Article

The extent of practicing quality standards of educational activities in Arabic language lessons

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Abstract: The present study aims at exploring the extent to which the quality standards of educational activities in Arabic language syllabi is practiced. For this goal, the research adopted the descriptive approach. For the objective of the study, the researcher resorted to the mixed method; quantitative and qualitative data collection and analysis. The mixed data collection methods comprised list of quality standards for educational activities, observation card, and semi-structured interviews. The research sample included 28 Arabic language teachers in government schools for boys in Abha city and 4 language teacher supervisors and 4 School Accreditation Evaluation Specialist. The respondents of the sample were distributed as follows: 10 teachers from the upper grades of primary school, 10 Arabic language teachers from intermediate school and 8 teachers from secondary school. The study tools include a list of quality standards of educational activities and a classroom observation card. An observation card was designed to reveal the extent of practicing the quality standards of educational activities in Arabic language courses. Regarding the list of quality standards, the research identified 25 quality standards for educational activities in Arabic language syllabi. Ultimately, the study concluded that the degree of practicing the quality standards of educational activities ranged from 2.28 to 1.18, which means that the degree of practicing them is between average and low. Moreover, the extent of practicing the quality standards of educational activities in Arabic language syllabi as a whole was 1.59, which means that they are practiced at a weak level. Accordingly, the researcher suggested some recommendations and future studies.

Keywords: standards; quality; educational activities; lessons; Arabic language courses; general education stages

1. Introduction

In fact, The Kingdom's Vision 2030 paid greater attention to education and prioritized it. For establishing a vibrant society with powerful structure, the Kingdom was keen on developing education to build the personalities of our children with positive values. In light of the thriving economy, good education offers fruitful opportunities. Hence, investment in education and training, knowledge, skills, and aligning outputs with the needs of the labour market is part and parcel for future jobs. The educational system must pace with ambitious homeland, taking responsibility of our lives, work, and society. It also focused on strengthening Islamic values and national identity, building an integrated scientific journey, improving equal access to education, and improving basic education outcomes. Hence, the prime objectives of the Ministry of Education were promoting values and national belongingness, developing the education system to meet development requirements, enhancing the capabilities of educational cadres, ensuring education for all and enhancing lifelong learning opportunities.

Al-Hila (2007) and Mahmoud (2005) noted that modern trends in education emphasize the teachers' assistance to his students, so that they learn how to learn and become independent in their learning. In the words of Faleh and Al-Zaki (2004), Mahmoud (2005), and Mahmoud (2006), different forms of educational learning activities are the nucleus of educational work and the essence of the executive processes of the curriculum. Darwazeh (2000) highlighted that the significance of educational activities lies in achieving a set of goals: keeping intellectual curiosity in the classroom and attracting students' attention and arousing their interest in the new lesson, Similarly, Al-Banna (2004) suggested that educational activities are one of the prime means of building the student's personality. Also, Al-Dalqan (2023) stated that student activities help preparing students who are able to deal positively with the data from the era and contribute effectively to the development of society. Inshirah and Al-Mashraf (2002) stressed that activities contribute to the development of achievement and motivation. Abeer Mansi (2000), Ali and Bilal (2002), Iraqi (2004), Robinson, euglena, (1991), Stephen and Demo (1997), and Zaghloul (2002) pointed those educational activities contributed to the development of various thinking skills. Regarding effectiveness of educational activities, some studies have been conducted to prove their effectiveness, including Al-Suwalqa (2021) who explored the effectiveness of educational activities on developing increased religious concepts, and Muhammad (2022) on the development of some health concepts and increasing students' motivation to learn. In addition, several studies have been conducted in this perspective: Al-Harthi (2023) who explored developing environmental awareness, and Al-Mutairi and Al-Abbadi's (2024) on instilling and developing moral values.

For the concept of educational activities, educators and researchers have attempted to clarify the concept. For instance, Al-Omari (2009) defined generalized activities as: "Every activity carried out by the teacher or the learner or both of them to achieve the specific general objectives of the curriculum, as long as it is carried out under the supervision of the school, whether inside or outside the classroom". Some scholars define educational activities as "a set of procedures carried out by the teacher and the learner to achieve the objectives to the point of mastery, which is the third element of the curriculum, whether inside or outside the school or classroom" (Amara, 1991; Marai and Al-Hila, 2004; Zaytoun, 2010). Likewise, Hijazin (2006) defined educational activities as, "the activity that implies the teacher or the guide and the learner on the other hand inside or outside the educational institution to achieve the desired goal". Joudah and Abdullah (2008) added that these activities are accomplished by means of the interaction between the learner and his environment.

