Evaluating the Contemporary Kurdish Reading Curriculum for Fourth Class Students in the Light of Total Quality Standards

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Abstract

Evaluating the contemporary Kurdish reading curriculum for fourth class middle school students in the light of total quality standards is the key aim of the current research. The researcher adopted the descriptive approach by including 927 male and female Kurdish language teachers in middle schools as the research community. The research sample included (131) teachers and schools distributed over the six districts of Baghdad governorate. The research tool consisted of a list of quality standards that included (173) items. After extracting validity, stability, and discriminatory power, it was applied to the research sample. The researcher concluded that the modern Kurdish reading curriculum for the fourth class of middle school is characterized by total quality in varying proportions. The modern Kurdish reading curriculum focused on the cognitive aspect and neglected other aspects. The weakness of the materials presented to students and the failure to observe the controls of the conditions of the modern curriculum, which is concerned with total quality standards.

Keywords: (evaluation, curriculum, modern Kurdish reading, total quality).

Research problem:

Rapid development and revolution of communication and technology in the world are the key characteristics of the present time, which became a duty of every nation that wants to preserve for itself a prominent position among nations. To keep pace with this development, including the development of the textbook, and to follow up on all that is new and useful for the educational system in particular and society in general, and by meeting the requirements of students' growth and needs, solving their problems, and achieving their aspirations for progress and prosperity. Therefore, being a teacher of this subject, the researcher noticed that there are

difficulties in the modern Kurdish reading curriculum book among students and teachers of the subject. It is necessary to evaluate the book and know the weaknesses and strengths and rise to the level of educational goals. The curriculum is an educational tool, as it represents the cornerstone of the educational process in all its dimensions, and the tool from which education derives its strength and is based on in achieving its goals. Therefore, the curriculum was considered the backbone of the educational process. When one of the educators was asked about the future of a nation, he said: "Put its curricula in front of me in the study, and I will inform you of its future." (Al-Tamimi, 2009: 5)

Many Arab countries suffer from chronic and complex problems with regard to school curricula, and their lack of keeping pace with developments in all fields. Including total quality in higher education is at the forefront of these developments. It has become an urgent necessity dictated by the movement of contemporary life, and many studies have proven its effectiveness in the educational process, including: a study (Diab, 2006) and a study (Khalifa and Shiblaq 2007). These studies dealt with total quality in higher education in the Arab world. The results of many previous studies in the field of teaching the Kurdish language have revealed the weakness of this book (Al-Bayati, 1995: 2) (Ahmed, 1997: 22). In addition, the researcher has visited most of the schools in the province of Baghdad, and surveyed the opinions of Kurdish language male and female teachers, and confirmed that there is a problem in the Kurdish language curriculum for students of the fourth year of middle school. These are the reasons that prompted the researcher to know this problem and take the necessary measures to address the weaknesses and shortcomings in the modern Kurdish reading curriculum to be taught to fourth-grade students. The problem of the current research can be summarized in the following question:

- To what extent are the total quality standards available in the modern Kurdish reading curriculum for fourth year middle school students?

Research importance:

1. The importance of the modern Kurdish reading curriculum and its impact on raising the awareness of the generation and developing the student's personality in all its aspects, where they have the minimum mental and cognitive perceptions of the vocabulary of the Kurdish language.

2. The importance of the textbook as one of the intertwined elements in the educational process and the link between the two ends of the educational process and the center of interaction between the teacher and the learner. It includes the content of learning and the educational experiences it carries, planned to help students achieve the desired educational outcomes in line with the students' capabilities and abilities.

3. The importance of evaluation because it aims to improve and develop the curriculum through knowledge of strengths and weaknesses and knowledge of the obstacles and difficulties facing

the process of its implementation. It is an essential part of the educational process, and it cannot be dispensed with. Through evaluation, it is possible to know the extent of progress towards achieving the goals, and in light of its results, the necessary steps to improve the educational process can be identified.

4. Evaluation contributes to developing and improving modern curricula and then developing and improving them in the educational process. Therefore, it is an essential part of the educational process itself, because without conducting evaluation, it is not possible to know the extent to which the educational process has achieved and the appropriateness of the programs used in it, and therefore no solutions are proposed to overcome weaknesses that may hinder the achievement of objectives.

