



مجلة علمية فصلية محكمة

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# المجلة الأمريكية الدولية للعلوم الإنسانية والاجتماعية

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تصدر عن الأكاديمية الأمريكية الدولية  
للتعليم العالي والتدريب

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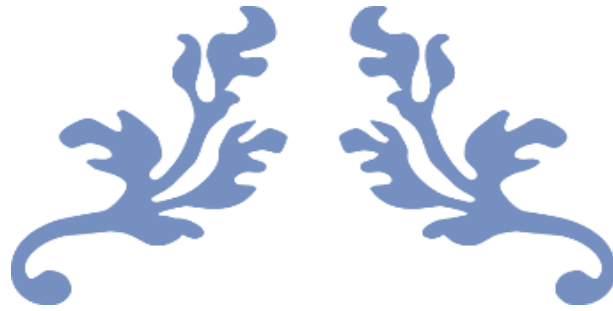
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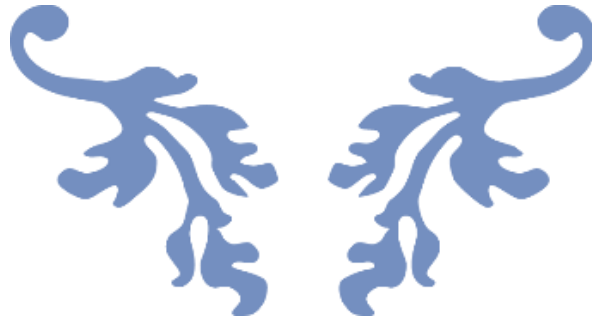
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## مقال العدد





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ ، الحمد لله على فضله ونعمته ، والصلاة والسلام على رسوله الكريم وآله ، أما بعد

يسرنا أن نقدم لكم العدد 23 من المجلة الأمريكية الدولية للعلوم الإنسانية والاجتماعية، الذي يضم مجموعة من البحوث العلمية المتميزة التي شارك بها باحثون من مختلف دول العالم. يشتمل هذا العدد على أعمال بحثية مقدمة في المؤتمر العلمي الدولي التاسع عشر، بالإضافة إلى مجموعة من الدراسات التي جاءت خارج نطاق المؤتمر، مما يعكس تنوعاً علمياً وثراءً في المواضيع المطروحة.

لذا دأبت هيئة التحرير على تطبيق معايير التقييم العلمية شأنها بذلك شأن المجالات الرصينة المثيلة في حقل التخصص والنشر العالمي ، فعرضت البحوث على محكمين لهم مكانتهم العلمية في فضاءهم العلمي ، ويعودون لجنسيات مختلفة ، ومن جامعات متباينة ، منها الجامعات الحكومية التي ترجع بمرجعيتها إلى بلدان العالم المختلفة ، فضلا عن الاستعانة بخبراء من جامعات خاصة اثبتوا بشكل علمي أنهم أهل للتحكيم واطلاق الحكم على علمية البحث المقدم للمجلة ، وصلاحيته للنشر.

حرصت هيئة التحرير على عرض البحث المقدم من لدن كاتب البحث على محكمين اثنين ، وتقديمه لهما ، بتوقيعات زمنية محددة ، فأن اتفق المحكمان على صلاحية البحث ، تم تحويله إلى مرحلة التنضيد والنشر ، بعد التأكد من دقة تطبيق تعليمات النشر الخاصة بالمجلة . وإن اختلف المحكمان في التقييم المطلق على البحث المقدم ، حول البحث لمحكم ثالث ، فأن قبله ، تم تحويله للمرحلة الثانية التنضيد والنشر ، وإن رفضه ، عندئذ يرفع البحث من قائمة البحوث المعدة للنشر.

لم يختلف منهج هيئة التحرير في آلية قبول البحوث ، وعدّها للنشر عن غيرها من المجالات العلمية ؛ لأن الرصانة العلمية هو هدفها الذي تسعى للوصول إليه ، واعتمدت نظاما دقيقا في استقبال البحوث ، وتقديمها للمقومين ، واشعار الباحثين بقبول النشر ، وفقا لأمر إداري يصدر عن المجلة ، يعد مستندا في صحة نشر البحث في المجلة ، مع تثبيت العدد الذي نشر فيه مذيلا بإمضاء رئيس التحرير.

احتوى هذا العدد في طياته مجموعة من البحوث ، والتي تحمل موضوعات متنوعة ، ذات الطابع الإنساني والاجتماعي ، ضمن تخصص المجلة ، وكل الأفكار التي طرحت تحمل الرؤى العلمية وأبعادها ، والنظرية التي يؤمن بها أصحاب تلك الأفكار ، لذلك كانت المجلة دقيقة ؛ لأجل عرض تلك الأفكار من دون التدخل فيها ، مع متابعة كونها لا تؤدي إلى خلق الفوضى العلمية ، أو تحريض للعنف ، أو للتطرف العلمي والمجتمعي.

