Educational Process in Iraq: Course and Interference Options A social field study

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Abstract

The study aims to shed light on the path of the educational process in Iraq and the most important challenges it faces in order to set a future vision as options for advancing and upgrading the educational system in Iraq

The study importance is reflected in the focus on the investment in education and knowledge building since it is regarded as the most powerful factor in the path of social transformation and human development   As for the research methodology several scientific methods have been employed to achieve the objectives of the research in order to capture the aspects of the phenomenon being studied .On the field side , the research relied on an intentional sample consisting of (50) experts (males and females) from the Ministry of Education and those with high certificates . They represent at the same time, the size of the original community from which the sample was drawn .This community is homogenous society in most of its characteristics .The researcher conducts an exploratory study of the sample before distributing the questionnaire from which consists of three axes that include (29) questions about the pillars of the educational process . To the consistency and high The Alpha-Cronbach coefficient test method was used to calculate the percentage of agreement (consistency) The average agreement (86 and) indicates a high consistency and correlation between the questionnaire paragraphs. The necessary results and proposal are identified as options for addressing the research problem at hand.

Key words: *Evaluation Management Curriculum Teache r(Learner) and Expert.*

Introduction

The fourth goal of the sustainable development is on "Ensuring Quality Equitable Education for All and promoting Lifelong for Learning opportunities for All". The evaluation of the educational system or talking about it in contemporary Iraq is not in isolation from the development of the country's political and economic system This is due to the growing governmental role in social and economic life .So , the educational sector has associated with them and it has become an absolute dependency on the form of the political and economic system and its fluctuations (Al-Zubaidi : 2013 , p. 49).

The educational and scientific process in Iraq has become endowed with a quantitative context. It is undergoing structural influences such control interference and underdevelopment Perhaps here is a disparity in the amount of damage from one period to another .It suffers from scientific decline , corruption and deteriorating infrastructure so that the legacy of the past is matched by the corruption of the present (Mustafa : 2018 : p.4) .However , the more educated worker helps to improve the quality of the workforce and increase its productivity on the one hand as well as increase the rate of knowledge in society that improves all other aspects of it (Dension : 1964 , p. 13-55) .

Education also helps people to enjoy a healthier life and gives them more control over their lives This generates a greater confidence enhances the social capital and contributes to building institutions that contribute to opportunities for inclusion and shared prosperity (World Bank ,2018 p. 39)

The current research relates to evaluating the elements of the educational process since the outputs of these elements have an effective impact in determining the development paths.

First: The methodological and conceptual framework include:

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1- Study problem:

Education is described as an economic investment in the human resources. The educational system , in Iraq , is an existing dilemma in itself consisting many elements : it is an instructional rather than educational and empowerment one . Its outputs are functional / administrative before they were innovative and scientific one . Therefore, the graduate who is employed by the state quickly becomes a small part of its bureaucratic mechanic . It is a state-led system more than society (Hamza , 2011 : p.4) .

In Iraq , the successive crises impose a heavy inheritance burden on the social situation . The costs of war pose a great challenge against the paths of the development plans and programs . So , the priorities of wars are crowded with the priorities of development and the reconstruction and the general development and the social spending (National Development Plan : 2018-2022 , P. 217) .

The educational system in Iraq suffers , in light of the legacy of the past and the legacies of the present , a structural and systemic defect in its course and achievement despite its graduation of hundreds of thousands of different specializations . As a results , it suffers from failures in realizing the fundamental goal of nurturing creative and influential learners (Mustafa , 2018 : p. 3-4) .

In a world changing at unprecedented pace , education in developing countries continues to suffers under many structural problems and obstacles. In this context, Saaverdra , the former Minister of Education in Peru , who is currently the first director of the education sector at the World Bank , asserts that "developing countries are far from what should be as To be in the field of learning So , many of which do not invest sufficient financial resources and need the investment with more efficiency . However , the matter is not related to the money only , but the countries also need to invest in the capabilities of the people and institutions charged with educating children (Mustafa , 2018 : p.4) .

The study problem can be expressed by the following questions :

1- What is the reality of the educational process today in Iraq ?
2- What are the institutional and humanist features of the educational system in Iraq?
3- What is our vision for this system (as intervention options) to draw a future vision to address the challenges to improve the efficiency of institutional performance and to provide the workforce with the required quantity and quality in the labor market ?