Research Objective: The current research aims to evaluate the modern Kurdish reading curriculum for fourth-grade students of middle school in the light of total quality standards.

Research limits: The current research is limited to:

- Modern Kurdish reading curriculum for fourth year middle school students for the academic year (2020-2021).

- Kurdish language male and female teachers in middle school day schools in Baghdad governorate for the academic year (2020-2021).

Total quality standards.

Define terms:

Evaluation is defined by (Al-Dulaimi and Souad) "as a process of knowing the symbols and their correct pronunciation, i.e. the visual response to what is written, then pronunciation, i.e. converting printed symbols into meaningful sounds, then understanding, i.e. translating the perceived symbols and giving them the appropriate meanings. These meanings are in fact in the mind of the reader not in the symbol itself. (Al-Dulaimi and Al-Waeli, 2005: 105)

Procedural definition of reading:

The reading topics were attested in the contemporary Kurdish reading book, which is to be taught to fourth-grade middle school students in Iraq for the academic year 2020-2021.

Total quality standards: defined by (Attia) "as the ability to achieve the requirements of the masses in a manner that matches their expectations and achieves their complete satisfaction with the service provided to them." (Attia, 2008: 21)

Procedural definition:

"These are the standards that must be achieved in the contemporary Kurdish reading curriculum by issuing a judgment on the quality of the curriculum." The preparatory stage is defined by the Ministry of Education as "the third stage of study in which the study period is three years, and is the basis for the transition to the university stage, and education in it is unified and general for all, and enables students to acquire basic knowledge tools, the foundations of culture and sound citizenship." (Ministry of Education, 2012: 9)

Evaluation:

One of the principal reasons for the evaluation process is that it has become more important than before. The theory of formal taming in the field of education is that theory based on the psychology of well-known faculties, in which evaluation was limited and easy (Aqil, 1971: 97). The evaluation process has become at the heart of educational work, and it is not merely concerned with the product of this work, but it is concerned with the quality of teaching as much as it is concerned with the quality of learning, the quality of educational situations, school organizations and available capabilities. All this is in order for learning to take place in accordance with the specific objectives of the curriculum and the measures taken to modify the course of the educational effort determined by those concerned with the educational process. It is not done spontaneously or randomly, but rather depends on honest evidence obtained from several sources (Al-Laqani, 1989: 281).

Total quality

The universality of total quality and its success in institutions in which it was applied because it is a feature of the modern era and because it is comprehensive and focuses on prevention rather than treatment and enhances the building of human relations and reduces routine and reduces effort, time and cost. Noting that reducing material, educational and administrative waste achieve greater benefit than total quality costs, as well as that it can be applied in our educational and educational institution, which leads to obtaining scientifically qualified students who contribute to national development and keep pace with knowledge and scientific progress. It also contributes to discovering and refining talents and searching for the latest learning methods, which prompted the researcher to conduct her studies in accordance with total quality standards.

Objectives of total quality in education:

Total quality is a system that integrates and interacts with the rest of the systems in the production institution in order to develop and quality products or services while achieving a reduction in the costs of services provided to the consumer. The most important objectives of quality in education are the following:

- Providing education services to learners in the best way in line with their needs and inclinations.
- Improving the performance of the educational institution at a low cost, with high efficiency and in an appropriate time.
- Improving the method of providing services to students to bring the educational institution to the highest levels of excellence in accordance with internationally recognized standards.
- Identifying and analyzing educational problems and finding appropriate solutions to them.
- Take the necessary precautionary measures to avoid mistakes. (Al-Salami, 42:2002).

The researcher believes that the main objective of the application of total quality in educational institutions is to obtain the appropriate outputs for the economics of the labor market. This requires doing business in a good way from the beginning and trying to reduce the negatives, by creating an environment that supports continuous development, review of plans and continuous evaluation.

