Educational Obstacles Facing Primary School Teachers in Iraq from their Point of View

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Abstract

The aim of this study is to identify the real obstacles related to primary school teachers in Iraq, which impede the development of the educational process, especially with regard to the student, curriculum, school administration and school buildings. To achieve this, a questionnaire was designed as a main tool in this study, the study sample consisted of (120) teachers and teachers in the schools of Karbala governorate. To collect the data from the members of this sample, a questionnaire was used consisting of five main fields. The validity and consistency of this questionnaire were verified. The results of the study showed that the teachers' awareness of the importance of the teacher and overcoming the obstacles to the performance of the tasks of his profession. The results of the study also revealed the impact of these axes on the role of the teacher is uneven, and the study presented a number of suggestions and recommendations.

Keywords: *Educational obstacles, Facing primary and school teachers.*

Introduction

The developed and international societies have given education a special importance in their belief in the vital role it plays in the development of the individual and society alike. Hence, attention is paid to all the aspects related to the educational process. There have been numerous conferences and seminars related to education. There have been many studies and research on aspects related to the educational process, this concern reflects the challenges and interactions of the world that make human-centered education the basis for confronting these challenges.

It is the nation's facing challenges in a civilized manner in the world of politics, economy and society that realize that the backbone of challenges is always within their civilized vision of education. Modern thinkers have linked education with teacher, considering that human development is an expression of human existence, poverty is a lack of human capabilities resulting from poor training and performance of teachers, all due to lack of educational performance, as poverty is not a shortage of wealth, but a weakness of cultural awareness of the nation, which leads to backwardness, which is no longer a matter of self, this is done only through the development of education, and education is only developed through the development of the teacher, teacher is the problem is also the solution.[1]The educational heritage is full of vast literature on the teacher, his role and his position in the educational system, and his decisive influence in activating the educational process and its marginalization and impact on the learners. It is not different from most of the literature - if not all - and the difference of their theoretical orientation that the teacher is the effective element in the report the form, content and effectiveness of the educational process.

As the teacher is the essence of the educational process and the cornerstone of it, it is representative of all elements of the educational process in the daily practice of school life, the textbook for example will not be taught and will not be described effectively if not initiated by the teacher education, as well as the case of other elements, and therefore each development is planned for upgrading The process of education and make it more efficient and quality of the main element is the teacher, it

is implemented and deals with the proposals and plans to develop the educational process, without which there will be no benefit from the desire for development and change, in addition to the teacher is not enough to be familiar with methods for a modern education, but must be able to establish good relations with students and management and colleagues. [2] Without doubt, the conviction of the teacher and satisfaction with the teaching profession paid to the tender and make the effort and dedication to work, because the imbalance in the relationship between the person and work produces often not convinced of the individual work environment already, as Aralbzaz that loyalty to the teaching profession and commitment is influenced by the extent of the conviction and the satisfaction of the individual about this profession, since the nature of the work of the teacher to be subjected to different pressures, both in terms of the conditions of society, or the need to provide factors affecting the educational awareness of the teacher, which includes factors related to the teacher itself, as well as factors related to working conditions within the school, [3].

Al-Sharqawi stressed that the profession of teaching is the highest pressure compared to other work pressures, as the reference to the problems suffered by the teacher in general is due to the school environment in all its aspects, including with regard to his personal and psychological qualities,[4] Some educators believe that the most important pressures that surround the work of the teacher that is characterized by the authority of morality stems from his personality and distinguish his professional activity to teach pupils and Neil respect, and cannot teachers to possess this authority necessary, and who cannot exercise his profession deserved, and he must look for other career [5].

Despite the great importance of primary education, there are still some obstacles to its progress, which have an impact on the outputs of the educational system. Examples of these problems that hinder the progress of the educational system regarding the teacher and the curriculum, the school environment and ...etc. In light of this, the current study is trying to identify the most important obstacles that affect the teacher and prevent him from performing his task in an optimal manner, whether with regard to the teacher himself or the student or curriculum, or the

administrative aspects and school buildings according to the view of teachers, and humiliation, in preparation for treatment afterwards.

Study Problem

Based on the above references on the importance of the role of the teacher and the importance of facilitating its role, and address the difficulties that may constitute impediments to the effectiveness of educational work, as the sources of these obstacles vary with different societies and their specificity. The problem is to identify the extent to which teachers recognize the sources of professional pressures, Reduce and limit the effectiveness of teaching, and may lead to a quality of output is not at the level of ambition, and may hinder the development of the educational process in government primary schools.