Many scholarly investigations have also been conducted to classify educational activities. For example, Al-Laqani (1995) offered a classification of educational activities according to factors, including reality, place, flexibility, number, senses, and educational goals. These classifications include questions according to Bloom's taxonomy and type of answers (Al-Khairi, 2014). Moreover, Al-Sa'adi (2016) identified questions according to the purpose of the question: inferential questions, exploratory questions, deductive questions, investigation questions, training questions, questions to develop linguistic, practical, and manual skills. Another set of scholars divided it according to the type of educational activity: initial educational activities, developmental educational activities, discussion activities, artistic and craft activities,

and concluding activities (Ibtisam and Alaq, 2022). More Specifically, Al-Rifai (2018), Mahmoud (2006) and Zaytoun (2008) stated that there are types of educational activities: imaginative activities, verbal activities, formal activities, investigative activities, enrichment activities, deepening enrichment activities, vertical enrichment activities, and horizontal enrichment activities.

Some studies have confirmed that there are some challenges in education that prevent the activation of educational activities, including, for example, Hassan (2019) stressed that education is merely passive pouring of the information into the minds of learners through their teachers. Prasetya and Harjanto (2020) highlighted that misconceptions still occur during teaching, learning, and activities. Moreover, the teacher is more dominant in applying the lecture method (Michelene, 2008). Hence, Schunk (2008) stated that students' activities must be viewed by the teacher for obtaining ideal results. The findings of studies have confirmed that there are obstacles to employing educational activities in teaching and learning process; for example, Abu Subha (2010), Ahmed (1997), Al-Dakhil (2001) and Al-Sameeh (2008). According to Al-Habashi and Muqbil (2020), some financial and educational obstacles prevent the good employment of educational activities. Al-Dalqan (2023) expounded that there is a lack of attention for the tendencies and interests of female students in the activities, and lack of awareness among students regarding the significance of practicing activities.

For establishing educational activities, standards must be considered to achieve the desired goals. Yet, the standard is defined as a rule, or specific level that we aim to reach for measure reality and identify the extent to which this reality approaches the required level. Hence, Hassan (2019) interpreted the concept of educational standards as a set of rules on which the educational process is based to achieve its goals. In other words, educational activities as elements of the curriculum and pillars of the learning process have been subjected to many standards in educational literature. For example, Al-Khalifa (2005) summarizes the standards of educational activities as the following: developing learners' tendencies, discovering their abilities and talents, and guiding them rightly. The standards also include knowledge, concepts, values, trends, facts, and applications, relying on suspense and excitement within the school classroom environment, based on the learner's positive interaction, developing good citizenship, contributing to addressing various problems for the student, and developing confidence and cooperation among students.

According to Al-Khatib and Al-Muqassas (2012), Al-Khalidah and Eid (2014), and Al-Zahrani (2016), standards of educational activities include the following: helping achieve the targeted outcomes of the book, enhancing and developing basic concepts, making the student focus on the teaching and learning process, and helping students use multiple sources of knowledge and technology, discovering and developing their talents, being consistent with their abilities, and meeting their different needs and interests. Moreover, the standards aim at acquiring student diverse techniques to suit their individual diversities and develop thinking skills among students, working on consolidating positive values, customs, and traditions among them, providing opportunities for self-learning and good time management, and suiting the material and human capabilities of the school environment. Al-Shahri and Muhammad (2016) stated that the diverse standards that must be available in activities

must range between theoretical and practical - individual and group - inside and outside the classroom, cognitive, skill-based, and emotional to suit the subject under investigation. It helps students apply what they have learned in fresh situations and employ students' different senses during their implementation. In particular, educators and researchers have addressed the standards for Arabic language teaching activities (Al-Fahid, 2021; Hamid, 2016; Ibtisam and Alaq, 2022). Such studies aimed at investigating motivational and competitive activities among students. Such activities stimulate thinking and reveal students' abilities, reduce isolation and anxiety, and increase students' motivation for self-learning. Moreover, they increase accuracy and the ability to observe, compare. The standards motivate for participation, and enrich cooperation among students. They provide solutions to life's problems. Both types of activities develop positive values and behaviors related to life. They also contribute to the use of technology. In addition, they view the student the focus of the educational process, considering informational culture and communication technology, life, work and research capabilities, and developing various thinking skills.