Previous studies:

Researcher's name & Year	Study Title	Tool	Sample & study	Objective	Statistical mean	Results

1- Hasan's study (1994	Evaluating the Kurdish language book for the fourth professional grade from the point of view of the subject teachers and students	Two questionnaires, one for teachers and the other for students	(120) - teachers and schools (1000) - male and female students Kurdish language books for the fourth professional grade	The study aims to reveal the degree of suitability of the Kurdish language book for the fourth professional grade	Pearson's - correlation coefficient Arithmetic mean - Percentage standard - deviation	The degree of suitability of the Kurdish language book from the teachers' point of view reached (65.38%) and from the students' point of view .((70.16%
2- Al-Zadjali's study (1995)	Evaluation of the Kurdish language book for the secondary stage from the point of view of teachers and students	Two questionnaires, one for teachers and another for students	male (70) - and female teachers (542) - male and female students	It aims to evaluate the Kurdish language book for the secondary stage from the point of view of teachers and .students	Pearson's - correlation coefficient Arithmetic mean - Percentage standard - deviation	The Kurdish language book for the first secondary grade got an average of (64.38) from the teachers' point of view, and (66.97) from the students' point of .view

Research Methodology and Procedures

First: Research Methodology:

The study adopted the descriptive approach to evaluate the contemporary Kurdish reading curriculum for fourth-class preparatory students in the light of total quality standards, and to describe it as it should be with accuracy and quality.

Second: Research Procedures:

The selection process included the following:

1- Research community:

The current research community included male and female Kurdish language teachers in middle and high schools who are studying the Kurdish language for the academic year (2020-2021). In order to determine the study population, the researcher visited the General Directorates of Education in the province of Baghdad, the Department of Educational Planning, affiliated with six directorates. The visit was carried out through a letter to facilitate the task. Table (1) shows that the number of secondary and middle schools reached (927) schools, and the number of male and female Kurdish language teachers reached (601) male and female teachers. Table 2 illustrates this.

2- Research sample:

The researcher specified the total research community of male and female Kurdish language teachers for the first intermediate grade, who numbered (601) male and female teachers. The researcher chose 20% of the total number as the research sample. The total sample was (131) teachers, distributed over the six districts of Baghdad governorate. Table 3 illustrates this.

3- Research tool (List of Standards):

It is a tool by which the researcher collects his information to be able to solve his research problem, and it is one of the factors on which the accuracy of the results in any research depends (Al-Duwaidi, 2002: 305). To prepare the research tool, the researcher followed the following steps:

1- Examining a group of sources and literature that dealt with total quality standards.
2- Reviewing studies that dealt with total quality standards, such as Kashash's study (2011), Brick's study (2012), and the study by Halous and et al. (2015)

The search tool consisted of a list of quality standards, which consisted of (173) items that included the criteria and indicators of each element in seven areas: (objectives, content, teaching

methods, accompanying activities, evaluation, preparation and authorship, the language of the book and its output.

4- The investigative application of the tool:

The researcher applied her tool to the pilot study sample of (100) male and female teachers of the Kurdish language to analyze its paragraphs and the strength of their discrimination and extract their stability.

5- Discriminatory power of tool items:

In light of the total score obtained by each member of the sample from the 100 forms, the following was carried out:

1. The forms are arranged in descending order from highest to lowest.

2. (27%) of the forms with the highest scores were chosen to represent the higher group, and (27%) of the forms with the lowest scores were chosen to represent the lowest group.

3. The t-test was used to find out the differences between the arithmetic means for the scores of the upper and lower groups and for each of the items.

4. Accordingly, each item showed statistically significant differences between teachers' answers of from the upper and lower groups, and at the level of significance (0.05), the researcher considered them as distinct items.

7- Tool Stability:

   The researcher relied on the test-re-test method to measure the stability of the study tool, and it was applied to a random sample of (100) teachers and schools with a percentage of (24.90%). The time interval between the first application of the questionnaire and its second application was three weeks, and to calculate the tool's stability coefficient, the researcher used the Pearson correlation coefficient. The correlation coefficient appeared for the stability of the fields of the questionnaire, its criteria and indicators, as the correlation coefficient was (0.88). This percentage is good and appropriate when compared to the general balance for evaluating the correlation coefficient (Abu Zina, 2002: 231).

