

# The Impact of E-Learning on the Professional Development of Arabic Language Teachers in Iraq, according to their Point of View

Dr. Alaa Abdulkhaleq Hussein

College of Islamic Sciences, University of Baghdad , Iraq.

## Abstract:

This study aimed to determine how e-learning helped Arabic language teachers in Iraq advance their careers. The study employed a descriptive-analytical methodology and was conducted on a cluster sample of 100 Arabic language instructors and Iraqi schools. The findings revealed that the sample's overall questionnaire responses were moderate and that there were no statistically significant variations between the sample's mean replies by gender. Nevertheless, statistically substantial variations were based on years of experience and educational background. The study made several recommendations, including the need to create clear plans and strategies to improve the use of e-learning in schools in Iraq, providing the essential resources for ongoing development and improvement of this process, concentrating on providing the necessary technology and access to it in all regions of Iraq, and providing the essential technical and technological support to schools, teachers, and students to ensure the success of e-learning as a whole.

**Keywords:** *Education, e-learning, professional development, Arabic language teachers.*

## Problem Statement :

The amount of skill, scientific knowledge, and training that teachers gain to enhance their performance in their educational tasks is referred to as their professional Growth (Al-Rashidi, 2020, p. 155). This growth is frequently attained through ongoing education, participation in training programs, and learning from professionals in the field. For teachers to achieve a higher level of professional growth, they must use contemporary methods that support this (Gaudino, 2018, p. 33). Through his work, the researcher noticed an evident decline in the professional development of Arabic language teachers in Iraq. He also looked at several previous studies as well as the findings of his research to draw this conclusion. According to several research, such as the one by Al-Hayani (2019), e-learning should be used to boost professional development generally, which considered that the use of e-learning in education makes the learning process more ease and enhances the proportion of interaction and self-learning, which recommended the provision of technical and financial support to conduct scientific research related to e-learning and to provide training for teachers in e-learning and to provide the necessary educational information and lessons for students via the Internet. Through this, the study problem emerges by answering the following questions:

- 1) What is the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view?
- 2) Are the average estimates of the study sample's estimates of the contribution of e-learning to the achievement of professional Growth for Arabic language teachers in Iraq from their perspective statistically different at the significance level (0.05) due to the variables (sex, educational background, years of experience)?

## Significance of the Study

The current research has two paramount importance:

Theoretical significance:

1. The study deepens the comprehension of e-learning and professional development ideas for scholars and individuals who are interested.
2. The study adds to the body of knowledge regarding the efficiency of online education in fostering the professional development of Arabic language instructors in Iraq.
3. The researcher expects that this study will help his knowledge gain and information enrichment in this area and will be recognized as a fresh contribution to science in the libraries of Iraq and the Arab world.

#### Practical Importance:

1. The current study can help Arabic language teachers in Iraq improve their educational practices by examining how they use and develop e-learning techniques.
2. The importance of this study stems from the fact that it sheds light on one of the most critical topics that institutions and organizations need in general to achieve the maximum possible benefit, which is their employees' Professional Growth.
3. This study could serve as a resource for managers and administrators in educational institutions, helping them hone their abilities and advance their careers.
4. The significance of this study is derived from the anticipated future gains, the potential financial gains for Iraqi educational institutions, and the social ramifications of its findings and suggestions.

The following highlights the significance of the research from those above (E-learning works to develop and improve the professional development of Arabic language teachers in Iraq in a way that is compatible with the entire educational process, which in turn helps to achieve the process' objectives and works to reinforce it and improve the quality of the unique outputs that come from it.

#### The Study Aims and Hypotheses:

##### The current study aims to:

- 1) They identified the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view.
- 2) They were determining whether the variables (sex, educational background, and teaching experience) have a statistically significant impact on the estimates of the study sample regarding the contribution of online learning to the professional development of Arabic language teachers in Iraq.

#### Limitations of the Study :

##### The study was conducted within the following limits:

**Objective regulation:** The study took an insider's perspective on how e-learning helped Arabic language teachers in Iraq advance their careers.

**A Location:** This research was conducted in the State of Iraq.

**An Issue:** 1444 AH / 2023 AD.

**Sample:** An Iraqi sample of Arabic language instructors was used in this study.

#### Definition of Terms:

##### The study contained the definitions below:

**E-Learning:** "The planned use of modern and distinguished technologies in the teaching and learning processes, to go beyond the traditional boundaries of regular classrooms, and launch into a multi-learning environment rich in learning resources" (Al-Mutairi, 2021, p. 13).

According to the definition provided in the procedure, it is "a modern educational system, based on the use of technology, characterized by freedom, breaking the traditional stagnation in the learning process, and supporting the expansion of the educational process in all its aspects among Arabic language teachers in Iraq."

**Professional growth:** "Increasing the effectiveness of teachers' work through the development of productive competence, improvement of job performance, renewal of expertise to address educational situations, development of capabilities and abilities, updating of knowledge, and learning to utilize all resources available to them to achieve desired outcomes." (Shawaneh, 2021, p. 87 ).

On a procedural level, it is described as "all the efforts made by educational and educational departments, which aim to develop the special competence of Arabic language teachers and develop their academic and personal skills, to achieve the desired goals of the educational process in the State of Iraq.