Quality standards of educational activities view quality as a process of evaluation and development. Hence, quality management of the educational institution is a comprehensive philosophy of work that determines the practical and technical strategy. Such practice aims at reaching the satisfaction of employees, students and their parents (Diaab, 2009). The National Qualifications Framework (NQF) (2022) has stressed educational activities 26 times. The same framework confirmed the types of activities (classroom and non-classroom activities). Moreover, it indicated in actual hours the amount of actual time spent by the learner or trainee in various learning or training activities. Actual contact hours represent the time needed by the learner at a certain level to accomplish a set of required outputs, including all types of learning activities. Educational activities were mentioned in the school evaluation and accreditation standards 5 times (Education Evaluation Commission, 2023). In addition, educational activities in school accreditation tools were mentioned (64) times, distributed as follows: interviewing the school principal 3 times, interviewing teachers 5 times, interviewing learners 12 times, interviewing the student counsellor 11 times, document analysis 29 times, school environment observation 4 times, and the standards and practices for each sub-standard approximately 50 times. Educational activities were also mentioned in the program description: learning outcomes, teaching and learning strategies, including classroom and extracurricular activities appropriate to achieve the targeted learning outcomes in each area, learning resources, facilities, and equipment, and measuring program performance indicators. Plus, educational activities were emphasized in the course description (Education and Training Evaluation Commission, 2023). In the accreditation standards, the Education and Training Evaluation Commission (2023) made the most important factor in the student standard is the teacher`s providing extracurricular and enrichment activities for students.

A plethora of studies have investigated the evaluation of in-class and off-class educational activities for all stages of general and university education. For example, Al-Sharbiny and Abdul Aziz (2007) confirmed the results that student activities should depart from the traditional educational method, and allow students to participate, and be diversified and developed activities in terms of form and content. similarly, Al-

Eidan and Al-Dhafiri (2010) found that the use of educational activities in teaching was very simple, although educational activities did not receive much attention in the school curriculum. Additionally, Jamal et al. (2011) concluded that the level of practicing school activities by students is low. In the same vein, Al-Dabsi and Al-Alan (2009) stressed the low practice during evaluating the level of student teacher performance of classroom activities and their relationship to some variables. Al-Momani and Al-Momani (2015), Al-Rantisi (2010) and Amhamed (2019) presented the use of an observation card. The researchers concluded that the level of performance is high among Student teachers for classroom activities in general.

Regarding the Arabic language, several descriptive studies were conducted, that used the questionnaire. Two studies employed analysis cards, and one was experimental. Badr and Zaki (2000) highlighted that educational activities contribute to the development of language skills, whereas Al-Khatib and Al-Maqsaqs (2012) aimed to evaluate the reality of educational student activities (classroom and extracurricular) accompanying Arabic language syllabiat the College of Education/Al-Isra University in light of students' opinions and the role of teachers. The study reached that students' opinions about activities and their opinions about the teachers` roles were generally moderate in the questionnaire. Musa and Hamid (2016) evaluated classroom and extracurricular activities from the perspective of Arabic language students at the College of Basic Education - University of Babylon, Iraq. The results showed that the activities of both types (classroom and extracurricular) in Arabic language syllabistimulate thinking and reveal students' abilities. Accompanying activities in Arabic language syllabihelps students increase their observation, comparison and accuracy. Activities help to make the best use of time, develop social and intellectual needs and provide moral incentives for practicing activities. Activities in Arabic language syllabireduce the difficulties of the abstract material and enrich cooperation among students. Al-Turki (2019) measured the degree to which educational activities for metacognitive thinking skills were included in Arabic Language course for the first intermediate grade. Using analysis card, the results of the study showed weakness in including metacognitive thinking skills in the My Eternal Language course, the absence of some skills and the lack of equal distribution of these skills. In the same vein, Al-Harshi (2020) investigated the effectiveness of using recreational educational activities in developing listening and speaking skills. The study concluded that using the strategy of recreational educational activities contributes to developing listening and speaking skills for the benefit of students in the experimental group. Al-Fahid (2021) confirmed the low inclusion of educational activities for life skills in the language curriculum. Also, Ibtisam and Alaq (2022) highlighted that educational activities have an effective role in developing language skills.

