

The Degree of Availability of Quality Standards in the Textbook from the Point of View of Middle School Teachers

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Abstract:

The current study aimed to identify the extent to which quality standards are applied in textbooks from the point of view of middle school teachers. The researcher used the descriptive approach. The textbook was highly rated in terms of (introduction, general form and style of output, content and method of presentation of the material, while the study did not indicate that there were statistically significant differences due to the experience variable in the teachers' estimation of the quality of the textbook from their point of view.

Keywords: Middle school teachers, curriculum, effective teaching, quality standards, textbook

1. Introduction:

Quality in education refers to a set of standards and procedures aimed at continuously improving educational outcomes. It also refers to the specifications and characteristics expected in these outcomes and in the processes and activities through which these specifications are achieved, with the availability of integrated tools and methods that help educational institutions achieve satisfactory results. This has necessitated the adoption of the concept of quality in the education sector in many ways, First and foremost among these is the curriculum, which reflects the quality of the educational system, which can only be developed by developing textbooks,

as they are the primary reference relied upon by teachers and students to obtain information. Textbooks are a key and fundamental tool in the educational process, as their role is not limited to providing knowledge and information to learners, but also instilling values, attitudes and principles that help build the learner's personality and modify their behaviour for the better.

The quality of textbooks is a fundamental requirement that educational institutions strive to achieve. This requires a distinctive design for the book based on selecting the best alternatives for its structure, introducing essential elements, and organising its content in a way that is consistent with the intended educational aspirations and objectives. If quality is to be achieved in textbooks, it is necessary to examine the conditions and characteristics that a good textbook must have, and then derive indicators and standards of quality by which the quality of books can be judged.

2. Statement of the Problem:

Textbooks are a key part of the educational process. They are the main source of info for teachers and students, and they help both of them learn. They help teachers teach and explain lessons in a way that is organised, easy, and interesting. They attract students' attention to learning and help learners refer to them at any time. They are printed educational documents that embody the official program of the Ministry of National Education to transfer knowledge to learners, equip them with certain skills, and help both teachers and learners activate the learning process (Hassan and Louhidi, 2014, pp. 195-196). It serves as a link between the curriculum and the teacher, as it contains specifications related to its content, scientific material, method of composition, language, style, and teaching methods to be used, in addition to the book's form and artistic production. Therefore, a set of educational, pedagogical, scientific, and aesthetic specifications were taken into account in its preparation so that it would be an effective tool in the hands of learners.

The basic education stage is of great importance in the educational system as it precedes and lays the foundation for the secondary stage and develops the learner's personality in its integrative aspects, where 'the book plays a fundamental role in satisfying the needs of this age group and works to achieve their growth and stability and address their problems.' (Khalifa and chablak, 2007, p 32)

Therefore, striving to improve textbooks is an urgent necessity if we want to develop and upgrade educational curricula. (abidat, 199, p45). The

quality of textbooks is one of the elements of the quality of educational material that, in turn, is one of the most important elements of the quality of the educational process. Bbawi (2009, p256) emphasises that the design of textbooks must be based on local and international standards, so that the objectives, content, teaching strategies, and assessment methods included in them are linked to constructive thinking in accordance with age, life, social, and global needs. This is in order to prepare a generation capable of dealing with the developments of the modern era and its rapid scientific and technological advances .

Comprehensive quality in education has become an urgent requirement for interacting and dealing efficiently with the changes of the era by evaluating curricula and textbooks, and incorporating quality standards into them. Since then, the researcher felt that there was a need to know the degree to which quality standards are available in textbooks at the intermediate education stage and whether these standards and conditions are sufficient or need to be developed and updated due to their age or weakness. This study was an attempt to identify what we need in terms of developing and understanding textbooks and improving them. Accordingly, the research problem was defined in the following questions:

-To what extent are quality standards (in terms of overall form, content, evaluation, and presentation style) met in textbooks from the perspective of secondary school teachers?

-Are there statistically significant differences at the significance level (0.05) between the mean responses of the study sample regarding the availability of quality standards in terms of (general form, content, evaluation, presentation style) in textbooks attributable to the variable of seniority ?

3. Study Hypotheses:

-High quality standards are available in textbooks in terms of (general form, content, evaluation, presentation style) from the perspective of secondary school teachers.

