Building an Instrument to Measure the Psychological and Educational Indicators in Private Schools in Nineveh Governorate Center

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Abstract

The current research aims at building an instrument to measure the educational indicators at the private schools in Nineveh governorate center. In order to accomplish the objective of the research, the researchers adopted the American experience in preparing the educational indicators in the private schools (the form of quality standards that involved four dimensions, which are: the principal, the teaching staff, students' parents and the researcher) through analyzing the quality indicators of the schools, which are adhered by the Ministry of Education into (110) items. The sample of the study consisted of (92) private primary, intermediate and secondary schools for the academic year (2021-2022). The reliability of the instrument was verified using the face validity and the invariability of the instrument was verified by the retest and conducting the discrimination using the T test. The researchers finally built a tool that consists of (104) items (28 for the school principals, (45) for the teaching staff, (27) for the students' parents and (4) items for the researchers. The value of the study lies in preparing a tool that measures the educational indicators of the private schools. The researchers recommended to use the tool to evaluate the educational indicators in both the private and government schools.

Keywords: Educational indicators; vitality; self-preservation; vigilance; ambition; Private schools .

Introduction

The use of indicators system is characterized with being able to identify the extent to which the educational institutions can succeed in accomplishing their objectives and thus the outcomes of education will be improved. Also, it provides the educational systems with the bases of evaluation and increases the trust of communities in the educational institutions. As there is no scientific instrument for measurement, the researchers are to build an instrument to measure the educational indicators in the private school in Nineveh Governorate.

Indicators in the scope of education are considered the most important scientific apparatus used in the planning of education in order to evaluate the needs, setting the goals, policy making and taking the necessary actions. The indicators related to the educational system occupies a significant status in terms of providing a complete and vast database, conducting local, regional and international comparisons of the school life and also clarifying the attitude of acceptance and equality in the various grades of education. (Jaleeli, 2010: 2). Additionally, indicators are regarded as the key to improve many school issues that has a direct impact on the domain of the school and the level of leadership, customer service, education process and the relationships between the students. They also create behavioral changes for students and the educational systems involves a continuous development and evaluation process of the school environment in accordance with those indicators and they facilitate the activation of productivity, improve the social activities, increase the cohesion between the members at the school and raise the awareness about the priorities that should be achieved. (AlMaghribi and Mohammed, 2005: 262).

In order to operate soundly and play its role effectively, the indicators system requires a good information system, a policy and an educational plan. Most of the countries possess educational databases that are regularly updated. Based on that, there is a need to the documents of indicators that indicate the performance of the education system in all the domains, with a few number of the relevant indicators and put all the data related to education in one group. in order to meet this need, several types of standards emerged recently, which involve a group of indicators. The UNESCO commenced the first international comparative work and the international education report. The organization of Cooperation and Development in the economic field developed greatly in this field during the recent years. (ElHassan, 2010: 9).

Concerning the educational indicators, their use in evaluating the educational systems has become an international trend for the educators, policy makers, decision makers and the specialists in education as they all emphasize the necessity of employing these indicators in all the levels of the systems of education. Including those are the policy makers, principalities and principals of schools and the teachers. (Anthony & Kim, 2009: 452).

Educational indicators represent a ring in the series of attempts to develop the humanities and they always seek updating and affecting the formulation of the reality and the future based on preplanned bases. They are considered tools of the individuals use to raising the awareness and understanding the reality and attempting to control it using all the alternatives that might be chosen, in order to develop in an ever changing social surrounding. Doing this can't be accomplished objectively unless means of measurement, analysis and comparison are provided. It is an essential tool for school development and improvement as it has functions represented by the description, accounting, monitoring and providing an information system that enable making a strategic decision for the school improvement and increasing the effectiveness of the system. The feedback makes the improvement process continuous (Ammar, 1992: 31).

The educational indicators became one of the most important and strategic tools used for measuring the advancement in the educational system. To make the educational indicators an effective tool that is capable of achieving the goals represented by measuring the quality of the educational system and the performance of the educational institutions, efforts must be made to provide information, facts and reliable and accurate numbers about all the sectors of the educational system and also the optimum use of the information technology and employing it in the process of data collection and data classification electronically from the field directly and continuously to construct a comprehensive database that enable the employees and people in charge to evaluate the educational plans and programs and also to evaluate the process of teaching and learning (AlShaybaneyyah, 2017: 2).