The surveyed studies not only discovered the role of evaluation, but also stressed that educational activities still lack effective implementation. Hence, Al-Dabsi et al. (2009), Al-Eidan and Al-Dhafiri (2010), and Al-Sharbiny and Abdul Aziz (2007) recommended the inclusion of educational activities in the curriculum. Moreover, activities should be developed and diversified, and their practices must be stimulated at the level of the teacher and student considering the necessity of providing the necessary materials for the activities. Al-Habashi and Muqbil (2020), Al-Khatib and

Al-Maqsaqs (2012), and Musa and Hamid (2016) recommended providing places to implement activities, and qualifying cadres to manage and implement activities.

Abu Harara (2024) put that there is weakness in activating educational activities and their reliance on indoctrination, and memorization. At the level of teaching and learning Arabic language, Al-Anzi and Al-Shammari (2017) identified obstacles that prevented the implementation of educational activities included in the My Beautiful Language curriculum from the perspective of teachers in Riyadh. The most prominent obstacles were the density of the content of My Beautiful Language curriculum, the length of the activities in addition to the multiple repetitions, the weakness of activities that consider individual diversities, the lack of training courses for Arabic language teachers on general activities, the weakness of some Arabic language teachers and students' conviction of the importance of general activities and their role in the educational process, and the lack of an appropriate environment to implement educational activities within schools. Ibtisam and Alaq (2022) also mentioned some obstacles that limit the activation of the role of educational activities, including the inability of Arabic language teachers, neglecting individual differences among students, the lack of training courses for teachers and students on the importance of educational activities, and the lack of an appropriate environment to implement educational activities within schools. It was also noted that classroom activities should arouse learners` interest and help them discuss such topics with teachers.

In effect, Amhamed (20019) recommended conducting studies to address the weakness in the performance of classroom activities in literary specializations. For instance, Al-Fahid (2021) called for evaluation and development of educational activities to address shortcomings and pace with new educational variables. In the same context, Nurlaelah et al. (2021) confirmed that educational evaluation should improve the quality of students. This new learning method can be an effective alternative to increasing learning activities among students. Muhammad (2017) also stressed that 80% of teachers opined that the curriculum does not contain educational activities. Moreover, it lacks training programs for teachers to raise their awareness of the significance of educational activities. It recommended the educational activities` role in developing daily life skills and positive environmental behaviors in all general stages. Al-Habashi and Muqbil (2020), Al-Qalaawi (2017), Al-Shahri and Muhammad (2016), Mikhail et al. (2023), and Subhi (2020) recommended paying attention to generalization activities, and holding training courses for faculty members to train them on in-classroom and extracurricular activities. Usually, generalization activities are formulated and diversified. Moreover, the physical environment, incentives and financial allocations must be developed to suit the implementation of educational activities. Awareness of the goals and significance of activities is raised.

Despite the importance of educational activities, their role in the educational process, and their diversity, and the recommendations of previous studies for more attention to the standards for implementing educational activities, and the presence of some obstacles that prevent their activation, and the new trend to activate quality standards in the educational process, and through the researcher's work as an evaluation specialist in accreditation School, specializing in curricula and methods of teaching the Arabic language. As far as he knows as a researcher, there is no study that has addressed the extent of practicing quality standards for educational activitiess

In light of the afore-mentioned surveyed studies, the current study aims to reveal the extent to which the quality standards of educational activities are practiced in Arabic language Lessons government schools for all stages of general education.

2. Study questions

The present study aims at providing a full-fledged answer for the two following questions:

(1) What are the quality standards for evaluating educational activities?

(2) To what extent are the quality standards of educational activities practiced in Arabic language course lessons?

(3) What are the obstacles of employing the quality standards of educational activities in Arabic language lessons?

3. Study procedures

3.1. Study methodology

The study manipulated the descriptive approach to evaluate the appropriateness of educational activities in Arabic language teachers. For the objective of the study, the researcher resorted to the mixed method; quantitative and qualitative data collection and analysis. The mixed data collection methods comprised list of quality standards for educational activities, observation card, and semi-structured interviews.