8- Application of the tool:

The researcher applied his research tool represented in the questionnaire in its final form in the time period from 12/2/2020 to 5/3/2021 on the main sample included in the study. The researcher interviewed the sample members and explained to them the objectives of the survey, and the method of answering the questionnaire's items, and the questions and inquiries of the sample members were answered, without affecting their motivation in answering so that the researcher

would not have an influential opinion on the survey that makes him biased in his favour. The answers were transmitted in special forms prepared for this purpose.

Correcting the study tool:

To obtain the score of each individual who answered the tool, his answer scores for all items of the tool were collected. In this way, all the sample forms were corrected, as follows: The researcher gave the first alternative (extremely verified) five marks, the second alternative (highly verified) four marks, the third alternative (half verified) three marks, the fourth alternative (lowly achieved) two marks, and the fifth alternative (not verified) one .

Third: Statistical means:

The researcher used the statistical package SPSS.

Results presentation and interpretation

In this chapter, the researcher deals with a presentation of the research results and their analysis according to what was stated in the responses of the members of the current research sample from male and female teachers of the Kurdish language, in order to give a clear and comprehensive picture of the results.

Presenting results:

The researcher calculated the weighted means and their percentage weights for the curriculum domains.

First: Areas of curriculum

The overall weighted mean was (24.8), and the total percentage weight was (99.96%). The domains were arranged in descending order of their weighted mean and weight percentile. The field (the language of the book & editing) came first, with (4.72) a weighted mean, and (19.03%) a weight percentage, noting that it is higher than the cutoff point (3), so it is characterized by quality. This may be due to the authors' understanding that the language of the book has a major role in conveying the material to the students' minds.

The field of (curriculum goals) ranked second with (4.34) weighted mean and a percentage weight (17.5%), which is also characterized by quality. Because it is above the cutoff point (3), this may be due to the fact that the goals of the curriculum represent the objectives envisaged by it. Teaching Methods ranked third domain with (3.97) weighted mean, and a weight percentage (16.00%), and it is also characterized by quality. This may be attributed to the use of more than one teaching method. As for the fourth domain in rank, it was the domain (curriculum content) with (3.69) weighted mean, and a weight percentage (14.87%), and it is characterized by quality. This may be attributed to the diversity in curriculum topics. As for the fifth domain in rank, it

was the evaluation domain with (2.89) weighted mean, and a weight percentage of (11.65%). This is less than the cutoff point. So it is not verified due to the lack of evaluation methods. The sixth domain, it was the domain (preparation and editing) with (2.74) weighted mean, and a weight percentile (11.04%). This is less than the cut-off point which is not verified because of the lack of commitment by the authoring committee to the specifications of a good book. Regarding the seventh domain, it was the accompanying activities domain with (2.45) weighted mean and a weight percentile (9.87%), and this is less than the cut-off point. So it is not verified due to lack of understanding of the importance and effectiveness of accompanying activities in the classroom.

Second: Curriculum Standards:

The researcher arranged the curriculum standards, regardless of the fields in descending order, according to their weighted means and their percentage weights. The total weighted means of the criteria was (78.36), and the total percentage weights were (95.65%). It appears in the above table that the criterion (suitability of the book size in terms of: page length, width, number of pages, and the availability of the two elements of attraction) ranked first with (4.17) weighted mean, and a weight percentile (5.32%). This means that this criterion is fulfilled which may be attributed to the attention to artistic matters through beautiful production, colors, and printing. The criterion (translation of the content of the modern Kurdish reading curriculum for the goals of the curriculum) ranked second, with a weighted mean (4.15), and a weight percentage of (5.29%). This criterion is fulfilled due to the fact that it achieved the goals for which it was set. Concerning the criterion (appropriateness of the language of the book to the level of students in terms of vocabulary, structures, integration and coherence of the book), it ranked third, with (4.13) weighted mean, and a weight percentage of (5.27%). This criterion is achieved due to the consideration of individual differences and the varying mental levels of students. With regard to the criterion (the appropriateness of teaching methods for the comprehensive assessment of the learner) it ranked fourth, with a weighted mean of (4.10), and a percentage weight of (5.23%). This criterion is achieved due to the strong relationship between teaching methods and the comprehensive assessment of the learner.

