
2. Revealing the variations in the respondents' responses to the overall score to ascertain the extent of availability of the qualities of an effective school in the Arabic teaching departments of Iraqi colleges of education due to the variables (sex - academic training - years of experience).

The Study Hypothesis:

The Study hypotheses were tested at the level of significance (0.05):

1. The gender variable results in a statistically significant difference between the averages of the respondent's responses to the total score of the questionnaire about the availability of characteristics of an effective school from the perspective of teachers of Arabic language departments in Iraq.
2. There is a statistically significant difference between the averages of the respondent's responses to the total score of the questionnaire on the degree of availability of the characteristics of the effective school in the colleges of education from the point of view of teaching Arabic language departments in Iraq, due to the educational qualification variable.
3. There are statistically significant differences between the averages of the respondent's responses to the total score of the questionnaire on the degree of availability of the characteristics of an effective school in the colleges of education from the point of view of teachers of Arabic language departments in Iraq, due to the variable of years of experience.

Limitations of the Study

The study was directed within the following limits:

Objective restraint: Examining the extent to which the attributes of a successful school are present in Iraqi colleges of education from the perspective of Arabic language teachers about the variables of sex, educational attainment, and years of experience.

Location: the state of Iraq, colleges of education.

Issue: The research was applied in the year 2023 AD-1444 AH.

Sample: applied to a piece of (110) teachers of the Arabic language departments in the colleges of education in Iraq.

Define Terms:

The study has the following definition:

1- The active school model:

The actor is a word that has a male singular noun (feel) as its source, a verb for its root, a feeling for its stem, and the terms the + subject + a for its analysis. 1906's Ibn Manzoor, page 1125.

It can also be defined idiomatically as: "a modern educational model that focuses on student's active participation in the learning process and interaction with the academic content directly and practically. This model includes transforming traditional lessons into compelling learning experiences with group discussions, student cooperation, application of concepts to reality, and problem-solving process (Wyatt, 2012, p75).

In contrast, it is procedurally described as "a distinctive educational model that focuses on motivating and encouraging students to become active participants in the learning process, so that interaction and cooperation between students are enhanced, exploration and experimentation is encouraged, and opportunities for practical learning and practical application of academic concepts are provided."

2- Colleges of Education:

The word "education" is used linguistically in the sense of politeness and high status. Al-Zamakhshari mentioned that, and he said: "And from the metaphor: so-and-so is in the wealth of his people: in the most honorable of them (Al-Zamakhshari, 1922, p. 158)."

Idiomatically, "colleges of education" are described as "high-level educational institutions that offer numerous study programs in the fields of education, and these programs include

many specializations. These colleges aim to prepare and qualify students to enter the field of education as teachers, managers, or educational consultants, and they also work to improve their educational and educational skills" (Al-Basil, 2022, p. 12).

Whereas "colleges of education" are defined procedurally as: "educational institutions that aim to qualify students and develop their skills in the field of education in the State of Iraq, so that these colleges offer comprehensive study programs that cover various aspects of educational curricula, teaching methods, and educational technologies."

3- Departments of Arabic Language:

As stated by Bin Jana in 1978 on page 25, "language" is described linguistically as "(sounds in which every people express their purposes), it is said: (verbal, void, void: invalid, and voided: invalidated), and it is also said: (verbal, void with such-and-such, i.e., spoken with it)."

Idiomatically speaking, the "Arabic language departments" are "a group of departments belonging to the College of Education, in which the Arabic language is divided according to its specializations and fields of study, in terms of grammar, morphology, rhetoric, Arabic literature, translation and linguistics, or according to the divisions used in the various colleges of education" (Al-Amoush, 2016, p. 204).

While the "Arabic language departments" are defined procedurally as: "It is a group of different departments present in the colleges of education in the State of Iraq, which specializes in studying and teaching the Arabic language by classifying it according to its various fields and specializations, to provide a specialized educational environment for students to develop their understanding and knowledge of the Arabic language and develop their skills in Its multiple areas, whether in the field of literary language, applied language, or linguistic and cultural studies.

Theoretical Background and Past Studies

First: Theoretical Background:

Since smart devices and the Internet have become integral parts of the educational process, the development of modern education methods has undergone a significant shift in recent decades. As a result, students today have easy access to educational resources via the Internet, giving them opportunities to learn. Interactive screens and tablets are used in the classroom to encourage participation and improve student interactivity. Visual and interactive tools have become an integral component of learning. Online collaborative tools encourage collaborative learning and aid students in improving their communication and cooperation abilities.