Private schools emerged as a support to the state education and they are considered as educational institutions that play a vital role in education and teaching and this role is positive and essential to the society as they provide precious services that target preparing a teaching staff and a generation that leads the process of construction and development to make the scientific march straight, especially in the period in which the education retarded and its educational ability decreases. Therefore, these schools emerged and adopted the policy that is full of development and renewal by means of providing several educational potentials that represent the inputs of the educational process that reflects directly on preparing a future staff, which contribute to the development of the society as this staff stands for a successful outcomes that meet the ambitions of the society to fulfill the purposes and goals required to the progress of the society (AlSab'awi, 2018: 20).

Teaching at the private schools is not less important than teaching in the government schools as it supports and sustains a number of educational needs in the society that the government schools cannot do, particularly for some family as the private schools adhere to modern methods of teaching with smaller number of students per a classroom and this achieves a better result in term of the scientific acquisition and help them (the students) to manifest their skills in the class. The increasing attention of the teachers to their students permits the teachers to identify the talents of their students and to employ modern methods in teaching like the cooperative teaching or the teamwork teaching taking into consideration the individual differences between the

students and also help them acquire the dialogue skills and accepting the other's opinion in addition to that there are additional enriching curricula, providing the outdoor activities and solving the problems of the students (AlMaharmah, 2020: 427).

The terminologies were determined as AlDusooqi (2010), identified the indicator as:

"Phrases that describe the expected procedural performance or behavior in an aim to accomplish the requirements of the standard" (AlDusooqi, 2010: 31).

From the other hand, Qutait (2016), defined it as: "A group of quantitative and qualitative connotations, comments and remarks that describe the situation or the phenomenon that is to be tested to reach a certain judgment in accordance with agreed-upon standards" (Qutait, 2016: 522). As for the theoretical definition of the researchers, they researchers adopted the definition of AlDusooqi (2010) ""Phrases that describe the expected performance or the procedural behavior in an aim to accomplish the requirements of the standard" AlDusooqi, 2010: 31).

The procedural definition of the researcher is that the educational indicator is defined as a group of bases the researcher reached through analyzing the standards".

The educational indicators are defined by AlHut and AlSayyed (2009) as:"Analyses that provide us with a realistic image about the educational reality" (AlHut and AlSayyed, 2009: 9). From the other hand, AlHadhrami (2019) defined them as: "A group of quantitative and qualitative evidences, comments and remarks that describe the situation or the phenomenon to reach a certain judgment in accordance with agreed-upon standards". (AlHadhrami, 2019: 220).

In the theoretical definition, the researchers adopted the definition of AlHut and AlSayyed (2009): "Analyses that provide us with a realistic image about the educational reality" (AlHut and AlSayyed, 2009: 9)

The procedural definition of the researcher

The educational indicators are defined procedurally as " a group of bases the researcher reached by means of analyzing the standards".

The private schools are defined byAlSab'awi (2018), defined them as: "Schools owned by one of the citizens and submit to the Ministry of Education and use the same study curricula used in the government schools". (AlSab'awi, 2018: 23). While AlMaharmah (2020), defined them as "Every educational institution that involves one class or more of the general education with its various types and more than ten individuals learn in it regularly and that has a teacher or more. It should be a licensed educational institution headed by or funded by an individual or association that are affiliated to international boards" (AlMaharmah, 2020: 431).

The researchers quoted from Qutait's study (2016) entitled: "Improving the pre-University education quality indicators in Egypt", suggested policies in the light of the contemporary orientations. The study endeavored to accomplish the following objectives: (exploring the bases and the starting points of the education quality indicators in the modern administrative thought and identifying the features of the status quo of the pre-University teaching indicators in Egypt and providing suggested policies to improve the pre-University teaching indicators). The researcher used the descriptive methodology that involves collecting the data to test certain hypotheses and he also used the approach of policy analysis that pivots on providing and finding the necessary information to facilitate the policy making process. As for the tool, the researcher prepared a form that included three axes: (A- policies of accessibility fairness, B- Quality improvement policy and C- Policies of raising systems efficiency). The researcher found the instrument reliability and invariability. After analyzing the data statistically, results showed - concerning the policies of accessibility fairness, that involved the right in learning with discrimination and enhancing the justice and equity in terms of the geographic distribution of the educational services – a high degree of importance and included supporting the societal teaching of the young girls and boys who are not going to school. As for the results of quality improvement, it involved providing an

attracting educational environment and developing the curricula according to the national and international standard in addition to providing a remedial programs to the ones with low learning, enhancing the internal and external efficiency of the educational system and improving the standard of teachers qualification and the requirements to practice their jobs. From the other hand, the suitability and the easiness of implementation involved proving the school facilities and maintaining them, developing the human resources capacity and the professional sustainable development of the teachers (Qutait, 2016).