There are no statistically significant differences at the significance level (0.05) between the mean responses of the study sample regarding the availability of quality standards in terms of (general form, content, evaluation, presentation style) in textbooks attributed to the variable of seniority.

4. Study Objectives:

The objectives of the current study are as follows:

- To identify quality standards in secondary school textbooks from the perspective of teachers;
- To develop a measurement and evaluation tool that includes quality standards that can be used to judge the quality of good textbooks at the basic education level;
- Identify differences in teachers' assessments of quality standards for textbooks at the intermediate education level and identify ways to improve textbooks at the intermediate education level in light of quality standard;
- Identify the comprehensive quality standards that must be met in the science textbook developed for the first intermediate grade;
- Determine the extent to which comprehensive quality standards are met in textbooks at the intermediate education stage in terms of their basic aspects: general form, content, evaluation, and presentation style.

5. Importance of the Study: The importance of this study lies in the following, by:

- Highlighting the importance of textbooks in general and in basic education in particular as one of the pillars of the educational process and a fundamental source of knowledge;
- Highlighting the most important criteria that teachers believe should be present in textbooks at the intermediate education stage in order for them to be considered high quality;
- The results of this research may contribute to the development of a tool that includes the desired quality criteria for textbooks at the intermediate education stage to ensure educational quality and its application in the field of education in general, and textbooks in particular.

6. Study terms:

1.6. Quality standards: Ali defined them as: ‘the specifications and conditions that should be met in the education system, which lead to quality outputs and meet the needs of beneficiaries’ (Ali, 2002, p27)

Procedurally, they are defined as a set of specifications that textbooks at the intermediate education level must meet from the perspective of teachers, based on their responses to the questionnaire .

6.2. Textbook: A component of the curriculum in the form of an educational document that is considered a basic reference from which learners derive their information. It is a means of systematically compiling materials,

content, methodologies, and tools for measuring, evaluating, and assessing learners' achievements.

6.3. Secondary school teachers: These are teachers who are responsible for teaching one subject according to their specialisation in accordance with the programme assigned to that subject.

1. Introduction and Previous Studies:

1.1. Justifications for Implementing a Comprehensive Quality System :

The implementation of a comprehensive quality system in education has become a major concern at present due to several reasons, mentioned by Saeed Al-Amiri (2010; p112), in relation to quality, productivity and comprehensiveness in all fields, in addition to the successful application of the total quality system in many institutions in most countries of the world, in accordance with the philosophy and cultural and social factors surrounding those countries and based on methodologies and mechanisms appropriate to their economic, social and political conditions and circumstance.

2.2. The importance of applying total quality standards in education:

Many challenges and issues facing the educational process have necessitated a new approach that is compatible with and addresses these challenges in a way that achieves development in the outcomes of the educational process. Several countries around the world have focused on various mechanisms to bring about this change and development in the field of education, and the majority of countries have focused on achieving a comprehensive quality approach in education. This stems from the importance of comprehensive quality and the positive aspects of its application that serve the educational process. It greatly helps to transform educational thinking for the better through continuous improvement and development, not only of the educational and pedagogical process, but also of the administrative aspect (Al-Badi, 2011, p. 33)

3. The importance of textbooks:

Textbooks are an important means of presenting the selected content of a particular subject, which forms an important part of the comprehensive curriculum for that subject. Textbooks are considered one of the most important educational tools at any stage of education, as they have a strong impact on the educational and learning process and are highly effective in shaping students' attitudes and values and developing their aptitudes and abilities (Ministry of National Education, 2013, p13). Therefore, a good textbook is one whose authors recognise the importance of providing

students with opportunities that stimulate their thinking about the topics covered in the textbook, where students are presented with problems related to specific topics and solutions to problems according to agreed scientific methods. This motivates students towards textbooks and learning (Alian, 1999, p249)

4. Textbook quality:

Al-Hariri (2008) believes that textbook quality is determined by how well it responds to cognitive and technological variables. The content should be logically organised in terms of topics, so as to encourage students to engage with and study it. It should include educational activities that make the student the focus of the teaching and learning process, taking into account the intellectual and skill-based abilities of students. It is essential that the topics covered in the content are relevant to the students' surroundings and do not conflict with their beliefs and social traditions. (Al-Hariri et al., 2008, p280)

5. Reasons for evaluating textbooks:

-Increased cognitive growth worldwide and the abundance of knowledge on which textbooks are based, requiring a new approach that keeps pace with scientific progress and selects knowledge of importance .