Thanks to technological development, assessment methods have become responsive to the results of the times, as computer programs and interactive tools can be used to assess the level of students and track their progress. Modern challenges in the field of education also require the development of new skills for teachers, as they must be able to benefit from technology and adapt their educational methods according to the needs of modern students. Modern teaching methods can enhance the educational process's flexibility, and students can acquire the skills necessary to succeed in the age of knowledge and technology. The continuous development of these methods opens the doors to a promising future for education, where more effective and comprehensive education can be achieved for all students (Abadsa, 2022, p. 76).

As it encourages student engagement and active participation in the learning process, the influential school model represents a significant educational shift. This methodology is distinguished by turning students from passive recipients of knowledge into active contributors to their knowledge construction. This approach also allows students to apply

concepts and skills and aids in developing their social and emotional skills. This model encourages students to self-learn, explore, and investigate to increase their critical and analytical thinking and problem-solving capacity. Additionally, the successful school model enables group projects and the acquisition of life skills that help kids engage with their environment and prepare for the future (Jadallah, 2020, p. 36).

The active school model has emerged as one of the leading educational methods in the twenty-first century, as this model focuses on enhancing students' participation and interaction in knowledge-making and aims to develop their intellectual, creative, and collaborative abilities, where students in the active school enjoy the freedom to express their ideas and share their points of view, which enhances their critical thinking and deep analysis of topics. In addition, the model provides the opportunity for practical and experimental learning, where theoretical concepts are applied in authentic contexts, in which students cooperate and work on inspiring applied projects, which enhances their social and leadership skills. The effective school model is an effective way to empower students and prepare them to face future challenges with confidence (al-Gharba, 2020, p. 256).

The active school model also serves as a hub for developing fundamental life skills in children, including problem-solving, critical thinking, and decision-making. This paradigm emphasizes teacher-student interaction, where the teacher's guiding role is more distinct and motivating rather than being restricted to the typical lecture. This strategy makes learning engaging and inspiring, enabling students to explore their interests and express their creativity. Thus, the active school model is a comprehensive framework aimed at improving the learning experience for students and enabling them to achieve Academic and personal excellence, and thanks to this innovative model, a generation of inspired and creative youth is being built and ready to face the challenges of the future with confidence and success (Al-Khawaldeh, 2019, p. 113).

The Importance of an Active School:

The successful school model is one of the cutting-edge teaching strategies that has established its value in ensuring that kids receive an efficient and thorough education. This strategy is distinguished by inspiring and energizing students to actively engage in the learning process, which enables them to acquire knowledge in more interactive and thorough ways. Considerations (Hale, 2009, p. 15):

First: This model contributes to the development of student's critical thinking skills and creativity through their participation in open discussions and discussions, in which students learn how to analyze information and formulate their own opinions logically and innovatively. They also learn how to think independently and make appropriate decisions.

Second, the efficient educational approach encourages student interaction and group work. In group projects where complex problems are solved, students are encouraged to collaborate, use one another's skills, and communicate clearly. By doing this, they learn how to work together, take advantage of one another's abilities, and communicate effectively, improving their ability to interact with others and handle real-world societal challenges.

Third: This model contributes to enhancing the independence and responsibility of students. When students have an active role in the learning process, they become more independent in making decisions and taking responsibility for their academic progress. Students learn to organize and manage their time, work actively, and persevere to achieve their personal and educational goals.

According to the experts, the influential school model is currently one of the most significant educational models because it aids in students' skill development and engages them in learning. The comprehensive and sustainable education that this model promotes can help students improve their talents and develop the skills they need to meet the

challenges of modern society. So, if schools and teachers want to provide kids with an education that meets their needs and the demands of the contemporary world, they should make adopting this model a top priority.

Characteristics of an active school:

An educational program that attempts to develop pupils and strengthen them in various areas entirely is what is known as an effective school. An educational facility that guarantees excellent communication between instructors, students, and the local community is a school. The following are only a few of the effective school model's numerous distinguishing features (Al-Tuwaisi, 2017, p. 180):

1. **Interactivity:** The Effective School attempts to improve student-teacher and student-student interaction so that critical debates, teamwork, and group learning are promoted. This aids students in developing a more profound comprehension of subjects and necessary thinking abilities.
2. **Practical application:** Education in an effective school revolves around the practical application of concepts and knowledge so that practical activities, scientific experiments, and research projects are organized that allow students to apply what they have learned in useful life, which contributes to enhancing their applied thinking and innovative capabilities.
3. **Technology:** To provide students with engaging educational opportunities that suit their needs, an influential school relies on technology in teaching and learning. Cloud computing, virtual reality, and distance learning are examples of multimedia and technological tools used in this context.
4. **Enhancing participation:** The effective school model encourages the active participation of students in the decision-making process related to education, as students are encouraged to participate in selecting, analyzing, organizing, and evaluating topics, which gives them a sense of responsibility and belonging and enhances their active role in the school community.