2- Study Importance :

The importance of the present research is embodied in evaluating the educational process course and its qualitative elements from the viewpoint of its experts . It also aims at showing the most important challenges that constitute an obstacle without investment in the field of education and clarifying how this indicator has become hostage of the decisions of politicians and economists . Educational changes become a result of their fluctuations because it is a naïve to evaluate the educational policy and reform it away from these educational changes . They are responsible for government financing (spending) on the educational sector in all its educational stages . So, naturally , it produces an exchange of role and impact.

3- Study Aims : In the light of what is presented in the research problem , determining its aims lies in the following :

1- Highlight the course of the educational process in Iraq .
2- Identifying the obstacles of this system .
3- Setting a future vision to upgrade the educational system .

4- Study Methodology :

The integrity of the scientific research methodology is one of the most important elements that determine the success of the research and the sincerity of the researcher . The scientific approach means honest scientific discussion in order to reach the correct results which is the way to the scientific truth (Abdul Qaadir , 2011 : p.114) .

So , the descriptive approach is relied upon to present and clarify what are scientific concepts and the closely related ones to the research topic . It also used to analyze the quality of the relation between its variables, causes and trends. That is , studying the problem or the phenomenon as it is not as it should be .

The social method (Hafez , 2012 : p.189) is also employed in the sample method in the field side of the research by seeking the views of the experts of the Ministry of Education to evaluate the qualitative elements in the course of the educational process and set the necessary treatment bases for converting the quantitative outputs into qualitative ones .

5- Defining the scientific concepts and terms :

One of the characteristics of academic studies and research in the field of humanities is that it contains a number of concepts and terms . The researcher endeavors to explain the phenomenon under the following discussions :

1. Evaluation :

The evaluation is defined **linguistically** as a measure and estimatement for the value in its different elements and reform it (Al-Musawi , 2011 : p. 417) . The calendar is an observing and a measuring , then an estimating and a judgment , and then a decision for the reform or the development .

Terminologically , it is one of the normative rules that are issued on one of the sides of the educational process to show how a close or a distant it is from the goals that are previously outlined to support the positive aspects and remedy the negative ones .

The valuation is defined as an integrative process which determines the aims of one of the aspects of education and estimates the degree by which the aims are achieved (Salim , 2006 : p. 9) . That is , the evaluation is comprehensive and this feature requires the evaluator to eventually reach a state of the evaluation for the achievement or the educational labor .

As for the procedural definition of evaluation , it is a process by which the strengths and weaknesses are determined . It provides us with sufficient data and evidences about what we want to evaluate for the purpose of taking a decision. It is considered one of the basic foundations of the educational process by which we judge its success in achieving the goals that it works for .

2. Management (school administration)

Management is defined as an essential part of making any institution and it is necessary to secure development forms of the effectiveness in relation to the services it provides (Al-Tal et al. , 2008 : p. 22) .

School management is also defined (Al-Mahamidah , 2005 : p.23) as the working with the people in the best ways and coordinating their efforts in a coherent and integrated manner which makes individuals to grow and makes school effective .

The relationship between public management and school management is the relationship of the whole to the part . Public management is the mother and the educational management and school management have taken their principles , laws and origins from it (Hamed , 2009 : p.23) .

The procedural definition of **school administration** : It is a set of functional processes practiced for the purpose of carrying out school assignments by others by planning , organizing , coordinating , controlling and observing their efforts and evaluating them to achieve the goals previously set.

3. Curriculum :

The curriculum , **linguistically** , is defined as "an approach that takes an approach" : 1. The path : "take it" approaches to its approach , 2. The mater : clear and clear , 3. The thing : its control . The government approaches a good approach (Basic Arabic Dictionary : 1991 , p. 1234) . Almighty Allah says , "For everyone we made a law and a curriculum" (Al-Ma'idah , verse : 48) . The word "minhaj" is mentioned in the Holy Verse means the clear path .

As for the terminological curriculum definition: It means all the academic vocabulary that the school sets for the relevant study materials for each stage its aim is to achieve learning (Merhi , 2002 : p.2) .

The **curriculum** is also defined as a "technological process includes educational inputs and outputs in which the effectiveness of teaching and learning is evaluated by qualitative measures" (Skinner , 1986 : p. 258-265) .