Through the above, the problem of the study can be identified in: Identifying the obstacles facing teachers to perform their role in the educational process in the primary stage in Karbala governorate. The current study attempts to answer the following main question: What are the problems that impede the performance of teacher's role in the educational process in the primary stage in Karbala governorate?

This Main Question is Divided into the Following Sub-Questions

- What are the problems that hinder the educational process in the primary stage of the private teacher?

- What are the problems that hinder the educational process of the primary stage of the student?

- What are the problems that hinder the educational process for the primary stage and the curriculum?

- What are the problems that hinder the educational process of primary and school administration?

- What are the problems that hinder the educational process of primary and school buildings?

The Importance of Studying

This study will provide the necessary information for Ministry of Education employees in their attempts to reform and develop education in Iraq. Without knowing

these problems, difficulties and real challenges to the obstacles of primary education, as well as the aspirations and hopes of teachers directly involved in the teaching process, Efforts are incomplete and no attempt will be made to develop and reform educational.

In this Context, the Study Seeks to

- Survey the views of teachers of the primary stage in Karbala province on the importance of the difficulties they face during the exercise of daily work.

- Identify the extent of the difference between the priorities of these difficulties with different variables such as school experience, educational area and gender teacher.

Objectives of the Study

The Study Aims to

- Identify the educational obstacles that hinder the educational process from the point of view of the teacher at the primary stage.

- Stop the educational obstacles that hinder the educational process in the primary stage of the student.

- Identify the most important educational obstacles to the curriculum of the primary stage.

- Search for the most prominent educational obstacles facing teachers by the school administration.

- Identify the obstacles to the education of primary and school buildings.

The limits of the Study

The Limits of the Study Undertaken by the Researcher Shall be Determined by the Following

Spatial Boundaries

The application of the questionnaire on the educational obstacles facing teachers in the performance of their duties to a number of teachers and teachers of primary schools in the Directorate of Education Karbala province.

Time Limits

The implementation of the questionnaire on the problem of research on a number of teachers and teachers of primary schools in Karbala for the academic year 2015-2016.

Research Methodology and Procedures

This chapter includes a description of the methodology of the study, the society of the study, its sample, the method of selection of the sample, and a description of the measuring instrument, the validity of the instrument and its stability, the statistical means used to present the results and the study procedures.

Methodology of the Study

The researcher uses the descriptive approach, because it is considered the most appropriate research methodology for the nature of the subject, since his goal does not stop at describing the phenomenon or problem only, but goes beyond that to interpret and analyze the reality by collecting sufficient information and data on it, so that it analyzes, explains and compares in order to reach conclusions or evaluations when Describes the phenomenon, and can be obtained from the information to answer the questions of the study without the researcher's intervention,[6] the questionnaire was also used by the researcher to identify teachers' views on the most important obstacles facing them during their careers in elementary schools in Karbala governorate.

Society and Study Sample

The sample of the study was selected from a group of teachers (120) out of (23) primary schools affiliated with the center of Karbala governorate. This sample was selected randomly, this sample was not limited to the specialization of a particular subject, but included all the competencies of the schools covered by the current study. The sample included those who were described as experienced in teaching as well as those who were newly appointed to primary schools.

Study Tool

The researcher prepared a questionnaire aimed at measuring the teachers' awareness of the severity of the obstacles facing them in the primary stage during their work on the school day. The researcher initially presented a questionnaire which is an open question in which the teacher expresses the problems that he faces during the school day (60) .

Teachers from male and female, and through this questionnaire the researcher formulated the terms of the questionnaire on five axes (teacher, student, curriculum, school administration, school building), and after the completion of the final number of the questionnaire in the final calculation of the credibility of the questionnaire W Its consistency is as follows:

Validity Tool

The truthfulness of the content and the validity of the content of the study tool was determined by presenting it to seven arbitrators who hold PhD degrees, five of them are in the specialization of curriculum and teaching methods, and two of them are working in the field of philosophy of education. The researcher was asked to see the comprehension paragraphs and their comprehensiveness and delete or add what they see fit , And after collecting the views of the arbitrators, the researcher modified them according to their opinions until the questionnaire appeared in the final form, and considered their consent to the paragraphs of the tool is evidence of the validity of the content of this questionnaire.

Stability of the Tool

The researcher measured the stability of the study instrument by using the Gronbach Alpha stability coefficient. The internal consistency was calculated with a result of (0.82) for all axes. This indicates that the study instrument has a good degree of internal consistency to be reliable for measuring what was designed for it. [7]

Statistical Methods

- The researcher used a number of statistical methods in his study.

- Pearson correlation coefficient: It is used to define the strength and nature of the relationship between only two variables.

