



# THE ROLE OF THE EDUCATIONAL SYSTEM IN ADVANCING THE EDUCATIONAL PROCESS ACCORDING TO PROPOSED STANDARDS

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Article history:		Abstract:
<b>Received:</b>	June 4 <sup>th</sup> 2024	To achieve this study, the researcher used the descriptive approach, which depends on the collection of data on the phenomenon and its interpretation, and the researcher has chosen a random sample of (30). To achieve the goal of the research, the researcher built a questionnaire tool that included standards for the role of the educational system and these standards (educational standards, infrastructure standards, educational technology standards, political economy standards), which were in their initial form, and after presenting them to a group of specialists in the field of curricula and general teaching methods to ensure their sincerity and stability, a sample of (80) teachers, supervisors and supervisors from educational institutions was applied. And the arithmetic mean, standard deviation and test (T.TEST) in the light of the results of the research and after analyzing the data for educational needs.
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## Keywords:

### THE RESEARCH AIMS TO IDENTIFY: -

(The role of the educational system to advance the educational process according to proposed standards)

The results showed the following:

- 1- The focus of the educational system on the preparation of the teacher and the construction of training programs and professional development and carried on his shoulders the many quotas with the inability of educational institutions to provide him with material and human resources such as devices, technical means and equipment necessary for the continuation of the educational process and the promotion of educational positions,
- 2- The focus of the educational system on curriculum development with no focus on adding technology, inventions and innovations in line with the global educational - educational development, as it is considered as supporting and important materials in the future that guarantees the individual a sound living.
- 3 - The basic subjects (language, arithmetic, science, social) is the main axis of educational situations while ignoring the emotional aspects, moral, artistic, technical, mathematical as basic and important materials for the mental and psychological processes of the student.
- 4- Gross neglect of the teacher and his necessary needs such as increasing salaries to ensure him a decent and sound life while ignoring aspects of security and safety, forcing most of them to retire or move to other ministries that guarantee his rights.
- 5 - Clear deterioration and complete deficit of school buildings, except for what is rare and the issue of double working hours that decimated schools, in addition to the deteriorating infrastructure and, the lack of schools to the simplest rights, which is water and electricity, especially in villages and rural areas.
- 6- Include the contents in the curriculum in an unstudied and planned way, which leads to a bad return for society, the student graduates and does not have the slightest idea about the production or invention of a need that benefits society industrially or intellectually, societies progress with work.
- 7 - We note despite the processes that the student goes through from educational situations, but they come out with outputs that have no benefit, which led to the deterioration in the labor market in Iraqi society.
- 8- The government's neglect of financial spending for the process of education in all its aspects, whether human - material - moral, which led to making the educational process completely dead
- 9- Lack of focus on the student's educational spending, which led to students dropping out of school seats despite their urgent desire to search for hard work to help parents and improve the standard of living.

In light of the results reached, the researcher recommends the following:

- 1- The educational system must restructure and build the educational process in line with the developments of the technical and technological world to keep pace with the developments of the technical era.

2- Include the contents of artificial intelligence as basic materials in the curricula or within the educational materials so that the individual is aware and follows up on new events that occur in his world.

3- Spending on the educational process in all its aspects, as any work is not done without material supply is good.

4- Conducting research and studies, developing solutions and addressing the deterioration in the educational process, not by the work of continuous evaluation committees, but rather the reconstruction and change of an entire educational system such as changing curricula in proportion to age groups and with the developments of the global system, so that educational educational institutions are more creative and more benefit from them in the future and have a good return for individuals.

To complement the research, the researcher proposed a set of proposals, including:

1- Reform the educational system by developing committees to re-engineer the educational system.

2- Conducting a comprehensive study on the deterioration of educational conditions in society and comparing the Iraqi educational system with the leading countries in education and technology to benefit from new experiences.

3- Conducting an exploratory study on the most important indicators that ensure excellent education in educational institutions in Iraq.

### **RESEARCH PROBLEM**

The development of the educational system of any country in the world is due to its development in all its elements (students, teaching staff, administrators, buildings, educational means, and curricula), just like other social systems, as it is one of the most important. (Al-Taani, 2005, p. 17) And since the educational system is part of the system of society as a whole, It must not be isolated from the surroundings of society and its environment, as it affects and is affected by it. (Al-Talib, 2008, pp. 1-2) Therefore, the process of education develops if it finds a good basis that is based on allowing the exchange of ideas, discussing opinions, and spreading the culture of dialogue. This can only happen through the process of changing and directing institutions to study the educational reality and develop treatments for it, considering that treating This sector and its reform represent the starting point and basis for solving most of the problems that Iraqi society and its administrative institutions suffer from. Iraqi society has been exposed to severe psychological injuries, a sad childhood, a weak cultural level, deteriorating primary and secondary education, and a failed education in performing its scientific mission as a result of the wars, sieges, and crimes that befell the infrastructure. The process of rebuilding the educational system in the country will be arduous and difficult, and providing educational programs or keeping pace with technological developments in the world is insufficient in achieving the building of the Iraqi person culturally and scientifically unless there is a stable political and social atmosphere and a good standard of living.

(Al-Atwani, 2008, p. 4)

The educational reality is facing rapid changes and major transformations in the methods of learning and teaching, as a result of the information revolution, the knowledge explosion, and the development of information and communications technology. In light of this, the impact of education in building the economies of democratic countries and societies has become greater than before, and investment in the education sector has become the best type. Human investment. Therefore, reforming educational systems represents an urgent necessity in order to keep pace with developments taking place in the world, and based on our belief that education is the effective element in enlightening the Iraqi person about his duties and rights and preparing him for positive and effective participation in the process of comprehensive development and the transition to the desired society. (Ali, 2013, p. 1)

Based on the above, the researcher generated the following:

1- Education has a leading role in all processes, whether for reform or keeping pace with development, because it illuminates the way for educators to achieve development in the light of knowledge and the information revolution (Semaan, 2012, pp. 2-4).

2- The concept of true education includes all emotional, spiritual, and physical aspects, and not, as most think, that it is only mental. It takes the teachers' hand towards the teaching profession and also diagnoses the needs of students and teachers. (Al-Ibrahim, 2011, pp. 29-33)

3- Developing organizations and individuals is one of the requirements of comprehensive renaissance, and striving to develop organizations and individuals is the primary goal of development, and this can only come according to an integrated process that takes into account all the human, institutional, environmental, and social aspects that integrate with each other to form the intended direction (Al-Talib, 2008, p. 98).

4- The standards movement has emerged as one of the modern trends that has imposed itself strongly in recent times. Standards have become the real gateway to the quality of any educational institution, and they also have a desirable role in setting desirable levels of educational performance. (Al-Asadi and Ibrahim, 2007, p. 11)

research importance :-

The current research gains its importance from the following considerations:

- The importance of the research comes from the importance of the educational system because it occupies the forefront in facing major events and major changes to achieve the best, thus mobilizing the genius of its generations, developing their abilities, growing their experiences, and forming their most important values and the most prominent features of their personality. (Madani, 1989, p. 27)

- The importance of the research comes from the importance of the need to change the structure and contents in light of the economic and social changes that occur in various areas of life and the overlapping effects of the active and influential forces that push towards the inevitable reform of the old educational systems. (Brigash, 2004, p. 75)
- The importance of the research comes from the importance of education as it is the basic pillar in creating a civilized human being. Therefore, Arab and European countries sought to change and develop their curricula to keep pace with the times and move away from the pattern of censorship and isolation in education.
- The importance of research derives from the importance of standards in developing educational institutions because through them the quality of institutions and their educational outcomes can be judged.
- Weak outcomes in schools of education indicate that schools need educational standards to improve their performance and raise their standards.
- The significant lack of educational infrastructure and the inability to provide high-quality educational services.
- Retraining teachers despite the presence of colleges to train teachers in Iraqi universities. This indicates a lack of sufficient resources or that they are poorly managed due to a lack of funding and trained human resources such as administrative or teaching trainers, or they are not trained in advanced and modern methods, so it is considered inefficient. The teacher is one of the reasons for the low quality of education in Iraq.
- The increase in the number of private schools coincides with an almost complete collapse in the Ministry of Education's services over the past years, with the inclusion of thousands of teachers, the majority of whom are young people and retirees who are not employed by the state, in addition to the migration of students from public to private schools due to the collapse of the infrastructure, despite the fact that the government imposes an educational pattern that takes into account many aspects, including the graduation of competent generations, and there is a bias in supporting private educational institutions at the expense of government schools. This is mainly due to the fact that it led to a deterioration in the educational level, a lack of equipment, overcrowding in large classes, and the alienation of a number of students from them.