The researcher might state that an effective school aims to create an engaging learning environment that emphasizes student engagement, involvement, and the real-world application of concepts and uses technology to improve the teaching and learning process—achieving a thorough, personalized education that helps children with their academic, social, and emotional development. The foundation for creating an educational environment that supports students' long-term growth and development is based on these key traits of an effective school.

Indicators of Effective School Application:

An effective school is a crucial metric for assessing and raising the standard of education. When a school is successful, student accomplishment and the growth of its capabilities are positively impacted. Numerous indicators are used in an effective school's application to assess student achievement and focus improvement efforts. The evaluation of schools is one of the most crucial uses of these indicators. This is who did it (Al-Salawi, 2017, p. 142):

Passing rates: Passing rates are crucial for assessing a school's effectiveness. High graduation rates and a high proportion of pupils making academic progress are only two examples of the high levels of academic achievement that a school must provide for its students.

Attendance monitoring: Following up on students' attendance is essential for measuring the school's effectiveness. If attendance is high, this reflects students' interest in education and commitment to the school. Moreover, the school can use this information to determine the reasons for absence and take appropriate measures to reduce it.

Evaluation of teachers: Evaluation of teachers is an essential part of the indicators of an effective school, and the school must have an effective evaluation mechanism for teachers' performance and provide the necessary training and support to improve their performance. When teachers have a high level of competence and motivation, this is reflected in the quality of education provided in the school.

Community involvement: The school's participation in the community demonstrates its ties to the neighborhood and its capacity to offer all available educational possibilities through collaborations with parents, neighborhood groups, and businesses. As a result, the school can support a perfect learning atmosphere and give pupils more options.

The researchers believe that effective school application indicators are powerful tools for improving the quality of education provided. By monitoring and evaluating these indicators, schools can identify strengths and weaknesses and take the necessary measures to improve performance. The indicators must be comprehensive and consider all aspects of the teaching and learning process. Using these indicators, practical improvements can be achieved in the educational environment and the student's learning experience in general.

Challenges of Applying the Effective School:

The effective school has emerged as one of the most prestigious educational models that attempt to advance the educational process and make it possible for students to successfully acquire skills and information in light of the rapid technological development and changes in contemporary society. However, several obstacles prevent the complete and successful application of this educational approach, including (Anderson, 2007, P156):

Leading change: Transforming a traditional school into an effective school requires strong leadership and a vision for the future. The necessary training and support must also be provided for principals to achieve change and adopt new practices.

Technology challenges: Implementing an effective school requires widespread use of technology. However, teachers, schools, and universities need help providing the necessary infrastructure, obtaining appropriate technology, and training teachers in using educational technology.

Changing the educational culture: As efforts are made to alter the traditional academic culture and encourage active participation and project-based learning, teachers and students may have difficulty adjusting to the new changes that call for active involvement in the learning process and their cooperation with colleagues.

Evaluation and Evaluation: An effective school needs to achieve a change in the approach to evaluation and evaluation, and the focus must be moved from comparison and competition to a comprehensive evaluation of skills, knowledge, and moral and social capabilities.

Collaboration with parents: Encouraging cooperation between the school and parents is an integral part of an effective school. Accordingly, communication barriers must be overcome, and strong partnerships with parents should be built to enhance student education.

According to the researchers, overcoming these challenges will make a school more effective. It can support and continuously train teachers and principals, upgrade the technical infrastructure, change the traditional educational culture, and improve cooperation between the school and parents. It is realizing that effective school results in a more effective and long-lasting education.

Second: Past Studies:

Many Arab and foreign studies dealt with the characteristics of an effective school and emphasized the importance of this subject. Therefore, this part presents Arab and foreign studies related to the subject of the current research. The following is a presentation of these studies according to their chronological sequence from the most recent to the oldest:

1- Al-Rimawi study, 2021

This study aimed to verify the effectiveness of the participatory leadership carried out by the school development teams in improving the performance of schools based on the standards of the effective Palestinian school. The results also indicated that the principals are satisfied with the effectiveness of the development teams and that there is general agreement regarding their role in developing school planning based on scientific foundations and realistic data. The development teams also contributed to fostering cooperation and collective movement. Additionally, decision-making increased dedication, shared accountability, and the overall success of the school (Al-Rimawi, 2021, p. 237).