The researchers also quoted from AlHadhrami study (2019), entitled "Evaluation of the school performance in Oman Sultanate in light of the educational indicators", which aimed at identifying the conceptual framework of performance evaluation using the educational indicators and identifying the reality of using the educational indicators in evaluating the school performance in Oman Sultanate and reaching the suggested procedures to evaluate the school performance using the educational indicators system in the schools in Oman Sultanate. The researcher used the descriptive methodology in her study and also used the documentary descriptive methodology to clarify the theoretical background of evaluating the school performance using the educational indicators reliable in the schools of Oman Sultanate. Results showed that there was indolence for the teachers and a decline in the level of knowledge in terms of using the performance evaluation (AlHadhrami, 2019).

Based on what has been mentioned above, the researchers summarize the importance of the research in the modern orientations to adopt the educational indicators in the private schools in addition to highlighting the private schools to provide educational information and data to the individuals who sponsor these schools.

The Objective of the research

The current research aim at: Building an instrument to measure the educational indicators in the private schools in Nineveh governorate center.

The methodology of the research: In this research, the researchers used the descriptive methodology.

Population of the research:

The population of the research is one of the important steps in the educational researches and requires high accuracy as the research, its design and results pivot on it. What is meant by the word "population", is (all what results of the research can be generalized on it whether the sample was individuals, books or school buildings in accordance with the problem of the research) (AlAssaf, 1995: 91).

The researchers collected the data of the original population, which involves all the private schools (121 primary, intermediate and secondary schools).

The research sample

What is meant by the sample of the research is (part of the population of the research, which is selected randomly or deliberately by the researcher and it represents the population in an actual way) (AlNu'aimi, 2014: 63). As the research requires conducting an analysis and the calculation of reliability and invariability, the researchers used more than one sample as shown below:

The sample of schools

A categorized random sample that consists of (92) schools in the right and left banks of Mosul city. As for **the sample of school principals,** it included (92) principals, who were chosen from the sample schools in the right and left banks of Mosul city. From the other hand, the sample of the teaching staff included (1116) teachers from the private schools in the right and left banks of Mosul city. The sample of students' parents was selected randomly that includes students' parents. The sample included (10) parents for each school and so the total number of the sample was (920) parents.

The educational indicators instrument

The researchers constructed (the quality standard form) that include four dimensions, which are (the principal), (the teaching staff), (the students' parents) and (the researchers) and it involved the following steps:

1- The quality standards of the Ministry of Education and the Directorate of Education in Nineveh was reviewed as in (appendix 2). The standards were distributed on five domains classified into (25) standard and with (80) standards.

2- The researchers analyzed the indicators into items for each indicator and the items ranged between (1-3) and so the preliminary number of the items was (110) items and the response for each item was determined as shown in table (1).

Table (1): The groups and the number of items for each group

Group	Number of items
Principals	32
Teaching staff	45
Students' parents	29
Researchers	4
Total	

3- Reliability of the instrument

The reliability means (the ability of the instrument to measure what it was created for or the characteristic to be measured (Bahi, 2007: 82). The valid test in the one, which measures what it was created for to measure and doesn't measure anything else other than that (Ghunaim, 2004: 87).

Face validity of the performance of the educational indicators

It is the validity that reflects the extent to which the items are consistent with the measurement subject and concept (AlNabhan, 2004: 275). Validity represents the most important aspect that should be present in the test before application, i.e. the scale measures the functional action that it was created to measure it without measuring any other function other than it or an alternative for it. (Ereifij, etal., 2006: 111)

After determining the items and the responses, they were submitted to a group of experts and arbitrators who are specialized in (education, psychology and administration and economics). The arbitrators were (20) experts and arbitrators as shown in appendix (1). The agreement percentage of the experts was (100%) and no item was removed or modified and the instrument was distributed to four dimensions (the principals, the teaching staff, students' parents and the researchers).