Objective of the research: The current research aims to:

- 1- Knowing the standards of the educational system proposed to advance the educational process.
- 2- Knowing the extent to which the proposed standards can be applied to achieve the quality of the educational system.
- 3- Identify the role of the educational system in advancing the educational process according to proposed standards.
- 4- Revealing the degree of sample members' appreciation of the strengths and weaknesses of the role of the educational system in advancing the educational process according to standards proposed by the Iraqi Ministry of Education in Maysan Governorate.

### SEARCH LIMITS :-

The search limits are limited to:

First: Time limit: This study was conducted in the first semester of the academic year 2023-2024.

Second: - Spatial limit: - It was applied in the Ministry of Education / General Directorate of Education in Maysan Governorate.

Third: - The human limit: - A sample of male and female teachers, supervisors and educational counselors in government schools in Maysan Governorate.

Fourth: - Scientific limit: - The research was limited to: "The role of the educational system in advancing the educational process according to proposed standards."

Definition of terms:-

1- The role in terms:

1- It is a group of related activities or behavioral frameworks that achieve what is expected in certain situations" (Al-Dosari, 2013)

2- It is the possibility of predicting an individual's behavior in different situations. It is linked to the expectations of superiors, subordinates, and others, and these expectations can be part of the environment or environment surrounding the work atmosphere in which the management person works (Al-Badri, 2002, p. 103).

3- The pre-determined task or function that the responsible person is entrusted to perform to the fullest extent while carrying out the work assigned to him in order to advance the educational process (Hamdan, 2005)

Theoretical definition: - The researcher agrees with (Hamdan, 2005) that it is "(the pre-determined task or function that the responsible person is entrusted to practice to the fullest extent while carrying out the work assigned to him in order to advance the educational process)."

The educational system in terms:

Arafa Shehata and Al-Najjar (2003)

1- It is any design that consists of a group of interconnected elements or units that interact with each other in order to achieve specific goals. (Shehata and Al-Najjar, p. 313)

Arafa Educational Dictionary (2009)

2- A set of rules, regulations and procedures that the state follows in organizing the reflection of intellectual, social and political philosophy, regardless of whether this philosophy is declared and announced or not (Educational Dictionary, p. 133, 2009)

Theoretical definition: The researcher agrees with (Shehata and Al-Najjar, p. 313) that it is "(a group of elements or units that interact with each other in order to achieve certain goals)"

The educational process in terms:

1- It includes all methods, interactions, relationships and activities that aim to transform inputs, environmental conditions and the social climate to produce the required results. (Shehata, p. 223, 2003)

Standards in terms:

1- Mujahid, 2008 defined it as: - a set of characteristics and specifications that must be present in the elements and components of the educational system to obtain high-quality outcomes, with specific specifications required by the labor market (Mujahid, 2008, p. 7).

2- (Abu Al-Diyar, 2012) defined it as: - the rates against which performance is measured (Abu Al-Diyar 2012, p. 139).

3- The Office of Education for the Gulf States, 2017 (2017) defined it as: - (symbolic indicators that are formulated in specifications or conditions, defining the optimal image that should be present in the school, and controlling and defining it in order to reach a clear vision of the educational system's inputs and outputs to achieve its desired goals.) (The Office of Education for the Gulf States, 2017)

Theoretical definition: The researcher agrees with the definition of (Abu Al-Diyar 2012): "(They are the rates against which performance is measured)"

The concept of the educational system:-

The educational system is considered a tool that helps people acquire their culture and education, and preserve their heritage. It is the body responsible for educational policy, organization, management, implementation and development of its procedures, so that it can satisfy the educational needs required for learning and adapting to developments imposed by social and cultural changes (Al-Khalidi, 2008, p. 39).

There have been many definitions of the educational system according to the perspective viewed by the author of the definition, as some see it as a set of elements interconnected with each other and according to reciprocal relationships, and each part of the system performs a specific function that is related to the rest of the parts of the system in a cooperative and integrated manner in performing the basic function, as it is defined as "The organized or complex entity that brings together parts that together form a unified whole (Abu Al-Wafa and Hussein, 2008, p. 12).

We can know it as a reflection of the prevailing intellectual, social and political philosophy, in light of which educational curricula are established for a specific purpose stemming from educational political philosophy and the philosophy of society, and in light of which educational institutions that express the aspirations and hopes of peoples are established (Al-Sabah newspaper, educational and learning system, reality and ambition). It is possible to know the concept of the system Educational education is a group of interacting parts that work in harmony to achieve the studied goals and objectives (Hamshiri, 2001, p. 387).

### **INTRODUCTION TO EDUCATIONAL SYSTEMS:-**

The concept of systems is the result of the convergence of both organization theory and information technology, most notably computers, behavioral sciences, operations research, and mathematical methods. Since the system is a group of interacting elements working together to achieve the set goals, it must be harmonious and consistent so that the system can achieve it properly. The school of systems believes that Everything in the universe constitutes what is called a system, and this system is part of a larger system, meaning that every system has sub-systems: -

It becomes clear to us that the system consists of many facts:

1- The system consists of several elements, and each element can be considered a subsystem in itself

2- The parts, elements and subsystems are linked to each other

3- The system works to achieve a goal or a set of goals that govern its activity. (Al-Khalidi, 2008, p. 36)

Systems theory consists of several elements:

First - the system and its components, which consist of major interacting parts:

1- Input: This is the raw data that enters the system.

2- Processes: A set of steps involved in converting inputs into outputs.

3- Outputs: - This is the information resulting from the system's data processing. (Hamshiri, 2001, p. 387)

Second: The system environment: It is one of the most important factors influencing the success of the system and achieving the goals. It can be either an internal or external environment, and the goals are taken according to the nature of the interaction between the system and its environment.

Third: System users: They consist of persons, departments, and bodies, and are divided into:

1- Internal users of the system: They are people within the system (employees, departments, departments, and others)

2- External system users: They are the people who benefit from the system's services outside the institution in which the system operates

Fourth: System life cycle:

1- Replace the old system with a new system

2- Determine the goals of the new system

3- Preliminary study of the new system

- 4- Study the economic feasibility of the new system and approve it
- 5- Data collection and analysis (inputs, procedures, outputs and feedback)
- 6- System design
- 7- System check

Functions of the educational system:-

The educational system performs a large number of functions to serve society, the most important of which are:

- 1- Transferring cultural heritage from previous generations to subsequent generations and appreciating this heritage.
- 2- Developing the personality of individuals by developing their latent inherited abilities in all aspects of mental, emotional, physical and social aspects.
- 3- Providing individuals with a number of values, trends, and attitudes that enable them to adapt to the reality of life.
- 4- Developing individuals' mental, social, and humanitarian skills.
- 5- Providing them with an effective cognitive model linked to reality that helps them understand and interpret reality, giving them the ability to think and master methods that help them accomplish actions accurately and efficiently. (Al-Khalidi, 2008, pp. 42-43)
- 6- Continuing the community's economy, which is qualifying individuals to be working hands in society to carry out important work to the fullest extent.
- 7- Introducing modern technology into the education process.