The criterion (the curriculum preparation is characterized by integration) ranked fifth with a weighted mean (4.09), and a percentage weight (5.21%). This criterion is achieved which may be attributed to the accumulation of experience of many specialists, and others, which led to the completion of the curriculum preparation. The criterion (activities provide a learning environment conducive to achieving active learning) ranked sixth, with a weighted mean (4.06), and a percentage weight (5.18%). This criterion is achieved due to the care of the activities, which provide those activities a suitable environment for learning. The criterion (achieving the content of the modern Kurdish reading curriculum, the unity and integration of knowledge), ranked eighth, with (4.02) weighted mean, and a percentage weight of (5.13%). This criterion is achieved due to the fact that the modern Kurdish reading curriculum is based on the unity of

knowledge that allows integration between the fields of knowledge. The criterion (appropriateness and integration of the goals of the modern Kurdish reading curriculum for learners) ranked eleventh, with a weighted mean of (3.06), and a percentage weight of (3.90%). This criterion is achieved due to taking into account individual differences.

The criterion (the content of the modern Kurdish reading curriculum correlates with the personal and societal dimensions in the lives of the learners) ranked sixteenth with a weighted mean of 2.37 and a percentage weight of 3.02%. This criterion is not achieved and is less than the cutoff point (3), which may be due to the fact that the subjects of the curriculum are not related to the lives of learners, and that the content does not reflect the customs and traditions of the community. The criterion (diversity of teaching methods and their suitability for the goals of the curriculum) ranked seventeenth with a weighted mean of 2.35 and a percentage weight of 2.99%. This criterion is not achieved and is less than the cutoff point (3), which may be due to the lack of consideration for teaching methods and their diversity. The criterion (Using Teaching Methods for Advanced Technology) ranked eighteenth with a weighted mean of (2.33), and a weight of percentage (2.97%). This criterion is not achieved and is less than the cut-off point (3), which may be due to the lack of keeping pace with the teaching methods of technological development. The criterion (teaching methods provide an enabling environment to achieve effective learning with unity of knowledge and centered around the learner), ranked nineteenth with a weighted mean of (2.30), and a percentage weight of (2.93%). This criterion is not achieved, and is less than the cut-off point (3). This may be due to the fact that the activities in the curricula do not provide opportunities for the learner to self-manage in the educational situation, and do not provide opportunities to interact with the environment. The criterion (correlation of evaluation methods with goals, their relevance and adequacy in measuring students' abilities), ranked twenty with (2.28) weighted mean, and a weight percentage of (2.90%). This criterion is not achieved, and is less than the cutoff point (3), which may be due to the lack of assessment methods that do not measure students' mental abilities. The criterion "consistency of activities with the goals and content of the curriculum", ranked twenty-first, with a weighted mean of 2.26, and a weight percentage of (2.88%). This criterion is not achieved and is less than the cutoff point (3), which may be due to the lack of consideration for the goals of the curriculum with its cognitive, skill, and emotional dimensions.

Third: Indications

The researcher illustrated only the unrealized indicators, which were (111) items, their weighted means ranged between (2.99) and (1.01). Its percentage weights ranged between (0.73%) and (0.24%), and it constitutes a percentage (68%) of the total number of (163) items. The researcher explains all the unrealized items. The item (134) (in the field of preparation and composition), which states: (it is characterized by relative stability) ranked (1) and is the first in the unrealized items with a rank and a weighted mean of (2.99), and a weight percentage (0.73%). This is due to the fact that the curriculum was not characterized by stability. The item

(145) (in the field of the language of the book and its output), which states: (taking into account the principle of integration and interdependence) ranked (2) in the unrealized items with (2.98) weighted mean, and a percentage weight of (0.73). This may be due to the fact that the modern Kurdish reading curriculum is based mainly on the theory of branches, as each branch is studied separately. The item (97) (in the field of activities), which states: (Helping it to develop multiple intelligences) ranked (3) in the unrealized items with a weighted mean of (2.97), and a percentage weight (0.73). This may be attributed to the weakness of information with multiple intelligences and their types.