-Identifying positive and negative aspects in order to determine and address them by informing the evaluator about the use of methodological materials, observing the behaviour of teachers and learners, and reviewing existing problems and how to address them.

-Developing a comprehensive plan for addressing weaknesses and arranging them in the textbook or rewriting or composing it.

Keeping pace with reality and social, economic and technological developments. Therefore, researchers and experts believe that textbooks should be evaluated every five or ten years in various aspects and scientific fields.

6. Characteristics of a successful textbook:

Given the importance of textbooks in the educational process, care must be taken with regard to their form and content. The Ministry of Education has therefore decided to establish and define the conditions and characteristics that textbooks should meet, which are as follows:

- 1.The textbook must adhere to the curriculum and its broad outlines.
2. It must be appropriate for the number of classes scheduled during the semester or academic year.

3.It must take into account modernity and scientific accuracy in its presentation style.

4.It must take into account integration and continuity in the presentation of concepts and scientific material.

5. Consideration of the conditions for good production of the book in terms of form, printing, paper type, font size, binding, and appropriate spacing between lines (Ministry of National Education, 2013,p15). It is the main tool for preserving and transmitting the heritage of society, through which students receive their first lessons about the culture of their environment and society, facilitating their interaction and proper adaptation to it. It plays a prominent role in preserving heritage on the one hand and leading cultural change on the other (Ministry of National Education, 2013,p13)

8. Previous studies:

There have been numerous studies that have addressed the evaluation of textbooks for various subjects, some of which were comprehensive, covering the entire book, while others focused on its content, presentation, and organisation. The most important previous research and studies related to the current study are as follows:

8.1 Bouzid's study (2020): The study aimed to determine the quality of history textbooks for the fourth year of secondary education from the perspective of social studies teachers in some secondary schools in the province of M'Sila. The study concluded that the quality of the history textbook was rated by social studies teachers as average level, and there are no statistically significant differences in the assessment of social studies teachers regarding the quality of history textbooks for fourth grade of secondary education, which is attributed to gender and experience variables. (Farah, 2020, p11)

8.2. Al-Laban study (2020): The study aimed to evaluate the Arabic grammar book for the first intermediate grade according to comprehensive quality standards from the perspective of Arabic language teachers. The most important results of the study were: The Arabic grammar book for the first intermediate grade did not meet quality standards. The book lacks an introduction explaining the purpose of teaching the book, the content of the book suffers from many weaknesses and shortcomings, the examples and exercises are not at the required level, and the language of the book needs to be modified and reworded (Al-Laban, 2020, p 9)

8.3. Asilan study (2011): The aim of the study was to identify the comprehensive quality standards that must be met in the science textbook

developed for the first intermediate grade in the Kingdom of Saudi Arabia. The study found that the quality standards were largely met in the areas of book production quality (2.72), the quality of objectives (2.65), and the development of scientific skills (3.00), and to a moderate degree in the following areas: the quality of scientific content (2.27) and relevance to the environment and society (2.00) (Asilan, 2011, p 7)

8.4. Bashiri study (2015): The study aimed to determine the quality level of the Arabic language textbook prescribed for fourth-grade elementary school students from the perspective of supervisors and teachers at that level. The results of the study showed a quality level of 22.45% above average (Bashiri, 2015, p. 10)

8.5. Khamas study (2016): The study aimed to evaluate the sixth-grade social studies textbook in light of comprehensive quality standards. The study concluded the following results: (The introduction of the book is appropriate for its content, the quality of the activities and teaching aids is related to the content of the book, the technical production of the book is good in terms of cover design and layout, and the quality of the assessment and questions in the book are related to the students' experiences and linked to the educational objectives). (Khamas, 2016, p22)

8.6. Khalifa and Shublaq study (2007): This study aimed to reveal the criteria for applying quality in the field of textbooks, to build a measurement and evaluation tool that includes quality criteria, and to use it to judge the quality of the new Palestinian curriculum books for the four grades, from the perspective of the supervisors of this stage. The results showed that the field of textbook preparation and authorship ranked first, while the field of psychological and educational foundations of textbooks ranked sixth and last (Khalifa and Shublaq, 2007, p 24)