3.2. Study sample

The sample of the study comprised Arabic language teachers at all educational stages in Abha. The sample was selected randomly: 10 Arabic language teachers in the upper grades at primary school representing 35.71% of the sample, 10 Arabic language teachers for the intermediate stage representing 35.71% of the sample, and 8 Arabic language teachers for the secondary stage representing 28.57% of the sample. Hence, the sample includes 28 individuals only due to the limited number of Arabic language classes at this stage. The sample of Semi-Structured Interviews was selected eight participants (4 language teacher supervisors and 4 School Accreditation Evaluation Specialist).

3.3. Study tools

The study includes the following tools:

(1) The List of quality standards for educational activities

The researcher prepared a list of quality standards for educational activities according to the following procedures:

a. Determining the goal of the list of quality standards for educational activities: The list sought to determine the educational activities standards.

b. Determining the sources of the list of quality standards for educational activities: for the sake of preparing the list of quality standards for educational activities, the researcher exploited several sources, including reviewing educational literature: studies, analysis of accreditation documents and forms issued by the

Education and Training Evaluation Commission, and the National Qualifications Framework.

c. The researcher prepared an initial list of quality standards for educational activities.

d. Validity of the list of quality standards for educational activities: To verify the validity of the list, the researcher distributed the list to some arbitrators specialized in curricula and methods of teaching the Arabic language. The list was subjected to minor modifications in light of the arbitrators` reviews.

e. Stability of the list of quality standards for educational activities: To verify the stability of the list, Cooper's equation was used to calculate the portion of agreement between the arbitrators. The percentage of agreement on the quality standards for educational activities among the arbitrators was high; it was (91%), which proves the stability of the list.

f. List of quality standards for educational activities in its final form: After making amendments to the list and verifying its validity and stability, its final form comprised (25) standards.

(2) Observation card:

An observation card was prepared to evaluate the extent of application of quality standards for educational activities according to the following procedures:

a. Determining the objective of the observation card: This card sought to verify the extent of application of quality standards for educational activities.

b. For the goal of preparing the observation card, the researcher used the following sources:
   - Previous Literature;
   - Measurement and evaluation references for recognizing the steps for preparing the observation card;
   - Accreditation forms issued by the Education and Training Evaluation Commission (ETEC).

c. Determining the content of the observation card: It included a set of quality standards for educational activities.

d. Then, the observation card was prepared in its initial form as follows:
   - Preparing the cover page; including general information about the teacher; namely: name, school, stage;
   - The card included quality standards for educational activities;
   - Determining the method of application and evaluating the card's grades: To evaluate the grades of the observation card, a three-level scale (high, medium, weak) was used. That is, three grades were estimated, if the respondent applied at a high level of mastery; two grades, if the respondent applied at a medium level of mastery, and one grade if the respondent applied at a weak level of mastery. Then the grades were added at the end to give the total score for the card.

e. To verify the validity of the observation card, the researcher distributed the list to some arbitrators specialized in curricula and methods of teaching the Arabic language. The arbitrators expressed their approval of the card, thus achieving its validity.

f. Pilot study of the observation card: The card was applied to a sample of (6) Arabic language teachers; 2 from the primary stage, 2 from the intermediate stage, and 3 from the secondary stage. The teachers under experiment were subjected to three visits to determine the following:

- Validity of the observation card: Internal consistency: SPSS program was used to calculate the internal consistency of the card's items by calculating the correlation coefficients of the items of the dimension with the total score of the dimension, as well as the correlation of the dimensions scores with the total score of the observation card. Statistically, it has been proven that that the Pearson correlation value for all criteria with the total score of the card reached (0.87**);

- Card stability: To calculate the card's stability, the following equations were used: Stability was calculated through the half-split method; where the stability coefficient was calculated using the Spearman-Brown Coefficient method for the card's dimensions and for the card as a whole. The results showed that the value of the total stability coefficient (Spearman's value) reaches (0.92).

g. The final form of the observation card: The final form of the observation card consisted of (25) criteria.

(3) Semi-Structured Interviews:

Creswell (2002) states that a semi-structured interview is a procedure where one or more participants can be asked open-ended questions and their answers recorded for analysis. The researcher collected qualitative data by means of interviewing language teacher supervisors. It is noted that the School Accreditation Evaluation Specialist requested that the interviews be conducted in a meeting at each district supervisors' offices. The researcher's plan necessitates interviewing eight participants (4 language teacher supervisors and 4 School Accreditation Evaluation Specialist).