نحن فخورون أيضا أن هذا العدد يصادف حدثاً مميزاً في مسيرة المجلة، حيث تم اعتمادنا من قبل المكتبة الوطنية المغربية للحصول على الاعتماد القانوني، ومنحها التسلسل الرقمي الدولي (ISSN) للنسخة الإلكترونية وأيضاً للنسخة الورقية. هذا الإنجاز يعكس التزامنا بتقديم محتوى علمي رصين ومتنوع، ويسهم في تعزيز مكانة المجلة كمصدر مرجعي معترف به عالمياً.

هيئة تحرير المجلة

14/06/2025 الرباط - المملكة المغربية

الملاحظة القانونية

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## **Specifications of a good university class from the point of view of students In the College of Basic Education**

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### **Abstract:**

The quality of university education depends on many factors: including the characteristics of a good university grade. The specifications of a good university class help to achieve the goals of a university education, and also help - also - to increase the motivation of students to learn. The current research aims to answer the following question: What are the opinions of students in the College of Basic Education on the specifications of a good university class?

The current research is limited to the opinions of a sample of third-grade students at the Faculty of Basic Education at Al-Mustansiriya University.

This part deals with the characteristics of the sample, the tool used in the research and statistical processing, and the application of the referendum. - the sample - the research sample consisted of the students of the College of Basic Education - Al-Mustansiriya University - and the number members of the sample, 220 male and female students were selected in a random class of third-grade students in the departments of history, geography, English language, kindergarten, mathematics, life sciences and special education.

For the purpose of identifying the opinions of students in the specifications of a good university class within the classroom in university education, the researcher prepared a special referendum for this purpose. The referendum was prepared according to the following steps: (1) Studying the literature on the specifications of a good university class within the classroom, students' estimates of their professors, and opinions on students' effective provision of education and their evaluation of professors .(2) An open referendum was prepared, and it was applied to a sample of students of the College of Education in third grade, in this referendum students were asked about the conditions that

must be met in order for the teaching to be effective and useful for students within the classroom.

Areas of the referendum: In light of previous studies, it was possible to select six areas that represent the different aspects of the effectiveness of teaching in the classroom in university education. Table 1 (b) shows the field numbers in each area.

## مواصفات الفصل الجامعي الجيد من وجهة نظر الطلبة في كلية التربية الأساسية

أ.د. رعد زكي غياض

### الجامعة المستنصرية - كلية التربية الأساسية - العراق

خصائص الصف الجامعي الجيد. تساعد مواصفات الصف الجامعي الجيد على تحقيق أهداف التعليم الجامعي، كما تساعد -أيضاً- على زيادة دافعية الطلاب للتعلم. يهدف البحث الحالي إلى الإجابة عن السؤال التالي: ما آراء طلبة كلية التربية الأساسية حول مواصفات الصف الجامعي الجيد؟

يقتصر البحث الحالي على آراء عينة من طلبة الصف الثالث الابتدائي في كلية التربية الأساسية بالجامعة المستنصرية.

يتناول هذا الجزء خصائص العينة، والأداة المستخدمة في البحث والمعالجة الإحصائية، وتطبيق الاستفتاء. - العينة - تكونت عينة البحث من طلبة كلية التربية الأساسية - الجامعة المستنصرية - وبلغ عدد أفراد العينة (220) طالباً وطالبة تم اختيارهم بطريقة عشوائية من طلبة الصف الثالث الابتدائي في أقسام التاريخ والجغرافيا واللغة الإنجليزية ورياض الأطفال والرياضيات وعلوم الحياة والتربية الخاصة. لغرض التعرف على آراء الطلبة في مواصفات الفصل الجامعي الجيد داخل الفصل الدراسي في التعليم الجامعي، أعد الباحث استفتاءً خاصاً لهذا الغرض. وقد تم إعداد الاستفتاء وفقاً للخطوات التالية: (1) دراسة الأدبيات المتعلقة بمواصفات الفصل الجامعي الجيد داخل الفصل الدراسي، وتقديرات الطلبة لأساتذتهم، وآرائهم حول فعالية تقديم التعليم من قبل الطلبة وتقييمهم للأساتذة. (2) تم إعداد استفتاء مفتوح، وتم تطبيقه على عينة من طلبة كلية التربية في الصف الثالث الابتدائي، وفي هذا الاستفتاء تم سؤال الطلبة عن الشروط التي يجب توافرها حتى يكون التدريس فعالاً ومفيداً للطلبة داخل الفصل الدراسي.

مجالات الاستفتاء: في ضوء الدراسات السابقة، أمكن اختيار ستة مجالات تمثل الجوانب المختلفة لفعالية التدريس داخل الفصل الدراسي في التعليم الجامعي. ويوضح الجدول 1 (ب) أرقام المجالات في كل مجال.



**Research justifications and importance:**

Nowadays there is increasing interest in improving the quality of university education. This interest stems from many sources, including - and there is no doubt - the importance of university education in graduating the technical cadres necessary to carry out many of the work required by society, and its close link to the progress of society in all fields.

The quality of university education depends on many factors: including the characteristics of a good university grade. The specifications of a good university class help to achieve the goals of a university education, and also help - also - to increase the motivation of students to learn.

