

Educational Services and their Development in Kufa District

Mohammed Jawad Shabaa and Dunya Ali Jasim

Abstract--- *Background: The research aims at knowing and developing educational services in Kufa district and planning for 2018 and its evaluation statement and disclose the positives and the most important problems using the international planning standards. It also identifies future needs for educational uses for ease of use and its ability to provide comprehensive spatial information and create other alternatives in population density. Materials and Methods: The study showed the disparity in the distribution of educational services in Kufa district, the low efficiency of their levels and their deficit at the judicial level and the utilization of existing schools. This will have a great impact in supporting planners and decision makers from making successful decisions to support and achieve comprehensive development through evaluation based on local standards by the Ministry of Planning, which is linked to this service. Results: At the end of the research, the researchers reached a number of conclusions and recommendations to achieve comprehensive development at the level of Kufa district. Conclusion: The Kufa district is witnessing a continuous increase in the number of the population, which exacerbates the problem of the distribution of educational services in the future, in addition to not taking into account the planning criteria. Educational services and do they comply with the planning standards?*

Keywords--- *Educational Services, Development, Kufa, Ministry of Planning.*

I. INTRODUCTION

Educational services are a vital topic for planners and decision makers. One of the definitions of development refers to it as "a process that seeks to change the physical and moral dimensions aimed at bringing about the relative balance between different regions and developing them at different levels and types, thus contributing to solving the problems of disparity in the studied areas". The study of educational services, the development of plans and the supervision of their implementation and follow-up, one of the main pillars in the development of society and in a way that can prepare a conscious society and is able to contribute to the implementation of development plans and bring demographic changes in the elements of population growth and economic structure. Attention to education is a major pillar of development and contributes to the society's contribution to scientific progress (Al-Saadi, 2018). The high level of urbanization leads to an increased interest in the pattern of distribution of educational services. The aim of this research is to identify the most important problems facing educational services in the district and develop them according to the international planning standards with the best proposals and solutions and to identify the future needs of educational uses by applying GIS in their planning and working to improve their efficiency.

Concerning the characteristics of higher education from the perspective of services, it was identified that it is important that universities, like any other company, to be viewed as entities with various stakeholders who, in turn, have different interests and requirements relating to the university in different ways (AL_Dulaimi, 2016).

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The aim of study is knowing the most important problems facing educational services in the judiciary and developing them according to the international planning standards with the best proposals and solutions and identifying the future needs of educational uses by applying geographic information systems in their planning and working to improve their efficiency.

Study Area

The research area is determined by the district of Kufa, one of the three districts of the province of Najaf, as well as the judicial districts of Najaf and Manathira. Astronomically, the district is located between two latitudes (31,50-32,10) north and two longitudes (44,20-44,38) east bordered by the north and northeast administrative borders of the province of Babylon and on the east and south-east administrative boundaries of the province of Qadisiyah and on the south The district of Manathira and the west is bordered by Najaf. The area of the district of Kufa (437) km² distributed over three administrative areas at the level of the district of Kufa district, an area of (110) km², and the area of Abbasiya (235) km² and Al-Hahriyah area (92) km² as in Fig. 1. As for the population of the estimated amount of Kufa (367558) people for the year 2018 (Kubaisi and Hagra, 1981). The center of Kufa district is ranked first and highest (66%) of the total population of the district. Then came the Abbasid district (25%), while the area of Al-Hahriyah came in (9%) of the population of Kufa district. The study was limited to data analysis and applications of GIS in the study of educational services to achieve regional development, through the study of the current reality and provide solutions and proposals for the problems of current educational services.