### **CHARACTERISTICS OF THE EDUCATIONAL SYSTEM:-**

The educational system is characterized by the following characteristics:

- 1- The educational system consists of a number of educational stages that are interconnected at the same time due to the differences between educated individuals in their abilities, aptitudes, and educational interests.
- 2- The educational ladder in the modern system reaches a specific age stage that varies according to societies, starting from the basic stage at the age of six and extending to the age of sixteen, after which education branches into paths that vary according to the nature of societies, often leading to higher education.
- 3- The education rule is compulsory, starting from the first grade of primary school and continuing for a specific number of years and varying according to the economic capabilities of society, after which the individual leaves for working life or continues higher education.
- 4- Depending on the political, economic and social conditions, the value of the educational system is narrow and limited and does not accommodate all compulsory stage groups. Between the basis of the educational system open to all and its limited and limited value, education branches out into several tracks with different interests and scientific specializations that differ from one system to another. (Al-Khalidi, p. 44, 2008)
- 5- The educational system has goals linked to educational policy within the framework of educational philosophy and expresses the ambitions and hopes of the nation in its educational system. There is a close connection between the sociocultural aspects and the establishment of educational systems that aim to preserve the values and principles of the nation directed to the educational system in accordance with educational policies that reflect the general trends of society and these Educational systems are a reflection of social philosophy and express philosophies in the light of which educational curricula are established that frame the education process at all organizational levels.

Components of the educational system:-

The educational system consists of a set of inputs, which are (educational systems and their goals, which are based on the teacher and the learner, books, sources of information, capital, and the laws that govern the educational process), processes, which is how these systems and laws are implemented, the process of teaching the curriculum and providing advice and guidance to students), and outputs, which are the graduation of generations capable of Assuming responsibilities and providing qualified and trained human resources to the labor market, this leads to the economic and social growth of the state. (Saleh, 2019)

Abd Ali pointed out that the components of the system are (the knowledge model, thinking methodology, and techniques that enable them to use them to complete work with great skill and adapt to emerging changes), which are:

- 1- Educational philosophy, its goals, and the curricula that precede it.
- 2- Preparing and training teachers.
- 3- Calendar and exams.
- 4- Educational management system.
- 5- Educational supervision.
- 6- Educational supplies and materials.
- 7- School buildings. (Abdul Ali, p. 2, 2008)

Objectives of the educational system:-

Every educational system has its own and general goals, which it derives from the philosophical and social reference on which this society is based, with its socio-cultural heritage that extends deep into its cultural and human history. However, there are general goals that every educational system seeks to achieve in a desire to achieve ideal education for the individual and society, and At all cognitive, psychological, emotional and motor levels, the outcome of this will be the desired cultural growth and development. The most important of these goals are:

First: - The social adaptation of the individual: - Education is considered an effective means of socialization. Education is considered by the ancients and moderns to be of great importance, as many philosophers and thinkers viewed it as the leader of a successful and effective life. Rather, it is life itself, as it guarantees the individual the ability to adapt to the social environment. In which he lives, education was considered a process of developing the child's ability under the supervision of adults, keeping in mind the society in which the child lives, its customs, traditions and culture, in addition to achieving harmony and adaptation with other societies. The process of communication is considered as an immune defense to protect the mother's body from dissolution and dissolution. (Al-Shaybani, p. 349)

Second: - Acquiring basic skills: - The educational system seeks, through educational curricula and all the mechanisms used in the school field, to provide students with the ability to carry out a set of skills in practicing various life activities inside and outside school according to the age and mental ability they possess, in addition to the cognitive aspects that they possess. Students get it. The United Nations Educational, Scientific and Cultural Organization has set a number of goals that the educational system seeks to achieve. In order for individuals to be able to perform their jobs to the fullest extent and to be able to do the required jobs, improvements must be made in the quality of education such as education to know, education to work and learning to be, education for environmental adaptation. (Delors, 1996)

It also contributes to helping and guiding students at every age stage and the curricula prepared for them in accordance with physical, mental, emotional and social maturity. This is done by knowing the growth rate of children in various aspects and directing them towards the profession or study appropriate to the level of maturity so that they do not face frustrations as a result of their failure to perform work or work. Failure to succeed in studying if it is not appropriate for his physical or mental development or inconsistent with his inclinations or directions. (Mansi, p. 121, 2002)

Third: Developing the quality of teaching and learning: The educational system aims to improve the quality of education through followed procedures related to school curricula, activating work through educational innovations and reforms that occur from time to time, and improving the quality of learning and developing it by taking advantage of the uses of science and technology (Al-Khawaldeh, p. 131, 2003). )

The Iraqi educational system

In determining its strategies, the Ministry of Education relies on constants and foundations derived from the nature of Iraqi society and the state's constitution, which considers education a right guaranteed to all and without discrimination. Therefore, the Ministry of Education built its educational policy to achieve this goal, make education diverse and available to all, and link it in a planned manner to the goals of development and its movement. Therefore, the educational policy It targets all members of society through regulations and legislation prepared for this purpose, in addition to projects and experiments to keep pace with developments in educational systems, as educational policy in Iraq adopts the following goals and trends:

- 1- Improving the quality of education in order to better respond to the needs of the labor market and the requirements of sustainable development, catching up with the level of countries with high performance in the educational field, and improving the capabilities of the educational and teaching staff by adopting the principle of in-service training for all.
- 2- The independence of education, its separation from political trends, the dissemination of human rights, respect for freedom of thought and expression, and the promotion of social cohesion.
- 3- Promoting lifelong education and reducing the phenomenon of failure and dropout of learners
- 4- Enhancing community participation in planning and evaluating the educational system, strengthening cooperation with other supporting ministries such as higher education, planning, and health, developing the contribution of the private sector and encouraging it, and activating the role of parent and teacher councils.

Tasks of the Iraqi educational system:-

- 1- Establishing and managing government institutions affiliated with the Ministry of various types and levels, and providing qualified human resources and the educational materials necessary for them.
- 2- Providing suitable buildings for government educational institutions, restoring and repairing damaged ones, and distributing them in a manner consistent with the new educational policy.
- 3- Supervising private institutions to ensure their adherence to sound educational, health and environmental principles, providing health and preventive care and supervising their availability in educational institutions.
- 4- Encouraging scientific research for the purposes of developing and improving the educational process.
- 5- Providing the necessary capabilities and means to ensure stability for workers in the Ministry and creating conditions, factors and incentives that help them direct their efforts and abilities to achieve the goals of education.
- 6- Establishing councils for parents and teachers, activating activities related to community service, volunteer work, and work that contributes to the growth and development of society. (Hussein and Touma, 2009, pp. 147-153)

Objectives of the educational process:

- 1- Generating knowledge about learning and learners and organizing it in a systematic manner. It represents a theoretical goal because it deals with learner behavior in different educational settings, such as studying theories and principles of learning.
- 2- Formulating knowledge in forms that enable teachers to use and apply it in school situations, and this represents the practical goal.

(Melhem, 2006, p. 45)

3- It helps the teacher choose the appropriate educational material and methods of teaching and evaluating it.

4- It helps officials know the extent of the success of the teaching and learning processes.

5- It helps the learner organize his efforts and activities in order to complete the educational process. (Al-Haila, 2007, p. 71)

External obstacles to the education process:-

The external obstacles to the education process in Iraq are many and can be summarized as follows:

1- Infrastructure and school buildings: This is one of the important problems that hinder the education process. It is the deterioration of the infrastructure of the system in general and school buildings and their failure to keep pace with the steady increase in the number of students, which causes complex problems, including double shifts and the lack of schools and their overcrowding over time. Governments have not solved this problem. (National Development, 2013-2017) The problem was then compounded by extending the working hours to three and four hours and the lack of provision of potable water and sanitation facilities. National Development (2010-2014)

2- The economic aspect and spending on education: Another obstacle that the education sector suffered from in Iraq, and this problem has become rooted since the era of the previous political regime, and no solution was found for it, but rather the matter became more complicated, is the lack of expenses allocated to education and education compared to those allocated to the security sector and forces. Military, it is true that the security aspect cannot be neglected, but without neglecting other sectors because society cannot be built properly without education (Mustafa, 2016, p. 208)

3- The weakness of security and its relationship to education: The security aspect has a major impact on the course of the educational and pedagogical process in Iraq. In addition to its great economic impact on the state's budget and its possession of the largest percentage before and after, its impact goes beyond that, touching the heart of the educational process in Iraq, especially after the year 2003. The destabilization of the security situation due to the occupation and the ensuing resistance led to a decline in the educational process due to fear of the unknown, especially after the spread of chaos. (ESCWA, 2005, p. 208)

Internal obstacles to the education process:-

1- Avoiding or dropping out of school due to financial need, which leads some families to refrain from studying and are asked to work to cover the costs of housing and living. Some social norms also prevent their sons or daughters from completing their studies, and it is preferable for them to devote themselves to working in the agricultural field at the expense of education and limiting their role. The girl is at home only.