Some foreign studies may show that the specifications of a good university class in those countries are below the required level and that there is a sense of dissatisfaction with the level of university education there. In one American study, about one-third of undergraduate students at the university were dissatisfied with the quality of education at the university. 45% of graduate students rated undergraduate studies as weak or moderate. In another study, it was found that 1/5 of students in 21 institutes and colleges located in fifteen states of the United States had answers to the poll that was given to them that they were not satisfied at all or dissatisfied with the specifications of a good university class within the university classes.

(Braskamp, 1980, PP. 45-54).

Studies in this field have used many methods that consider the quality of the specifications of a good university class and the conditions that must be met so that these specifications are appropriate and functional. One of the most common of these methods is the use of students' opinions and estimates. In the past few years, this method has been used to estimate the effectiveness of university teaching, and it has also been used in the evaluation of teachers (Doyle, B., 1977, PP. 439 – 443).

Although some teachers and researchers deny the stability of students' opinions and estimates, honesty and effectiveness, this method inevitably receives increasing attention, and perhaps due to the interest in saying that students should participate in evaluating the quality of education provided to them, to the need for their participation - also - in the selection of their teachers as some believe that the evaluation of students for their teachers if used carefully,

represents a criterion for judging the quality of university teaching, and research of ( Rayder ) has shown that students' estimates of their professors are not It is necessary that it has to do with some characteristics of students such as age or gender, and it has nothing to do with the grades obtained by the student. Rayder believes that students - unlike administrators or teachers - have sufficient opportunities to watch their teachers during the daily educational activity and therefore their opinions should not be neglected when evaluating. (Rayder, C, 1968, PP. 76 – 81)

This study tries to take advantage of the previous method. And use students' grades and opinions to identify the characteristics of the specifications of a good university class.

### **Research Objectives:**

The current research aims to answer the following question: What are the opinions of students in the College of Basic Education on the specifications of a good university class?

### **Research limits:**

The current research is limited to the opinions of a sample of third-grade students at the Faculty of Basic Education at Al-Mustansiriya University.

### **Definition of terms:**

Specifications of a good university class: It means the characteristics that must be available within the university classroom, which help to achieve the goals of university education and increase the student's motivation for learning Teachers: They mean faculty members from assistant teachers, teachers, assistant professors, and professors.

In this part, we review some studies that used students' opinions and estimates to identify the characteristics of the specifications of a good university class within the university classes.

#### **(1) French study 1957:**

The researcher used in this study a sample of students from the University of Washington. The purpose of this study was to determine the characteristics that must be available in a good university teacher as perceived by university students, and it was found that the most important of these characteristics are the

following: A - the ability to interpret abstract theories and ideas clearly. B - Developing students' interest in the subject or subject. C - Development of students' thinking skills. D - Assist in the development of students' tendencies and interests. E - Focus on the important or main points in the lesson. F- Effectively use examples and illustrations. m - Increase the motivation of students to do the work required among them to the fullest. N - Increase students' confidence in the information they have in the subject Q - Give new perspectives R - Clarity and understanding of the teacher's interpretations . (French, G.M., 1957, PP. 1380 -1381)

#### (2) study Graw Ford and Bradshaw 1968

In this study, the researcher asked the students to describe the characteristics of the university teachers who were more effective than others. The researcher summarized these characteristics as follows: A - The teacher has a large part of the knowledge in the subject B - The teacher can plan the lecture in an organized way C - The teacher is characterized by enthusiasm, energy and desire to teach the subject D - The teacher is characterized by a good relationship with students and the desire to help them.

(Crow Ford, P.L. and Bradshaw, H.L., 1968, PP. 1079-1085).

#### (3) study Downie 1952

In a survey of the opinions of 1600 university students, Downie found that the most important characteristics of the teacher, who is characterized by effectiveness in teaching, are: A - comprehensive knowledge of the subject B - Tendency towards the subject C - Good preparation for the lecture and preparation of the class. D - The ability to arouse students' motivations to perform the work required of them.

(Downic, N.W., 1952, PP. 495 – 496)

#### (4) study Gadyella 1968

In this study, the researcher asked the students about the most important criteria that can be used to choose the model or ideal teacher. The researcher has deduced from the results the following preliminary criteria: A - Increase knowledge of the subject B - inclination and interest in the subject being studied.

D - Flexibility C – Preparation. (Gadzella, B.M., 1968, PP. 89-96)

(5)Costin 1968: The researcher in this study asked 200 university students to identify the characteristics of the most common behavior when excellent teachers in their teaching. The researcher found that the most frequent characteristics are: A - inclination or interest in the study material. B Previous preparation C - the use of many examples D - follow a logical style of thinking E - clarity of explanation

(Costin, F., 1972, PP. 511 – 535)

(6) Romine's study 1973: This study tried to find out the expectations of students and teachers towards the specifications of a good university class, using a referendum consisting of 71 fields. The sample included 1237 students, 268 teachers. After obtaining the answers of the doctors and teachers and using factor analysis, it was possible to reach a list containing 40 characteristics that have statistical significance in providing the specifications of a good and effective university class. It was also possible to group these characteristics into seven groups: A - the personality of the teacher B - the preparation and organization of lectures. C - Educational objectives. D - Presentation of the material within the grade E - Presentation. F- Additional assistance for students. M - Students' Responsibilities towards Learning.