The item (36) (in the field of content), which states: (Helping the learner to acquire thinking skills) ranked (4) in the unrealized items with a weighted mean of (2.95), and a weight percentage (0.72%). This may be attributed to lack of awareness and sufficient knowledge of thinking skills. The item (18) (in the field of goals) which states: (taking into account the balance between the needs of the individual and the needs of society) ranked (6) in the unrealized items with a weighted mean of (2.90) and a percentage weight of (0.71%). This may be due to the lack of balance between the needs of individuals and the needs of their society. The item (86) (in the field of methods) which states: (The use of various methods and sources to evaluate learners) ranked (7) in the unrealized items with a weighted mean of (2.89), and a percentage weight of (0.71%). This may be due to the lack of use or diversification of modern evaluation methods. The item (6) (in the field of goals), which states: (encouraging learning throughout life) ranked (8) in the unrealized items, with a weighted mean of (2.87), and a weight percentage (0.70%). This may be due to the lack of consideration of the learners' multiple needs.

The item (66) (in the field of methods) which states: (Helping the learner to self-evaluation) ranked (9) in the unverified items with a weighted mean of (2.85), and a percentage weight (0.70%). This may be attributed to the lack of interest in modern teaching methods. The item (28) (in the field of goals), which states: (taking into account the human resources necessary to achieve them) ranked (10) in the unattained items with a weighted mean of (2.84), and a percentage weight of (0.70%). This may be due to the lack of knowledge of the needs of the target group. The item (79) (in the field of methods), which states: (to provide the opportunity for learners to learn according to their abilities) ranked (11) in the unrealized items, with a weighted mean of (2.82), and a percentage weight of (0.69%). This may be due to the lack of focus on the learners' needs and abilities during the presentation of the lesson. The item (121) (in the field of evaluation), which states: (its relation to goals) ranked (12) in the unrealized items, with a weighted mean of (2.80), and a percentage weight of (0.69%). This may be due to the curriculum lacks evaluation methods. The item (10) (in the field of goals), which states: (meeting the actual needs and interests of learners) ranked (14) in the unattained items, with a weighted mean of (2.76), and a percentage weight of (0.68%). This may be due to the fact that the goals did not meet the actual needs of the learners when they were formulated.

The item (99) (in the field of activities), which reads: (their multiplicity to meet the learner's interests, abilities and needs) ranked (15) in the unrealized items with a weighted mean of (2.74), and a percentage weight of (0.67%). This may be due to their lack of time and lack of interest in activities and underestimating their importance. The item (90) (in the field of methods), which states: (involving them in the development of self-evaluation skills for learners) ranked (17) in the unrealized items with a weighted mean of (2.71) and a weight percentage (0.67%). This may be due to the large number of students, and the lack of interest in teaching methods. The item (16) (in the field of goals), which states: (taking into account the balance between the preparation of the teaching for the present and the future) ranked (18) in the unrealized items with a weighted mean of (2.69), and a percentage weight (0.66%). This may be attributed to the problems that the country is experiencing. The item (9) (in the field of methods), which states: (its help the learner to use multiple sources of knowledge and advanced technology) ranked (19) in the unrealized items, with a weighted mean of (2.68), and a percentage weight of (0.66%). This may be attributed to the lack of availability of modern sources of knowledge.

The item (125) (in the field of evaluation), which states: (Involving it with the content of the questions by reviewing external sources) ranked (20) in the unverified items with a weighted mean of (2.66), and a percentage weight of (0.66%). This may be attributed to the large number of lessons per day.

The item (114) (in the field of activities), which states: (its keenness on the participation of multiple parties in evaluating the learner) ranked (21) in the unrealized items with a weighted mean of (2.64), and a percentage weight of (0.65%). This may be due to the heavy burden of the teacher and the short time of the lesson. The item (159) (in the field of the language of the book), which states: (included by a directed introduction (for the teacher and the student) ranked (22) in the unrealized items with a weighted mean of (2.62), and a percentage weight (0.65%). This may be due to the fact that the book was written by a committee that is not specialized in building school curricula. The item (44) (in the field of content), which states: (its integration) ranked (23) in the unrealized items, with a weighted mean of (2.60), and a percentage weight of (0.64%). This may be attributed to the divergence of times and lack of coherence and integration. The item (119) (in the field of evaluation), which states: (the curriculum standards are related to each other), ranked (25) in the unrealized items, with a weighted mean of (2.56), and a percentage weight of (0.63%). This may be because the standards are not related to these changing circumstances. The item (120) (in the field of evaluation), which states: (the curriculum standards are affected by each other) ranked (26) in the unrealized items, with a weighted mean of (2.54), and a percentage weight (0.62%). This may be due to the non-correlation of curriculum standards with each other.