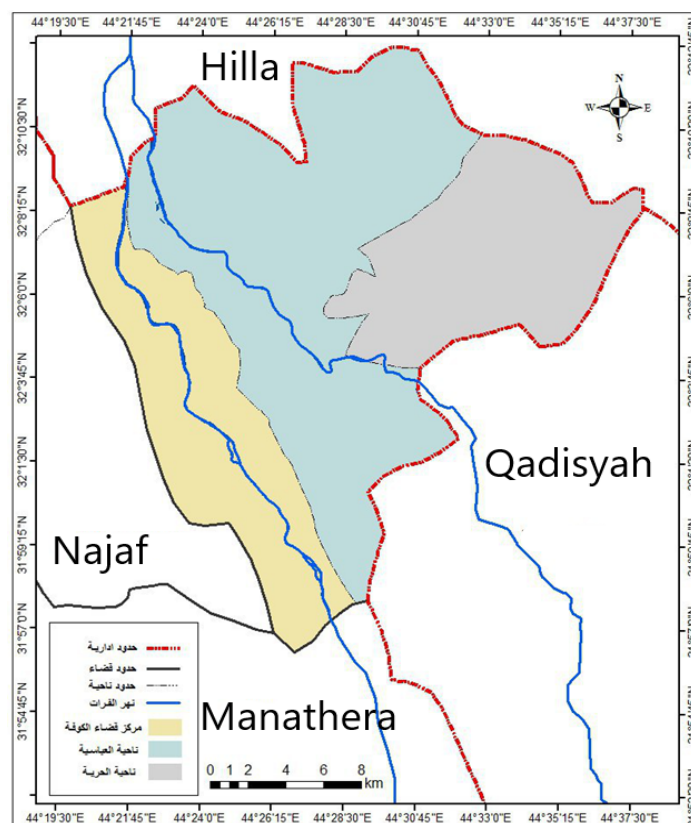


Fig. 1: Geographical and administrative locations in Kufa. (General Authority for Survey, 2018), scale 1: 2500, using Geographic Information Systems (GIS)

II. MATERIALS AND METHODS

The reality of educational services in Kufa

The planners were interested in the distribution of educational services in the development of standards for the construction of schools in various stages to provide educational services to the population in proportion to their numbers and geographical locations. It is noted that the Kufa district includes kindergartens, primary and secondary education, teacher training and higher education.

The number of educational units in the district amounted to (274) educational institutions other than higher education institutions, where (2133475) students studied, while the number of teaching staff reached (6107) teachers during the academic year (2017-2018). Kindergartens represented the total number of educational units, number of students, pupils, teachers and teachers (3.6%), (2%) and (1.1%) respectively, as well as about (64%), (67.8%) and (61.3%), respectively in primary education. And about (31.38%), (30.3%) and (37.4%) respectively in secondary education. In other words, the state provides free education to the population as well as providing the educational staff it needs and building the necessary schools to accommodate more students and pupils. The educational stages are divided into the following.

III. RESULTS

Evaluating the reality of kindergartens and the standards of planning: This stage is one of the most important stages of education as it is based on the development of the capabilities of children at the age of (4 - 5) years. This age stage is one of the most important stages of development, formation and reception in which the features of the child's personality are determined. This institution satisfies the psychological and cognitive desires of children, discover their skills, develop their early mental talents and access to the care of gifted children in later educational levels. The number of kindergartens in the district of Kufa (10) kindergartens and the number of children enrolled (2449) boys / girls and made up (2%) of the population of the district in the categories of age four and five (Dulaimi and Sheba, 2017). These institutions were distributed among the administrative units of the district amounted to (3.6%) of the governorate out of a total of (10) institutions and the number of children reached (2404) boys / girls and (1837) of the total enrolled children, which represents the highest percentage. The district of Kufa district ranked first in the number of kindergartens and teachers in about (55) and the number of classroom (30), while the Abbasiya district came with one kindergarten and the number of registered children (327) boys / girls and the number of teachers (10) (4) classrooms. The number of registered children is (240) boys and the number of teachers (5). The number of classrooms is (4). Most of them are in need of maintenance and restoration in terms of urban areas, as shown in Table (1).