The **procedural definition of the curriculum** states that : "All types of learning planned and directed by the educational institution , whether it is done individually or collectively inside or outside it and its components, include decisions , goal , plan , strategy , and evaluation processes" .

4- Teacher (the learner) :

A teacher , **linguistically** , is the one who teaches an education and we say the one who teaches something , that is , stating and explaining it .

Terminologically , the definition of the teacher is the person who acts on behalf of the group in raising and educating children and he is an employee and organizer by the government that represents the interests of the community and receives a fee for doing so (Zaidi , 2005 : p.44-45) .

The **teacher** is defined as that qualified individual who is chosen by the community to undertake the process of raising children and providing them with the knowledge and experience , prepared by the specialists , to achieve the aims of the education philosophy for that community (Akashi , 2014 : p.17).

Whereas the **learner/student** is the name of the participle (Esm al-maf'ul) for the verb of learning and it is the one who receives education . It is the primary goal upon which the education process is based. It is the one who receives knowledge , experiences and information in some way from the teacher . Thus , the behavior is changed and the skills that given him the ability to enter the society are acquired (Wikipedia , the portal of sociology) .

According to the close relation between the concept of the learner and learning , **the concept of learning is known , linguistically** , as "teach him something so he is learnt" . The stressing here is not for multiplication but for transitivity (Al-Razi , 1980 : p.454) .

Learning is defined , **terminologically** , as the process that an adult performs to make the learner acquires knowledge and skills . That is , the way by which we show the individual the patterns of behavior ,thinking and feeling . Here , we limit the contribution of the indoctrinated self and the helpful that is the teacher (Al-Rifa'I : 2008) .

The procedure definition of **teacher** is the link between the learner and the society . Therefore , it important through his stature to work hard with all his mental and physical capabilities together to achieve compatibility between their requirements and to complement their goals ; they must work together to achieve their goals.

5- Experts :

The fact of the expert **, linguistically** , is singular and its plurality is experts . The term "expert" is an exaggerated formula derived from experience . It is the knowledge of the insides of matters and the expert is the one who knows the thing for what it is (Ibn Manzur, 1993 : 4/227-226) . The Almighty Allah says : "So ask an expert" (The Holy Qur'an , Al-Furqan : 59) .

According to the **terminological** meaning of the expert , he is the scientist with the insides of one of the arts so that he deserves to be attributed to such as the physician , the astronomical , and the chemical engineer and the like of the specialists in their fields (Al-Dhuwihi , 2010 , p.8) .

The **procedural** definition of the expert states that he is specialized in one of the fields . The expert possesses the appropriate qualifications and the necessary experience or the necessary competencies . The qualifications depend on the field of expertise and the expert has independence and objectivity when conducting the evaluation process .

Second : Educational system course in Iraq :

The course of the educational system in Iraq is linked to a number of problems and obstacles , including : the lack of funding that is described as an operational spending not an investment , as well as the weak social and security stability . This is due to the repercussions of terrorism , the spread of the scourge of corruption , the absence of planning , the career slack in educational institutions. These constraints are inevitably reflected in people's attitudes towards education . Some of these obstacles are concerned with the performance of the three pillars of the educational process that underpin the philosophy of education (students , teacher , and curriculum) while others are caused by factors outside these pillars but hey have a major impact on these pillars.

Being aware of the history helps us to identify these challenges . The march of education in Iraq has witnessed many achievements and failures since after the education is being free and obligatory and the compulsory literacy campaign in the seventies of the last century . With the Iraq-Iran war , the inputs of education declined and , in turn, its outputs are also declined quantitatively and qualitatively , and the results of those failures accumulated , especially after 1990 , that is , after the imposition of the international blockade on Iraq . The education budget in 1989 is 2.5 billion dollar (constituting 6% of gross national product) and the per-student share is 620 dollar , which fell to 47 dollar for the period 1993-2002 (United Nations and World Bank , 2003 : p.19).

With the collapse of the previous regime in 2003 , the infrastructure of the educational system-especially schools , buildings and equipment is subjected to the destruction and looting . This exacerbates the problems of this system that have accumulated over decades . In a study in UNECO , more than 10,900 schools are reformed during the second half of 2003 but more than 10,000 schools are remained in need of reconstruction (Ministry of Education , 2004 : multiple pages) . I t seems that the problem of school buildings has not been solved yet . In this regard , a UNICEF report indicates that in 2006 , there are 4000 schools in need of rehabilitation and 700 schools are in need of reconstruction (UNICEF , 2007 : P.62) .