8.7. Diab's study (2006): The study aimed to develop a tool to measure the quality of textbooks and use it to measure the quality of Palestinian curriculum books in terms of the competence of their authors, content, scientific material, book format, production, and the specificity of mathematics material. The results showed that many sections were below the acceptable level, and the quality standards of the textbooks under study were rated at 62%, which the researcher classified as average. (Diab, 2006, p 28)

Comments on previous studies:

A review of previous studies shows that most of them aimed to determine the quality of textbook content, while others dealt with textbook evaluation.

while this study aims to determine the quality level of textbooks for secondary education in relation to the standards set in terms of content and organisation. There is agreement between previous studies and the current study in revealing the characteristics and specifications that must be present in textbooks, which are an important tool for teaching and learning, confirming that they must be of the highest quality the highest quality standards to be useful to teachers and learners. The current study benefited from previous studies in presenting some theoretical concepts, preparing its tools and methodological procedures, and interpreting and discussing the results. The researcher benefited from these studies in designing a tool that includes criteria for a good textbook in order to develop and use it in measuring the quality of prescribed textbooks.

9. Presentation of methodology :

9.1. Study methodology:

Since the purpose of the current study is to explore the views of secondary school teachers on quality standards in textbooks, the descriptive methodology is appropriate for this study, as it was used to investigate these views.

9.2. Study population and sample:

The study population consists of all secondary school teachers in the city of Saida for the 2020/2021 academic year who teach at the secondary level, numbering 370. The study sample consisted of 100 teachers, representing about 28% of the original population, who were selected randomly and distributed according to the study variables, as shown in Table 1 .

Table 1: Distribution of study sample members according to variables

Variables	Categories	Number	Percentage
Gender	Male	40	40%
	Female	60	60%
Total		100	100%
Years of experience	0-10 years	50	50%
	years or 10 more	50	50%
Total		100	100%

The table shows that males accounted for 40% of the study sample, while females accounted for 60%. The variable of years of experience was evenly distributed, with 50% having less than 10 years of experience and 50% having more than 10 years of professional experience.

9.4. Study tools:

1. To achieve the objective of the study, the researcher designed a questionnaire as a study tool, reviewing the literary heritage and referring to previous studies, including those by Bouzid (2020), Al-Laban (2020), Bashiri (2015) and Khamas (2016). The questionnaire questions focused on a set of criteria that can be used to judge the quality of the book, including (general form, content, evaluation, and presentation style).

9.4.1. Validity and reliability of the tool:

The researcher presented the tool to a group of expert reviewers (university professors and inspectors) to verify its apparent validity and asked them to modify, delete, or add any paragraphs. The majority opinion of the reviewers was taken into account in the final version of the questionnaire. The stability of the tool was verified using Cronbach's alpha equation for overall internal consistency, where we obtained a stability coefficient for the overall scale of 0.81, which is an acceptable value indicating that the tool has a high degree of stability, making it suitable for conducting the study.

A Likert scale was used as the criterion for judging the questionnaire (high, medium, low), and values from 3 to 1 were assigned to each option, as shown in the following table:

Table 2: Likert's three-point scale

Response	High	Medium	Low
Grade	3	2	1

Then, calculate the arithmetic mean of the responses, which determines the direction of the sample individuals' responses to the questionnaire items using the following formula: $3 : 1-3$

3- Refers to the number of alternatives in this scale.

1- Is the relative weight in this case, specific to the alternative.

3- Are the descriptive values (high, medium, low).

Table 3: Shows the corrective scores for the study tool

Corrective grade	Descriptive values
From 1 to 1.66	Weak
From 1.67 to 2.33	Average
From 2.34 to 3	High

10. Presentation of results:

10.1-Presentation of the results of the first hypothesis, which states: 'The quality standards in textbooks are high in terms of (general form, content,

evaluation, presentation style) from the point of view of secondary school teachers.'

To answer the hypothesis, the arithmetic means and standard deviations of the sample's responses to the questionnaire items were calculated, as shown in Table 4.