2- The teacher does not have sufficient qualifications to enable him to perform the tasks assigned to them, especially the new ones, because they are not given training courses to develop their competence before entering the labor market.

3- Not employing modern technologies in the field of education and relying on primitive methods that do not suit the level of the student.

4- Do not involve the teacher or stakeholders such as educational counselors or even school principals in the process of developing curricula, nor do students and parents, and thus curricula will be produced that are far from reality and unable to keep pace with the actual state of need of society in general. (Al-Jubouri, 2012)

Pedagogical innovations in the educational process:-

The educational system, starting from its philosophy and intellectual orientations and ending with what is presented within the classrooms, is concerned with dealing with scientific, cognitive, and technological cultural structures, in which the variables are more than the constants, and the preoccupation with the future is more than with the past and the present. From this standpoint, we must reconsider education, starting from its philosophy and ending with formulating the position. Educational according to new standards for judging educational output within the framework of behavioral outcomes based on international quality standards, guided by the culture of global quality, so that we are not educational, cultural, educational, outside the rhythm of the era of globalization and the images of the future generated by it. Innovation here does not mean introducing a new methodology without awareness, nor introducing a system to solve Rather, it is a vision that guarantees the educational institution all pre- and post-conditions at the level of educational practice. Among these conditions is the necessity of having an open vision of the model human being it seeks to create, along with the necessity of creating appropriate teaching mechanisms (Khattab, 2012, p. 26).

Quality standards in the educational process:

There are many standards for the quality of education, as these standards differ from one institution to another, but they are similar and meet in many main foundations and principles, all of which aim to produce the final product, which is the educated person who performs all the skills that are based on a group of things such as research and thinking. Analysis, criticism, a strong personality, and the ability to express one's opinion. In order to achieve this, there must be standards based on achieving quality in education, which are as follows:

- Quality of materials, prescribed curricula, and scientific curricula.
- The quality of educational administrative frameworks within the educational institution.
- The quality of all public facilities of the educational institution, especially its infrastructure.
- Level and results of educational attainment.

- Continuous development and improvement. (ISO, 2021)

The researcher also believes that there is a set of constructive and purposeful methods and procedures that are compatible with the developments and changes of the times, which are as follows:

First: Working to change the prescribed academic subjects by introducing curricula aimed at producing an educated generation that possesses high self-confidence, a strong personality, and possesses the ability to express one's opinion strongly and move away from that method that relies on indoctrination and memorization without any movement by the mind of the educated person and relying on the method of pluralism. Diversity in styles and methods.

Second: Providing and creating infrastructure and working to support and support it by all necessary means in order to achieve good education, develop and improve education in villages and cities, and for everyone to have opportunities to learn well and pay attention to the teaching and educational staff by providing all their needs and requirements, such as financial return, appropriate professional and work conditions, and providing Helping hand and Helping and providing appropriate amounts of money in all facilities for educational institutions and providing modern educational technological means and tools to raise the level of education to the highest level.

### Iraqi Studies

First: - Study by Saddam Abdel Sattar Rashid (2020): - The study aimed to identify the general educational policy in Iraq, the reality and the proposed solutions, and to focus on the reasons and motives that made the education sector in Iraq decline to astonishing and suspicious levels, such that it led to Iraq's exit from the classification list on The level of Arab and international quality. It also relied on the descriptive and analytical approach, and the statistical approach was adopted to show the proportions. The results showed that education in Iraq has suffered from a kind of confusion due to the turmoil of the economic, political and social conditions and the deterioration of the educational outcomes that depend primarily on a clear educational base and a capable infrastructure. Accordingly, Iraq needs an educational elite capable of advancing public educational policy

Second - Study by Muhammad Al-Rubaie (2021): - This study aims to identify the problems of education in Iraq and their solutions, and to identify the educational reality and analyze it critically. The results were that the education system in Iraq was unable to effectively perform its role in building the state and contributed to the development of frustration among society. The research concluded that there is an urgent need to reform the educational system in Iraq and recommended providing an adequate budget for education in the national gross domestic product and redefining the objectives of the curriculum in a way that meets the needs of the state.

Third: - Nisreen Jawad Al-Sharqi's study (2022): - A proposed vision for teacher quality standards and curricula for vocational education schools in Iraq. The study aimed to identify quality standards for teachers and curricula for vocational education schools in Iraq. The researcher used the descriptive curriculum that is based on a logical sequence of ideas. This is done by examining the knowledge of important standards by collecting and interpreting the information necessary to benefit from them and the characteristics of educational standards for quality standards for the curriculum and the teacher, then developing a proposed vision for quality standards. The research concluded by providing some recommendations, which are raising awareness and educating faculty members and workers about the concepts of standards and quality and the importance of applying standards in Vocational education schools and keeping pace with development in all fields to serve the labor market.

### Arabic Studies

First: Al-Ghamdi's study (2007): The study aims to envision a proposal for implementing a comprehensive quality system in educational institutions in Saudi Arabia in light of the international quality standards for quality (9002). It clarified the indicators towards implementing quality in education and the researcher adopted the descriptive approach by following the synthetic analytical method. The theoretical and most important results are the necessity of adopting indicators to develop performance in education and the necessity of adopting international standards for quality.

Second - Study by Hamid Muhammad Ali Al-Shamrani (2008): The study aims to develop proposed standards for achieving educational quality in public education schools in the Kingdom of Saudi Arabia in light of the Baldrige standards for comprehensive quality, to identify the possibility of applying these standards. The study reached several results, the most important of which are: The possibility of applying standards Baldrige for comprehensive quality and the need for the Ministry of Education to adopt the idea of applying standards in schools in the Kingdom, and for the Ministry to develop appropriate mechanisms for implementing these standards.

Third: Study by Raymond Maalouli (2010): The study aimed to identify the reality of the physical environment of basic education schools through a note card designed in accordance with comprehensive quality standards, in addition to identifying the reality of the environmental activities practiced by students under the guidance of their teachers, and identifying the nature of the relationship between the levels of reality. The school's environmental environment and the levels of practicing environmental activities. The research concluded with a package of proposals and recommendations regarding reconsidering the educational environment to be consistent with the development of educational systems and methods and activating the role of students by achieving the goals of the curriculum and activating their participation in educational activities.

Fourth: - Al-Amin Abu Al-Eid Muhammad Al-Shaibi (2019): - The study aims to enhance the culture of quality and its standards in educational institutions, identify different intellectual visions, and determine comprehensive quality



standards in education. It relied on the descriptive approach, and the results were that educational institutions need quality standards to enhance their ability to succeed. And progress and quality standards aim to link the institution with society through quality educational outcomes that achieve the satisfaction and needs of society and recommended setting quality standards for all areas of work in educational institutions, service, production, administrative and financial.