The high number of students who failed in the secondary education stage (from the first intermediate to the sixth intermediate stage) leads to an increase in the cases of the waste of the human and financial energies . It records a noticeable increase , year after year , because the actual cost amounts are not available to calculate the resulting financial waste . The student's estimate allotment from the total budget of the ministry (the employment and investment expenses) has been improved . The estimate amounts of the financial waste resulting from the failure of the students in secondary stage for three study years are : the study year (2013-2014) is about (375932921420) billion Iraqi dinar , the study year (2014-2015) is about (474354804560) billion Iraqi dinar and the study year (2015-2016) is about (588108113494) billion Iraqi dinar . Thus , the financial waste value reaches (1438445839474) trillion Iraqi dinar (Education Ministry , 2017 : book number / 39774) .

The total consequently financial losses resulting from the students' escape in the study year (2017-2018) reaches (283191000000) billion Iraqi dinar (Education Ministry , results summary of the year 2017-2018) .

In the following , we present these obstacles to deal with them and identify their causes :

1. Infrastructure :

The deterioration of school buildings begins in the late 1980s after the State treasury is overburdened by the pressures and effects of the Iran-Iraq war . The deterioration increases after 1990 in a continuous and rapid manner (Hamzah , 2011 : p.13).

The educational indicators data for the government schools (except for vocational and institutes) for the year 2015 - 2016 show us that the deficit in school buildings is (8147) schools while the number of school buildings under construction (which are implemented by the Ministry of Education and the governorates according to the regional development plan and other parties) is (2339) schools with different levels of achievement . The majority of which are suspended due to the financial crisis the country is going through . Also , the number of buildings damaged by terrorist attacks is (1380) buildings of which (674) are totally damaged and (706) are partially damaged . The deficit in school buildings , after taking into consideration the buildings under construction and the damaged , is amounted to (6484) building . The deficiency in the school buildings is handled by resorting to the manner of duplication shift in the period of study . That is , the dual duplication is amounted to (6337) schools and the triple duplication is (961) schools (National Development Plan , 2018-2022 : p.215) . The National Development Plan report states that the shortage or the gap in the number of buildings that must be added to the current buildings to reach the standard number of buildings , according to the population standard , is (2908) buildings in the kindergarten stage , (2849) buildings for the primary stage and (353) for intermediate and secondary schools . Baghdad Governorate records the highest deficiency in school buildings for these stages (Education Statistics Report : 2016/2017).

The reality of the infrastructure does not call for optimism because the ongoing crises that Iraq is going through .

2. Teacher :

In previous decades , the teacher suffers from a severe neglecting and exclusion from the movement of scientific , cognitive and technical development which the global educational scene is witnessing . This leads to weaken his ability to keep pace with and continue modern educational methods in a manner commensurate with the goals of educational philosophy . (Golden , 2018 : p.17) :

In order for the educational process to achieve its goals , it mainly depends on the curricula and methods of preparing the teaching staffs and identifying the problems faced the learner which lead to their failure in studying (Al-Musawi , 1998 : p.1) .

3. Student / Learner :

The learner is one of the pillars of the educational process and he is described as the front facing recipient.

The net enrollment rates , in general , have witnessed a noticeable increase in the educational stages , especially in the intermediate and secondary schools . Therefore , at the time when it rises in the primary stage in a percentage (2.9%) from 91% for the academic year 2009-2010 to 92.9% for the academic year 2017-2016, it also increases in the intermediate stage from 34% to 55.1 % in a percentage (21.1 %), and in the secondary stage increases from 16% to 29.6% in a percentage (13.6%) for the years 2009-2017. The gap between primary, intermediate and secondary levels has continued. Despite the clear rise in the enrollment ratios in the primary stage, enrollment ratios remains low in the intermediate and secondary stages.

The gap between the various stages in the academic year 2017-2016 reaches to (37. 8 %) between the primary and intermediate stages, (25. 5%) between the intermediate and secondary stages . This is due to the number of the students who dropout in the primary stage which affects the net enrollment rate in the intermediate stage as well as the enrollment in the preparatory stage (National Development Plan, 2018 - 2022, previous source : p. 218-219).