- The weighted average: It is used to indicate the severity of each paragraph of the questionnaire.

- Percent weight: It is used to know the degree of severity of the paragraph to the rest of the paragraphs.

- The internal consistency rate (Alfa Kronbach): It was used to extract consistency in the manner of internal consistency. [8]

Study Procedures

The Steps of the Study went through the Following Stages

- Access to previous studies and related literature.

- Writing the theoretical framework of the study, this includes (introduction, problem and importance, objectives and procedures and definition of terminology?

- Preparation of a preliminary questionnaire based on the views of teachers on the most important obstacles facing them in the educational process and in all axes.

- Arbitration of the questionnaire from several specialized professors to express their opinions paragraphs and give their consent.

- Application of the questionnaire to a number of teachers and different specialties and experiences.

- Statistical analysis of the results of questionnaires.

- Discuss results related to study questions, draw conclusions and make recommendations.

Results and Discussion

This section presents and discusses the results related to the special obstacles of the teacher during his school day and the obstacles that affect his daily work. The following table shows this:

Table 1: Educational obstacles for the teacher

Number	Items	I agree	hesitant	disagree	Weighted average	Centric weight
1	The teacher feels the gap between his studies at the university and between the applications at school.	48	60	12	2.3	76.66
2	The school schedule is crowded with classrooms.	44	72	4	2.33	77.77

3	Increase administrative and routine burdens on the teacher.	99	19	2	2.83	94.44
4	The teacher is angry about the salaries he receives as compared to the burdens of his job.	88	28	4	2.7	90
5	Poor pay for the teacher distracts his thinking to do other work outside the school.	44	64	12	2.26	75.55
6	Multiple visit and supervisors feel the teacher is not safe.	60	56	4	2.46	82.22
7	Non-appreciation of parents for the profession of the teacher.	72	48	---	2.6	86.5
8	Ruling on parents reduces the prestige of the teacher in front of pupils.	76	40	4	2.6	86.6
9	Poor appreciation of the profession of the teacher by the community.	60	56	4	2.36	78.88
10	Some of the teachers are forced to teach.	20	88	12	2.06	68.66
11	Some teachers do not have the personal psychological preparedness to take up the teaching profession.	32	80	8	2.2	73.33
12	Non-acceptance of visitors by the teacher. especially those who are new to teaching.	40	68	12	2.23	74.44
13	The teacher's commitment to traditional methods of teaching fearing his superiors and cannot implement his vision.	24	84	12	2.12	70
14	The overcrowding of the pupils in the classroom causes the teacher's inability to develop individual skills for them.	32	72	16	2.13	71

Referring to Table (1), which illustrates the most important educational obstacles that hinder the progress of the educational process for the primary stage in the province of Karbala, which belong to teachers and the results of the questionnaire as follows:

- Paragraphs (1, 2, 3, 5, 6, 7, 8, and 9) were the percentage of approval at high rates, where the percentage weight of these paragraphs between (94.45 to 75.55) and weighted average of (2.83 to 2.26).

- The rest of the other paragraphs were approved by the percentage of the average sample by the study.

Paragraph (3) concerning "increasing administrative and routine burdens on the teacher" has obtained the most approval percentage (99), while paragraph (10) "for the health of posts, some teachers are forced to practice teaching" at the lowest percentage Approve the number of approved (20) teachers. Through the study of the field and also through our observation of what is happening in primary schools, we find that a number of routine administrative tasks assigned to the teacher is not in the field of specialization, and most of the schedule is overloaded with quotas, which is drained of its energy a lot, and there is no A great understanding of the work of the teacher by parents as well as by the community and the lack of appreciation of the role of the teacher, and that some parents are trying to reduce the prestige of the teacher in front of their children, which led to the weakness of the teacher and reduce his prestige in front of students, Because of the differences Between the salaries they receive as employees in other ministries, as the study showed.

As for the Obstacles of the Educational Process of the Primary Stage of the Students and Through the Teacher's View of Them, The Following Table Shows That

Table 2: Educational obstacles for students

Number	Items	I agree	hesitant	disagree	Weighted average	Centric weight
1	Pupils do not feel the importance of lessons.	48	60	12	2.3	76.66
2	Lack of motivation to learn for students.	32	80	8	2.2	73.33
3	Students engage in side conversations during the lesson.	40	68	12	2.23	74.44
4	Most students have difficulty paying attention to the subject of the lesson long	60	56	4	2.36	78.88