Balancing previous studies:-

Previous studies differed in terms of their choice of the category studied, the different topics of the study, the tools used, the statistical methods, and the places where they were conducted. Some of them took place in Iraq and some of them took place in the Kingdom of Saudi Arabia, while the current study took place in Iraq, Maysan Governorate / Maysan Education Directorate, and the current study uses the descriptive analytical approach. The researcher chose the questionnaire as a tool for collecting data, so she used the weighted mean, percentage weight, Pearson correlation coefficient, and standard deviation to analyze the data. The researcher benefited from previous studies and the points of view of others, including the importance of research and enhancing the problem, defining the research community and its sample, designing the questionnaire as a tool for the study, and reviewing the literature to cover many aspects. And to follow the procedures followed by researchers in their studies, in addition to analyzing and interpreting the results reached by the research, and formulating conclusions, recommendations, and proposals in light of the results reached by the current research.

First - Research Methodology:-

The descriptive research method is the most widely used method, due to its suitability to the issues and problems related to this aspect. The descriptive research method also focuses on describing present phenomena, by collecting data about them, organizing them, analyzing them, and trying to interpret them and determine the relationships between their elements in order to reach decisions, recommendations, and conclusions about them. (Al-Manizel and Al-Atoum, 2009, p. 269)

Research community: "It is a description of the available data about the components of the community to be studied and from which the sample will be drawn. The provision of these data usually depends on the results of comprehensive statistical surveys or what is available in the records of the competent official authorities. (Al-Baldawi, 2007, p. 13) The current research community consists of (80) male and female teachers continuing to serve in government schools in the General Directorate of Education in Maysan Governorate for the academic year (2023-2024). Information and data for the research community were obtained from the Statistics Division in the General Directorate of Education in Maysan Governorate.

Research sample: The sample: is drawing a portion of the study population and represents the population with all its characteristics and represents it faithfully. Using the sample facilitates reaching results quickly. (Al-Jabri, 2011, p. 89) In order for the sample to be more representative of society, the researcher used her research sample using the stratified random method, with a proportion of 10% of the research population. The research sample amounted to (80) male and female teachers in the government schools of the General Directorate of Maysan Education, out of (30) male and female teachers. This percentage is appropriate to represent the research community. A stratified random sample is used when the population is heterogeneous, meaning that each category includes heterogeneous individuals, and these categories have specifications different from the specifications of the other category.

Research tool: In order to achieve the research objectives, the researcher must adopt research tools, whether they were prepared in advance from previous research, or he may build a tool, or tools, or the researcher may develop a tool prepared in advance, and develop it according to the nature of the research and its objectives. The tool is used to collect data. The researcher will rely on the questionnaire as a tool for her current research, because it is the most appropriate and appropriate to the nature of the research to achieve the goals. The questionnaire is a sheet that includes a number of questions related to the characteristics of any phenomenon related to economic, social, artistic or cultural activity, and from the total answers to the questions we obtain data. The statistic we are about to quantify. (Al-Baldawi, 2007, p. 22)

In light of this, the researcher prepared a research tool consisting of (77) items distributed over (6) standards, with (13) items for standards (related to the teacher), (16) items for standards (related to the student), and (13) paragraphs for standards (related to content). (13) paragraphs for standards (related to infrastructure), (11) paragraphs for standards (related to educational technology), and (11 paragraphs) for standards related to (political economy)

The researcher adopted a three-point Likert scale in which the respondent is asked to specify the response he has, and in the current research his options were (available to a great extent) (available to a little extent) (unavailable). These tests were summed up by giving the numbers (1, 2, 3) to Respectively, the sum of the triple scale is (6) degrees. Thus, the degree of the limit is (2), which represents (available to a small degree)

Validity of the instrument: Validity is defined as: "the ability of the test to measure what the scale was designed for, and it is one of the important characteristics that the scale describes." (Al-Jabri, 2011, p. 96)

The researcher followed a number of methods to calculate the validity of the test:

A- The arbitrators' honesty or apparent honesty:-

This means that he must be honest in the eyes of the respondent and in the eyes of the arbitrators of the respondent, meaning that his instructions and questions appear clear and appropriate to them. As for the arbitrators, he must be a group of arbitrators who have experience and knowledge. (Majeed and Eyal, 2012, p. 96)

To verify the validity, the researcher used the apparent validity of the tool, as she presented the tool’s paragraphs, which include (4) criteria, to a number of arbitrators and specialists to judge its validity and provide observations and suggestions about its paragraphs, as their number reached (10) arbitrators in curricula, general teaching methods, measurement, evaluation, administration, and educational planning. The paragraph was considered valid if it obtained the approval of (7) or more experts. In light of the experts’ opinions, some paragraphs were deleted, others were modified, and reformulated. All paragraphs that did not obtain the approval of the arbitrators were excluded. After that, the tool became composed of (4 ) paragraph distributed over (7 ) criteria. The tool paragraphs were reworted linguistically according to the comments and instructions given by the arbitrators, and the table shows the number of questionnaire paragraphs in its final form.

Table (1)

It shows the number of experts who agreed and disagreed

Ratio	Number of experts who not agreed	Number of experts who agreed	Paragraphs	Standard	s
				Educational standards	Firstly
%100	0	15	13	Teacher-related standards	-1
%93.33	1	14	16	Standards related to the student	-2
%100	0	15	13	Content standards	-3
%100	0	13	13	Infrastructure standards	secondly
%93.33	1	15	11	Educational technology standards	Third
%86.67	2	14	11	Political economy standards	Fourthly

Table (2)

The questionnaire in its initial form and the number of acceptable and unacceptable items

Number of items after the validity procedure	Unacceptable paragraph numbers	The number of paragraphs in their initial form	standard	s
			Educational standards include	1
-	-	13	Teacher-related standards	
16	(4)	17	Standards related to the student	
-	-	13	Content standards	
-	-	13	Infrastructure standards	2
11	(7-3 )	13	Educational technology standards	3
11	(9-5 )	12	Criteria of political economy	4

**B- Internal consistency validity or construct validity:-**

It is called the validity of the concept or the validity of the hypothetical formation, as it is concerned with testing the hypotheses of the theory, and it is considered the best type of validity for the new standards. It depends on the validity of its items because it leads to the validity of the test, and the validity of the items is measured according to their connection to the internal criterion, which is the connection of its items to the overall score or areas (Majeed and Ayyal, 2012, p. 98)

The researcher applied the questionnaire to the sample and to calculate the validity and reliability of the tool, she calculated the correlation coefficients between the score of each item and the total score of the criterion to which it belongs using the statistical program (SPSS) with an indication of the level of significance, then calculated the correlation coefficients between the score of each criterion with the total score of the questionnaire.

Table (3)

Correlation coefficients between each item of the first standard (standards related to the teacher) and the overall average of the items

Significance level	R	Teacher-related standards	s
*0.000	0.867	It must be prepared by the Competencies and Qualifications Control Program	-1
*0.000	0.586	To be characterized by his professional ethics of honesty, honesty and sincerity	-2
*0.000	0.191	He must pass an interview prepared by the interview committee and higher committees	-3
*0.000	0.372	He must have a very good knowledge of his specialty	-4
*0.000	0.785	He has knowledge of educational issues by conducting training and courses according to the developments of the times	-5
*0.000	0.808	Developing the teacher's capabilities by educational institutions by conducting training and courses according to the developments of the times	-6
*0.000	0.982	Paying attention to the academic development of the teacher, such as providing them with opportunities to support them in achieving their vision of life to achieve a good classification	-7
*0.000	0.378	Encouraging the preparation of action research on problems emerging from inside or outside the classroom that are related to the educational process	-8
*0.000	0.944	Establishing systems and laws that contribute to improving teacher motivation towards achievement, such as providing incentives, increasing salaries, and developing training according to ongoing developments.	-9
*0.000	0.852	Follow up on supervision and convey the organization's vision, mission, and goal for continuous improvement.	-10
*0.000	0.637	Paying attention to providing special means of transportation to remote places to reduce the problem of transportation availability and provide comfort and safety	-11
*0.000	0.162	The teacher has absolute freedom to choose the method and style of learning for his students according to their cognitive needs.	-12
*0.000	0.481	Establishing a program to transfer teachers between schools according to actual need and in a fair manner to fill the shortfall and continue the educational process	-13

Table (4)

Correlation coefficients between each item of the second standard (standards related to the teacher) and the overall average of the items