Al-Harashah study, 2020

Based on the efficient school metrics, the study sought to identify and produce a recommended management vision to enhance the roles of secondary school principals in Mafraq. The study also aims to quantify the extent to which secondary school teachers in Qasaba al-Mafraq apply the effective school indicators and to identify whether there are statistically significant differences in the level of response of the study sample to the extent to which secondary school principals in Mafraq apply the effective school indicators from the perspective of their teachers. And that from the point of view of their teachers, and the presence of statistically significant differences based on the gender variable in the areas of planning, guidance, administrative reports, decision-making, and evaluation, all of which are in favor of males, and the results also showed the presence of statistically significant differences based on the gender variable in the field of supervision in favor of females, and the results did not show the existence of statistically significant differences based on the gender variable in the area of organization, and the study showed the presence of statistically significant differences based on the variable of academic qualification bachelor in the field of administrative reports, and the results did not show any statistically significant differences Based on the educational qualification variable in the remaining areas of study (planning, organization, direction, control, decision-making, evaluation) and in general performance (Al-Harashah, 2020, p. 4).

2- Garcia Study, 2019

This study aimed to examine the perspectives and opinions of students, instructors, school principals, and parents in low-income, active schools and kids who transfer to other schools regularly to understand better how these four groups assess the efficiency and quality of schools in this setting. Educators, administrators, and parents. Due to the poor economic climate and frequent moves, I saw variations in their views on the effectiveness of schools and the quality of education. The social and economic environment significantly impacted these perceptions—Garcia 2019, p. 65.

3- Al-Mikhlaifi study, 2019

This study aimed to identify the role of secondary school leaders in achieving the standards of an effective school in the education district in Aseer and to identify the extent to which there are interpretable differences in the role of leaders due to variables such as job, educational qualification, years of service, and governorate. Moreover, their part is in line with three criteria of the effective school criteria, while the role was not achieved in one bar only. 2019, p. 293).

4- Gustin's study, 2018

This study investigated how teachers in alternative education programs and schools in Indiana felt about the seven factors linked to successful schools. The majority of the seven characteristics of effective schools are present in the participants' programs and schools, and it was discovered that these characteristics would serve as a more reliable foundation for accountability than the A-F grading scale. (Gustin, 2018, p. 55) Very.

5-Cele Study, 2016

This study attempted to fill the gap between the effects of efficient school administration and efficient facilities on students and teachers. This study used a quantitative approach since it measured issues by creating numerical data that could be helpful to statistics. The study examined attitudes, beliefs, and behaviors, and the findings were disseminated. An investigation targeting the Ilimbe district was undertaken at the KwaZulu-Natal Ministry of Education schools, with a bigger sample size. 100 out of 123 schools were chosen for the survey, with a 98% response rate. The principal technique for gathering data was a questionnaire, and the results of the study showed that: The effective school treated poor health and safety ethics in schools; mismanagement of infrastructure; neglect of the learning environment in schools; and insufficient support in infrastructure planning and facility management, and the local administration and regional management teams need to review and improve their operations to achieve improved service delivery so that all concerned must assume their full responsibilities (Cele, 2016, P29).

Third: Balance between Previous Studies and the Current Study:

By reviewing previous Arab and foreign studies, the two researchers explained the similarities and differences between the current analysis and those studies in terms of the subject and objectives of the study, and the methodology of the study, as well as the aspects of benefiting from those studies, and the most prominent features of the current research about it:

The study (Al-Rimawi, 2021) sought to confirm the efficacy of the participatory leadership practiced by the school development teams in raising school performance following the requirements of a thriving Palestinian school. While the study (Garcia, 2019) sought to examine the perceptions and opinions of students, teachers, principals, and parents in low-income, active schools and students who transfer schools frequently, the study (Al-Harashseh, 2020) sought to identify and prepare a proposed administrative vision to enhance the roles of secondary school principals in the Mafraq district. The study (Gustin, 2018) aims to investigate teachers' perceptions of the efficacy of schools in Indiana using the seven factors identified as essential to successful schools. The study (Cele, 2016) aimed to reveal the missing link between the impact of effective school management and adequate facilities on learners and educators.

As for the current research, it aimed to identify the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teaching Arabic departments.

The current research agreed with the study of each: (Al-Rimawi, 2021); Garcia, 2019), and Gustin, 2018) in using the descriptive analytical approach and the questionnaire as the primary tool for data collection, while it differed from the rest of the previous studies in which there was diversity, between using the descriptive, quantitative, and qualitative methods.

In developing the research problem and its questions, how to create the research tool and choose the sample, how to determine the critical issues covered by the theoretical framework, and the statistical methods for data processing, the researchers benefited from earlier studies.

Research Methodology and Procedures

First: Methodology:

The research was conducted using an analytical descriptive approach, which is appropriate given the nature of the study, which is "interested in describing a specific phenomenon or problem, quantitatively photographing it by collecting codified data and information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study" (Melhem, 2007, p. 370).