## The Second Chapter: The Theoretical Framework and Past Studies

### First: The Theoretical Framework:

Modern technologies have impacted a wide range of industries, including teaching and learning methods, as easy access to computers and their various programs has made teaching and learning more accessible in the age of the knowledge revolution and the technological explosion. However, some people could feel illiterate if they cannot use new technologies. Therefore, industrialized nations hurried to create training and educational programs for their staff, and e-learning was promoted as one of the most significant forms of distance education.

The World Wide Web has been used to develop the e-learning method in Western nations for a while. Some Arab countries have followed suit to advance society by allowing illiterate people, homemakers, students, and workers to learn skills in their workplaces and homes conveniently and efficiently tailored to their needs. And their times and e-learning can be considered a precursor to the modern revolution in the techniques and methods of education; it consists of the latest software and hardware technology used to improve education processes. Intelligent schools, virtual classrooms, and multimedia enhance interaction in educational methods, including modern Internet technologies that allow students to interact with seminars and lectures held in other countries (Al-Sharif, 2021, p.67).

As a teacher constantly learns, updates his knowledge and abilities, adopts new teaching techniques, and strives to enhance his performance in the classroom, continuous learning should be a part of his life. This process requires teachers to be constantly aware of the latest educational and technical developments and to participate in courses, training, and workshops, and thus improving the professional growth of teachers helps enhance the quality of education and positively affects the achievement of educational and learning goals for students, and can lead to improving the teaching profession in general and increasing respect and appreciation for teachers as professionals (Jabr, 2022, p. 112).

It is possible to prepare students who are educated and adaptive socially, psychologically, and cognitively, who are fluent in all of the era's languages and information technology, and who can deal seriously with these changes and address them effectively by modernizing and developing the educational process. Upgrading and developing the educational strategy helps keep pace with the changes that arise due to technological and cognitive development. The introduction of information technology and education in the educational process is practical and vital for managing the time

invested and the resources and opportunities for learning due to its significant role in development, design, and evaluation in a successful and organized manner (Kurtulmuş, 2016, p. 280).

Due to the growing interest in this area in developed and developing nations, educational institutions now allow for applied and intellectual interaction between the academic environment and students. This is crucial for the development of education as well as the development of society and the individual. As a result, the use of information and educational technology is a fundamental pillar of the educational system, pushing educational institutions to firmly adopt educational technology to achieve their goals and meet the challenges posed by the development of the modern era and the information and communication revolution (Omaira et al., 2019, p. 278).

### **What is e-Learning?:**

**The definition of e-learning** is "the use of modern and distinctive technologies in the teaching and learning process to transcend the boundaries of traditional classrooms and provide a learning environment with multiple sources and various educational options" (Al-Mutairi, 2021, p. 16)." (Al-Mutairi, 2021, p. 16).

It is also defined as: "a modern educational system, based on the use of modern information technologies, and its pivotal goal is to work to achieve maximum benefit from technology in the educational process" (Al-Bakri, 2020, p. 408).

The researcher can carry out a process of eliciting different and common characteristics for e-learning, which are as follows: (a system that depends on technology is characterized by freedom and supports the extension of the entire educational process).

### **E-Learning Goals:**

By carefully looking at the comprehensive concept of e-learning and its characteristics, we notice that it is possible to achieve many goals, which we can summarize as follows (Al-Eidi, 2018, p. 668):

- 1- E-learning aims to support teachers in creating the instructional resources students need and to make up for some of their lack of experience.
- 2- Virtual classes can compensate for the lack of training and academic staff.
- 3- Enhancing teachers' effectiveness because virtual learning environments can offer teachers workshops and training opportunities that help them become more effective teachers and raise educational standards.
- 4- Increasing the number of students in academic classes, as virtual courses provide an opportunity for distance education, which enables them to accommodate more students in literary studies and make the most of the available educational resources.
- 5- The educational bag is provided in a unique style and an electronic format for both students and teachers, permitting its central growth and updating by the administration in charge of creating the curricula.
- 6- Supporting services for the education process are provided, such as managing academic classes, early registration, applying testing and evaluation systems, building study schedules, and distributing them to teachers.
- 7- Providing an effective admission system for institutes and colleges and conducting comprehensive tests for private distance education reliably and effectively, without wasting much of the time of employees and students as is customary in traditional methods.

8- Promoting the dissemination of technology in society and the dissemination of continuing education.

### **Pros and Cons of E-Learning:**

E-learning, like other methods of instruction, has various benefits and drawbacks. The most notable ones were as follows. (Mansour, 2019, p. 217):

#### **Its Pros :**

- 1- Not being constrained by a specific location or time for learning
- 2- Elimination of traditional complexities in education.
- 2- Simulating specialization for the labor market.

#### **Cons:**

- 1- Difficulties in exchanging information and communication due to Internet problems.
- 2- The scarcity of learning possibilities for those who want to learn but must be adept at using current technologies.
- 3- Students need help responding to this methodology and difficulties in coordination.

### **Requirements for E-Learning Success:**

There are several requirements for the success of e-learning in achieving its desired goals, which represent basic requirements in this regard, namely (Hamidah, 2015, p. 207):

- 1- Educational institutions and colleges must prepare to meet the requirements of e-learning by preparing and designing courses under the capabilities of the available means.
- 2- Courses must be created, approved, and reviewed to verify that the educational institution teaches them and comes from the scientific departments. Additionally, ongoing curriculum development and revision is required.
- 3- Students should be assisted in understanding the course requirements by explaining and clarifying them and providing support in facing the various difficulties they may encounter, in addition to training them in solving potential problems.