Items analysis

Discrimination

The discrimination is (the ability of the item to discriminate between the individuals who differ in the characteristic measured and it is one of the psychometric characteristics that can be depended upon in evaluating the item in terms of its ability to measure the characteristic in question in the instrument) (Anastasi, 1988: 200). A random categorized sample was selected that consists of (30) schools of both sexes and discrimination was calculated in three stages, which are:

1. The first stage: The discrimination related to the schools principals.

Discrimination on the responses of the principals (30 male and female principals) as (27%) was taken as a high percentage and (27%) was taken as a low percentage according to the T test of two independent samples. Results were obtained as mentioned in table (2):

Table (2): Results of T test to discriminate the instrument of the principals

Item	Group	No.	Mean	deviation	Calculated T value	Item	Group	No.	Mean	deviation	Calculated T value
1	Lowest	15	3.0667	1.62422	-2.132	18	lowest	15	3.0667	1.38701	-3.180
	highest	15	4.2000	1.26491			highest	15	4.5333	1.12546	
*2	lowest	15	3.6667	1.34519	-0.594	19	lowest	15	2.6667	1.58865	-2.875
	highest	15	3.9333	1.09978			highest	15	4.2000	1.32017	
3	lowest	15	2.7333	1.48645	-2.679	20	lowest	15	2.8667	1.24595	-2.674
	highest	15	4.0000	1.06904			highest	15	4.0000	1.06904	
4	lowest	15	3.2000	1.37321	-2.898	21	lowest	15	2.4667	1.45733	-2.396
	highest	15	4.4000	0.82808			highest	15	3.7333	1.43759	
5	lowest	15	2.8000	1.52128	-2.534	22	lowest	15	3.0000	1.41421	-4.000
	highest	15	4.1333	1.35576			highest	15	4.6000	0.63246	
*6	lowest	15	3.4667	1.12546	-1.538	23	lowest	15	2.8667	1.40746	-3.589
	highest	15	4.1333	1.24595			highest	15	4.3333	0.72375	
7	lowest	15	3.0667	1.33452	-3.081	24	lowest	15	2.6000	1.24212	-2.580
	highest	15	4.2667	0.70373			highest	15	3.7333	1.16292	
8	lowest	15	2.7333	1.38701	-2.052	25	lowest	15	3.0667	1.38701	-3.719
	highest	15	3.7333	1.27988			highest	15	4.5333	0.63994	
9	lowest	15	2.4667	1.12546	-3.314	26	lowest	15	3.5333	1.55226	-2.051
	highest	15	3.8667	1.18723			highest	15	4.4667	0.83381	
*10	Lowest	15	2.8667	1.35576	-1.357	27	lowest	15	3.0000	1.51186	-3.076
	highest	15	3.6000	1.59463			highest	15	4.4667	1.06010	
11	Lowest	15	3.0000	1.19523	-2.064	28	lowest	15	2.6000	1.35225	-3.116
	highest	15	3.9333	1.27988			highest	15	4.0667	1.22280	
12	Lowest	15	3.0667	1.53375	-2.053	*29	lowest	15	3.0000	1.46385	-1.572
	highest	15	4.1333	1.30201			highest	15	3.8000	1.32017	
13	Lowest	15	2.5333	1.59762	-2.952	30	lowest	15	3.0000	1.41421	-2.610
	highest	15	4.0667	1.22280			highest	15	4.2000	1.08233	
14	Lowest	15	2.7333	1.38701	-2.514	31	lowest	15	2.6667	1.39728	-2.646
	highest	15	3.8667	1.06010			highest	15	4.0000	1.36277	
15	Lowest	15	2.4667	1.64172	-2.534	32	lowest	15	3.0000	1.46385	-2.010
	highest	15	3.8000	1.20712			highest	15	4.0000	1.25357	
16	Lowest	15	2.7333	1.53375	-2.796	كلي	lowest	15	94.9333	6.31853	-19.716
	highest	15	4.1333	1.18723			highest	15	130.5333	2.99682	
17	Lowest	15	3.0667	1.48645	-2.169						
	highest	15	4.2000	1.37321							

In table (2), it is evident that four items are signed with (*) with T value insignificant statistically for the items (2-6-10-29) as shown in table (3)

Table (3) Shows the items omitted from the principals' instrument

Item No.	Omitted item
2-	The educational parties share with me the formulation of the school vision and message.
6-	The school administration puts a schedule to implement the strategic plans of the school.
10-	The school administration is keen on celebrating the students'

	achievements.
29-	The teachers in the school invest the students' capacities through diversifying the tasks and activities.