Table 1: Numbers of kindergartens, teachers, children and people therein according to their urban status and administrative unit in Kufa district for the academic year (2017-2018). (Ministry of Education, 2018)

No.	Administrative units	Kindergarten	children	Classrooms	Teacher	Valid Kindergarten	Invalid Kindergarten	Kindergarten needs maintenance
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1	Kufa district	8	1837	30	55	2	5	1
2	Abbasiya	1	327	4	10	-	1	-
3	Al-Hahriyah	1	240	4	5	-	1	-
Total		10	2404	38	70	2	7	1

IV. PLANNING STANDARDS FOR KINDERGARTENS

Standard (child / teacher)

Refers to the number of children per teacher in kindergarten. It shows the ratio between the number of children and the number of teachers in Kufa. The standard varies from one country to another, when applying the standard to the reality of Kufa, which amounted to about (16) children / teachers, that each teacher (35) children for the academic year (2017-2018).

This exceeds the standard, which indicates a large deficit in the number of teachers estimated at (77) teachers. The actual number is (70) teachers distributed among administrative units. The actual need for the number of teachers in Kufa should be (147) teachers, and this deficit varied from one unit to another, most notably the Kufa Center. There must be (114) teachers to be each teacher (18) children, while the actual number is (55). As for the Abbasid district, it came with (37) children for each teacher. This exceeds the standard and the number of female teachers was about (10) teachers, while the required number is (20) teachers.

There is a deficit of (10) teachers. The number of teachers (48) children per teacher and this exceeds the specified standard and so that the share of each teacher according to the standard must be available (13) teachers, while the number is only (5) teachers, so we note a large deficit in the area of Al-Hahriyah. Through this we note the more the number of children than (18) per teacher, which leads to the inefficiency of the teacher and lack of control and give children adequate care and attention to them as shown in Table (2).

Standard (child / Classroom)

Refers to the extent of the absorption per division to the number of children identified by the standard, according to the real standard each room (25) children / division, which is the place for each child to receive educational care and attention. The ratio of the number of children to the number of people in kindergartens in the districts of about (64) children / classroom for the academic year (2017-2018), which indicates the overcrowding of children in the people by about twice the criterion due to the large number of children enrolled in it requires the provision of (60), division on the existing number to become (97) for the application of the standard and to be within the required standard for each classroom (25) children / classroom has varied this deficit from one unit to another.

Standard (child / kindergarten)

It should not include any kindergarten above the required number and through this standard requires that each kindergarten (170) children in addition to the number of teachers. The number of children to kindergartens in the Kufa district was about 245 children / kindergartens for the academic year (2017-2018). It is twice the specified

standard, however, the variance of the index from one administrative unit to another according to the number of children registered and the number of kindergartens, the indicator in the district of Kufa district (230) children / kindergarten. The deficit in the districts of kindergartens, here emerged the role of the developmental reality of these institutions analysis has shown the lack of nearly (5) kindergartens in the number of students enrolled for the academic year (2017-2018).

Table 2: Indicators of Kindergartens and Number of Teachers and Classrooms by Administrative Units in Kufa District for the Academic Year (2017-2018)

No.	Administrative units	Child/Teacher	Child / Classroom	Child/Kindergarten
1	Kufa district center	33	61	245
2	Abbasiya	37	93	327
3	Al-Hahriyah	48	60	240
Total		118	214	812

The Status of Primary Education Services and its Planning Criteria in Kufa District

The reality of primary education services: The primary stage aims to cover the educational needs of children aged (6-12) years. Elementary school includes schools with a system from (first grade to sixth grade). The number of teachers in Kufa reached (178) schools, which included (37456) pupils, the number of teachers (2289) and the number of classrooms (979) for the academic year (2017-2018), where the spatial distribution of primary schools in Kufa district varied according to administrative units as shown in Tables 3 and 4.

Table 3: Number of primary schools and the preparation of teachers, pupils and classrooms according to their environment and the administrative unit in Kufa district for the academic year (2017-2018).

No.	Administrative units	Schools	Students	Teachers	Classrooms
1	Kufa district center	105	56058	2348	1389
2	Abbasiya	53	20395	1034	528
3	Al-Hahriyah	20	7117	366	189
Total		178	83570	3748	2106

Source: Based on the Ministry of Education, Najaf Governorate Education Directorate, Educational Planning Department, Statistics Division, unpublished data, 2018.