The researcher thinks that the success of the field of e-learning and its methodologies depends on the availability of fundamental elements that are already present in traditional education, or "classical," which are not considered a flaw in it and derive from the nature of the educational process, and include meeting students and teachers and their collective attendance, where educational values that are not fully available in E-learning, which can be improved by integrating some.

### **What is professional development?**

"Improving the efficiency of teachers can be achieved by developing their productive capabilities, improving their job performance, and renewing their knowledge to meet the needs of modern education and facing the challenges facing the educational process," according to the definition of professional growth. To accomplish the desired aims, their capacities and awareness of their surroundings must be developed (p. 113).

It is also defined as: "Continuous and organized efforts aimed at developing the capabilities of teachers comprehensively, including the skill, knowledge, technical and administrative aspects, and achieving positive changes in their behavior and attitudes. This includes developing a work culture and improving performance to achieve quality in the educational institution's outputs." (Rawashdeh, 2021, p. 102).

The researcher can develop the following standard components for professional progress based on the abovementioned definitions: efforts, competence development, capability development, and goal achievement.

#### **The Significance of Career Advancement (Al-Amoush, 2021, P. 94):**

1. Supports the Growth of the teacher's flexibility and capacity for adaptation in real-world situations.
2. Focuses on continuous improvement and permanent development of teachers' performance.
3. Improves abilities and talents and lowers the proportion of deviation and error to help cut costs.
4. Pre-service preparation programs are not final preparation and do not cover all aspects of the profession.
5. The educational system helps to keep abreast of developments and changes in the educational field.

The researcher argues that a teacher's involvement in the educational process extends beyond only teaching knowledge to students since he also engages in conversation, offers advice, and oversees academic and educational activities.

#### **Features of Professional Development:**

For professional growth to become effective, It should be characterized by the following (Barak, 2015, p14):

1. **Participatory and cooperative:** between training agencies and trained teachers.
2. **Continuity:** Training must be continuous and available according to needs and developments.
3. **Training Need:** Choosing the appropriate training needs for teachers.
4. **Diversity:** a variety of training methods and strategies.
5. **Appropriateness:** Developing teaching skills that suit and suit teachers.
6. **Adequate support:** moral and material for trained teachers.
7. **Realism:** Training must be applicable and appropriate to the tasks undertaken by the teacher.
8. **Self-desire:** Teachers have access to effective professional growth.
9. **Modernity:** Training must align with developments and be updated and varied.

According to the researcher, the professional development of teachers necessitates collaboration between the school and the teachers because the school is responsible for providing them with training designed to foster their professional growth. The teachers themselves are accountable for their professional development because it results from their learning process and aids in their personal and professional growth. Additionally, professional development allows individuals to advance their career paths inside and outside the teaching profession.

#### **Professional Growth Goals:**

**Professional growth Aims to Achieve several Goals, which are as Follows (Kamales, 2019, P66):**

- 1 It raises the bar of the educational process and improves personal achievement.

- 2- Correct ineffective practices and increase the teacher's awareness of social and professional problems.
- 3- It helps to possess professional competencies and increases self-confidence and belief in abilities.
- 4- It contributes to the continuous professional growth of teachers and raises the level of their professional performance.

### **Second: Past Studies:**

The importance of e-learning and teacher professional development was emphasized in numerous Arab and foreign research that addressed these topics. As a result, this section presents Arab and international research relevant to the current study case. The presentation of these investigations is as follows:

The goal of Al-Hayani's study from 2019 was to investigate how e-learning might be used to solve learning issues among students at the Southern Technical University's Technical Institute in Nasiriyah. A thorough lecture was created to educate teachers and students about e-learning and help them form opinions about it. The findings revealed that teachers and students had favorable views of using e-learning to handle learning issues. Many think that e-learning simplifies the educational process and fosters interaction and self-learning. The study suggested giving teachers training and technical and financial support for scientific research into e-learning and delivering the required learning resources to students online via e-learning.

Through interactive technology and intelligent education, the Koukis (2019) study sought to understand teachers' attitudes and aims and examined the effects of this on their professional growth. The study employed an analytical descriptive methodology, and its primary tool was a specially designed questionnaire. There were 84 teachers in the sample. The use of e-learning by teachers to advance their professional development is viewed favorably by them, and it has significantly contributed to this goal—especially in the case of the sample that had the materials and moral foundation needed to implement an effective e-learning strategy.

The correct study (2019) aimed to identify the obstacles that prevent using e-learning in teaching master's students in Algerian universities. The teaching staff study included a sample of 42 Algerian professors, and the results showed that some societal barriers impede the use of e-learning, and these obstacles indicate, in the first place, the difficulty of some parties to abandon the traditional educational system and move toward e-learning.

Through human resource management, Al-Bakri's study (2020) sought to increase the effectiveness of e-learning at Iraq's Al-Israa University College. The lack of internet access among students and technical expertise among some university staff members are issues affecting e-learning in Iraq. The study utilized a descriptive-analytical methodology. Thirty-one students made up the study sample, and the findings revealed that 42% of changes in electronic performance are related to changes in human resource management, with the remaining proportion being attributed to random variables that were not considered in the study.