Number	Items	I agree	hesitant	disagree	Weighted average	Centric weight
	enough.					
5	Students get bored during class.	24	84	4	2.12	70
6	The lack of pupils for the thrill of the educational process.	20	88	12	2.06	68.66
7	The overcrowding of the school schedule by teaching quotas.	76	40	4	2.6	86.6
8	The lack of interesting activities associated with the course causes students to become discouraged.	44	64	12	2.26	75.55
9	Students suffer from frustration due to the density of prescribed materials.	60	56	4	2.46	82.22
10	Students suffer from psychological, social or economic problems.	44	72	4	2.33	77.77
11	The school is an environment that is not attractive to students.	32	72	16	2.13	71
12	Students are busy playing modern technology programs at the expense of homework.	88	32	----	2.73	91.11
13	The lack of parents to encourage their children to study.	88	28	4	2.7	90
14	Parents do not cooperate with the school for the benefit of their children.	72	48	----	2.6	86.5

In view of Table (2), which explains the mechanism of the questionnaire for the role played by the student, which is the focus of the educational process, the answers were as follows:

- The number of approvers who increased their percentage by percentage of 80% was for paragraphs (7, 9, 12, 13, 14) and the ratio ranged from (91.11 to 82.22), while the rest of the paragraphs were approved above average.

- The highest paragraphs that were agreed upon by the sample of the study is paragraph (12) "Students are busy playing modern technology programs at the expense of homework" by (88) of the teachers from the study sample, as well as paragraph (13) "The lack of parents for the methods of stimulation For their children to study "and the same number for the sample of the study, while paragraph (6)" lack of students to the element of thrill for the educational

process, "the lowest proportion of the sample study

The study shows that there is no cooperation between the parents and the school, which causes the student deterioration and weak in relation to the school and teachers. The study also revealed that many students suffer from psychological and social problems, which is obvious to the country's difficult security conditions on the society as a whole, not to mention children, and the new technology and Internet programs have affected students to become preoccupied with the subjects and duties of the students. Many began to hesitate to go to school and take the excuse of not going to school because of the lack of incentives by parents and Education authority.

As for the Impediments to the Curriculum of the Primary Stage, Which Greatly Affects the Educational Process, Especially for this Age Group, the Following Table Shows That

Table 3: Educational obstacles to the curriculum

Number	Items	I agree	hesitant	disagree	Weighted average	Centric weight
1	The curriculum depends on padding and indoctrination.	60	56	4	2.36	78.88
2	The curriculum does not serve the student far from his daily life.	76	40	4	2.6	86.66
3	The curriculum adopts the theoretical side only.	20	88	12	2.06	68.88
4	Curricula do not touch the needs of the community or the needs of students.	21	86	13	2.06	68.88
5	Curriculum does not keep pace with the evolution of the world and the information revolution.	48	60	12	2.3	76.66
6	The curriculum neglects the students' preparations and their different tendencies.	61	55	4	2.36	78.88
7	Curriculum is unable to achieve the desired	44	72	4	2.33	77.77

	educational and educational goals.					
8	The intensity of the course and the frequent holidays push the teacher to accelerate the closure at the expense of absorption.	100	20	----	2.83	94.44

Table (3) on School-Related Constraints, Which Consists of 8 Paragraphs, Shows

- Approves the paragraphs of the curriculum ranged in percentage weight (94.44 to 68.88) and the most approved paragraphs are (2.8), while the rest of the paragraphs were percentage to the extent of the medium somewhat.

- Paragraph (8) related to "the density of the course and the number of holidays paid teacher accelerated to the end of the expense of absorption has received the most approved percentage of the sample of the study reached (100) teachers, while paragraph (3.4) have received less Percentage approved by teachers.

The current field study revealed that the curriculum is rigid, and that they are free of suspense and pleasure. Most of them are far from the current reality and the country's events. It is also unattractive for students not to take into consideration their tendencies, aptitudes, skills, and the use of what they learn in the environment.

Reflect the reality of society, and that most of the adopted curricula, especially in the primary stage, depend on the traditional methods of teaching and keep pace with the recent developments in the world of the curriculum, and how to keep pace with the mentality of the child in this period, and most of the curriculum for this age depends on conservation without The lowest participation of practical activity and ways to motivate students to participate in the lesson.