(Romine, S., 1973, PP. 139-143)

### **Research Methodology:**

This part deals with the characteristics of the sample, the tool used in the research and statistical processing, and the application of the referendum. - the sample - the research sample consisted of the students of the College of Basic Education - Al-Mustansiriya University - and the number members of the sample, 220 male and female students were selected in a random class of third-grade students in the departments of history, geography, English language, kindergarten, mathematics, life sciences and special education.

Table 1 shows the distribution of the sample of students to the different departments.

Table (1) Distribution of students in different departments

Ratio	Number of sample members	Number of Students	section
%25.54	35	137	Department of History
%28.40	25	88	Department of Special Education
%25.42	30	118	Department of English Language
20 %	30	150	Department of Kindergarten
%21.63	37	171	Department of Geography
%23.40	33	141	Department of Life Sciences
24 %	30	125	Department of Mathematics
%23.65	220	930	Total

### Research Tool :

For the purpose of identifying the opinions of students and teachers in the specifications of a good university class within the classroom in university education, the researcher prepared a special referendum for this purpose. The referendum was prepared according to the following steps: (1) Studying the literature on the specifications of a good university class within the classroom, students' estimates of their professors, and opinions on students' effective provision of education and their evaluation of professors .(2) An open referendum was prepared, and it was applied to a sample of students of the College of Education in third grade, in this referendum students were asked about the conditions that must be met in order for the teaching to be effective and useful for students within the classroom.

Areas of the referendum: In light of previous studies, it was possible to select six areas that represent the different aspects of the



effectiveness of teaching in the classroom in university education. Table 1 (b) shows the field numbers in each area.

**Table 1 (b) Distribution of referendum fields in different areas**

Number	Field numbers	Domain
7	1-7-13-18-24-28-32	- Personality 1
7	2-8-14-25-29-33	Lesson preparation and -2 preparation
4	3-9-15-20	Course Material -3
12	4-10-16-21-26-30-34-36-37-39- 40-41	Presentation of the course -4
8	5-11-17-21-27-31-35-38	Calendar -5
4	6-12-23-42	Guidance and Guidance -6

(1)Personal Field: It deals with the aspects of the teacher's personality, such as his energy and dynamism, his enthusiasm for the subject he teaches, and his relationship with students (2) .The field of lesson preparation and preparation: It deals with the teacher's ability to prepare and organize lectures, the extent of his knowledge of the study material, the provision of books and references for students, and the preparation of the class.

(3)The field of the subject: It includes what is related to the study material in terms of its importance to students and its usefulness to them, the extent of its appropriateness, its relationship with other subjects, and its relationship to the circumstances surrounding students (4) .The field of presenting the subject within the classroom: This field includes explaining the teacher, presenting different points of view, attracting students' attention to the lesson in descending order according to the average, providing examples and clarifications, provoking students' thinking, answering their questions, summarizing the main points of the lesson, and increasing students' motivations to learn. Teaching grades and holding the student is part of the responsibility in learning.

(5)The field of evaluation: This area is specific to the teacher's ability to verify the follow-up of students to the lesson, discuss it with students in grades, and

know the opinions of students about the fourth - the application of the teacher, and competitively conduct exams for students (6). Field of guidance and guidance: This field includes the role of teaching in guiding and guiding students, providing them with academic assistance, and discussing their problems.

The credibility and stability of the referendum: The referendum was given in its final form to a group of arbitrators from the Department of Art Education and Computer Sciences at the College of Basic Education at Almustansiryah University to determine its apparent honesty or superficial honesty. The majority of the arbitrators agreed that the referendum is suitable for the purpose for which it was built and that its fields are clear covering different areas.

To calculate the stability of the referendum, the half-segmentation method and the Spearman-Brown equation were used. It was found that the article of stability of the referendum after applying it to students was 0.931 and the coefficient of stability after applying it to teachers was 0.949 this result is appropriate if compared to the results of referendums used in foreign studies that were used for the same purpose.

### **Statistical processing:**

After unloading the answers of both students and teachers, it was possible to obtain repetitions in different fields in front of each field. The iterations were converted to degrees by giving weights 5, 4, 3, 2, and 1, to the answers, very contributing, contributing, having no positive or negative effect, reducing a good climate, and very reducing a good climate. Respectively. After calculating the average scores for each field, it was possible to arrange the fields in descending order according to the average grades for both students and teachers. The (T-test was used to study the necessity among the average scores of students and the average scores of teachers for each field of the referendum. He also used the rank correlation coefficient to find the relationship between the student's answers and the teachers' answers.

### **Application of the referendum:**

The referendum was applied to the sample of students in December 2024 to answer the questions identified by the research, dealing in this part with an analysis of the results from two sides. The first aspect includes an analysis of the

results of the referendum in general. The second aspect includes an analysis of the results of each of the six areas separately .

### **Analysis of the results of the referendum in general:**

(1) The students' ratings differed with the extent to which each field contributes to a good educational climate, the highest value of the students' grades was 4,668 for the field (1) The teacher is characterized by dynamism and energy. While the minimum grade was 3,836 for the field (22), the teacher had enough time to talk to students after the lesson. The highest value of the teachers' grades was 4,835 for the field (2) for the teacher preparing his lecture in a good way, while the lowest value was 3,764 for the field (17) The teacher discusses his students in grades and reports.