Significance level	R	Standards related to the student	s
*0.000	0.536	The student must be the focus of the educational process and there is official concern that education be qualitative, not quantitative	-1
*0.000	0.38	Reducing school classes and replacing them with other classes in the field of community service	-2
*0.000	0.599	Building educational materials on the basis of a progression that suits his abilities and at all different stages	-3
*0.000	0.882	Reducing memorization and information related to filling the curriculum and approving the course program for secondary studies	-4
*0.000	0.021	Giving them an opportunity to participate in curricular and extracurricular activities and participation opportunities between the school and the community	-5

*0.000	0.349	Reducing the duties (burdens) placed on the student	-6
*0.000	0.635	Building self-confidence and self-abilities, which works to build satisfaction and psychological peace	-7
*0.000	0.886	Emphasizing the use of critical thinking to express oneself by asking deep questions. This creates an awareness that is free from the environment and common models.	-8
*0.000	0.445	Conducting exercises that include various activities to give the student the ability to be creative and contribute to the advancement process	-9
*0.000	0.865	Adding a modern strategy that includes various activities such as volunteering and helping residents in crises	-10
*0.000	0.865	Using an education method based on cooperation and participation among all students makes education economically advanced	-11
*0.000	0.672	Include topics that match students' interests and give them priority through new learning	-12
*0.000	0.45	Building a program that provides the student's transition from the primary stage to the secondary stage in which he wishes to complete his studies according to subjects that meet his ambitions and desires	-13
*0.000	0.672	Providing the appropriate climate for the school environment, understanding the credit and hope of any country, and focusing on the individual's investment	-14
*0.000	0.114	Improving the learner's standard of living to raise the educational level and focus on the individual's investment	-15
*0.000	0.467	Conducting short electronic tests during the education process to measure the student's ability to comprehend and understand	-16

Table (5)  
Correlation coefficients between each paragraph of the third standard (content-related standards) and the overall average of the paragraphs

Significance level	R	Content standards	s
*0.000	0.536	To make the learner a good and effective citizen, able to bear responsibility, proud of his identity and belonging to his country.	-1
*0.000	0.38	The content should be built according to sound scientific behavioral objectives	-2
*0.000	0.075	Develops the learner's mind in positive directions and organizes his knowledge	-3
*0.000	0.882	It achieves a universal standard related to all fields, inventions, human nature, the environment, discoveries and inventions	-4
*0.000	0.0205	Staying away from filling in information and facts, agreeing with their inclinations and intellectual readiness, and taking into account their individual differences	-5
*0.000	0.349	Linking new experiences with old knowledge, such that the content is effective, useful, and fast	-6
*0.000	0.635	the student feels that the curriculum is linked to real life so that he can benefit from it by solving the problems he faces	-7
*0.000	0.885	Include topics that match their interests and prioritize them through new learning	-8
*0.000	0.349	Developing the curriculum to suit local and regional conditions and needs	-9
*0.000	0.635	Include topics such as physical soil, music and art in addition to the core subjects	10

*0.000	0.885	Adding ethics to the curriculum, allocating an entire class to it, and conducting discussions about various ethical problems	-11
*0.000	0.481	Improving the curriculum continuously, positively, and annually, if possible, so that it keeps pace with all developments	-12
*0.000	0.866	Paying attention to the various aspects of education, such as skills and emotional, in a manner appropriate to the academic stage	13

Table (6)  
Correlation coefficients between each item (infrastructure standards) and the overall average of the items

Significance level	R	Infrastructure standards	s
*0.000	0.396	Developing a strategic development plan for educational institutions in line with the needs of the times	1
*0.000	0.664	Ensuring the introduction of amendments to the educational system that are consistent with the principles	2
*0.000	0.387	Establishing ongoing support systems for teachers and administration by analyzing data and providing schools with additional support as needed	3
*0.000	0.397	Providing an institutional climate that supports the satisfaction of employees, learners and parents	4
*0.000	0.809		5
*0.000	0.846	Providing guidance and educational support services for teachers, students, educational administration and parents	6
*0.000	0.729	Introducing global expertise, especially from leading countries in education	7
*0.000	0.102	Develop a policy and formulate plans that refuse to tolerate even slight overcrowding in schools	8
*0.000	0.216	Providing educational institutions with the means and capabilities in cities and villages to complete studies in the best conditions	9
*0.000	0.524	Taking care of human resources (teaching and educational staff) by providing the necessary needs	10
*0.000	4.136	Funding the construction of schools, improving old buildings, and increasing funding for teachers, especially in the poorest schools	11
*0.000	0.544	Developing and improving the institution by funding it financially to achieve results on the ground	12
*0.000	0.407	Evaluate the institution comprehensively to show its strengths and weaknesses, to acknowledge and develop its efficiency, and to help address the weaknesses	13

Table (7)  
Correlation coefficients between each item (Educational Technology Standards) and the overall average of the items

Significance level	R	Educational technology standards	s
*0.000	0.872	Building a program on employing information and communications technology in the educational institution	-1
*0.000	0.366	Establishing foundations and principles that are useful in curriculum development and technological development	-2
*0.000	0.933	Introducing technological professional standards for teachers in many fields	-3
*0.000	0.043	Promoting educational technology that focuses on	-4

		continuous improvement and development of learning	
*0.000	0.598	Introducing technical means such as the projector and tools used in teaching to improve the educational process	-5
*0.000	0.415	Equipping schools with all necessary means for educational activities, such as computers, television, books, and references	-6
*0.000	0.279	Introducing technological and informational means into the curriculum and linking the school environment with society	-7
*0.000	0.621	Providing a complete infrastructure environment that guarantees a strong Internet network with comprehensive coverage	-8
*0.000	0.658	Supporting institutions with computers and advanced technologies that enable everyone to access and acquire information	-9
*0.000	0.937	Training teachers to use modern technology and its smart applications and integrate it into teaching methods and curricula	-10
*0.000	0.405	Employing artificial intelligence technology in institutions, this supports community projects in the future	-11

Table (9)  
Correlation coefficients between each item (political economy standards) and the overall average of the items

Significance level	R	Criteria related to political economy	s
*0.000	0.557	An economically sound reconsideration of the unfair policy in creating individual income for educational continuity	-1
*0.000	0.809	Determine a minimum economic limit for financing the educational process from government educational spending	-2
*0.000	0.105	Developing and improving educational institutions by funding them financially to achieve results on the ground	-3
*0.000	0.058	Providing the climate of stability necessary for continued development and progress in educational institutions	-4
*0.000	0.985	Eliminate the deficit in school buildings and meet all educational requirements	-5
*0.000	0.183	Providing security and safety for individuals in a way that motivates them to work in educational institutions	-6
*0.000	0.002	Building new schools to reduce the deficit in school buildings and rehabilitating and renovating existing ones	-7
*0.000	0.616	Reducing the phenomenon of double schooling and equitable distribution in relation to population density and paying attention to building geometrically	-8
*0.000	0.359	Improving the living and social standard to raise the level of job satisfaction for educational and teaching staff	-9
*0.000	0.819	Establishing facilities for dropout students to enroll in education	-10
*0.000	0.166	Reducing the teacher's share of students due to the migration of educational staff after the decline in the value of their salaries	-11

Correlation of the item score with the total score of the tool: - The researcher used the Pearson correlation coefficient to calculate the correlation between the item score and the total score of the tool, and this is an indicator of the inseparable validity of the tool.