Table 4: Arithmetic means and standard deviations of the sample's responses to the extent of quality standards (general form, content, evaluation, presentation style) in textbooks from the perspective of secondary school teachers

1.The included axis: Quality standards in the general form of textbooks:

Number Paragraph	Phrase	Arithmetic mean	Standard deviation	Grade
12	The printing is clear and clean.	2.90	0.25	High
6	The external design of the book is consistent with the content of the material.	2.88	0.22	High
8	The introduction includes general educational objectives.	2.88	0.12	High
13	The images and figures are attractive and exciting.	2.77	0.92	High
19	The textbook includes the following elements: vocabulary, concepts and terminology, facts and ideas, generalisations, values and attitudes.	2.68	0.95	High
22	Its content is consistent with the content of other study materials.	2.67	0.88	High
15	It focuses on clarifying terminology and concepts.	2.67	0.90	High
2	The book's image is consistent with its content.	2.65	0.92	High
4	It links theoretical information with practical applications.	2.64	0.33	High
11	The font size and colour are appropriate.	2.53	0.44	High

1	It includes an index explaining its contents.	2.49	0.21	High
5	It is free of typographical errors	2.44	0.76	High
3	Uses punctuation marks correctly.	2.38	0.51	High
10	Includes illustrations, pictures, and diagrams.	2.35	0.26	High
18	Includes a targeted introduction (for teachers, parents, students).	2.32	0.33	Average
7	Main and subheadings are highlighted.	2.28	0.13	Average
9	The paper is of high quality.	2.25	0.18	Average
23	The content of the books is interesting, increasing learners' motivation to learn.	2.23	0.17	Average
14	The content of the books organises the subject matter logically and psychologically.	2.21	0.38	Average
21	The presentation method progresses from easy to difficult and from concrete to abstract.	1.78	0.36	Average
16	The material is presented in a sequential and coherent manner	1.64	0.57	Weak
20	It is free of spelling and grammatical errors.	1.60	0.48	Weak
17	The book includes a list of sources and references that help learners search for information	1.58	0.40	Weak
Total		2.38	0.23	High

The table shows that most of the study sample are satisfied with the book in terms of its overall form and artistic design, as indicated by the arithmetic mean of the total score for the axis, which was 2.38. Teachers believe that some criteria received high scores, namely paragraphs (12, 6, 8,

13,19,22,15,2,4,11,1,5,3,10). The quality criteria that were met in the overall form of the textbook were clear and clean printing and the external design of the book, which is consistent with the content of the material. The introduction included the general educational objectives, with attractive and exciting pictures and shapes, and the content of the textbook was consistent with the study materials, with attention was paid to clarifying terms and concepts, linking the images in the book to its content, connecting theoretical information with practical applications, including an index clarifying its contents, and ensuring that the book was free of typographical errors and used punctuation correctly. However, some paragraphs did not receive an acceptable rating, as they believe that the book does not present the material in a coherent sequence, contains spelling and grammatical errors, and does not include a list of sources and references to help learners search for information.

2. The included theme provides quality standards in the content of the textbook:

Number Paragraph	Phrase	Arithmetic mean	Standard deviation	Grade
3	The information is presented in clear, easy-to-understand language.	2.54	0.52	High
9	The content is appropriate for the objectives of the course.	2.52	0.40	High
2	The educational activities include instructions that specify the requirements for carrying out the activity.	2.47	0.38	High
1	The assessment of activities provides learners with immediate and frequent feedback.	2.42	0.41	High
6	The educational material is sequenced psychologically from the known to the unknown.	2.40	0.33	High
5	The content includes different presentation sources (written presentation, such as	2.38	0.55	High

	pictures, diagrams and tables).			
7	The book links its content to educational activities.	2.33	0.61	Average
4	The content includes questions that are an important part of the presentation of the educational material.	2.28	0.50	Average
8	The assessment methods are appropriate for the level of the learners and take into account individual differences.	2.26	0.18	Average
10	The topics in the book contribute to the achievement of the objectives of the material.	2.24	0.11	Average
11	Appropriate for the level of maturity and experience of the learner.	2.19	0.09	Average
Total		2.43	0.21	High

With regard to the availability of quality standards in textbook content, the overall arithmetic mean for this axis, which was 2.43, indicates that the availability of quality standards in textbook content was high, with teachers giving high approval ratings to certain standards, namely paragraphs (3, 9, 2, 1, 6, 5), while some criteria received a moderate degree of approval from teachers, namely paragraphs (7, 4, 8, 10, 11) Therefore, it can be said that the quality criteria in the textbook content are met in terms of the use of correct, easy and clear language in presenting information and the suitability of the content to the objectives of the subject matter, in addition to the use of educational activities for instructions that specify the requirements for implementing the activity and that the evaluation of activities for the learner allows for immediate and repeated feedback. The educational material is also presented in a logical sequence from the known to the unknown, and the textbook content includes various presentation sources (written presentation, such as pictures, diagrams and tables).