(2) It was found that the positive and high correlation coefficient indicates that the responses of the teachers were somewhat supportive of the student's expectations for the conditions that lead to the characteristics of a good and effective university class within the classroom. This finding also indicates that the claim that students cannot correctly estimate the conditions and factors that contribute to the characteristics of a good university class in the classroom is incorrect .(3) To determine the most important fields that contribute to the specifications of a good university class in the opinion of students, we reviewed the first ten fields that received the highest appreciation from students, and we identified the common fields in the group (Table 2).

Table (2) shows that there are seven fields common to the two groups whose order was located in the first ten ranks in the estimation of both students and teachers, and these fields are:

The teacher is dynamic and energetic (field 1) B- The teacher prepares his lectures in a good way (field 2) C- The teacher's explanation is clear and easy to understand and follow (field 4) d- The teacher has a wealth of knowledge in his field of specialization (field 8) (e) The teacher cares for his students and treats them humanely (field 13) F- The teacher presents the material in a way that attracts the attention of students (field 16) G- The teacher speaks in a clear voice and can be easily heard (field 32)

It is noted that the results of this study are similar to the results of the aforementioned foreign studies, and another dimension can be classified, which is that the teacher's voice must be clear and can be easily heard.

**Table (2) Common fields that received the highest rating from the opinion of students**

Student Grades		Field number
customize	Average	
The first	4,668	1
Fourth	4,545	3
Seventh	4,455	4
The second	4,600	8
Third	4,550	13
Fifth	4,518	16
Sixth	4,500	32

(4)To determine the least fields that contribute to the specifications of a good university class in the opinion of students, we reviewed the last ten fields that received the least appreciation from students and we identified the common fields in the groups Table (3).

**Table (3) Joint Fields That Got the Least Estimate in the Opinion of Students**

Student Grades		Field number
customize	Average	
37	4,004	10
41	3,918	11
35	4,027	15
40	3,923	17
32	4,145	20
42	4,836	22
36	4,009	23

31	4,150	38
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From Table (3), it is clear that there are eight common fields whose order was in the last ten ranks in the estimation of both students, these fields are:

c. The subject is related to other subjects (field 15) d. The teacher discusses students in grades and reports (field 17) E. The subject is related to the events and circumstances surrounding the student (field 20) (f) The teacher has enough time to talk to the students after the lesson (field 22) (h)The teacher shall guide the student in the personal problems he faces (field 23)(i)The teacher helps each student to know how well they are progressing in the course (field 38)

It is clear from the results of the referendum that the answers of students were distributed on the possible answers in front of each field, which indicates that the characteristics of the specifications of a good university class may not be satisfactory to all students. It seems from the answers that the same characteristic of a good educational climate does not receive the same degree of support from all students so individuality on the part when describing the characteristics of a good university class.

### **Analysis of research results according to areas:**

In this aspect, we will discuss a description and analysis of the research results according to different fields.

First - the field of personality: Table (4) shows the average and standard deviation of the answers of students' fields referendum that fall in the field of personality, as well as shows the following value, note from the table the following:

(1) Some fields received a high rating from students the first of the students' answers came and the average score was 4,668, Field (8) concerning the teacher's enthusiasm for the subject he teaches was ranked thirteenth in the students' answers and the average score was 4,386, which confirms the teacher's interest in his students and their good treatment, was ranked third in the students'



answers with an average of 4,550. Finally, field (32), which deals with the importance of the teacher's voice being clear and audible from all students, has obtained almost the same degree of importance in the answers students - the sixth in the students' answers with an average of 4,500.

(2) The fields that received a low rating from students are fields 24 and 28. The first is related to the extent to which the teacher has a sense of humour, which was ranked in the answers of the twenty-third students with an average of 4,286. As well as a field (28) on the teacher's ability to create a Serious friendship with students in the classroom was ranked twenty-third with an average of 4,286 in the students' answers. It is also noted that the students' appreciation is higher in the two fields.

(3) statistically significant differences appeared among the answers of students in only two fields (1, 7). These differences show that teachers are more likely than students to appreciate the teacher's dynamism and energy, and how enthusiastic about the subject he teaches.

From this analysis, it is clear that the qualities of the teacher's personality from the dynamic urge and energy, his enthusiasm for the subject, the teacher's interest in his students and their good treatment, and the clarity of the teacher's voice represent general characteristics in the specifications of a good university class, and that these characteristics are agreed upon by students. It also turns out that some other personality traits, such as the humorous spirit of the teacher and his ability to create an atmosphere of friendship among him and the students, come in a less important rank for students, although students give it a high appreciation.