Mirghani's study (2018) aimed to design an integrated system for registering and teaching students remotely at the Al-Muheet Institute to achieve success as an integrated electronic academic system. In the design stage, UML diagrams were used for modeling and the Word program for drawing screens and charts, while HTML, CSS, PHP, and MySQL databases were used in the implementation stage. The study showed that the integrated electronic system constitutes a flexible and advanced solution for distance education for students. It can facilitate the learning process and allow remote students to join the study and improve their skills. Accordingly, the integrated electronic education system can be considered a future project suitable for teaching students remotely at the Al Muhit Institute.

Berry's (2018) study aimed to pinpoint practical strategies for overseeing personal and professional growth and evaluate how they affect all-around career advancement. The study adopts a descriptive-inductive methodology by considering the literature and earlier studies on personal and professional development ideas. The outcomes lead to discovery of five efficient methods for managing personal growth. The study also found a strong positive relationship between professional development and career development in general. Of these, the most significant is hard work. Professional development is a fundamental personal goal for the employee and his career future, not just the institution where he works.

The study by Hassan (2017) aimed to understand the concepts and terminology of e-learning due to the great revolution in the use of computers in education during the past decade. The results concluded that using technology in e-learning helps improve the quality of teaching and provides immediate support to students through forums, chat rooms, and bulletin boards.

Nader's (2016) research in Mostaganem aimed to understand how teachers felt about using e-learning. The study employed a descriptive-analytical technique and a 44-item measure of teachers' attitudes toward the usage of e-learning that is spread across three dimensions: the cognitive dimension, the emotional dimension, and the dimension of teachers' attitudes towards e-learning. A sample of 170 instructors, 100 from the intermediate level and 70 from the secondary stage, was chosen from middle and secondary schools associated with the Directorate of Education in Mostaganem. The students' creativity could have been better in the areas of flexibility and fluency and moderate in the areas of originality and sensitivity to challenges. The results indicated that male and female teachers' attitudes towards the use of e-learning in the middle and secondary stages in the state of Mostaganem are favorable due to their culture and familiarity with everything new in the field of e-learning and their conviction of the importance of e-learning and the necessity of using it in the educational area in that state. This awareness led teachers to use e-learning to take advantage of its advantages in innovation, change, and breaking out of stereotypes and routines.

The study of Salman (2015) aimed to search for the basic requirements that must be available in electronic university education and the degree of importance of these demands for learners, curricula, faculty members, and the educational environment. The study also aimed to know the attitudes of faculty members at Al-Mustansiriya University toward using electronic education in university teaching. To achieve these goals, a questionnaire was created to identify e-learning needs and determine their importance, and a scale was designed to measure the attitudes of members who use e-learning in teaching. The selected sample included 100 male and female teachers from the College of Arts, Education, and Sciences, and they were chosen based on their qualifications and different specializations. The study found that all e-learning requirements were necessary from the university's faculty members' perspective and that they had positive attitudes toward using e-learning.

### **Third: Balance between previous studies and the current study:**

By reviewing earlier Arab and foreign studies, the researcher was able to explain the similarities and differences between the present study and those that came before it in terms of the study's subject, goals, and methodology, as well as how the current study differs from those that came before it in terms of its most salient aspects.

Al-Bakri's study (2020) sought to increase the effectiveness of e-learning through human resource management; Al-Yaman's study (2019) sought to pinpoint the barriers preventing the use of e-learning in teaching master's students in universities; and Koukis's study (2019) sought to investigate teachers' perceptions of interactive technology and intelligent education and its effects on their professional development. The survey by Al-Hayani (2019) aimed to identify the use of e-learning in addressing learning problems among students. The study by Berry (2018) aimed to reveal ways of effective management of personal and professional development and its impact on career development in



general; the survey of Mirghani (2018) aimed at designing an integrated system for registering and teaching students remotely while the study of Hassan (2017) aimed at identifying the terms and concepts of e-learning, and the study of Nader (2016) aimed at identifying teachers' attitudes towards the use of e-learning, as for the current study aimed to determine the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view.

The current study utilized the analytical descriptive technique and the questionnaire as a tool for data collection, which was in agreement with Al-Bakri's study (2020), Al-Yaman's study (2019), Koukis' study (2019), Hassan's study (2017, Nader's study (2016), and Salman's study (2015). Al-Hayani (2019), Berry (2018, using the descriptive-inductive method), and Mirghani (2018, using the applied scientific method, historical and deductive-inductive methods, using the point of view scale) all utilized different data analysis techniques.

- The researcher benefited from previous studies in formulating the study problem and preparing its questions, how to develop the study tool and select its sample, and identifying the most important points addressed by the theoretical framework and in the statistical procedures for data processing.

### **Chapter Three: Method and Procedures**

#### **First: The Study Methodology:**

The researcher used the analytical descriptive approach because it was "a widespread approach in the humanities, describing the studied phenomenon, after collecting sufficient information, and providing a quantitative or qualitative description for it" (Ammar and Al-Musawi, 2014, p. 20).

#### **Second: Research Tool Design Procedures:**

##### **The researcher followed the following steps:**

1. Benefiting from the educational literature and previous studies in designing the research tool, such as the study of Al-Bakri (2020), the study of Al-Yaman (2019), and the study of Koukis (2019).
2. . Determining the form of the questionnaire: The questionnaire in its initial form consisted of two parts:

- The first section includes Instructions for the sample members to find a way to answer the questionnaire items.

The second section: included the items of the questionnaire.