2. The embedded axis provides quality standards in the assessment:

Number Paragraph	Phrase	Arithmetic mean	Standard deviation	Grade
3	The books include a variety of assessment methods.	2.56	0.52	High
9	The assessment methods cover different generalised experiences (knowledge, skills, values and attitudes).	2.55	0.40	High
2	The questions in the books stimulate learners' thinking skills.	2.47	0.38	High
1	The questions are consistent with the content and objectives of the course	2.47	0.41	High
6	The questions in the book measure the student's ability to know, understand, interpret and analyse.	2.40	0.33	High
5	The book includes exercises and homework assignments for continuous assessment.	2.38	0.55	High
7	Use of self-assessment methods for students.	2.33	0.61	Average
4	Questions are well formulated.	2.28	0.50	Average
8	Assessment activities are related to the educational objective.	2.26	0.18	Average
10	The type of assessment appropriate to the educational objective is selected	2.24	0.11	Average
11	Assessment of students' acquired skills.	2.19	0.09	Average
Total		2.48	0.37	High

It is noteworthy that the included focus on quality standards in textbooks in the field of assessment has been highly appreciated by teachers, who seem convinced that the textbook meets quality standards in various areas of assessment. The researcher believes that the textbook has paid great attention to including a variety of assessment methods that cover different generalised experiences (knowledge, skills, values, and attitudes). The questions in the book stimulate learners' thinking skills and are consistent with the content

and objectives of the course. The questions in the book measure students' ability to know, understand, interpret and analyse by providing exercises that help students review the main ideas in the units. The variety of exercise types (essays, topics, applications, practical exercises) may have an impact on this, in addition to the availability of exercises as explicit or implicit feedback.

The embedded axis provides quality standards in the presentation style :

Number Paragraph	Phrase	Arithmetic mean	Standard deviation	Grade
3	The language of the book is appropriate for the students' level in terms of vocabulary and syntax.	2.54	0.52	High
9	The language of the book is easy and eloquent	2.52	0.40	High
2	The book is free of grammatical errors.	2.47	0.38	High
1	The book presents the material in the form of interconnected units.	2.42	0.41	High
6	The style of presentation of the scientific material helps to identify and understand problems.	2.40	0.33	High
5	The book includes an introduction and index that give the student a general idea of the objectives of the lesson.	2.38	0.55	High
7	The material in the book is modern, in-depth and comprehensive.	2.33	0.61	Average
4	The topics and chapters are organised and appropriate.	2.28	0.50	Average
8	The concepts and terms contained in the book are appropriate for the intellectual, social and linguistic levels of the students.	2.26	0.18	Average

10	There is a summary at the end of each study unit.	2.24	0.11	Average
11	The pictures and drawings feature colours that are appealing to students.	2.19	0.09	Average
Total		2.43	0.21	High

Teachers estimate that the textbook's presentation style meets quality standards, with most sections receiving high marks, reflecting the attention paid to ensuring that the language used in the book is appropriate for the students' level in terms of vocabulary and syntax, with the use of simple and eloquent language and the absence of grammatical errors. In addition, the material is presented in the form of interconnected units, which helps students to identify and understand problems. The introduction and index helped give students a general idea of the lesson objectives. However, the sample group expressed that the textbook material was not modern, in-depth, or comprehensive, that the topics and chapters were not organised or appropriate, and that the concepts and terminology contained in the book were not suitable for the academic and social levels of the students. and linguistic levels and linguistic levels. They also said that the textbook did not have a summary at the end of each unit and that the pictures and drawings were not detailed enough for the students. The researcher attributes this to the fact that teachers consider the textbook to be the primary scientific reference for teachers and students. It is the starting point for students to enter the world of research, knowledge, organised thinking and learning, and it provides students with a certain amount of of information and facts that achieve the desired goal in their behaviour. Therefore, it is necessary to take into account the style and method of presentation in accordance with quality standards..

10. 2-Presentation of the results of the second hypothesis, which states :that 'there are no statistically significant differences at the significance level (0.05) between the mean responses of the study sample regarding the availability of quality standards in terms of (general form, content, evaluation, presentation style) in the textbook attributed to the seniority variable.' '.