Second: Instrument and Procedures of the Study :

The researchers followed the following steps:

1. Benefiting from educational literature and previous studies: designing a research tool such as the study (Gustin, 2018) using the descriptive analytical approach.
2. Determining the form of the questionnaire: In its initial form, the questionnaire consisted of two parts:

- Instructions for the sample participants to look for a way to respond to the survey questions are provided in the first section.

The second section: included the items of the questionnaire.

3. Preparing the Questionnaire in its Location :

1- In its initial form, the questionnaire consisted of (22) items and was placed on a five-point Likert scale, and the subject was given the grades shown in Table (1) according to his answers.

Schedule 1; The answer options and their scores are distributed on the scale.

RESPONSE	TOO HIGH	HIGH	MEDIUM	LOW	VERY LOW
THE DEGREE OF RESPONDENTS' RESPONSE TO THE QUESTIONNAIRE ITEMS	5	4	3	2	1

4- The validity and reliability of the research tool: The researchers adopted several methods to verify the validity and reliability of the questionnaire, according to the following:

- 1- The validity of the content (arbitrators):

Moreover, in light of their observations, The researchers made the necessary modifications, such as: deleting and modifying some phrases and linguistic corrections of the questionnaire items; thus, the questionnaire in its initial form consisted of (22) items, which became valid for exploratory experimentation.

- 2- Exploratory experience:

The questionnaire was administered twice by the two researchers, once on April 15th, 2023 AD, and again on April 30th, 2023 AD, to an exploratory sample of thirty teachers from the Arabic language departments in the colleges of education in Iraq (who were not part of the original research sample). The objectives were to ensure that the questionnaire items and instructions were clear for the research sample and to confirm the questionnaire's psychometric properties.

- 2-1- Internal consistency (structural validity):

The degree to which each scale item correlated with the overall questionnaire score was determined by the researchers, who also determined the significance levels for each

correlation coefficient (Pearson). Each scale item's correlation coefficient with the overall score ranged from (0.31) to (0.75), which are acceptable for high correlation coefficients that show the scale items have adequate internal consistency and homogeneity and measure the objectives of the scale.

3- 2- Reliability: The two researchers relied on two methods to study the stability of the scale, namely:

Resilience: Two weeks after the initial application, the scale was reapplied, and the stability coefficients were then determined by computing the Pearson correlation coefficient between the degrees of the initial and subsequent applications. The correlation coefficient (Pearson) value was 0.83**, which is statistically significant at the level of statistical significance (0,01) and has a high stability coefficient.

- Reliability by Cronbach's alpha method: The value of Cronbach's alpha stability coefficient was (0.79), which is a high stability coefficient indicating that the scale is internally consistent and valid for the current research.

The research community and its final sample:

1-Population:

2- (8000) Arabic language instructors from Iraqi colleges of education made up the research community.

3- Sample:

The research sample, which included 110 teachers in the Arabic language programs at Iraqi institutions of education, was randomly selected. According to the fundamental research factors, the research sample is described as follows:

The distribution of the sample according to gender:

Schedule 2; The sample was distributed according to the sex variable.

SEX	THE NUMBER	PERCENTAGE
MALES	51	%46
FEMALES	59	%54
THE TOTAL	110	100%

1- The Distribution of the Sample According to the Variable Years of Experience:

Table 3; The sample members were distributed according to the variable years of experience.

YEARS OF EXPERIENCE	THE NUMBER	PERCENTAGE
LESS THAN FIVE YEARS	26	%24
FROM (5-10) YEARS	35	%32
MORE THAN TEN YEARS	59	%54
THE TOTAL	110	100%

2. The sample's distribution about the variable measuring educational attainment:

Table 4; The sample was distributed according to the educational qualification variable.

QUALIFICATION	THE NUMBER	PERCENTAGE
MASTER'S	32	%29
PH.D	78	%71
THE TOTAL	110	100%

2- Field Application Procedures: The field application required the following procedures:

- The two researchers distributed the questionnaire to teachers of the Arabic language in the colleges of education in Iraq on (5/5/2023 AD).
- Using the statistical package for social sciences (spss) to decode the results, process them statistically, and then analyze and interpret the findings.

Statistical methods: The researchers used the statistical package (spss) in analyzing the research data, and these methods are as follows:

- Pearson correlation coefficient to check structural validity and repetition reliability.
- Alpha Cronbach's coefficient to calculate the internal consistency of the questionnaire items.
- Arithmetic means and standard deviations to determine the level (the degree of availability of the characteristics of an effective school in the colleges of education in Iraq (Baghdad city) from the point of view of teaching Arabic departments.
- Test (t. test) for two independent samples to determine the difference between the mean responses of the respondents to the total score of the questionnaire regarding the availability of characteristics of an effective school in Iraqi colleges of education in Baghdad city from the perspective of Arabic language department teachers.
- One-Way ANOVA to find out the significance of the differences between the averages of the respondents' answers on the total score of the questionnaire of the degree of availability of the characteristics of the effective school in the colleges of education in Iraq (Baghdad city) from the point of view of teachers of Arabic language departments according to the variable (years of experience).