1) Validity and reliability of interviews:

According Guba and Lincoln (1989) and Lodico et al. (2006), sound qualitative research should be assessed in terms of four major aspects: credibility, dependability, transferability and promotion of action and collaboration (catalytic authenticity).

2) Interview data analysis:

In analysing interviews, Cohen et al. (2000) advised to organise them in terms of units of meaning, categorising those units and interpreting them through narrative. Likewise, Minichiello et al. (2008) advocated narrative, thematic, grounded and discourse analysis. Thematic analysis is a common type of analysis for interview data whose main concern is to identify themes emerging from the transcript (Minichiello et al., 2008). Therefore, after transcribing the data, the information extracted was labelled and divided into three categories for analysis.

3) Triangulation:

The data under investigation is then triangulated based on the objectives of the study as well as the research questions listed earlier.

4. Procedures of field application

For field application, the study necessitates the following procedures:

- Obtaining the approval of the authorities to apply the research tools in the field in the city of Abha among Arabic language teachers;
- It was applied only to boys' schools;
- Each teacher was visited twice;
- A specialist in the field of curricula and teaching methods of the Arabic language, with a reviewer's license in school accreditation to implement the observation, was summoned;
- The researcher and the specialist observed each teacher in two different periods;
- The observation period was 40 minutes as a unified standard, which is the minimum period of classes;
- After the application has been completed, the findings were transcribed and processed statistically using the SPSS program.

5. Statistical methods

The study entails the following statistical processing methods:

- Pearson's correlation coefficient to verify the validity of the internal consistency of the observation card;
- Spearman Brown coefficient for the split-half method to verify the stability of the observation card;
- Averages and standard deviations to determine the level of sub-skills and total skills;
- Percentage to determine the ratio of agreement of the arbitrators on accepting the quality standards for educational activities in light of the criterion (80%) as a minimum percentage of agreement of the arbitrators. The percentage of agreement of the arbitrators was calculated according to Cooper's equation as follows:

Agreement percentage = number of times of agreement/(number of times of agreement + number of times of disagreement) × 100.

6. Results and discussion

6.1. Answering the first question

To answer the first question, which states that "What are the quality standards for evaluating educational activities?", 25 criteria were reached. In effect, educational activities, which are consistent with the lesson content, help achieve the lesson objectives. Furthermore, educational activities help students use multiple technology resources, provide equal opportunities for students, help make students the focus of the educational process, provide students with opportunities for self-learning, consider students' needs, and meet students' tendencies and desires. For this end, educational activities are diversified to suit individual differences between students. Additionally, educational activities are characterized with the following: consistent with students' abilities, helping discover and develop students' talents, developing all levels of the cognitive field, consolidating positive values and habits in students, and developing thinking skills (critical, creative) among students. Regarding types of activities, educational activities focus on practical applications related to learners' lives, that

encourage enriching the spirit of cooperation among students. Moreover, educational activities develop students' skills in the fields of scientific research, enhance students' motivation, create an atmosphere of fun in learning, develop communication skills with others, and allow establishing forums for dialogue and discussion among students.

Accordingly, the findings of the present research agreed with previous literature in setting standards for educational activities, especially studies that dealt with teaching and learning the Arabic language, including Al-Fahid (2021), Al-Khatib and Al-Maqsaqs (2012), Al-Turki (2019), Badr and Zaki (2000), Ibtisam and Alaq (2022), Musa and Hamid (2016), and in the field of quality with the National Qualifications Framework and the issued institutional accreditation standards (2023) and program accreditation standards (2023), program and course descriptions (2023) and school excellence standards (2023). The similar findings prove the significance of activities and the need to clearly state the need for these standards and link them to quality.

6.2. Answering the second question

To answer the second question, which stipulates: "To what extent are the quality standards of educational activities practiced in Arabic language course lessons?", the levels were divided into three levels according to the three-point Likert system by calculating the length of the period = 2/3 = 0.66. **Table 1** provides information on the levels as follows:

Table 1. Distribution of the levels of the research tool.

Range	Level
From 1 to 1.66	Low
From 1.67 to 2.33	Average
From 2.34 to 3	High

To apply quality standards of educational activities in the subjects of Arabic Language courses, the teachers were observed. The following table manifests the results.