Table (10)

Analysis of questionnaire criteria

تحليل

sign 0.05	T value		standar d deviati on	Weighte d arithmet ic mean	Hypoth etical mean	Numbe r of paragr aphs of the standar d	fields
	Tabulati on	Calculated					
							Educational standards
*0.000	0.098	10.876	2.097	44	26	13	Teacher-related standards
*0.000	0.098	9.087	2,313	42,182	30	16	Standards related to the student
*0.000	0.098	10.876	2.097	%31	26	13	Content standards
*0.000	0.098	39,260	1.777	22,699	26	13	Infrastructure standards
*0.000	0.098	53.765	1.254	17,126	22	11	Educational technology standards
*0.000	0.098	27.487	1.749	23,06	22	11	Political economy standards
sign 0.05	T value		standar d deviati on	Weighte d arithmet ic mean	Hypoth etical mean	Numbe r of paragr aphs of the standar d	fields
	Tabulati on	Calculated					
							Educational standards
*0.000	0.098	10.876	2.097	44	26	13	Teacher-related standards
*0.000	0.098	9.087	2,313	42,182	30	16	Standards related to the student
*0.000	0.098	10.876	2.097	%31	26	13	Content standards
*0.000	0.098	39,260	1.777	22,699	26	13	Infrastructure standards
*0.000	0.098	53.765	1.254	17,126	22	11	Educational technology standards
*0.000	0.098	27.487	1.749	23,06	22	11	Political economy standards

:- ( فقرات مثل التربوية ) المعايير الصعبة بالمعلم

Parag raph order	Relative weight	standar d deviati on	Weight ed arithm etic mean	Total respo nses	Paragraph
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9	%58.33	0.706	1.75	140	It must be prepared by the Competencies and Qualifications Control Program
1	%88.916	0.670	2.425	194	To be characterized by professional ethics of honesty and sincerity
8	%60.33	0.657	1.812	145	He must pass an interview prepared by the interview committee and higher committees
6	%61	0.742	1.825	146	He must have a very good knowledge of his specialty
3	%77.7	0.67	2.33	186	He has knowledge of general educational issues and the specialty practiced in particular
7	60.43	0.658	1.813	145	Developing the teacher's capabilities by conducting training and courses according to the latest developments of the times
4	65.83	0.675	1.975	158	Paying attention to the academic development of the teacher, such as providing them with opportunities and supporting them to achieve a good school classification
10	%56	0.7	1.7	134	Encouraging the preparation of action research on problems emerging from inside or outside the classroom
13	%39.66	0.392	1.187	95	Encouraging the preparation of action research on problems emerging from inside or outside the classroom
2	%83	0.62	2.05	162	Follow up on supervision and convey the organization's vision, mission, and goal for continuous improvement
12	%41	0.42	1.225	98	Paying attention to providing private means of transportation to remote places to provide comfort and safety
5	%65	0.548	1.95	156	The teacher has absolute freedom to choose the way and style in which his students learn
11	%49	0.502	1.463	117	Develop a program to transfer teachers between schools as needed to fill the shortage and continue the educational process

Analysis of educational standards paragraphs (standards related to the teacher):

The (second) paragraph, which states that (to be characterized by professional ethics) ranked first with a relative weight of (88.916%), which is a high degree of availability, and it is the highest paragraph by this criterion. The researcher believes that there is interest in the professional ethics side of honesty, sincerity, and dedication to work, and this increases Of trust, respect and cooperation with him

Paragraph (six), which states (He has knowledge of general educational issues and the specialty he practices in particular), ranked second with a relative weight of (77.7%), which is a high degree of availability. The researcher attributes that the teacher has culture and breadth of knowledge, not in his field of specialization, but in all Other specializations and aspiration towards educational innovations. This indicates a good academic level and educational and professional qualifications

The (twelfth) paragraph, which stipulates that (the teacher has absolute freedom to choose the method in learning his students), ranked (third) with a relative weight of (65%). As for the seventh paragraph, which stipulates (paying attention to the teacher's academic development in order to achieve a good school classification) It came at a percentage of (65.83), and the sixth and fourth paragraphs, which stipulate (developing the teacher's abilities according to the latest developments of the era) and (that he must know his specialty at a rate above good) occupied the weights (60% and 61%). This indicates that it is a moderate degree of availability, and the researcher attributes that even if There are training courses, but they are not at the appropriate level with the needs and development of society. The researcher believes that attention should be given to academic development by supporting them to increase student achievement because it is necessary for the process of developing the teacher and the learner.

The third paragraph, which states (that he must pass an interview prepared by higher committees), came with an average percentage of availability with a relative weight of (60%). The lack of interest in educational institutions in developing a special program for the teacher to pass, such as an interview. This is considered one of the professional competencies that indicate familiarity with his professional tasks and demonstrate his educational competence. It improves the educational process



The (first) paragraph, which states that (it must be prepared by the competencies and qualifications program), came with a percentage of (58%), which came with a moderate degree of availability. The researcher believes that the teacher must be prepared according to the programs for developing qualifications and competencies, by educational institutions, by conducting training exercises. Courses and courses, according to the developments of the times, raise professional preparation, and the researcher believes that professional competencies improve the teaching and learning process, raise the level of the teacher’s performance, and direct his energies to invest in the best.

As for the eighth paragraph, which states (encouraging the teacher to prepare procedural research), it came at a rate of (56%), which is a moderate degree of availability. The researcher believes that educational institutions have not paid attention to this field, and there is a clear lack of directing them towards conducting research related to the school environment and society. The researcher believes that This aspect helps with self-growth, continuous activation and development. As for the thirteenth paragraph, which stipulates (establishing programs to transfer teachers between schools according to actual need), it received a relative weight of (49%), which is a small degree. The researcher believes that educational institutions do not care about basic needs, for example, filling the shortage. This happens in schools, which would hinder the educational process

The eleventh paragraph, which stipulates attention to providing private means of transportation to remote places, had a relative weight of (41%), and this is a small percentage. The researcher believes that educational institutions must develop solutions to this problem to provide comfort and safety. As for the ninth paragraph, which stipulates (establishing systems and laws that improve... The teacher’s motivation towards achievement (such as providing incentives and increasing salaries) came at 39.66%, which is a weak percentage, and the educational system should direct its attention towards the teacher and make him one of its priorities.

Educational standards (student-related standards)

Parag raph sort	Relative weight	standard deviatio n	Weighte d arithmet ic mean	Total respons es	Paragraph
4	%67.5	0.595	2.025	162	The student must be the focus of the educational process and there is official concern that education be qualitative, not quantitative
3	%67.7	0.67	2.03	162	Reducing school classes and replacing them with other classes in the field of community service
1	%74	0.711	2.225	178	Building educational materials on the basis of a progression that suits the learner’s abilities
6	%63	0.715	1.913	153	Reducing memorization (stuffing the curriculum) and adopting the course system for secondary education
7	%59	0.619	1.772	140	Participation in curricular and extracurricular activities and between the school and the community
5	%63.33	0.718	1.875	150	Reducing the burdens and duties placed on the student
2	%68.66	0.663	2.063	165	Building self-confidence and self-abilities, this works on psychological satisfaction
11	%52	0.690	1.562	125	Emphasis on using critical thinking for self-expression
12	%51.33	0.502	1.538	123	Conducting training exercises that include various activities and contributing to the advancement process
14	%46.66	0.689	1.425	114	Adding modern strategies that include various activities such as volunteering
13	%48.66	0.501	1.462	117	Using an education method based on cooperation and participation
9	%58	0.442	1.737	139	Include topics that match students' interests

8	%59	0.697	1.762	141	Building a program that provides the student's transition from primary school to secondary school that meets his ambitions and desires
10	%55.33	0.638	1.658	131	Providing the appropriate climate for the school environment and focusing on the individual's investment
16	%43.33	0.471	1.325	106	Improving the learner's standard of living to raise the educational level
15	%46.66	0.479	1.35	108	Conducting short electronic tests during the education process to measure the student's ability to comprehend and understand

Analysis of educational standards paragraphs (standards related to the student): -