The data of the Iraqi Ministry of Education indicates a high rate of male enrollment compared to females for the academic years (2026-2027) ; where the net enrollment rate for males in the primary stage is (95%) compared to (90%) for females in the same stage and for the same academic year .The same applies to intermediate school where the enrollment ratios are recorded (56%) for males compared to (54%) for females in the academic year (2016-2017) . According to the secondary stage , males enrollment ratios reaches (28%) compared to (32%) for females in the academic year 2016-2017 . (ibid : p. 216) .

Regarding to the rural-urban disparity , we find that net enrollment rates in secondary education have not improved much especially for females in the countryside . So , the percentage of females in the countryside is (25.1%) compared to (53.0%) in the urban areas (42.9%) for the total of Iraq . The proportion of boys in the countryside (44.5%) compared to (57%) in the urban area (52.2%) for the total of Iraq according to the Multiple Indicator Cluster Survey (MICS-4: 2011) (Women and Men in Iraq Development Statistics , 2012 , p. 14) . The reason is due to the lack of educational awareness in the countryside compared to urban areas .

4. Curriculum :

Among the most important challenges that the educational sector have faced and which should be addressed are those that are related to the nature of educational curricula and the mechanisms for the their numbers such as their lack of community participation , the adaptation to the needs of the labor market , its focus on traditional teaching methods and finally indoctrination without deep understanding .

It should be noted that (41) methodological materials have been changed out of the total educational curricula of (167) curricula before 2003 and the matter continues until completing (Hamza, 2011 :p. 21) .

Here, we raise several important questions : Have the results of the curriculum change been presented to an evaluation process ? Are the new curricula subjected to experimentation without following the style of novels and tales? Did the ministry pay attention , during the process of changing curricula , to the importance of the diversity in the Iraqi Social Painting ?

We believe that the curricula after changing the political system in Iraq , after 2003, must be embodied in vision of the state and its ideology, i.e., it carries a comprehensive national vision , so that, we do not have to change it whenever the political situation is changed .

5. School Administration :

School administration or what is known as educational management means that through which all matters related to study are directed including matters related to business administration as long as all school affairs are conducted for educational goals (Badawi, 1978 : p. 8-9) .

In light of the successive crises Iraq is going through , one the challenges that prevent the educational system in Iraq from developing is the domination of a culture of little loyalties such as the tribal, regional, , sectarian, partisan and factional relations in selecting competent persons to lead the school managements according to a culture of competence and achievement . In other words , the inauguration becomes more honorable than an assignment to perform a public service that is strengthened by the leadership qualities and self-qualifying capabilities of the person. This has introduced the educational system in conflicts of willings which causes an escalation of the quantitative and qualitative waste ratios in the outputs of the educational process.

6- Spending : Is it in investment or operational?

Spending on education is an investment in a human , because the human being is the means of development and its goal . Particularly , the learner is able to increase production and creativity unlike the ignorant individual who is a burden on the state.

Also, the reform in the education system is the path to the development . That is , it seeks to build human capabilities , obtain a rewarding job and gain the necessary knowledge for individuals and societies to develop their capabilities (Deprivation Map and Living Standards in Iraq , 2006 : p. 34).

So , the ratio of education budget allocations reaches to 6.2% for the financial year 2010 and increases to 7.3% of the State's Public Spending for the year 2016. However , this ratio is still not suitable for the growing needs of education and the increase in student enrollment rates during the period mentioned above . The share of the operating budget allocations constitutes the largest percentage of the total education budget allocations . That is , it reaches to more than 90% while the contribution rate of the investment allocations is less than 10% out of the total education budget allocations for the period mentioned above (Development Plan 2018-2022 : previous source , p.219) .

When comparing expenses , we find that the ministry of education within the current budget for 2013 compared to 2009 have increased by 72% as well as the expenses of the ministry within investment curriculum for the same year increased by 40% ; this is due to the financial abundance achieved during that period . However , the expenses decreased for the 2015 budget compared to the year 2009 with regard to the current budget . The rate of decline records (55%) and (82%) within the investment curriculum which is attributed to the decrease in oil prices and subsequently the decline in state revenues . All these are reflected in the current and investment budget allocations , and the decrease in spending allocated to the Ministry of Education has affected the entire educational process (Ministry of Finance / Department Accounting and indicators are prepared by the Ministry of Planning / Department of Human Development) . This indicates and explains that it is an operational budget more than investment in the educational field.