**Table (4) Estimates of students and for the fields of the first-generation**

Second value	Student Grades			sequencing
	Standard deviation	customize	Average	
2,76	0,379	1	4,668	1
3,160	0,487	13	4,386	7
0,849	0,620	3	4,550	13
1,102	0,279	19	4,314	18
1,714	0,766	23	4,286	24

1,500	0,760	23	4,286	28
1,746	0,684	6	4,500	32

Second: The field of preparation and preparation of lessons: Table 5 shows the estimates of students for the fields of the second field, including the following:

Second value	Student Grades			sequencing
	Standard deviation	Order	Average	
5,088	0,538	4	4,545	2
2,460	0,391	2	4,600	8
3,714	0,975	34	4,109	14
4,700	0,968	38	3,991	19
1,610	0,956	32	4,145	25
0,188	0,732	33	4,136	29
1,148	0,717	9	4,405	33

(1)The highest average of students' grades was for the field was ranked fourth in the students' answers and averaged 4,545. While it was ranked first in the answers of the teachers with an average of 4,835. As for field (33) on the preparation of the class and its appropriate method, the students gave it more importance than the teachers, as the order of the field in the students' answers was ninth with an average of 4,405, while the order of the teachers was thirteenth with an average of 4,506 (2). Field (29), which believes that the objectives of the lesson should be specific and clear to the students, has gained little importance for students and teachers. It was ranked thirty-third in students' answers with an average of 4,136, The failure to give this field the appropriate appreciation does not deny its importance in the specifications of a good university class. The clarity of the objectives of the lesson for both the teacher and the student contributes significantly to the effectiveness of teaching and the ability to learn among students (3). There are two fields that received a weak rating from students while we got an average estimate from teachers. Field 14 of the article of the book or the binding is prepared clearly. It was ranked thirty-fourth among students with an average of 4,109, and field (19) references are available in sufficient quantities and easy for the student to obtain. It was ranked thirty-eighth in the students' answers with an average of 3.991

(4) The average answers of teachers higher than the average answers of students in all fields of this area, but did not show significant differences among the averages only in four fields are (2, 8, 14, 19). These differences indicate that teachers emphasize more than students the importance of preparing lectures in a good way the abundance of the teacher's knowledge of his subject, and the need for the material of the book or binding to be prepared in a good way, and the need for the abundance of books and references for students

Third – Teaching material volume: It is clear from Table (6), which shows the estimates of students and teachers for the fields of the third field as follows:

**Table (6) Students' Estimates for the Third Field Fields**

Second value	Student Grades			sequencing
	Standard deviation	Order	Average	
4,340	0,563	17	4,318	3
3,148	0,526	25	4,264	9
1,184	0,924	35	4,027	15
2,114	0,927	32	4,145	20

(1) Field (3) on the importance of the subject and its usefulness to students got the highest appreciation from students, while its order in the answers of the seventeenth students, it was ranked sixteenth in the answers of the teachers.

(2) Field (15) of the subject related to other subjects was at least appreciated by students and teachers, as it was ranked thirty-fifth and averaged 4,027 in the student's answers, while it was ranked thirty-ninth and averaged 3,905 in the teachers' answers .

(3) It is noted that there are statistically significant differences among the estimates of students and the estimates of teachers in three fields in this area, teachers give more importance than students to the usefulness of the material for students, and the importance of the teacher to provide different views on the subject, while students give more attention than teachers to the need for the subject to be related to the events and circumstances surrounding the student.

Fourth - the field of presentation of the lesson: It is clear from Table (7) the following: (1) The highest estimate of students was field (16), which presents

the teacher material in a way that attracts the attention of students, as it was ranked fifth with an average of 4.518 and it also occupied the same order in the answers of teachers, but with an average of 4,670, as for field (4), which confirms that the teacher's explanation must be clear and easy to understand and follow, it was averaged 4, 455 and its seventh rank in student grades, while the same field received a higher rating by teachers, it was ranked fourth and averaged 4,694.

**Table (7) Students' Estimates for the Fourth Field Fields**

The second Value	Student Grades			sequencing sequencing sequencing
	Standard deviation	Order	Average	
3,414	0,489	7	4,455	4
0,139	0,126	37	4,004	10
2,213	0,710	5	4,518	16
2,260	0,650	15	4,364	21
0,188	0,740	12	4,395	26
1,187	0,749	8	4,414	30
0,046	0,743	19	4,314	34
0,631	0,730	22	4,300	36
0,219	1,021	30	4,173	37
0,033	0,711	28	4,250	39
1,464	0,697	9	4,405	40
2,795	0,676	25	4,264	41

- (2) The lowest estimate for students was for field (10) The teacher provides different views on the subject, as its ranking was in the thirty-seventh student estimate with an average of 4,004, while its rank in the teachers' estimate was thirty-fourth with an average of 3.988.
- (3) Students also agreed to give a low estimate to field 37, which is related to the need for the teacher to use a set of teaching aids, as it was ranked

thirtieth in the appreciation of students and teachers. It seems that students do not feel the importance of using teaching aids in improving the specifications of a good university classroom within the university classroom, as a field (39), which believes that the teacher should summarize the main points in the lesson, got similar estimates among students, where the order of the twenty-second field was an average of 4,250 for students. While it ranked twenty-sixth and averaged 4,247 among teachers. The estimates of students and professors were also close in the field (34) the teacher uses a lot of analogies and examples during the lecture, field (36) The teacher always explains the applications of the subject in scientific life. (3) One of the fields that received more attention among students than the attention of teachers field (40), is the teacher increases the motivation of students to study. The average score of this field was 4,405 and its rank was ninth in the students' grade, while it was ranked twenty-fifth among teachers with an average of 4,282.