##### **3. Preparing the questionnaire in its initial form:**

- 1- **The questionnaire, in its initial state, consisted of (12) items and was placed on a five-point**

**The Likert scale gives the subject the grades shown in Table (1) according to his answers.**

**Schedule 1; The answer options and their scores are distributed on the scale.**

| <b>Response</b>   | <b>Very large</b> | <b>big</b> | <b>Medium</b> | <b>few</b> | <b>Very few</b> |
|---|-------------------|------------|---------------|------------|-----------------|
| <b>The Degree of Respondents' Response to The Questionnaire Items</b> | <b>5</b>          | <b>4</b>   | <b>3</b>      | <b>2</b>   | <b>1</b>        |

As a result, the following categories of arithmetic mean values were created using the Likert scale:

**Schedule 2; Criterion for judging the response of the respondents.**

| <b>Criterion For Judging the Response of the Respondents.</b> | <b>Arithmetic mean value categories.</b> |
|---|--|
| <b>Too High</b>   | <b>5 - 4.21</b>                          |
| <b>High</b>   | <b>4.20-3.41</b>                         |
| <b>Medium</b>   | <b>3.40-2.61</b>                         |
| <b>Low</b>  | <b>2.60-1.81</b>                         |
| <b>Very Low</b>   | <b>1-1.8</b>                             |

5- The validity and reliability of the research tool: The researcher adopted several methods to verify the validity and reliability of the questionnaire according to the following:

**1. The Content's Legitimacy (Arbitrators):**

A group of gentlemen arbitrators were shown the scale in its initial form to get their feedback. Based on their comments, the researcher made the necessary modifications, such as deleting and changing specific phrases and linguistically correcting the questionnaire items. As a result, the questionnaire initially contained 18 items and was thus valid for exploratory experimentation.

**2-Exploratory experience:**

The questionnaire was administered twice, once on April 1, 2023, and again on April 14, 2023. This was done to ensure the clarity of the questionnaire items and their instructions to the research sample and verify the scale's psychometric properties. The researcher applied the scale to an exploratory model of thirty male and female teachers of the Arabic language in Iraq (from outside the original research sample).

**2-1. Structural validity and internal consistency**

It was discovered that the correlation coefficients of each questionnaire item with the total score are statistically significant at two levels (0.01/0.05) and that the correlation coefficients of each scale item with the total score ranged between (0.35) and (0.90). The researcher then calculated the (Pearson) correlation coefficients between the degree of each item of the scale with the total score of the questionnaire as a whole and its significance values.

**1- 2- Reliability: The researcher relied on two methods in his study of the stability of the scale, namely:**

**reliability by repetition:** The researcher calculated the correlation coefficient (Pearson) between the degrees of the first and second application, as the value of the correlation coefficient (Pearson) between the scores of the first application and the scores of the second application, on the exploratory sample before extracting the reliability coefficients. The scale was reapplied two weeks after the first application.

**reliability Using the Cronbach Alpha Method:** The internal consistency coefficient was determined for the same survey sample using the Cronbach Alpha formula. Their assessment of Iraq was (0.92),

which is a good stability coefficient and suggests that the scale is reliable and appropriate for the current study's objectives.

2- The final picture of the questionnaire on the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view:

After the questionnaire's validity and reliability were established, it was finalized into a set of (18) items with a maximum score of (100) and alternatives for each of the five possible responses (very large, large, medium, few, very little). as well as the lesser rank (20).3- The research community and its final sample:

**1- Research community:**

**The research community consisted of Arabic language teachers in Iraq.**

**2- Research sample:**

The research sample was chosen randomly, consisting of (100) teachers of the Arabic language in Iraq. The following is a description of the research sample according to the primary research variables:

1- The distribution of the model according to gender:

**Table 3; The sample members are distributed according to gender.**

| sex       | the number | percentage |
|-----------|------------|------------|
| male      | 49         | %49        |
| feminine  | 51         | %51        |
| the total | 100        | %100       |

2- The Distribution of the Sample According to the Variable Years Of Experience:

**Table 4; The sample members were distributed according to the variable years of experience.**

| percentage | the number | Years of Experience  |
|------------|------------|----------------------|
| %12        | 12         | less than five years |
| %59        | 59         | From (5-10) years    |
| %29        | 29         | more than ten years  |
| %100       | 100        | the total            |

3- The distribution of the sample according to the educational qualification variable:

**Table 5; The sample was distributed according to the educational qualification variable.**

| Qualification | the number | percentage |
|---------------|------------|------------|
| Bachelor's    | 39         | %39        |
| diploma       | 29         | %29        |
| Postgraduate  | 32         | %32        |
| the total     | 100        | %100       |

**4- Field application procedures: The field application required the following methods:**

- The researcher distributed the questionnaire to Arabic language teachers in Iraq on (4/25/2023 AD).
- Unpacking the results, processing them statistically, using the statistical package for social sciences (SPSS), and analyzing and interpreting them.

Statistical methods: The researcher used the statistical package (spss) in analyzing the research data, and these methods are as follows:

- The person correlation coefficient to check structural validity and repetition reliability.
- Alpha Cronbach's coefficient to calculate the internal consistency of the questionnaire items.
- Arithmetic means and standard deviations.
- Test (t. test) for two independent samples is used to determine whether the average responses to the respondents' questions regarding the contribution of e-learning to the professional development of Arabic language instructors in Iraq are different depending on the variable (gender).
- One-Way ANOVA to find out the significance of the differences between the averages of the respondents' answers on the total score of the questionnaire about the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their point of view according to the two variables (years of experience, educational qualification).