Presentation and interpretation of the results

First: Presentation and interpretation of the results:

1. Results for answering the first question:

How readily available are the attributes of a successful school in Iraqi colleges of education from the perspective of the Arabic language teaching departments? The researchers calculated the range by subtracting the most significant value in the scale from the smallest value ($5-1 = 4$), and they calculated the length of the category by dividing the range by the most significant value in the scale, which is (5); ($4/5=0.8$), to determine the standard for evaluating the respondents' responses.

Accordingly, the categories of arithmetic mean values were formed according to the Likert scale as follows:

Schedule 5; Criterion for judging the response of the respondents.

ARITHMETIC MEAN VALUE CATEGORIES	CRITERION FOR JUDGING THE RESPONSE OF THE RESPONDENTS.
4.21-5	TOO HIGH
3.41-4.20	HIGH
3.40-2.61	MEDIUM
1.81-2.6	LOW
1-1.8	VERY LOW

- Then, using the criteria in Table No. (6), it was possible to assess the degree of availability of the following characteristics of an effective school in Iraqi educational institutions from the perspective of teachers in Arabic language departments:

Table 6; Arithmetic means and standard deviations to determine the degree of availability of the characteristics of an effective school in the colleges of education in Iraq from the point of view of teaching Arabic departments.

Availability	Standard deviations	Arithmetic averages	domains
Medium	1.348	3.32	A safe, stimulating, and encouraging learning environment is available for students in the educational process.
Medium	1.177	3.09	The curricula achieve integration between aspects (theoretical - applied).
Medium	1.343	3.10	The teaching staff employs modern technology in the educational process.
High	1.144	3.58	The teaching staff uses modern methods such as (cooperative learning, problem-solving, and brainstorming).
High	1.418	3.44	The teaching staff evaluates students' performance using modern methods (electronic tests - note cards).
Medium	1.063	3.26	Lecture time is commensurate with the academic curricula.
Medium	1.053	3.19	Teaching staff exchange experiences and scientific knowledge through all means of communication.
Medium	1.324	2.70	There are positive social relations such as (equality, familiarity, and respect) between teaching staff and students.
Medium	1.128	2.95	The teaching staff develops students' personal and social skills, such as (communication and acceptance of others...)
Medium	1.265	3.06	The teaching staff develops higher thinking skills for students, such as: (critical thinking - creativity - research, and exploration)
Medium	1.312	3.14	The academic programs in the college are compatible with the requirements of the labor market.
Medium	1.252	2.97	The college develops the professional performance of its teachers through (workshops, seminars, and conferences).
Medium	1.137	3.19	The college holds training courses to develop students' educational skills.
Medium	1.340	2.98	The college employs the creative initiatives of students in the educational process.
Medium	1.266	3.34	The college encourages teaching staff and students to participate in field activities such as: (seminars, competitions, and cultural events).
Medium	1.314	3.15	The college organizes periodic meetings to follow up on the educational process, solve and develop its problems.
Medium	1.423	3.21	The college encourages students to volunteer in the community.
High	1.352	3.54	The college promotes distinguished teaching staff and students, morally and financially.
High	1.409	3.59	The college cooperates with the local community to develop the educational process.
High	1.148	3.85	Classroom supplies (lighting, air conditioning, stationery) are available.
High	0.980	4.04	The college provides the requirements for publishing scientific research (references, financial support...).
High	1.058	3.87	The college provides the educational process requirements, such as: (reading rooms, the Internet, and enrichment books).
Medium	0.800	3.30	Total marks

The responses of the respondents to the total score of the questionnaire regarding the degree of availability of the characteristics of an effective school in the colleges of education in Iraq from the point of view of the teachers of the Arabic language

departments were noted in the previous Table as being (medium), with an arithmetic mean (3.30) and a standard deviation (0.800). At the same time, its items ranged from (medium to high). The average maths scores varied from (2.70-4.04).

The researchers attribute the result: That the colleges of education in Iraq work to create learning environments that have qualities of effective schools and to inspire and motivate students to keep learning through (harmonization of theoretical and applied curricula, teachers' use of modern technology, and active learning techniques in the classroom, provision of suitable classrooms for learning (air conditioning, ventilation, and lighting), Some people, however, expressed dissatisfaction with the university's inadequate financial assistance, the lack of some modern scientific, academic references, and the tiny number of halls adequate for the number of students.