Table 4: Educational obstacles for the educational administration

Number	Items	I agree	hesitant	disagree	Weighted average	Centric weight
1	School administration does not provide the conditions for good work.	21	86	13	2.06	68.66
2	School principals do not associate teachers with administrative and organizational matters.	60	55	5	2.36	78.88
3	A routine work climate does not encourage creativity	61	52	7	2.46	82.22
4	School principals do not encourage teachers and do not praise their creations.	76	40	4	2.6	86.6
5	There are no channels of communication between teachers and educational departments.	32	76	12	2.13	71
6	The administration cares more about formalities than effective performance.	25	81	14	2.12	70
7	Teachers' assessment criteria depend on relationships and the most subjective ones.	44	73	3	2.33	77.77
8	Most school administrations do not respond to teachers' suggestions.	48	61	11	2.3	76.66
9	The distribution of work to teachers is done without consideration of performance.	33	80	7	2.2	73.33

Table (4) of the Obstacles That Concern the Educational Administration of the Primary Stage from the Point of View of Teachers is as Follows

- Only (3.4) obtained a high approval percentage and a percentage weight of (86.6 and 82.22). The rest of the paragraphs related to the administrative obstacles were average approval rate.

- The highest percentage of repeaters who do not know was in paragraphs (6, 9) as it reached (80) of the sample number.

- Paragraph (4) "School principals do not encourage teachers and do not praise their creations", which received the most approval from the sample.

Through the researcher's follow-up to what is going on in elementary schools and the results of the field study, there is a lack of concern by the educational administration of the performance of the teachers of the performance, although the majority of educational leaders are teachers, and public relations are almost non-existent between teachers.

These departments and grades of assessment by school principals at the end of **Stage, we Will Explain it in the Following Table**

Table 5: Educational obstacles for school buildings

Number	Items	I agree	hesitant	disagree	Weighted average	Centric weight
1	The school building is devoid of aesthetic touches.	87	29	4	2.7	90
2	The school building lacks green spaces.	72	48	---	2.6	86.5
3	School buildings are devoid of recreational facilities for students to practice their hobbies.	60	54	6	2.36	78.88
4	School buildings are empty of laboratories.	40	68	12	2.23	74.44
5	School buildings lack adequate equipment and tools for education.	45	62	13	2.26	75.55
6	The number of classrooms is few in schools. which increases the number of students.	32	79	9	2.2	73.33
7	School buildings are not attractive to students and teachers.	88	28	4	2.7	90

the school year are not at the expense of efficiency depending on the teacher's relations with the principal, which has generated great frustration among the distinguished teachers, and the participation of teachers in unnecessary matters is obligatory to them contrary to the things that organizational structure or administrative where they are not allowed to participate and give opinions.

As for the Obstacles to School Buildings and Their Impact on the Educational Process of the Primary

After looking at the Table (5) and Its Answers on the Paragraphs of the Questionnaire Related to the School Building, Which was the Number of Seven Paragraphs, Were Views of the Sample as Follows

- The highest percentage of the approval of paragraph (1.7) and a percentage weight of 90 and a weighted average of (2.7) the other paragraphs were the approval rate is medium.

- The highest percentage of those who are hesitant about the role of school buildings as one of the obstacles to the educational process in paragraph (6) "The number of classrooms is few in schools, which increases the number of students."

- The highest percentage approved by the sample of the study on paragraph (7) "school buildings are not attractive to students and teachers", as well as paragraph (1) "school building devoid of aesthetic touches interesting."

Most schools, especially primary schools, suffer from water scarcity, sanitation and plumbing due to the double and tripartite work. They have almost abandoned the

aesthetic touches that attract children especially at this age. The green areas and the sports fields, which are considered an outlet for them and are considered as a place of entertainment for students to practice their hobbies, to reach the sample to recognize that the school buildings, are attractive to both the student and the teacher, of boredom and injustice to the souls of students and teachers.

Conclusion

- To overcome the obstacles faced by teachers through the establishment of training courses for the development of teachers in the province of Karbala, and try to overcome the problems of the educational process in cooperation with the actors at the educational level.

- Coordination with parents and increase contact with them and the establishment of seminars to identify the most important problems in the development of the educational process in the province of Karbala, and their contribution to the role they have in collaboration with the school and teachers to overcome these obstacles.

- The need to conduct training courses for curriculum experts to develop their abilities in how to prepare the curriculum, and take the views and views of teachers with regard to the difficulties encountered during teaching, especially the textbook.

- The need to establish training courses for educational departments and all levels, whether it is staff of the Directorate of Education Karbala province or principals of primary schools to introduce the modern methods of school administration, and how to overcome the problems and obstacles to the process of development of education, and give a greater role for the teacher in the school because the link between the student And administration.

- The need to undertake extensive tours to learn about the reality of school buildings and their relevance to education, and develop effective solutions to decompose the bottlenecks in primary schools for dual and tripartite, as well as reduce the intensity of pupils in the classroom, and taking into account the foundations of beauty and sports fields, laboratories and green spaces and distance from the noise In the design of the school building to contribute effectively to the development of hobbies of students.

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