It seems that students expect in the specifications of a good university class that the teacher will work to increase their motivation to learn the material they are studying.

- (4) It is noted that there are statistically significant differences among the answers of students in four fields in this area. Teachers more than students give more attention to the teacher's explanation is clear and easy to follow, the teacher presents the material in a way that attracts the attention of students, and that he presents the material in a way that raises the student's thinking, and the student has to bear a large part of the responsibility in the learning process.

Fifth: Application Field It is clear from Table 8 that:

**Table (8) Students' Estimates for the Fifth Field Fields**

Second value	Student Grades			sequencing
	Standard deviation	Order	Average	
0,319	0,152	14	4,377	5
0,122	0,109	41	3,918	11
1,500	1,013	40	3,923	17



0,422	1,071	42	3,836	22
3,500	0,646	16	4,350	27
3,011	0,822	25	4,264	31
1,240	0,582	21	4,305	35
1,928	0,890	31	4,150	38

(1) Students agreed to give low grades for three fields in this area, field (11) The teacher quickly returns exams and reports to students was ranked forty-one and averaged 3.918, while its rank was at the thirty-seventh teachers and its average was 3.906 and field (17) The teacher discusses students in grades and reports was ranked forty among students with an average of 3.923 As for field (22), which believes that the teacher has enough time to talk to students after the lesson, it ranked last among students.

(2) There were significant differences among the answers of students in only two fields of this area, students give importance to the need for the teacher to try to know the views of students in the material he is studying. And the method followed in the teaching field (27).

Sixth: The field of guidance and guidance: Table (9) shows the following: (1) Students care that the teacher assists. Necessary for the student in the subject, field (12), the average of the student's answers to this field was 4,404 and its eleventh rank,

**Table (9) Estimates of students and teachers for the fields of the sixth field**

T Value	Student Grades			sequen cing
	Standa rd deviati on	Order	Average	
3,596	0,597	39	3,973	6
1,250	0,332	11	4,404	12
1,636	0,939	36	4,009	23
2,710	0,944	29	4,177	42

(2) the average of the student's answers to this field was 3,973 and ranked thirty-ninth, while the average answers of teachers for the same field was 4,329 and ranked twentieth. It is also noted that the difference among the scores of the groups is statistically D.

(3) It is noted that there is a statistically significant difference among the answers of students in the field (42), which keen to develop relations among students within the classroom, as the average score of students was 4.177 and their ranking for this field was twenty-ninth.

### **Discussion of the results and their applications:**

(1) It is clear from the previous results that the characteristics of the climate of quality education can be grouped into the following groups: A - Teaching is characterized by dynamism, energy and enthusiasm for the subject, and one cares about his students and treats them well, and his voice is clear and everyone hears it easily. B - The teacher is characterized by his abundant knowledge of the subject of his specialization, and his ability to prepare his lectures and organize them in a good way. C - Courses must be general and useful to students and contribute to achieving their goals D - The teacher is characterized by the fact that his explanation is clear and easy to follow and that he presents the study material in a way that attracts the attention of students.

(2) There is great agreement among students on the one hand and teachers on the other hand on their perception of the characteristics of the characteristics of a good university class, and therefore the students' estimates must always be taken into account when evaluating teaching or evaluating teachers.

(3) The estimates of the students and the differences among them were significant in some fields. Teachers are more careful than the students that the study material is of interest to students and suitable for them Field (9) and that the materials of the book or binding are prepared in a good way Field (14) and that the references are available and in sufficient quantities for students Field (19) That is, the teachers are keen to provide everything that helps to create an academic and academic atmosphere for students. The teachers also give more importance to the student to bear part of his responsibility in learning and maybe the student's feeling that he is not able to bear this responsibility significantly and that the teachers have to facilitate the student learning process through good explanation and preparation of the present in a good way. The importance of the student bearing part of his responsibility in learning is referred to by many

educators and therefore must be instilled in students from a young age so that they get used to relying on themselves during the learning process. Also, teachers are more interested than students in the need for direct educational and academic guidance in the various aspects of study, and field (6) so that the student is prepared for the specifications of the appropriate good university class.

(4) It is noted that the students estimate in some fields, that expect a good teacher to provide them with opportunities to ask and that he answers, all their questions, field (30) and they see that a good teacher should work on their excitement for the subject and increase their motivation towards learning field (40). They are also more interested in the teacher returning to the students from time to time to get to know their opinions on the subject and in the teaching style field (27) 'These answers confirm the need for a good teacher to pay attention to the feedback from students and work to provide this nutrition in different ways to help increase the effectiveness of the specifications of a good university class within the classroom. Also, students refer more than teachers to the need to provide a kind of academic assistance in the subject for students who need it field (12), there is no doubt that in each class a group of middle and weak students need a kind of academic assistance to increase their ability to obtain the subject better, the specifications of a good university class in the opinion of students is the one that provides study assistance to the student when he feels the need for it.