The second stage: The discrimination related to the members of the teaching staff

A sample was taken from the teaching staff (225) and then a percentage of (27%) as the highest and (27%) as the lowest. According to T test, the following results were obtained as shown in table (4) below:

Table (4): Results of T test of the discrimination of the instrument of the teaching staff

Item	Group	No.	Mean	deviation	T	Item	Group	No.	Mean	deviation	T
1	Lowest	61	2.8197	1.34794	-5.517	24	Lowest	61	2.6066	1.25537	-3.189
	highest	61	4.0328	1.06407			Highest	61	3.3607	1.35441	
2	Lowest	61	2.9344	1.37682	-3.295	25	Lowest	61	2.8361	1.41634	-3.028
	highest	61	3.7377	1.31532			Highest	61	3.6066	1.39378	
3	Lowest	61	2.7869	1.27951	-3.238	26	lowest	61	2.6066	1.34510	-3.071
	highest	61	3.5574	1.34814			highest	61	3.3607	1.36666	
4	Lowest	61	2.5574	1.34814	-4.630	27	lowest	61	3.0164	1.11791	-3.389
	highest	61	3.7213	1.42748			highest	61	3.7869	1.37979	
5	Lowest	61	3.1639	1.28037	-3.051	28	lowest	61	2.8033	1.15209	-4.802
	highest	61	3.8852	1.33039			highest	61	3.8852	1.33039	
6	Lowest	61	2.9180	1.12982	-5.869	29	lowest	61	3.2131	1.23982	-3.207
	highest	61	4.1639	1.21354			highest	61	3.9180	1.18737	
7	Lowest	61	3.0164	1.24488	-6.240	30	lowest	61	3.2459	1.28654	-2.502
	highest	61	4.2951	1.00572			highest	61	3.8361	1.31884	
8	Lowest	61	3.0656	1.34001	-3.256	31	lowest	61	2.7377	1.40121	-5.862
	highest	61	3.8852	1.43873			highest	61	4.0984	1.15043	
9	Lowest	61	2.9180	1.42939	-3.252	32	lowest	61	3.1475	1.31448	-3.318
	highest	61	3.7541	1.41015			highest	61	3.9016	1.19310	
10	Lowest	61	3.0656	1.26318	-4.504	33	lowest	61	2.8033	1.35178	-3.189
	highest	61	4.0492	1.14639			highest	61	3.5574	1.25863	
11	Lowest	61	2.8197	1.17627	-6.159	34	lowest	61	2.8689	1.44309	-2.549
	highest	61	4.1311	1.17580			highest	61	3.5246	1.39770	
12	Lowest	61	2.9016	1.37483	-5.069	35	lowest	61	3.1148	1.26621	-4.145
	highest	61	4.1148	1.26621			highest	61	4.0164	1.13272	
13	Lowest	61	2.5574	1.33572	-6.827	36	lowest	61	2.5082	1.29901	-4.924
	highest	61	4.0984	1.15043			highest	61	3.6230	1.19950	
14	Lowest	61	2.5902	1.25668	-8.018	37	lowest	61	2.4918	1.29901	-4.581
	highest	61	4.2459	1.01087			highest	61	3.5738	1.30969	
15	Lowest	61	2.5410	1.21893	-6.539	38	lowest	61	2.6393	1.32957	-8.674
	highest	61	3.9836	1.21781			highest	61	4.3607	0.79651	
16	Lowest	61	3.0492	1.29649	-4.225	39	lowest	61	2.8197	1.25841	-6.083
	highest	61	3.9672	1.09495			highest	61	4.0820	1.02136	
17	Lowest	61	2.7869	1.22631	-5.338	40	lowest	61	2.7049	1.29543	-5.086
	highest	61	3.9016	1.07556			highest	61	3.8361	1.15730	
18	Lowest	61	3.0000	1.43759	-2.688	41	lowest	61	3.0164	1.28442	-5.477
	highest	61	3.6557	1.25014			highest	61	4.1148	0.89626	
19	Lowest	61	3.0000	1.34164	-2.772	42	lowest	61	3.0820	1.39398	-2.907
	highest	61	3.7049	1.46452			highest	61	3.7705	1.21646	
20	Lowest	61	3.1311	1.28420	-1.503	43	lowest	61	2.8525	1.42403	-4.781
	highest	61	3.5082	1.47900			highest	61	3.9344	1.04672	

21	Lowest	61	2.7869	1.42729	-3.667	44	lowest	61	2.7541	1.22005	-3.395
	highest	61	3.7377	1.43645			highest	61	3.5246	1.28591	
22	Lowest	61	2.5410	1.19127	-4.004	45	lowest	61	3.0000	1.31656	-2.108
	highest	61	3.4918	1.42154			highest	61	3.4918	1.25993	
23	Lowest	61	2.7705	1.41884	-1.636	46	lowest	61	128.5902	8.31139	-29.936
	highest	61	3.1967	1.45853			highest	61	171.8689	7.64303	

From table (4), it is clear that T value is statistically significant for all the items, i.e. all the items are kept as they are discriminated.