Third : Viewing and Analyzing Field Study Results :

This axis deals with reviewing the procedures that the researcher has undertaken in the field such as to choose and define the research community and its sample , the steps to build the research tool and its application and the statistical methods used in analyzing the research results , as follows :

Determining the research community and choosing the type of sample : the study community is all individuals or things who constitute the subject of the research problem (Adas et al. , 1992 : p.109) . The more the characteristics of the original community are homogenous , the smaller the required sample size (Aishour , 2017 : p. 230) .

According to the objectives of the present research and its requirements , the original research community may consist of experts of the Ministry of Education and those who carry high certificates , numbering (50) experts (males and females) , i.e. the sample unit is (individuals) . Thus , they have accumulated experience in terms of years of the service and the practice of the administrative work . It is a homogeneous society in most of its characteristics . Thus , they are able to assess the course of the educational process through a questionnaire that includes three axes of various questions ; for each of them includes the specific elements of the educational process . Due to the limited size of the research community , which is (50) experts (males and females) in the ministry and which constituted the entire sample size, the deliberate (mayoral) sample is chosen (Abbas et al. , 2007 : p.229) .

This type of sample is approved exclusively to determine the aspects of failure and achievement of the educational process and its course in Iraq and to assess the qualitative elements therein.

Test validity of the questionnaire and the tools used :

The researcher conducts an exploratory study of a sample consisting of (20) respondents with an open question . The researcher relied on the test-re-test method twice on a group of (20) members of sample . The time period between the two applications is (15) days . Alpha-Cronbach coefficient test is used for calculating the ratio of agreement (stability) . The average agreement (86 and 0) indicates a consistency and high correlation between the questionnaire paragraphs . This ratio is good . Then , the questionnaire is presented to a group of experts and arbitrators . This confirms that the questionnaire has a degree of reliability, relying on apparent honesty (Mr, 1791 : p. 463), to assess the course of the educational process in Iraq . Note that the arithmetic mean of the years of service for the sample individuals reaches (25) years , and with a standard deviation of (7) years . The questionnaire in its final form becomes of three axes that include (27) questions distributed among them with questions of the open type. The time range spanned from 16 / 02 / 2020 to 24 /03 / 2020 . The researcher adopts the tools of interview and observation with questionnaire in collecting data and then subjecting them to the study and analysis.

Table (1) Distribution of respondents according to gender :

Gender type	Number	%
Male	20	40
Females	30	60

It clear from the above table that the sample size consists of (50) experts (males and females) from the Ministry of Education experts . The number of males experts is (20) at a rate of (40%) of the sample size, and the female (30) experts at a rate of (60%) of the sample size . This is due to the fact that there are more female experts than male experts in the Ministry of Education .

Table (2) Distribution of respondents according to years of service :

Years of service /experience	Repetition	%
20-25 year	11	22
25-30 year	13	26
30-35 year	16	32
35 year or more	10	20
Total	50	100

It is clear from the above table that the number of those whom their service (20-25 year) reaches (10) and at a rate (20%) of the sample size , (25-30 year) reaches (11) with (22%) , (30-35 year) is (13) with (26%) , whereas (35 year or more) is (16) and with (32%) of the sample size, and they enrich the questionnaire with their valuable opinions.

Table (3) Scientific qualification for the individuals of the research sample :

Scientific qualification	Repetition	%
M.A	12	24
Ph.D.	38	76
Total	50	100

It is clear from the above table that the number of experts with a master degree reaches (12) with a rate of (24%) , while the number of the PhD holders reaches (38) with a rate of (76%) which indicates to us that the highest percentage of experts are PhD. Additionally , the accumulation of experiences they have for the whole period of their service which give us an objective assessment of the course of the educational process in Iraq.