To answer the hypothesis, an independent t-test was applied to two independent groups, as shown in Table 6.

Table 6: Shows the results of the t-test for testing the differences between the two groups for the seniority variable.

Field	Years of experience	Number	Average Arithmetic	Standard deviation	(T) Calculated	Significance level
the general form	0-10 years	50	5.61	5.61	-1.934	0.431
	10 years or more	50	5.22	5.22		
Content	0-10 years	50	6.97	6.97	1.832	0.576
	10 years or more	50	6.30	6.30		
Evaluation	0-10 years	50	4.87	4.87	1.287	0.087
	10 years or more	50	4.41	4.41		
Presentation style	0-10 years	50	2.66	2.66	-1.381	0.329
	10 years or more	50	2.88	2.88		

The results shown in the table indicate that there are no statistically significant differences at the 0.05 level from the teachers' point of view regarding the availability of quality standards in middle school textbooks in terms of (general form, content, assessment, presentation style), which is attributed to the seniority variable, as the professional experience variable does not affect the sample's assessments of the availability of quality standards in middle school textbooks in the following areas. It appears that teachers are convinced that their years of experience do not affect their assessment of the quality standards in middle school textbooks in terms of general form, content, evaluation, and presentation style, as there are no apparent differences between the study sample in their assessment of quality standards.

11. Discussion of results:

The results of the first hypothesis showed that the quality standards in textbooks are highly available from the perspective of secondary school teachers, as it is clear that most teachers are convinced of the quality of textbooks in terms of overall form and content, assessment, presentation style. However, they believe that for a textbook to be good and suitable for students and teachers, it must feature up-to-date information and sources, and include illustrative forms and

methods, with the need to provide sufficient information in the textbooks prescribed for middle school students because of their importance in improving the level of understanding and learning, with attention to applying the proposed model to all textbook texts. This can be explained by the new reform of school curricula, which was accompanied by a change in textbooks to suit the pedagogy of competencies, which was adopted as a new pedagogy responsive to the requirements of achieving quality in education. Comparing the results of this study with other studies, we find that they agree with the studies of Asilan (2011), Bashiri (2015), Khamas (2016), Khalifa and Shablaq (2007). This is logical because the criteria addressed in these studies are all consistent with the general standards for the quality of textbooks approved by educators specialising in this field. The agreement between the results of this study and the results of previous studies may be due to the fact that most studies based their assessment of textbook quality on the opinions and views of teachers, as is the case with the current study. However, it differs from the studies by Diab (2006), Bouzid (2020), and Al-Laban (2020) These studies indicated that the responses of the study sample were lowest in the following areas: textbook content and presentation, vocabulary and linguistic structures, and illustrations, with the exception of textbook production, which received a higher rating than the other areas

The study also showed that there were no differences in the teachers' views on the availability of quality standards in middle school textbooks attributable to seniority. Despite differences in the teachers' professional seniority, most of them were satisfied with the quality of middle school textbooks. The researcher attributes these results to the fact that teachers' contact with each other, despite their different levels of experience, does not affect their view of quality standards, and therefore their views on the quality of textbooks, which are an important component of the curriculum as the main source of learning and the first thing that teachers and students encounter, in addition to other sources and means. These results are consistent with the findings of Bouzid (2020), Asilan (2011), and Bashiri (2015), which indicated that the presentation of educational material in textbooks is appropriate, formulated in clear language, well organised, and with pedagogical skill that not only facilitates the teacher's work but also improves their teaching methods, facilitates the learning process for their students, and trains them to think systematically.

Conclusion :

This study addressed the issue of quality standards in textbooks for intermediate education from the perspective of teachers. The results concluded that the

quality of these textbooks is acceptable, with a very high percentage, which indicates the extent to which international standards are met in textbooks in terms of introduction, general format and layout, content, and presentation of material. The quality of textbooks is one of the elements of educational material quality, which in turn is one of the most important elements of the quality of the educational-learning process. To achieve this, we propose the following:

- The need to pay more attention to textbooks in terms of authorship, quality and content.
- Periodic review and continuous evaluation of textbooks at all stages of education.
- Involving experts in the evaluation process (researchers, educational inspectors, teachers)
- Involving actors in the field of education in the design of textbooks and educational curricula.
- Hold training courses on textbook design in light of quality requirements.

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