Table 4: Number of Primary School Buildings by Urban Status and Independence in Administrative Units in Kufa District for the Academic Year (2017-2018)

No.	Administrative units	All Schools	Good schools	Invalid schools	Schools needing renovation	Individual schools	Double schools
1	Kufa district	59	20	3	36	98	7
2	Abbasiya	45	14	2	29	24	29
3	Al-Hahriyah	16	7	1	8	9	11
Total		120	41	6	73	131	47

Source: Based on the Ministry of Education, Directorate of Education in Najaf Province, Department of Educational Planning, Statistics Division, unpublished data, 2018.

Planning Standards for Primary Education Services

Standard (pupil / teacher): refers to the number of pupils per teacher in the school has been set in the academic year (2010-2011) (20) pupils / teacher. While the standard increased to (30) for the year (2017-2018) for each teacher according to the planning criterion because of the high number of pupils. When applying the criterion on the reality of the districts reached a positive reality of (20-25), which is less than the standard planned in the various administrative units, which is less than the standard of (30) demanded the divergence of this indicator among the administrative units in the districts where the planning standard in the center of Kufa (24 pupils / teacher). It is below the required standard and indicates a scientifically positive between student and teacher. On the other hand, Abbasiya came in second place with (20 pupils / teacher) and then Al-Huraiha area (19 pupils / teacher) which is less than the specified standard as shown in Tables 5 and 6.

Standard (pupil / classroom): refers to the number of pupils per room, and shows the ratio between the number of pupils to the number of classroom, which requires the provision of the appropriate number in schools. According to the number of pupils and according to the specified standard (35) pupils / classroom, during the academic year (2017-2018), that Kufa has (2106) distributed among the various administrative units. The center of Kufa came about (40) pupils / classroom, there is a need (212) classrooms to reach the planning standard, while the Abbasiya area came second with about (39) pupils / classroom. That is, there should be (54) classrooms to reach the planning standard, whereas Al-Hahriha reached about (38) pupils / classroom. This exceeds the specified standard. There is a need for (14 classrooms).

Standard (pupil / school): This criterion refers to the number of pupils in each of the schools in Kufa and indicate the educational indicators for primary education, which in this standard reached throughout Iraq (360 pupils / school). As for the general index in Kufa, it reached in the center of Kufa (534 pupils / school) and in Al-Abasiya area (385 pupils / school), which is higher than the specified planning criterion, which led to overcrowding in the number of pupils in schools. In Al-Huraiha, the index reached (355 pupils / schools) and we find it below the required standard. Through these indicators we note that the imbalance is not in the efficiency of the standard of educational institutions, but the imbalance is in the number of school buildings little compared to the number of schools in the district of Kufa (178 schools). The number of buildings does not match the number of schools. The number of buildings reached (120) school buildings and there are some buildings occupied by three schools and double-time, so it is noted that there is a deficit of (56) schools distributed in (Kufa, Abbasid, Al-Hariyah) by (51, 4, 1) respectively in Districts must be provided in districts.

Table 5: Educational Indicators for Primary Education in Kufa for the Academic Year (2017-2018)

<i>Administrative units</i>	<i>Pupil / Teacher</i>	<i>Pupil / Classroom</i>	<i>Pupil / School</i>
Kufa district center	24	40	534
Abbasiya	20	39	385
Al-Hahriyah	19	38	355
Total	53	107	1274

Table 6: Number of primary schools and classrooms supposed to be available according to planning standards in administrative units in Kufa for the academic year (2017-2018)

<i>Administrative units</i>	<i>School</i>	<i>Classroom</i>	<i>Teacher</i>
Kufa district center	51	212
Abbasiya	4	54
Al-Hariyah	1	14
Total	56	280