2- Results related to answering the second question:

Are there statistically significant differences at the level of significance (0.05) in the average responses of the respondents to the total score of the questionnaire regarding the availability of the characteristics of an effective school in the colleges of education in Iraq from the point of view of teachers of Arabic language departments due to the variables (sex, educational background, years of experience)?

It will be answered by discussing the following hypotheses:

1. Premise I:

∅ There is a statistically significant difference between the averages of the respondent's responses to the total score of the questionnaire regarding the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teaching Arabic departments due to the gender variable.

The (T-Test) test was used for independent samples to calculate the difference between the averages of the respondent's responses to the overall score in order to assess the availability of the characteristics of an effective school in the Iraqi colleges of education from the perspective of the Arabic language department teachers, taking into account the gender variable.

THE SAMPLE	THE NUMBER	SMA	STANDARD DEVIATION	T VALUE	DEGREES OF FREEDOM	PROBABILITY VALUE	THE DECISION
males	51	71.50	18.139	-0.627	108	0.532	non d
females	59	73.62	17.226				

It is clear from the previous Table: that the value of the arithmetic mean of the responses of the sample (males) was (71.50) with a standard deviation of (18.139), and the value of the average of the answers of the sample (females) was (73.62) with a standard deviation of (17.226), and the value of $t = (-0.627)$ and its level of significance equals (0.532), which is greater than the default level of significance (0.05), and therefore we reject the alternative, And we accept the null hypothesis, which states that "there is no statistically significant difference between the averages of the respondent's answers to the total score for the questionnaire of the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teachers of Arabic language departments due to the variable (gender)."

The researchers conclude that, despite the sample members' (males and females) support for the teaching staff to share experiences and scientific knowledge via all forms of communication, to improve their professional performance by attending seminars and

scientific conferences, and learn about contemporary teaching techniques, particularly in the area of assessing students' performance via electronic tests and note-taking devices,

2. The second hypothesis:

Ø There is a statistically significant difference between the averages of the respondent's responses to the total score of the questionnaire regarding the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teaching Arabic departments due to the educational qualification variable.

For independent samples, the (T-Test) test was used to determine the degree of availability of the characteristics of an effective school in the Iraqi colleges of education from the perspective of the teaching Arabic departments by computing the difference between the averages of the respondent's responses to the total score. This was done due to the variable (educational qualification).

Schedule 8; The values of (the t-test) indicate the difference between the averages of the respondents' answers on the total score of the questionnaire of the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teachers of Arabic language departments, due to the educational qualification variable.

QUALIFICATION	THE NUMBER	SMA	STANDARD DEVIATION	T VALUE	DEGREES OF FREEDOM	PROBABILITY VALUE	THE DECISION
Master's	32	52.96	14.715	-10.755	108	0.000	D
Ph.D	78	80.71	11.166				

It is clear from the previous Table: that the value of the arithmetic mean of the responses of the respondents with an academic qualification (Master) amounted to (52.96) with a standard deviation of (14.715). The value of the average of the answers of the respondents with an academic qualification (Ph.D.) was (80.71) with a standard deviation of (11.166). 05), and therefore we reject the null hypothesis and accept the alternative hypothesis, which states that "there is a statistically significant difference between the averages of the respondent's answers to the total score to determine the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teaching the Arabic language departments due to the variable (educational qualification) and in favor of the doctorate."

The researchers go on to explain the finding that Arabic language teachers with doctorates are better able to apply the qualities of an effective school in colleges of education because they have more comprehensive educational powers than those with master's degrees, and they can enroll in training courses to help students develop their interpersonal and communication skills. They are also the most experienced in dealing with students' emotional needs.

What and the college's need for response to their requirements in developing their performance and solving their various problems with (Ph.D.) holders, especially about training courses, conferences, and the publication of scientific research.

3. The third hypothesis:

Ø There are statistically significant differences between the averages of the respondent's responses to the total score of the questionnaire on the degree of availability of the characteristics of an effective school in the colleges of education in Iraq from the point of view of teachers of Arabic language departments, due to the variable years of experience.

Ø

1- The arithmetic means, and standard deviations were calculated according to Table (9).

Schedule 9; The arithmetic means, and standard deviations of the respondent's responses to the total score to determine the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teachers of Arabic language departments is attributed to the variable years of experience.

YEARS OF EXPERIENCE	THE NUMBER	SMA	STANDARD DEVIATION
LESS THAN 5 YEARS	26	57.92	13.743
FROM (5-10) YEARS	35	77.54	9.962
MORE THAN 10 YEARS	59	72.47	11.188
TOTAL MARKS	120	70.80	13.418

The previous Table makes it clear that there are differences in the mathematical means of the respondent's responses to the total score of the questionnaire regarding the degree of availability of the characteristics of an effective school in the Iraqi colleges of education, depending on their various years of experience.