The third stage: Discrimination related to the parents

A sample was taken from the (150) students' parents and then a percentage of (27%) was the highest and (27%) was the lowest. By using T test for two independent samples, results were obtained as shown in table (5) below:

Table (5): Results of T test of the discrimination of the instrument of the parents

Item	No.	Mean	deviation	T	Item	group	No.	Mean	deviation	T
1	41	3.0976	1.30009	-2.810	21		41	2.8049	1.24939	-4.095
	41	3.8537	1.13051				41	3.8537	1.06210	
2	41	2.8537	1.27595	-2.809	22		41	2.9268	1.25280	-4.205
	41	3.6341	1.24008				41	4.0244	1.10652	
3	41	3.0000	1.36015	-2.383	23		41	2.7317	1.18373	-2.467
	41	3.7073	1.32748				41	3.4634	1.48488	
4	41	2.8293	1.28262	-4.091	24		41	3.0488	1.22375	-2.622
	41	3.9756	1.25475				41	3.8049	1.38238	
5	41	2.9512	1.37752	-2.382	25		41	2.7805	1.36953	-2.763
	41	3.6829	1.40426				41	3.6341	1.42752	
6	41	2.7805	1.19399	-3.498	26		41	2.9512	1.39555	-2.367
	41	3.7805	1.38766				41	3.6829	1.40426	
7	41	3.2439	1.33754	-2.053	27		41	2.9024	1.28072	-3.552
	41	3.8293	1.24303				41	3.9268	1.33023	
8	41	2.9268	1.17026	-3.212	28		41	2.8537	1.40643	-3.983
	41	3.7805	1.23516				41	3.9756	1.12889	
9	41	2.9268	1.40339	-2.800	29		41	2.4146	1.32241	-4.067
	41	3.8049	1.43561				41	3.6341	1.39205	
10	41	3.0732	1.27260	-3.237	Total		41	85.3171	6.10917	-18.696
	41	3.9512	1.18218				41	109.9268	5.80685	
*11	41	3.1220	1.36373	-1.522						
	41	3.5610	1.24597							
12	41	3.1463	1.29540	-2.217						
	41	3.7805	1.29445							
13	41	2.6585	1.33435	-5.131						
	41	4.0244	1.06037							
14	41	2.5366	1.26684	-4.947						
	41	3.8780	1.18733							
15	41	2.7805	1.36953	-3.859						
	41	3.9024	1.26105							
16	41	2.9512	1.28357	-4.396						
	41	4.0976	1.06782							
17	41	2.8780	1.32656	-2.503						
	41	3.6098	1.32057							

18	41	3.0244	1.40513	-2.1932						
	41	3.6829	1.31223							
*19	41	3.1220	1.26876	-1.779						
	41	3.6341	1.33709							
20	41	3.1951	1.30804	-2.746						
	41	3.9512	1.18218							

In table (5), it is evident that two items are signed with (*) with T value insignificant statistically, i.e. non-discriminated for the items (11-19) as shown in table (6)

Table (6) Shows the items omitted from the parents' instrument

Item No.	Omitted item
11-	The school develops the life tasks for our children through the professional guidance according to their capacities.
19	The school enhances the body and mental health of the students.

Invariability

Invariability is one of the important psychometric characteristics in the psychological scales as it refers to the consistency of its measurement in an organized way (Malonagey and Word, 1980: 60). Invariability means giving approximate results when measuring a certain aspect of the behavior it the test used it more than once or used in other ways (AlRousan, 1999: 33).

The invariability of the instrument can be verified by means of several methods including them methods that measures the external consistence, which the retest method and it is called the stability over time. Others measure the internal consistence like Alpha Cronback equation and Keuder-Richardson 20 equation (Edel, 1972: 412). The researchers used the retest method and as follows:

The instrument was applied to a sample consisting of (10) school principals in 15/3/2022 and the retest was conducted in 28/3/2022 (two weeks after the first application) (AlDhaher, et al., 1999), but the period between the two tests should be (10-20) days and that is dependent on the student's age and the number of the questions (AlDhaher, et al., 1999: 140).