Secondary Education Services

The secondary schools (middle and preparatory) are the complementary basis for primary education. It is the complementary cycle to reach university education. Which is an important stage that is the intellectual and mental maturity of the student. We note the distribution of schools, students, educational staff and the number of halls in Kufa and reached respectively (86) schools (37456) male / female (2289) teacher/school distributed over the various administrative units. Kufa Center ranked first in the number of schools (58.13%), the number of pupils (66%), the number of teachers (62%) and the number of people (65). The number of schools (27) schools constituted (32%) schools and about (631) teachers form (28%) of the number of teachers and about (9315) of the number of pupils (25%) of the number of pupils and about (249) and (25.4) of the number of halls. Al-Hariyah came second in the number of schools (9), (9%), (3232) pupils and (19%) of the total number of districts. The number of halls came about (249) halls constituted by (10%). The number of teachers reached (222) teachers (9%). The number of halls in Al-Hariyah came in the number of (95) and occupied a percentage (10%) of the judiciary as in Table 7.

Table 7: Number of secondary schools, teachers, students and halls in Kufa for the academic year (2017-2018)

<i>No.</i>	<i>Administrative units</i>	<i>School</i>	<i>Student</i>	<i>Teacher</i>	<i>School in City</i>	<i>School in Rural</i>
1	Kufa district center	50	24909	1436	41	9
2	Abbasiya	27	9315	631	8	19
3	Al-Hahriyah	9	3232	222	5	4
Total		86	37456	2289	54	32

The urban status of schools in the various administrative units in the districts is suffering from many problems of double attendance. Therefore, there must be follow-up by the Ministry of Housing in such problems to raise the scientific level and development of places properly in order to promote the development of education with positive scientific high-level, as in Table (8).

Table 8: Number of Secondary School Buildings by Urban Status in Kufa District for the academic year (2017-2018)

<i>No.</i>	<i>Administrative units</i>	<i>Schools Building</i>	<i>Valid schools</i>	<i>Schools needing renovation</i>
1	Kufa district center	28	12	12
2	Abbasiya	12	7	5
3	Al-Hahriyah	5	2	3
Total		45	21	20

Source: Based on the Ministry of Education, Directorate of Education in Najaf Province, Department of Educational Planning, Statistics Division, unpublished data, 2018.

Student / Teacher Criterion: The teacher is considered the second element of the basic educational elements in the school. Therefore, the (Student / Teacher) criterion refers to the share of each teacher in the number of students for the standard planning standard for the academic year (2017-2018) which ranges from (25-30). Student / teacher, and note when applying the standard on the reality of districts in its various units that less than the planned standard and this confirms the efficiency of the teacher and achieve better results. Although there is no shortage of teachers,

they match the planning standard in the different districts of the districts. However, the efficiency of the teacher in general decreased because of the lack of specialized scientific competence and scientific qualification of the teacher because of teaching without specialization, where the index in the district of Kufa (18 students / teacher). It is less than the planning criterion, but in the area of Alabasia was about (15 students / teacher), and then Al-Hariyah (14 teachers / student) as shown in Tables (9 and 10). Standard (student / hall): refers to the number of students per hall 30 students / hall) for the academic year (2017-2018) (Dulaimi and Sheba, 2017). The index in the different districts was between (34-39) (Al-Gazzar, 2014), which is more than the specified standard. Standard (student / school): refers to the number of students in each school and the specified standard reached (510 students / school) and the index in the districts (345-489) student / teacher. This indicator is less than the standard and this indicates that there is no overcrowding in the number of students in each of the schools in the districts in the various administrative units, and the indicator reached in the center of Kufa district, Abbasiya district, Al-Hahriyah (359,345,498 students / school), respectively where it is less than specified standard.

Table 9: Indicators of the number of secondary schools and the number of teachers according to the administrative unit in Kufa district for the academic year (2017-2018)

No.	Administrative units	Pupil / Teacher	Pupil / Classroom	Pupil / School
1	Kufa district center	18	39	489
2	Abbasiya	15	37	345
3	Al-Hahriyah	14	34	359
Total		47	110	1193

Table 10: Number of secondary schools, teachers and halls supposed to be available according to planning standards in administrative units in Kufa district for the academic year (2017-2018)

No.	Administrative units	Classroom	School
1	Kufa district center	129	30
2	Abbasiya	62	20
3	Al-Hahriyah	13	7
Total		204	57