**Chapter Four: Presentation and Interpretation of the Results**

First: Presentation and interpretation of the results:


1. Results for answering the first question:

What is the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view?

To understand the contribution of e-learning to the professional development of Arabic language teachers in Iraq from their perspective, the researcher calculated the arithmetic means and standard deviations, as indicated in Table No. (6).

**Table 6; The arithmetic means and standard deviations of the respondent's answers to the questionnaire about the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view.**

| M | items   | Arithmetic averages | Standard deviations | roles level |
|---|---|---------------------|---------------------|-------------|
| 1 | <b>E-learning helps improve my job efficiency by providing the foundations for developing my teaching skills.</b> | 3.32                | 1.109               | Medium      |
| 2 | <b>E-learning can help enhance and develop my knowledge of the Arabic language.</b>                               | 3.25                | 1.023               | Medium      |
| 3 | <b>E-learning is an effective way to improve the level of education I provide to students.</b>                    | 3.19                | 1.143               | Medium      |
| 4 | <b>E-learning can help me improve my level of interaction and communication with students.</b>                    | 3.05                | 1.018               | Medium      |
| 5 | E-learning provides distinct and diverse educational content on an ongoing basis.                                 | 2.95                | 1.305               | Medium      |
| 6 | <b>I believe that e-learning saves me time and effort in the teaching process.</b>                                | 3.20                | 1.145               | Medium      |

|                    |   |             |              |   |
|--------------------|---|-------------|--------------|---|
| 7                  | <b>E-learning helps develop students' self-learning skills.</b>   | <b>3.17</b> | <b>1.318</b> | <b>Medium</b>   |
| 8                  | <b>E-learning allows me to interact with trainers and experts in the field of education.</b>  | <b>3.40</b> | <b>1.175</b> | <b>Medium</b>   |
| 9                  | <b>I feel that e-learning provides me flexibility in organizing my time and study schedule.</b>                                     | <b>3.34</b> | <b>1.056</b> | <b>Medium</b>   |
| 10                 | <b>I think e-learning helps improve my modern technology skills.</b>  | <b>2.74</b> | <b>1.031</b> | <b>Medium</b>   |
| 11                 | <b>E-learning contributes to developing higher-order thinking skills for students, such as (critical and creative thinking...).</b> | <b>2.97</b> | <b>1.193</b> | <b>Medium</b>   |
| 12                 | <b>E-learning develops students' various skills, such as (problem-solving and decision-making...).</b>                              | <b>2.98</b> | <b>1.263</b> | <b>Medium</b>   |
| 13                 | <b>E-learning helps enhance students' critical and creative thinking skills.</b>  | <b>3.37</b> | <b>1.121</b> | <b>Medium</b>   |
| 14                 | <b>I believe that e-learning helps improve students' confidence and influence level.</b>  | <b>3.23</b> | <b>1.179</b> | <b>Medium</b>   |
| 15                 | <b>E-learning can be an excellent alternative to traditional education most of the time.</b>  | <b>2.82</b> | <b>1.297</b> | Medium<br> |
| 16                 | <b>I believe that e-learning helps develop students' collaborative learning and teamwork skills.</b>                                | <b>2.72</b> | <b>1.247</b> | <b>Medium</b>   |
| 17                 | <b>E-learning encourages students to love learning and discovering new information.</b>   | <b>2.72</b> | <b>1.341</b> | <b>Medium</b>   |
| 18                 | <b>I believe that e-learning helps to strengthen the relationship between teachers and students.</b>                                | <b>2.90</b> | <b>1.417</b> | <b>Medium</b>   |
| <b>Total marks</b> |   | <b>3.05</b> | <b>9.77</b>  | <b>Medium</b>   |

With an arithmetic mean of (3.05) and a standard deviation of (9.77), and response scores for the items ranging from (Average), we can see from Table (6) that the respondent's responses to the total score of the questionnaire regarding the contribution of e-learning to the professional development of Arabic language teachers in Iraq are average. As well as (15) came in the first rank with its following content (e-learning can be an excellent alternative to traditional education in most cases) with an arithmetic mean (4.50) and a standard deviation of (1.361), and item (10) ranked last with its following content (I think that E-learning helps improve my modern technology skills) with an arithmetic mean of (2.86) and a standard deviation of (1.051).

The researcher attributes the outcome to the development of several advanced modern methods in the educational process over several centuries, the most notable of which was replacing traditional education with electronic in many developed countries. The results were positive, as evidenced by the rise in educational attainment and general education advancement. Still, they cast a shadow on developing nations that observed that development.

## **-2 Results Related to Answering the Second Question:**

Are there statistically significant differences between the averages of the respondent's responses to the overall questionnaire score regarding the contribution of e-learning to the professional development of Arabic language teachers in Iraq from their perspective due to the variables (gender, educational background, years of experience)?

**It will be answered by discussing the following hypotheses:**

**1. Premise I:**

∅ There is a statistically significant difference between the averages of the respondent's responses to the total score of the questionnaire on the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their point of view due to the gender variable. ∅

To verify the validity of the hypothesis, the (T-test) test was used for independent samples, as the difference between the averages of the respondents' answers on the score was calculated to identify the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their point of view, due to the gender variable, as shown in Table No. ( 7).