Table (4) shows the answers of the sample units on the axis of school administration:

Probable results for the questions of the school management axis questions .	Yes	%	To some extent	%	No	%	Hierarchy
There is a weakness in the stability of organization and discipline inside schools .	29	58	10	20	11	22	10
There is a weakness in the adequacy of educational equipment and means .	43	86	5	10	2	4	2
Lack of powers granted to school principals in opposite for the responsibilities assigned to them .	42	84	5	10	3	6	3
Regulations and laws are laid down according to foundations that are difficult to be implemented in reality and the predominance of the routine nature for completing administrative transactions .	39	78	8	16	3	6	6
Insufficient funds allocated to school administrations .	35	70	10	20	5	10	7
The high student density affects the duplication use of the time shift (two and three) negatively on the school atmosphere and the high dropout rates .	45	90	3	6	2	4	1
Weakness in the necessary basic data for setting plans and programs .	33	66	10	20	7	14	8
An inadequate qualification of school principals .	41	82	7	14	2	4	4
The weak role of supportive bodies such as the parents' councils .	30	60	10	20	10	20	9
One of the obstacles of the school management is that most school buildings are not suitable for educational use which causes the school environment to lose the educational conditions to contain the student and the teacher at the same.	40	80	6	12	4	8	5

Upon analyzing the data of the above table , it becomes clear that the answers of the respondents who answered (yes) to the question . The high student density in the duplication time-shift (dual and triple) affects the school atmosphere negatively . Consequently , the high dropout rate comes in a hierarchical sequence (1) with a total of (45) respondents with a percentage of (90%) . This causes a weakness in the adequacy of the educational equipment and means that comes in the hierarchy (2) , i.e. , the respondents who support (yes) are (43) with (86%) and this is related to the lack of powers granted to school principals in return for the responsibilities assigned to it in the sequence. The hierarchy (3) is supported by (42) respondents at a rate of (84%) ; it fills the question of weakening the qualification of school principals , the hierarchy (4) that is supported by (41) respondents at a rate of (82%). The hierarchy (10) is supported by (29) respondents at a rate of (58%) ; it fills There is a weakness in the stability of organization and discipline inside schools. All possibilities explain the low effeciency of school administrations.

Table (5) shows the answers of the sample units on the axis of the teacher :

Probable outcomes for teacher axis questions	Yes	%	To some extent	%	No	%	Hierarchy
Memorization and preservation depend on delivering the scientific material .	40	80	7	14	3	6	1
The teacher depends on the dialogue between him and the learners, and between the learners themselves.	39	78	6	12	5	10	2

The teacher adopts authoritarianism manner in order to impose system in the classroom .	29	58	10	20	11	22	7
Activating the incentive system for a member of the educational body helps to increase its efficiency .	37	74	10	20	3	6	3
Using educational aids as necessary .	31	62	15	30	4	8	6
The weak ability of the teacher to keep pace with modern technological methods appropriately with the educational policies , leads to weaken his effectiveness and communication with students and the delivery of academic material.	33	66	10	20	7	14	5
Taking into account the individual differences between the learners.	35	70	9	18	6	12	4
He is not interested in teaching aids in the teaching process.	20	40	5	10	25	50	8

Analyzing data in the above table indicates that those who answered (yes) to the question of accreditation of memorization and preservation in the delivery of the scientific material by the teacher to learners occupied the hierarchy (1) supported by (40) respondents from the sample size and at the rate of (80%), but for those who answered with (yes) to the question of the teacher's reliance on the dialogue between him and the learners and between the learners themselves comes in the hierarchy (2) with (39) respondents at a rate of (78%) . The question that helps activating the incentive system for a member of the educational body to increase its efficiency, fill the hierarchy (3) is supported by (37) respondents at a rate of (74%). The question of observing individual differences between the learners , it fills the hierarchy (4) is supported by (35) respondents at a rate (70%). The educational system in Iraq does not adopt the method of indoctrination to learners that do not keep pace with modern learning methods in the developed world.

Table (6) shows the answers of the sample units on the curriculum :

Probable outcomes of syllabus questions	Yes	%	To some extent	%	No	%	Hierarchy
Does the curriculum adopt the Curriculum System ?	29	58	15	30	6	12	8
Is mastering knowledge the focus of the educational process ?	32	64	10	20	8	16	7
Does it emphasize cognitive aspects and neglect personal aspects ?	46	92	3	6	1	2	2
Does the curriculum emphasize the personal and humanistic aspects ?	35	70	10	20	5	10	6
Is the learner the focus of the educational process ?	40	80	5	10	5	10	5
The curriculum is set by specialists in the scientific subject .	45	90	3	6	2	4	3
The curriculum setting is shared by several parties, including specialists.	3	6	8	16	39	78	9
The textbook is the only source for the learner's scientific knowledge.	47	94	1	2	2	4	1
The curricula lack the harmony with the needs of the labor market and focus on traditional teaching methods and indoctrination without a deep understanding.	44	88	3	6	3	6	4