After applying Pearson's Correlation Coefficient between the two times of the (10) school principals test, it was found that the consistency coefficient was (0.94). to know the significance of the correlation coefficient, T value of the correlation coefficient was calculate and it was found that it is (18.076), which is bigger than the table value (0.677) at a significance level of (0.05) and a freedom degree of (8). Therefore, the consistency coefficient is statistically significant and this refers to the invariability of the test (Ouda, 1998: 24).

As for the members of the teaching staff who are (60) members, it was found that the consistency coefficient is (0.82) and to identify the significance of the correlation coefficient, T value of the correlation coefficient was calculate and it was found that it is (18.636), which is bigger than the table value (2) at a significance level of (0.05) and a freedom degree of (58).

Concerning the consistency of the students' parents, a sample consisting of (75) parents was taken and the instrument was applied on it. Pearson's Correlation Coefficient was calculated and it was found that it was (19.23), which is bigger than the table value (2) at a significance level of (0.05) and a freedom degree of (148) and so the consistency is statistically significant as shown in table (7):

Table (7): Consistency in the retest

Group	No.	Correlation coefficient	T value of the Correlation coefficient	Table value	Significance
Principals	10	0.94	18.076	0.677	Significant
Teachers	60	0.82	18.636	2	Significant
Parents	75	0.81	19.23	2	Significant

The instrument in its final form

A- The instrument in its final form for school principals

The instrument consisted of (28) items for the school principals with five alternatives (Extremely agree, agree, neutral, disagree and extremely disagree) with scores (1-2-3-4-5) and so the highest score for the instrument will be (140) and the lowest score will be (28), with a hypothetical mean (84). The scores were depicted on the natural distribution curve as shown in figure (1).
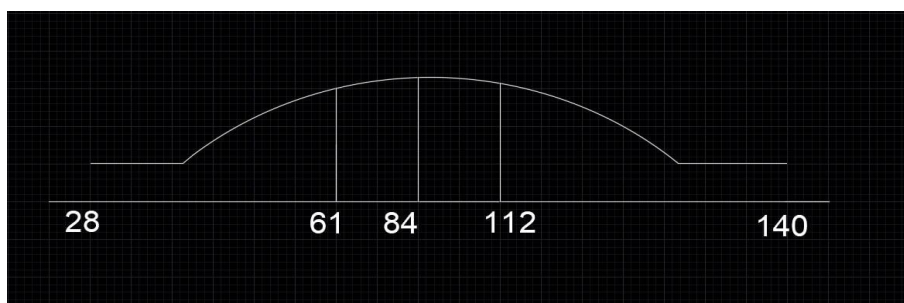
Figure (1): The distribution of scores of quality indicators instrument of school principals

The scores of the high level range between (112-140)

The scores of the medium level range between (61-112)

The scores of the low level range between (28-61)

B- The instrument in its final form for teaching staff

The instrument consisted of (45) items for the school principals with five alternatives (Extremely agree, agree, neutral, disagree and extremely disagree) with scores (1-2-3-4-5) and so the highest score for the instrument will be (225) and the lowest score will be (45), with a hypothetical mean (135). The scores were depicted on the natural distribution curve as shown in figure (2).
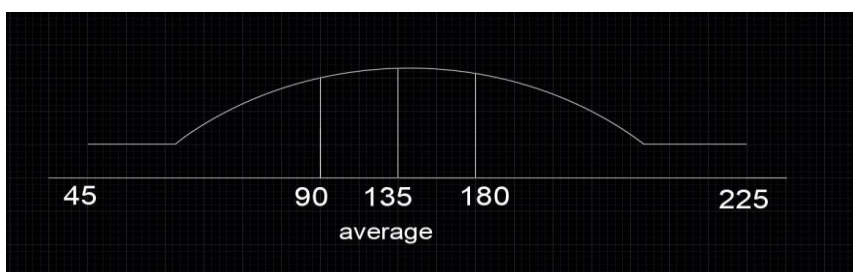

Figure (2): The distribution of scores of quality indicators instrument of the teaching staff

The scores of the high level range between (180-225)

The scores of the medium level range between (90-180)

The scores of the low level range between (45-90)