#### Recommendations:

- (1) The results of this study can be used as a starting point by the teachers individually, or by the members of the same department in the college to determine the specifications of a good university class and use it as a guide when teaching, this study can be repeated under the reality of the department or college to determine the standards that contribute to improving the specifications of the good university class within the university classroom.
- (2) The results of this study can be used in the preparation of lists or measures for the purpose of evaluating teachers, and this evaluation can be done by the students themselves, by people trained in this work, or by the teachers themselves (self-evaluation.) (The lists or metrics used by all

these people should be similar so that they can be compared and know the different points of view in them .

- (3) Teachers can use the previous characteristics or other characteristics at the beginning of teaching the subject or a particular course, as a basis for determining what students expect from the specifications of a good university class within the classroom, and such a method helps the teacher to adapt his method and style of teaching without being subjected to apparent criticism by students, teachers or administrators. The clarity of such characteristics or standards in front of students may help them change their style of learning to meet the requirements of a good educational climate in the classroom.
- (4) The use of students' opinions and expectations about the specifications of a good university class can provide information to the department or college about the areas in which the strengths or weaknesses of the teacher at the university level emerge, and can also give guidance to propose new programs or courses, as well as provide information and data to evaluate the new programs that could be applied.
- (5) Meetings can be organized among students and teachers to discuss the specific responsibilities of each of the parties, and can - through these discussions - clarify the meaning of the characteristics and standards that contribute to the specifications of a good university class, through evaluation of the effectiveness of teaching at the university level meetings - also - reach a method agreed upon by students and teachers to evaluate the effectiveness of teaching at the university level.

### **Propositions:**

1. Conducting a study on the measures for evaluating Iraqi educational environments.
2. Conducting a similar study to judge the level of classroom environments in Iraqi universities in other governorates.

Appendix (1) Students' opinions on the specifications of a good university class in university education Dear student, the quality of education at the university depends largely on the specifications of a good university class within the classroom. A good university grade specification refers to the different conditions that must be met within the class and affect the student's learning.

Many factors contribute to making the specifications of a good university class effective and achieving the general goals of university education. Perhaps the most prominent of these factors and the most important in the educational process is the university professor. The personality of the professor, the educational material he provides, his way of presenting the material and his relations with students contribute greatly to influencing the specifications of a good university class within the classroom.

This poll tries to find out your opinion on some aspects that affect the characteristics of a good university class. You are required to put a mark in front of each paragraph in the appropriate column, if the paragraph contributes very much to creating the specifications of a good university class, put a √ mark in front of column (1). If the paragraph only contributes to creating the specifications of a good university class, put a √ mark in front of column (2). If the paragraph does not have a positive or negative impact on the specifications of the good university class within the class, put a √ mark in front of column (3).

If the paragraph only reduces the specifications of a good university grade within the class, place a √ mark in front of column (4). If the paragraph is very low on the specifications of a good university grade in the class, place a √ mark in front of column (5). We hope very much that you will contribute to expressing your opinion openly and objectively in each paragraph of the referendum.

### The extent to which the paragraph contributes to the specifications of a good university grade

Paragraph	Very reduce the good climate	Reduces a good climate	It has no positive effect	Contribute	Contribute very much
-1 The teacher is dynamic and energetic					
-2 The teacher prepares his lectures in a good way					
-3 The course material is important and useful for students					
-4 The teacher's explanation is clear and easy to understand					
-5 The teacher tries to check how well students follow him.					

-6The teacher guides the student and guides him in the academic aspects					
-7The teacher is excited about the subject he is studying					
-8The teacher has a lot of knowledge in his field of specialization					
-9The subject is suitable for the level of the students					
-10The teacher offers different perspectives on the subject he is studying					
-11The teacher returns exams and reports to students quickly					
-12The teacher provides the necessary assistance to the student in the course					
-17The teacher discusses the students in grades and reports					
-18The teacher is emotionally balanced					
-19References are available and in sufficient quantities to facilitate the student to obtain them					
-20The course is related to the events and circumstances surrounding the student					
-21The course is related to the events and circumstances surrounding the student					
-22The teacher has enough time to talk to the students after the lesson					
-23The teacher guides the student and guides him in the problems he faces					
-24The teacher has a sense of humour					
-25There is coordination among lectures and laboratory study					
-26The teacher is keen to allow students to ask questions					

-27The teacher tries to find out the opinions of the students about the duration he is studying and the method he follows in teaching					
-28The teacher creates an atmosphere in the classroom characterized by friendship for the students					
-29The teacher's goals are specific and clear for both the teacher and the students					
-30The teacher is keen to answer all students' questions					
-31The grades given by the school are fair					
-32The teacher speaks in a clear voice and is easily heard					
-33Classes and laboratories are well prepared for study					
-34The teacher uses a lot of analogies and examples during the lecture					
-35Exams conducted by the teacher are appropriate and reasonable					
-36The teacher always explains the applications of the subject in scientific life					
-37The teacher uses a range of different teaching aids.					
-38The teacher helps each student to see how well they are progressing in the course					
-39The teacher summarizes in an ongoing manner the main points of the lesson					
-40The teacher increases students' motivation to study					
-41The student bears a large part of his responsibility towards education					
-42 The teacher is keen to develop relationships among students in the classroom					



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