Planning Criteria for Educational Services per Population

Specific numbers of the population have been adopted for each stage of education according to the number of the population and can be based on the planning of educational services in the district of Kufa, and there is a difference in the number of population and needs according to the population increase for each administrative unit can be evaluated educational services according to these criteria as in Table 11 In the administrative units in Kufa district through the following: Standard (population / kindergarten): refers to the population of each kindergarten in kindergartens districts and according to the number of inhabitants as the specified standard (population/kindergarten) between 1500-2500. The population index compared with the specified criterion was about (36755) which is more than the specified criterion. The standard varied among administrative units in Kufa between (Kufa, Abbasiya, and Al-Hahriyah) reached the standard (30245-94037-31557 population/kindergarten) respectively. This indicates that it is more than the standard and this leads to the disintegration in the perpetuity and lack of importance from some other communities in some areas, therefore, attention must be paid in this aspect because this stage is complementary to the growth of the mentality of children and awareness, which requires the

construction of many kindergartens.

Table 11: Indicators of Kindergartens, Primary and Secondary Schools to Population by Administrative Units in Kufa District for the Academic Year (2017-2018) (Ministry of Education, 2018, Ministry of Planning, 2018)

No.	Administrative units	Population/ Kindergarten	Population/ Primary School	Population / Secondary School
1	Kufa district center	30245	2304	4839
2	Abbasiya	94037	1774	3482
3	Al-Hahriyah	31557	1578	3506
Total		155839	5656	11827

V. DISCUSSION

Criteria (population / primary school): The criterion (population / primary school) refers to the number of population per school and the indicator (2000-3000 population / primary school). The population index at the level of Kufa reached about (2064), which is within the criterion specified in the administrative units in Kufa. The index in the following units in the center of Kufa came about (2304). This is within the specified criterion, but in the area of Abbasiya and the area of Al-Hahriyah (the index reached (1774, 1578) population / primary school respectively. That is, through the indicator, it is noted that it is within the criteria specified for each school according to population size. **Population (secondary school):** This is the stage of enrollment from the age of (12-18 years). This is the stage at which university enrollment takes place. The criterion refers to the population per secondary school according to the size of the population for each region. Where the index at the level of Kufa by about (4274) population, which is less than the specified standard, and note the variation in the administrative units of Kufa, where it reached the center of Kufa, Abbasiya, and Al-Hahriyah (4839, 3482, 3506) population respectively. This indicates that within the specified criterion, see Table 12.

Table 12: Number of Kindergartens, Primary and Secondary Schools to be provided by Planning Criteria for Population in Each Administrative Unit in Kufa for the Academic Year (2017-2018) (Ministry of Education, 2018)

No.	Administrative units	Kindergarten	Primary School	Secondary School
1	Kufa district center	96	120	60
2	Abbasiya	37	47	23
3	Al-Hahriyah	12	15	7
Total		145	182	90

The standard varied among administrative units in Kufa between (Kufa, Abbasiya, and Al-Hahriyah) reached the standard (30245-94037-31557 population/kindergarten) respectively. This indicates that it is more than the standard and this leads to the disintegration in the perpetuity and lack of importance from some other communities in some areas, therefore, attention must be paid in this aspect because this stage is complementary to the growth of the mentality of children and awareness, which requires the construction of many kindergartens.

VI. CONCLUSION

The distribution of educational services varied according to the administrative units in Kufa district that there is a large deficit in the number of schools at different educational levels, and the lack of educational staff, as well as the old buildings and lack of health and engineering conditions, which adversely affects the educational outcomes. Most schools in the Kufa district do not meet international standards in terms of the number of students, classes and the

number of people in all schools in the district. The locations of educational services in Kufa district are distributed disproportionately in comparison with the numbers of the population and the size of their distribution. The study showed the need to provide a number of educational services where the number of (417) educational institutions in various administrative units of the districts. Kufa, Abbasiya and Al Hurriya need kindergartens, primary schools and secondary schools up to (96, 120, 60), (37, 47, 23) and (12, 15, 7) respectively.

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CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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