Table 2. The application of quality standards of education activities in Arabic syllabi.

No.	The practice of quality standards of educational activities	mean	Standard deviation
25	Educational activities consider the characteristics of students' growth	2.28	0.41
4	Educational activities vary to suit different capabilities.	2.05	0.38
18	Educational activities enrich cooperation among students	1.98	0.34
2	Educational activities are consistent with the content of the lesson	1.87	0.37
1	Educational activities help achieve the objectives of the lesson.	1.81	0.45
13	Educational activities develop all levels of the cognitive domain	1.77	0.37
8	Educational activities consider the needs of students.	1.75	0.33
17	Educational activities focus on practical applications related to the lives of learners.	1.72	0.42
14	Educational activities instill positive values and habits among students	1.70	0.35
16	Implementation of educational activities depends on joint planning between the teacher and students.	1.68	0.31

Table 2. (*Continued*).

No.	The practice of quality standards of educational activities	mean	Standard deviation
11	Educational activities are consistent with students' abilities	1.65	0.37
20	Educational activities enhance students' motivation	1.65	0.40
22	Educational activities develop communication skills with others	1.62	0.33
23	Educational activities allow for dialogue and discussion forums among students	1.61	0.39
24	Educational activities provide equal opportunities for students	1.60	0.42
15	Educational activities develop students' critical and creative thinking skills	1.58	0.41
9	Educational activities meet students' interests and desires	1.55	0.36
10	Educational activities vary to suit individual diversities among students	1.54	0.34
21	Educational activities create an atmosphere of fun in learning	1.53	0.37
7	Educational activities provide students with opportunities for self-learning	1.50	0.40
5	Educational activities provide equal opportunities for students	1.48	0.38
12	Educational activities help discover and develop students' talents	1.47	0.34
6	Educational activities help make students the focus of the educational process	1.44	0.37
3	Educational activities help students use multiple technology resources	1.30	0.39
19	Educational activities develop students' skills in the fields of scientific research	1.18	0.32
	The extent to which educational activities' quality standards are applied as a whole	1.59	0.41

According to **Table 2**, it is crystal clear that the quality standards of educational activities ranged between 2.28 and 1.18. Thus, the quality standards of educational activities considered the characteristics of students' growth, and varied to suit different capabilities. They encouraged enriching the spirit of cooperation among students, were consistent with the content of the lesson, helped achieve the targeted objectives of the lesson, and developed all levels of the cognitive domain, took into account the needs of students, and focused on practical applications related to the lives of learners, which were implemented at an average level, while the quality standards of other educational activities, which instill positive values and habits in students, depended on joint planning between the teacher and students in their implementation. It is consistent with students' abilities, enhances students' motivation, develops communication skills with others, allows for the establishment of forums for dialogue and discussion among students, provides equal opportunities for students, develops students' thinking skills (critical, creative), meets students' inclinations and desires and is diversified to suit individual differences (differentiation) among students, creates an atmosphere of enjoyment in learning, provides students with opportunities for self-learning, provides equal opportunities for students, helps discover and develop students' talents, helps make students the focus of the educational process, helps students use multiple technology sources, and develops students' skills in the fields of scientific research. These standards were applied to a weak degree.

The study stressed the level of employment of educational activities of all kinds of activities. In this vein, the study agrees, on one hand, with Al-Eidan and Al-Dhafiri (2010), Al-Sharbiny and Abdul Aziz (2007), Jamal et al. (2011), and Subhi (2020). In the field of Arabic language, this study agreed with Al-Fahid (2021), Al-Khatib and Al-Maqsaqs (2012), and Al-Turki (2019). On the other hand, the study disagreed with Al-Momani and Al-Momani (2015), Al-Rantisi (2010), Al-Shahri and Muhammad (2016), Amhamed (2019), and Musa and Hamid (2016), which evaluated the level of

student teacher performance of classroom activities and its relationship to some variables such as cumulative grades, gender, and specialization through an observation card for the student teacher's performance of classroom activities. The researcher reached a general increase in the level of student teacher performance of classroom activities. Yet, this difference between the results of some previous studies and the current research is attributed to the difference in standards and their association with quality. Moreover, previous studies focused on the teacher's performance of activities as part of the concept of activities, while the student`s activities inside the classroom was not observed.