**Table 7; The values of (the t-test) indicate the difference between the averages of the respondents' answers on the total score of the questionnaire on the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their point of view due to the gender variable.**

| the sample | the number | the number | standard deviation | t value | degrees of freedom | probability value | the decision |
|------------|------------|------------|--------------------|---------|--------------------|-------------------|--------------|
| males      | 49         | 56.18      | 8.661              | 0.684   | 98                 | 0.496             | non d        |
| female     | 51         | 55.84      | 10.77              |         |                    |                   |              |

The arithmetic mean for the male responses was 56.18 with a standard deviation of 8.661; for the female reactions, it was 55.84 with a standard deviation of 10.77; the value of t = (0.684) and its level of significance was (0.496). These results are shown in the previous Table. It is above the standard threshold for significance (0.05). The null hypothesis, which states that there is no statistically significant difference between the mean of the sample's responses to the total score for the questionnaire regarding the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq, from their point of view, is accepted in place of the alternative hypothesis, and the alternative hypothesis is thus rejected.

The researcher attributes the outcome to the fact that the sample's male and female Arabic language teachers in Iraq concur, regardless of gender, that e-learning contributes to their professional growth and that their understanding of this fact, attitude towards it, and attempt to develop their abilities and teaching skills through it are unaffected by their gender.

**The Second Hypothesis:**

∅ There are statistically significant differences between the averages of the respondent's responses to the total score of the questionnaire about the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their point of view due to the variable years of experience.

□ Due to the varying years of experience, the arithmetic means and standard deviations on the total score were calculated to validate the hypothesis and determine the contribution of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their perspective.

**schedule 8; Arithmetic means and standard deviations of the respondent's responses to the total score of the questionnaire on the role of e-learning in achieving professional Growth for**

**Arabic language teachers in Iraq from their point of view is due to the variable years of experience**

| Years of Experience  | the number | SMA          | standard deviation |
|----------------------|------------|--------------|--------------------|
| Less than five years | 12         | 51.75        | 8.291              |
| From (5-10) years    | 59         | 57.00        | 9.775              |
| More than ten years  | 29         | 54.00        | 9.974              |
| <b>Total marks</b>   | <b>100</b> | <b>55.50</b> | <b>9.770</b>       |

According to their various years of experience, the respondent's responses to the total score of the questionnaire regarding the contribution of e-learning to the professional development of Arabic language teachers in Iraq are different from their arithmetic means, as shown in Table (8). To determine the statistical significance, the one-way analysis was calculated using the ANOVA method, and the findings were as follows:

Schedule 9; The values of the one-way ANOVA of the respondent's answers to the total score of the questionnaire of the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view is due to the variable of years of experience.

| source of contrast | sum of squares | sum of squares | mean of squares | F values | Significance value | Significance value |
|--------------------|----------------|----------------|-----------------|----------|--------------------|--------------------|
| between groups     | 366.750        | 2              | 183.375         | 1.958    | 0.000              | D                  |
| within groups      | 9084.250       | 97             | 93.652          |          |                    |                    |
| total              | 9451.000       | 99             |                 |          |                    |                    |

It is clear from the previous Table that the value of "f" amounted to (1.958), and the significance value is equal to (0.00), which is smaller than the default significance level (0.05).

Schedule 10; Dimensional (Chevé) comparisons of the respondents' responses to the questionnaire's overall score regarding the contribution of e-learning to the professional development of Arabic language teachers in Iraq from their perspective are affected by the respondents' varied years of experience.

| years of experience (i.e) | years of experience (I) | The difference between the two averages | significance level | the decision |
|---------------------------|-------------------------|---|--------------------|--------------|
|                           | (10- 5) years           | - 5.250-                                | 0.236              | non d        |

|                             |                             |                  |              |              |
|-----------------------------|-----------------------------|------------------|--------------|--------------|
| <b>Less than five years</b> | <b>More than ten years</b>  | <b>-2.250</b>    | <b>0.795</b> | <b>non d</b> |
| <b>(10- 5) years</b>        | <b>Less than five years</b> | <b>5.250</b>     | <b>0.236</b> | <b>non d</b> |
|                             | <b>More than ten years</b>  | <b>* 3.000</b>   | <b>0.002</b> | <b>D</b>     |
| <b>More than ten years</b>  | <b>Less than five years</b> | <b>2.250</b>     | <b>0.795</b> | <b>non d</b> |
|                             | <b>(10- 5) years</b>        | <b>* -3.000-</b> | <b>0.002</b> | <b>D</b>     |

We reject the null hypothesis and accept the alternative theory, which states that "there are statistically significant differences between the averages of the respondent's answers to the degree," as it is evident from the previous Table that there are statistically significant differences between the arithmetic averages for the categories of years of experience in favor of (5-10) years with the highest standards. Due to the varying years of experience, and in favor of years of experience from (5–10) years, the college sought to establish the function of e-learning in achieving the professional Growth of Arabic language teachers in Iraq.

The researcher attributes the result; That most of the respondents with experience of (5-10) years and whose answers centered on the existence of a role for e-learning in achieving professional growth, this was because they had rich educational experiences than those with years of experience less than (5 years). They had more knowledge of using technology In education than those with years of experience (more than 10) years because the application of e-learning requires extensive technological and educational experience available to this category.

### 3- The third hypothesis:

□ Due to the educational qualification variable, there are statistically significant differences between the averages of the respondent's responses to the total score of the questionnaire regarding the contribution of e-learning to the professional development of Arabic language teachers in Iraq from their perspective.