C- The instrument in its final form for students' parents

The instrument consisted of (27) items for the school principals with five alternatives (Extremely agree, agree, neutral, disagree and extremely disagree) with scores (1-2-3-4-5) and so the highest score for the instrument will be (135) and the lowest score will be (27), with a hypothetical mean (81). The scores were depicted on the natural distribution curve as shown in figure (3).
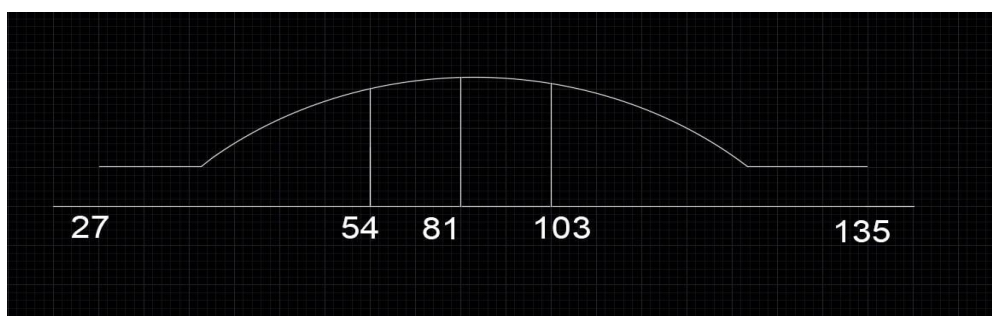

Figure (3): The distribution of scores of quality indicators instrument of the parents

The scores of the high level range between (103-135)

The scores of the medium level range between (54-103)

The scores of the low level range between (27-54)

Results

The researchers prepared an instrument characterized with validity, invariability and discrimination which consists of (104) items distributed to four groups (the response), as shown in table (9) below:

Table (9): shows the responding groups and the number of the items in its instrument

The responding group	Number of the instrument items
School Principals	28 items
Teaching staff	45 items
Students' Parents	27 items
Researchers	4 items
Total	

Recommendations

The researchers recommend to use this instrument to identify the level of the level of the educational indicators in the private schools.

Suggestions

The researchers suggest to conduct a comparative study in the educational indicators between the government schools and the private schools.

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Appendix (10): Named of the experts in education, psychology and administration and economics

No.	Expert's name	Scientific title	Work location
1.	Dr. Abdulrazzaq Yaseen	Prof.	Mosul University, College of Education for Pure Sciences
2.	Dr. Enas Younis AlAzzou	Prof.	Mosul University, College of Education for Pure Sciences
3.	Dr. Nada Fattah Zaidan	Prof.	Mosul University, College of Education for Humanities
4.	Dr. Atheel Abduljabbar Sheet AlJumard	Prof.	Mosul University, College of administration and economics
5.	Dr. Saadon Salman AlHalboosi	Prof.	Baghdad university, Ibn Rushd College for Humanities.
6.	Dr. Nawal AlDulaimi	Prof.	Baghdad university, College of Education for girls.
7.	Dr.Maan Waadallah AlMaatheedi	Prof.	Mosul University, College of administration and economics
8.	Dr. Ahmed Hussein AlJarjari	Prof.	Mosul University, College of administration and economics
9.	Dr. Waleed Khalid Humam	Prof.	Mosul University, Basic College of Education
10.	Dr. Shatha Adil	Prof.	Baghdad university, Ibn Rushd College for Humanities.
11.	Dr. Nawal Younis Moahmmed	Prof.	Mosul University, Technical and Administrative College
12.	Dr. Reyadh Ahmed Ismael	Prof.	Mosul University, College of physical education and sport sciences
13.	Dr. Fatima Jaafar Habeeb	Assist. Prof.	Mosul University, Technical and Administrative College
14.	Dr. Asmaa Abdulraheem	Assist. Prof.	Mosul University, College of Education for Humanities
15.	Dr. Yasir Nitham AlDeen	Assist. Prof.	Mosul University, College of Education for Humanities
16.	Dr. Mohammed Thakir Salim	Assist. Prof.	Mosul University, College of physical education and sport sciences
17.	Dr. Anwer Ali Salih	Assist. Prof.	Mosul University, Basic College of Education
18.	Dr. Ahmed Aziz	Assist. Prof.	Mosul University, College of Education for Humanities
19.	Dr. Asim Ahmed Khaleel	Assist. Prof.	Mosul University, College of Education for Humanities
20.	Dr. Mohammed Khalid Ahmed	Lecturer	Mosul University, Basic College of Education