It is noted that the results of the research agree with the results of studies that investigated the Arabic language to a large extent, namely Al-Fahid study (2021), Al-Khatib and Al-Maqsqas (2012), Al-Shahri and Muhammad (2016), and Al-Turki (2019). It is also noted that the weakness in the application of educational activities in Arabic language lessons in general education stages is attributed to the presence of obstacles, as confirmed by the results of previous studies such as Abu Harara (2024), Abu Subaiha (2010), Ahmed (1997), Al-Anzi and Al-Shammari (2017), Al-Dakhil (2001), Al-Dalqan (2023), Al-Sameeh (2008), Ibtisam and Alaq (2022). That means the Practicing Quality Standards of Educational Activities in Arabic Language Lessons are low. the result of that, Instilling awareness of the significance of educational activities among Arabic language teachers and students and making use of the quality standards of educational activities to achieve school excellence.

6.3. Answering the third question

To answer the Third question, which stipulates: "What are the obstacles of employing the quality standards of educational activities in Arabic language lessons? it is seminal to scrutinize the data collected from interviews with language teacher supervisors and School Accreditation Evaluation Specialists. It is likely that all interviewees acknowledged that the application of quality standards of education activities in Arabic Syllabi is essential to both teaching and learning processes. In addition, they concluded that that the quality standards of educational activities were weak for four obstacles:

(1) Arabic Teacher

The unanimous interview sample confirmed that Arabic language teacher does not have awareness of the significance of educational activities, and does not possess the skills in employing its standards appropriately. Rather, the Arabic language teacher used traditional style and control within the classroom. In the same vein, most of the personal interview sample stated that Arabic language teachers depend on traditional teaching methods and focuses on a specific sample of students.

(2) The Numbers of students

Most of the sample members indicated that the large number of students in the classroom decreases minimally employing quality standards for educational activities.

(3) Available Capabilities

Most of the respondents highlighted that the lack of infrastructure in the school hinders the proper implementation of quality standards for educational activities.

Specifically, two school evaluation specialists put that some schools have the capabilities, but the teacher does not employ them for educational activities.

(4) Content

Some of the interview sample indicated that the length of the content, and the three-part chapter lead to lack of activating the use of quality standards for educational activities. Moreover, two Arabic language supervisors stressed that the content is sound and appropriate, but needs activation.

It is noted that the results of the research agree with the results of studies that identified obstacles that prevented the implementation of educational activities. For example, Abu Harara (2024), Abu Subha (2010), Ahmed (1997), Al-Anzi, Al-Dakhil (2001), Al-Dalqan (2023), Al-Habashi and Muqbil (2020), Al-Maqsaqs (2012), Al-Sameeh (2008), Al-Shammari (2017), Hassan (2019), Ibtisam and Alaq (2022), and Schunk (2008) identified obstacles which were that traditional teaching methods, limit the activation of the role of educational activities, including the inability of Arabic language teachers, the lack of training courses for teachers and students on the importance of educational activities, and the lack of an appropriate environment to implement educational activities within schools. Hence, it should be reducing obstacles for implementing the quality standards of educational activities in teaching and learning Arabic language such mor training program based on the standards of educational activities quality in Arabic and provide support to employ the quality standards of educational activities in teaching and learning Arabic.

7. Study recommendations

In light of the findings, the present study recommends the following:

1) Employing the quality standards of educational activities in teaching and learning Arabic language;
2) Making use of the quality standards of educational activities to achieve school excellence;
3) Reducing obstacles for implementing the quality standards of educational activities in teaching and learning Arabic language;
4) Instilling awareness of the significance of educational activities among Arabic language teachers and students;
5) Providing training courses for Arabic language teachers in the field of quality standards of educational activities;
6) Providing support to employ the quality standards of educational activities in teaching and learning Arabic.

8. Study suggestions

The study suggests conducting the following future studies:

1) The significant obstacles to implementing the standards of educational activities quality in teaching and learning Arabic
2) The extent of applying the standards of educational activities quality in other courses
3) Developing appropriate solutions to activate the role of educational activities quality standards in teaching and learning Arabic

4) Submitting a proposed scenario to activate the standards of educational activities quality in teaching and learning Arabic

5) Measuring the impact of a training program based on the standards of educational activities quality in Arabic and its relationship to some variables (concepts, skills, attitudes, motivation).

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