∅In order to validate the hypothesis, the arithmetic means, and standard deviations were calculated on the total score to identify the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view due to the educational qualification variable.

Table 11 shows the arithmetic means and standard deviations of the respondents' responses to the questionnaire's overall score about the contribution of e-learning to the professional development of Arabic language instructors in Iraq from their perspective, which is related to the variable of educational background.

| <b>Qualification</b>      | <b>the number</b> | <b>SMA</b>   | <b>standard deviation</b> |
|---------------------------|-------------------|--------------|---------------------------|
| <b>Bachelor's diploma</b> | <b>39</b>         | <b>53.10</b> | <b>8.777</b>              |
| <b>Postgraduate</b>       | <b>29</b>         | <b>55.79</b> | <b>10.678</b>             |
| <b>the total</b>          | <b>32</b>         | <b>57.53</b> | <b>10.012</b>             |
|                           | <b>100</b>        | <b>55.50</b> | <b>9.770</b>              |



To determine the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view and to reveal the statistical significance of the differences between the responses of the sample members according to the practical qualification variables, it is evident from table (11) that there are differences between the arithmetic means of the respondents' responses according to their academic qualifications according to the total score. Following the computation of a one-way ANOVA, the outcomes were as follows:

**Schedule 12; The values of the one-way ANOVA of the respondent's answers to the total score of the questionnaire of the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view is due to the educational qualification variable.**

| source of contrast | sum of squares | sum of squares | mean of squares | F values | Significance value | the decision |
|--------------------|----------------|----------------|-----------------|----------|--------------------|--------------|
| between groups     | 222.683        | 2              | 111.341         | 1.170    | 0.000              | D            |
| within groups      | 9228.317       | 97             | 95.137          |          |                    |              |
| total              | 9451.000       | 99             |                 |          |                    |              |

It is clear from the previous Table that the value of "f" amounted to (1.170), and the significance value is equal to (0.00), which is smaller than the default significance level (0.05).

**Table 13; Dimensional (Chevé) comparisons of the respondent's answers to the total score of the questionnaire on the role of e-learning in achieving the professional Growth of Arabic language teachers in Iraq from their point of view is attributed to the educational qualification variable.**

| Qualification (i) | Scientific capability (for) | The difference between the two averages | significance level | the decision |
|-------------------|-----------------------------|---|--------------------|--------------|
| Bachelor's        | Diploma                     | 1.30946                                 | 0.861              | non d        |
|                   | Postgraduate                | -2.42869-                               | 0.582              | non d        |
| diploma           | Bachelor's                  | -1.30946-                               | 0.861              | non d        |
|                   | Postgraduate                | * -3.73815-                             | 0.331              | D            |
| Postgraduate      | Bachelor's                  | 2.42869                                 | 0.582              | non d        |
|                   | diploma                     | * 3.73815                               | 0.331              | D            |

We reject the null hypothesis and accept the alternative theory, which states that "there are statistically significant differences between the averages of the respondent's responses to the total score of the questionnaire of the r" because it is evident from the previous Table that there are statistically significant

differences between the arithmetic averages of the academic qualification categories and in favor of (postgraduate studies) with the highest standard.

The researcher attributes the result to the fact that postgraduate students are the most users of e-learning, as they have gained information about its importance and usefulness in building the learner's sound personality and ability to innovate through in-depth it during their academic experience.

### **Second: Conclusions:**

#### **The research reached the following results:**

- The total score of the respondent's responses to the questionnaire about the contribution of online education to the professional development of Arabic language teachers in Iraq is moderate, with an arithmetic mean of 3.05, and their response scores on the scale were (average).
- There is no statistically significant difference between the average respondents' responses to the total score of the questionnaire about the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their point of view according to the gender variable.
- According to the years of experience variable, there are statistically significant differences between the average responses of the respondents to the total score of the questionnaire regarding the contribution of e-learning to the professional development of Arabic language teachers in Iraq, favoring those with (5–10) years of experience.
- There are statistically significant differences between the averages of the respondent's responses to the total score of the questionnaire on the role of e-learning in achieving professional Growth for Arabic language teachers in Iraq from their point of view according to the educational qualification variable in favor of (graduate studies).

### **Third: Recommendations:**

#### **The study produced several recommendations, the most crucial of which are as follows:**

- Work to improve the quality of e-learning provided to Arabic language teachers in Iraq by training them to use modern technologies and providing educational content of high quality.
- encouraging innovative and creative uses of technology in the educational process and encouraging more schools and instructors in Iraq to use e-learning as a tool to achieve professional progress.
- Directing efforts to motivate teachers with (5-10) years of experience to use e-learning, as this age group can significantly improve the quality of education.
- Providing adequate logistical and technical support to schools in Iraq to enable them to provide e-learning in line with modern education and advanced technology requirements.
- The requirement for developing precise plans and strategies to support the use of e-learning in Iraqi schools and supplying the necessary resources for this process' ongoing development and improvement.
- Developing curricula and educational content available on e-learning platforms commensurate with the needs of teachers and students and helping to enhance the professional growth of Arabic language teachers in Iraq.
- To ensure the success of the implementation of e-learning as a tool for achieving professional growth, the focus is on providing the appropriate technology, ensuring access to it in all areas of Iraq, and providing the necessary technical support to schools, teachers, and students.

- Expanding research in this field and developing additional studies that focus on other factors that could affect the use of e-learning in achieving professional Growth in Iraq.

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