The item (117) (in the field of evaluation), which states: (the availability of criteria for each element of the curriculum) ranked (27) in the unrealized items, with a weighted mean of

(2.53), and a percentage weight (0.62%). This may be attributed to the lack of interest in evaluation methods and methods. The item (76) (in the field of methods) which states: (its diversity between direct and indirect experiences) ranked (28) in the unrealized items with a weighted mean of (2.50), and a percentage weight of (0.61%). This may be due to the lack of connection to the curriculum with the students' reality. The item (78) (in the field of methods), which states: (its relevance to the educational situation) ranked (29) in the unrealized items, with a weighted mean of (2.48), and a percentage weight of (0.61%). This may be due to the unfamiliarity of the majority of teachers with effective methods. The item (108) (in the field of activities), which states: (helping the learner to be the focus of the educational process) ranked (30) in the unrealized items with a weighted mean of (2.46), and a percentage weight of (0.60%). This may be due to the lack of interest in activities that, if used well, would raise the student's interest and motivate him to question. The item (62) (in the field of methods) which states: (Providing a learning environment that determines the controls of learners' behavior in the classroom) ranked (31) in the unrealized items with a weighted mean of (2.44), and a percentage weight of (0.60 %). This may be attributed to poor class management and lack of class interaction. The item (4) (in the field of goals), which states: (its ability to support the concept of democracy) ranked (32) in the unrealized items, with a weighted mean of (2.43), and a percentage weight of (0.60%). This may be due to the fact that the concept of democracy is a new concept and the lack of knowledge of the authors of the curriculum. The item (77) (in the field of methods), which states: (Providing a conducive learning environment) ranked (33) in the unrealized items, with a weighted mean of (2.41), and a percentage weight of (0.59%). This may be attributed to the lack of knowledge of modern methods and its reliance on the method of delivery and lecture. The item (85) (in the field of methods), which reads: (Developing them using knowledge and technology sources for self-learning skills and computer use) ranked (34) in the unrealized items with a weighted mean of (2.40), and a percentage weight of (0, 59%). This may be due to the fact that modern sources of knowledge are few in the world. The item (15) (in the field of goals), which states: (achieving integration between the different subjects) ranked (35) in the unattained items with a weighted mean of (2.38), and a weight percentage (0.58%). This may be due to the lack of consideration of the characteristics of the subjects, and the lack of correlation between the subjects. The item (45) (in the field of content), which states: (focusing on the unity of knowledge) ranked (36) in the unrealized items, with a weighted mean of (2.36), and a percentage weight (0.58%). This may be because modern thinking skills are not included.

The item (17) (in the field of goals), which states: (taking into account the balance between the components of knowledge, skill and conscience) ranked (37) in the unrealized items with a weighted mean of (2.34), and a percentage weight (0.57%). This may be due to the neglect of aspects of expertise or professional weakness of the setters of the goals. The item (59) (in the field of methods), which states: (Providing a safe environment for all learners in which justice, respect and reinforcement) prevails, ranked (38) in the unrealized items with a weighted