2- To reveal the statistical significance, one-way ANOVA was calculated.

Table 11; The values of one-way ANOVA for the respondents' answers to the total score of the questionnaire are attributed to the variable of years of experience.

THE DECISION	SIGNIFICANCE VALUE	F VALUES	MEAN SQUARES	DEGREES OF FREEDOM	SUM SQUARES	SOURCE OF CONTRAST
D	0.000	25.115	3033.978	2	6067.956	between groups
			131.258	117	15357.244	within groups
				119	21425.200	total

It is clear from the previous Table that the value of "f" was (25.115) and the significance value is (0.000), which is smaller than the default significance level (0.05).

3- Dimensional (Chevé) comparisons of the respondents' answers on the total score of the questionnaire due to the variable of years of experience.

Schedule 12; Dimensional (Chevé) comparisons of the respondent's answers to the total score of the questionnaire are attributed to the variable of years of experience.

years of experience (i.e)	years of experience (l)	The difference between the two averages	significance level	the decision
Less than five years	From (5-10) years	-19.61978*	0.000	D
	More than ten years	-14.55150*	0.000	D
From (5-10) years	More than five years	19.61978*	0.000	D
	More than ten years	5.06828	0.121	non d
More than ten years	Less than five years	14.55150*	0.000	D
	From (5-10) years	-5.06828-	0.121	non d

We reject the null hypothesis and accept the alternative hypothesis, which states that "there are statistically significant differences between the averages of the respondents' answers on the total score of the questionnaire of the respondents," as it is evident from

the previous Table that there are statistically significant differences between the arithmetic averages for the categories of years of experience in favor of (5-10 years, more than ten years) with higher averages.

The researchers attribute the result to the fact that the sample members with the most incredible experience in the field of the educational process can build human relations based on (familiarity, respect, equality, and friendliness) with the teaching staff and students and the harmonization of academic programs to suit the requirements of the labor market and the development of the educational personality of their students, and the tremendous encouragement to train students in the steps of scientific research, and the publication of educational research locally and globally, and the establishment of rarities and intellectual and cultural competitions.

The teaching staff of the College of Education, particularly those with more experience, reportedly became bored, followed up with their students, and improved their professional performance, according to some of the students the researchers spoke with during the application. The respondents emphasized the support and encouragement of the college to develop the professional performance of students and teachers, especially in the field of the Arabic language, and to honor noteworthy initiatives and research from students and teachers. However, those with experience of less than five years were in constant conflict with students due to a poor ability to communicate, follow up, and know modern methods in the educational process.

Conclusions:

The study reached the following findings :

- The respondents' responses, with an arithmetic mean of 3.30 and a standard deviation of 0.800, to the total score of the questionnaire regarding the availability of the characteristics of an effective school in Iraqi educational institutions from the viewpoint of the teachers of the intermediate Arabic language departments.
- The average responses of the respondents to the total score of the questionnaire regarding the availability of characteristics of an effective school in Iraqi colleges of education from the viewpoint of Arabic language department teachers did not differ statistically significantly based on gender.
- There is a statistically significant difference between the averages of the respondent's responses to the total score of the questionnaire on the degree of availability of the characteristics of the effective school in the colleges of education in Iraq from the point of view of teachers of Arabic language departments, due to the educational qualification variable, and in favor of (Ph.D.).
- There are statistically significant differences between the averages of the respondent's responses to the total score of the questionnaire on the degree of availability of the characteristics of an effective school in the colleges of education in Iraq from the point of view of teachers of Arabic language departments due to the variable of years of experience, and in favor of (5-10 years, more than ten years).

Third: Recommendations:

The study concluded with a set of recommendations, the most important of which are:

- the necessity of securing the necessities of a successful school (classrooms and constant reading, current educational resources, enrichment books).
- Holding training courses for teachers of Arabic language departments in colleges of education in Iraq on activating the effective school model, especially for those with recent experience, to increase interaction with students.

- Expansion of workshops, seminars, and scientific conferences to improve the proficiency of the Arabic language teaching staff at Iraqi colleges of education, particularly for those with recent experience and master's degree holders.
- Activating academic programs based on applied aspects of educational work for teaching staff and students to link them to the labor market.
- Activating periodic meetings in the colleges of education in Iraq and equality in the presence of the teaching staff (Ph.D. and MA) to follow up on the educational reality, develop it, and solve their problems.
- Organizing media workshops and seminars to activate community participation in the Colleges of Education in Iraq and urging them on the college's service initiatives (technological devices, references, ...).
- Expansion of providing financial support to teaching staff and students to publish research, especially at the global level, and investing creative initiatives in the educational process.
- Periodic evaluation of teaching staff performance in colleges according to quality indicators and rewarding distinguished staff.

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