The analysis of the above table data shows that those who answered (yes) to the textbook question a single source of scientific knowledge of the learner come in a hierarchical order (1) with (47) respondents from the sample size of (50) with a rate (94%) which explains to us this narrow indicator. The knowledge horizon of the curricula approved in the Ministry of Education . The question of affirming the curriculum on the cognitive aspects and neglecting the personal aspects occupy the hierarchy (2) is supported by (46) respondents and with a rate (92%) ; it indicates the lack of interest in building the personality of the learner . The scientific order comes in sequential order (3) with (45) respondents with a rate

(90%) ; this is a somewhat positive indicator except that it should be shared with them by the councils of fathers and mothers and experts of other institutions in order to be given a national character . The question of the lack of curricula in harmony with the needs of the labor market and its focus on traditional teaching methods and indoctrination without a deep understanding occupies hierarchy (4) with (44) at a rate (88%).

Fourth : Conclusions :

The accumulated crises in Iraq cast a shadow over the course of the educational process and its main elements , and accordingly the findings of the research are summarized as follows :

1. A lack in numbers of the educational staffs for the scientific subjects in schools due to the absence of appointment , the deterioration of the economic situation and the high waste in public funds for the spread of the scourge of corruption.

2. Increasing repetition and dropout rates because the high student density in schools with the high rate of the dual use (dual and triple) due to the lack of school buildings , which negatively effects the atmosphere .

3. Continuing the educational gap between rural and urban areas, the gender gap, and the disparities between governorates persist despite the relative positive indicators achieved in the field of education in recent years .

4. Limited use of modern educational technologies in the school curriculum which , in turn , reflected on the efficiency of the educational system.

5. Continuous change of the curricula according to a unified vision by the General Directorate of Curricula without referring to the learner, teacher and partners in the educational science.

6. Most school buildings are not suitable for the educational use . That is , the school environment loses the educational conditions to contain the student and the teacher at one time . In addition , most schools lack laboratories, modern equipment and tools needed .

7. The absence or the weak adoption of the administrative governance due to the weak partnership between the educational institutions in the private and public sectors, as well as the weakness in the monitoring and evaluation mechanisms.

8. Weakness of school administrations in most areas in terms of preparation , training and experience in addition to the limited powers and capabilities .

Fifth : Intervention options as a future vision for advancement :

1. Developmental advancement paths of education , which constitute the basic pillars for building human capabilities , require creating an enabling environment that helps society, especially the poor groups , to face the challenges of illiteracy , enhance enrollment opportunities and strengthen the capabilities of the educational institutions. They should start from any educational policy in Iraq by providing and achieving equal educational opportunities for all.

2. Strengthening the role of the scientific research to counter the lack in the knowledge structures and the development of the educational process techniques.

3. Using modern technological means in teaching in a way that suit the student's level and strengthening school administration, including the principals.

4. Setting contingency plans to confront complex problems such as school buildings in order to reduce dropout rates for all levels and develop learning style until the country is being stable .

5. Time gap between us and the global experiences is still far away . The matter is not only related to physical science , but also to the philosophy of education as well . That is , the educational inputs that we seek from highly efficient outputs are compatible with the requirements of the labor market .

6. Reconsidering traditional examination and evaluation methods , by adopting electronic systems instead of paper-based to reduce red tape and narrow interests and achieve justice among students.

7. Bridging the gap between the countryside and the city by ensuring universal coverage for all rural areas . As well as reducing the gap at the level of academic achievement between rural and urban schools.

8. Reforming and developing curricula through the adoption of integrated scientific mechanisms as well as the use of expertise and successful human and international experiences.

9. The necessity of caring for students with special needs and orphans… by reviewing the laws and regulations of the ministry so that schools can accommodate all the citizens who wish to educate.

11. The necessity of activating cooperation and partnership with various international organizations (such as the World Bank , UNISCO and UNICEF) to provide the support and the assistance to the educational system in Iraq.

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