mean of (2.32), and a percentage weight of (0.57%). This may be due to the teachers' lack of experience with modern teaching methods. The item (81) (in the field of methods), which states: (helping it develop independent learning skills) ranked (39) in the unrealized items, with a weighted mean of (2.30), and a percentage weight (0.56%). This may be attributed to the lack of knowledge of the types of teaching methods. The item (68) (in the field of methods) which states: (Helping the learner to self-manage the educational situation) ranked (40) in the unrealized items with a weighted mean of (2.29), and a weight percentage (0.56%). This may be attributed to poor preparation of the learner properly. The item (61) (in the field of methods) which states: (Providing a learning environment that helps to provide diverse and appropriate learning resources for all learners) ranked (41) in the unrealized items with a weighted mean of (2.27), and a weight percentile (0 ,56%). This effect may be attributed to the large number of students, which causes the lack of a suitable environment for the learner. The item (88) (in the field of methods) which states: (its support for the authentic and realistic evaluation) ranked (42), in the unrealized items with a weighted mean of (2.25), and a percentage weight (0.55%). This may be attributed to the weakness of teachers with this type of assessment. The item (123) (in the field of evaluation), which states: (its ability to measure mental abilities and thinking) ranked (43), in the unrealized items with a weighted mean of (2.23), and a weight percentile (0.55%). This may be due to neglect of other aspects or abilities such as thinking and others. The item (118) (in the field of evaluation), which states: (the indicators cover each of the curriculum standards) ranked (44) in the unrealized items with a weighted mean of (2.21), and a percentage weight of (0.54%). This may be due to the fact that the indicators do not cover every criterion of the curriculum. The item (34) (in the field of content) which states: (consistency with emotional and skill goals) ranked (45) in the unrealized items with a weighted mean of (2.19) and a weight percentage (0.54%). This is due to the neglect of the emotional side and the psychomotor side.

The item (92) (in the field of activities), which states: (taking into account the objectives of the curriculum in its three dimensions: cognitive, skill, and emotional) ranked (47) in the unrealized items with a weighted mean of (2.15), and a weight percentile (0) 53%). This may be attributed to focusing on the cognitive dimensions and neglecting the emotional and skill dimensions. The item (46) (in the field of content), which states: (taking into account the sequence of topics in different grades) ranked (48) in the unrealized items with a weighted mean of (2.14), and a percentage weight (0.52%). This may be due to the lack of coordination and spacing between the books of the class. The item (82) (in the field of methods), which states: (their integration of knowledge and technology sources) ranked (52) in the unrealized items with a weighted mean of (2.07), and a percentage weight of (0.51%). This may be attributed to the lack of availability of technological knowledge sources. The item (138) (in the field of preparation and authorship), which reads: (making the student able to plan and organize the teaching-learning process) ranked (56) in the unrealized items with a weighted mean of (2.01), and a percentage weight of (0.49). %). This may be attributed to the inability to plan the educational process. The item (130) (in the field of evaluation), which states: (Laying out a

number of executive regulations and plans for the implemented curriculum) ranked (61) in the unrealized items with a weighted mean of (1.92), and a percentage weight of (0.47%). This may be attributed to a weakness in the development of objective systematic plans.

The item (146) (in the language of the book), which states: (taking into account the presentation of the material in the form of interconnected units) ranked (109) in the unrealized items with a weighted mean of (1.03), and a percentage weight (0.25%). This may be due to the lack of a clear methodology in authoring the curriculum. The item (64) (in the field of methods), which states: (encouraging the learner to take responsibility and rely on himself.) ranked (111) in the unrealized items with a weighted mean of (1.01), and a percentage weight of (0.24%).This may be due to the fact that the methods did not receive enough attention from teachers.

Conclusions:

In light of the research results, the researcher concluded the following:

1. The modern Kurdish reading curriculum focused on the cognitive aspect and neglected the other aspects.
2. Lack of information about the total quality standards of Kurdish language male and female teachers.
3. The difference in achieving the standards of the modern curriculum, especially the field of content adopted in the questionnaire of total quality standards.
4. Lacking achievement of most of the quality indicators can be inferred from the lack of knowledge of the teaching staff about individual differences and emotional and psychomotor aspects.
5. The weakness of the majority of Kurdish language teachers with modern teaching methods

Recommendations:

In light of the research results and conclusions, the researcher recommends the following:

1. Adopting the total quality standards prepared by the researcher as a basis for evaluating the modern Kurdish reading curriculum.
2. The necessity of having a committee of specialists in total quality standards.
3. The necessity of preparing Kurdish language teachers with qualification courses in the field of total quality standards.
4. Taking into account scientific and technological progress when developing the modern Kurdish reading curriculum for the fourth grade of middle school.

Suggestions:

The researcher suggests conducting the following studies:

1- An evaluation study of middle school books in light of the total quality standards.
2- An evaluation study of the modern Kurdish reading curriculum book in light of other criteria.
3- Conducting an evaluative study of the university courses to be taught to the students of the Kurdish language departments.

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