The third paragraph, which states (constructing educational materials on a gradual basis commensurate with the learner's abilities) came in first place with a relative weight of (74%), which is a high degree of availability. This means that the educational materials were built according to sound foundations that suit their age and mental levels well. The seventh paragraph, which states (building self-confidence and self-abilities), came in at an average rate (68.66%), and this means that there should be great interest in this aspect. This creates an individual capable of creativity, and this does not happen except by directing the teachers, the school, and the local community to spread this quality that has a return. And a good return for achieving educational goals. As for the first paragraph, which states (that the student should be the focus of the educational process), it came at a rate of (67.5%), which is a percentage of availability. The researcher believes that the student is the fruit of an entire society, and the task of educational institutions is to take their children into account in this aspect because of development and progress. The great information explosion is to ensure that education is not the amount of information that exhausts the student's mind. The second paragraph, which stipulates (reducing school classes and replacing them with other classes in the field of community service), came in at a rate of 67.7%, which is an average degree, and the fourth paragraph, which stipulates (reducing The rate of memorization and adoption of the course system came in at (63%), which is also an average score. The fifth paragraph (reducing the burdens and duties placed on students) is giving them an opportunity to participate in curricular and non-curricular activities and between the school and society, and the thirteenth paragraph is (building a program that provides the transition of students from the primary stage to secondary school). According to materials that meet his desires, it came at a rate of (59%), and this is also an average percentage. The researcher believes that participation between the environment and society and the work of activities, whether within the curriculum or outside the curriculum, is important in cognitive and educational situations and develops his skills and emotional emotions, and those responsible must develop plans and programs that meet his ambitions and desires. The learner has freedom in what he learns in order to be a successful individual in society who is able to solve the difficulties he faces. As for the twelfth and fourteenth paragraphs, which came at (58%) and (55.33%) respectively, they came at acceptable rates, and this is evidence of the availability of a small percentage. The researcher believes that the climatic environment in the school or in the classroom is very important for educational situations, which helps the student's understanding and focus on the topics. And the goals included in the curriculum, and without an appropriate classroom and school climate in which all means and techniques are available, learning does not take place well, and those responsible in this regard must include topics that students desire and according to their intellectual and emotional inclinations and preparations. This helps to build an individual that society can invest in to the fullest extent.

As for the ninth paragraph, which stipulates (conducting exercises that include different activities to give the student the ability to be creative), the percentage came in at (51%), and the paragraph that states (using critical thinking to express oneself) came in at (52%). These percentages are acceptable, but they are not at the level we aspire to. To reach it, critical thinking creates awareness that is free from common models and contributes to the student's creativity. This is achieved only by asking deep-thinking questions inside the classroom or by doing exercises that include various activities from within or outside the curriculum. The paragraph that states (using the method of education based on cooperation and participation) came with a very weak percentage of availability, which is (48.33%). Society does not advance economically, socially, and scientifically except through participation and cooperation among individuals. There are many methods that institutions take to raise the cultural and scientific level among their students, so those responsible for the educational system must Including a new learning style and methods based on cooperation between students, and the paragraph that states (adding modern strategies that include different activities such as volunteering) came at a rate of (46.66%), which is a weak and small percentage, and the paragraph that came at a rate of (46.66%) is also a weak and small percentage. The researcher sees the system as It lacks the inclusion of activities within the curriculum, such as volunteering, such as helping residents in solving various crises. This type of work creates a generation capable of relying on itself in various circumstances.

Education is not only focused on information and memorization. Learning is done by doing, in addition to benefiting from theoretical aspects. The paragraph that stipulated (improving the learner’s standard of living to raise the educational level) came at a very small percentage (43%). This is evidence that taking care of the student’s necessary needs for living must be one of the priorities of those in charge of education. There is no teaching and learning without a decent living that guarantees the student access. On his most basic right.

Educational standards (content-related standards):

Paragraph sort	Relative weight	standard deviation	Weighted arithmetic mean	Total responses	Paragraph
8	%52,66	0.713	1.85	148	To make the learner a good citizen capable of taking responsibility, proud of his identity and belonging to his country
3	%73,33	0.713	2.15	172	The content should be built according to sound scientific behavioral objectives
2	%75	0.666	2.25	180	Develops the learner's mind in positive directions and organizes his knowledge
7	%57,1	0.482	1.712	137	Achieves the standard of universality (related to inventions and discoveries, human nature and the environment)
10	%45	0.638	1.35	108	It agrees with their inclinations and intellectual readiness and takes into account individual differences
9	%50,4	0.551	1.512	121	Connects old experiences with new experiences and is effective, useful, and fast
1	%75,33	0.521	2.262	181	It is linked to real life so that it can benefit from it in solving the problems it faces
13	%40,83	0.476	1.225	98	Include topics that match students' interests
11	%43,33	0.590	1.325	106	Developing the curriculum to suit local and regional conditions and needs
4	%63,33	0.470	1.862	149	Including the subjects of physical education, music and art in the curriculum in addition to the core subjects
12	%42,66	0.476	1.275	102	Adding ethics to the curriculum and allocating an entire class to it
6	%58,73	0.556	1.762	141	Developing and improving the curriculum in a positive and continuous manner to keep pace with all developments
5	%60,4	0.505	1.812	145	Including the skill and emotional aspects in the curriculum in a manner appropriate to the age and academic stage

The third paragraph, which stated: (Develops the learner’s mind in positive directions) came at a rate of (75%), and the seventh paragraph, which stated (It is connected to real life so that he can benefit from it by solving problems, came at a rate of (75.33%). This indicates that the content includes positive trends and the topics are related to a good percentage. In real life, the second paragraph that stipulates (that the content should be built according to sound scientific behavioral objectives) came at a rate of (73%), and this is also a good percentage. The researcher attributes the fact that the content includes scientific behavioral educational objectives for the benefit of the student learner, and this is what education seeks to create a healthy individual who serves Society and the tenth and thirteenth paragraphs came in medium percentages, respectively (63.33%) and (60.4%). The researcher believes that physical education is an essential and main part of intellectual education and artistic education that develops the emotional aspects and develops imagination. These average percentages are available in educational institutions and are activated and supervised within a staff. Specialized, and there are other institutions that do not do these important aspects, and this is what opposes the student’s academic progress. Learning is an interaction between the student’s psyche, the school environment, and society. Any defect in any of these aspects leads to an imbalance in the structure of teaching and learning. As for the twelfth, fourth, and sixth paragraphs, which came in proportions and respectively (58.73). %, (57.1%), and (50.4%). This is an acceptable degree of availability, but not at the level hoped for. The researcher attributes that the content needs to develop future plans that take into account all the new developments of the era and the new learning method, and include all the sciences that keep pace with

developments, experiences, inventions, and discoveries, including It is compatible with the environment and human nature, taking into account the principles and values on which the philosophy of society is based. As for the fifth and ninth periods, which came in percentages of (45%) and (43.33%), they came in weak percentages. The researcher attributes this to the fact that the curriculum is not devoid of filler and repetition in the topics included in the content. It does not take into account their inclinations, readiness, or individual differences between them, and the content must be compatible with the circumstances and needs of the student. As for the eighth and eleventh paragraphs, which came in percentages of (42.66%) and (40.83%), they came in very weak percentages. The researcher attributes that the subject of ethics is important and a full class should be allocated to it for teaching, and this The material is not included in the content. These topics discuss various moral problems for the student and develop him as a healthy individual who serves individuals and society.

Second - Infrastructure standards:-

Paragraph sort	Relative weight	standard deviation	Weighted arithmetic mean	Total responses	Paragraph
4	%46,66	0.48	1.35	101	Develop a strategic plan for educational institutions that is compatible with the needs of the times
10	%39,33	0.382	1.175	105	Introducing amendments to the educational system that are consistent with the basic principles
5	%43,33	0.470	1.262	108	Establishing ongoing support systems for teachers and administration to provide schools as needed
12	%36,66	0.302	1.1	156	Providing an institutional climate that supports the satisfaction of teachers, learners and parents
2	%63,33	0.332	1.875	92	Providing guidance and educational support services for teachers and teachers
7	%42	0.443	1.263	93	The student and the educational administration
8	%40	0.433	1.2	102	Develop a policy that refuses to tolerate overcrowding in schools, even if it is slight
9	%39,66	0.393	1.188		Providing educational institutions with the means and capabilities in cities and villages to complete studies in the best conditions
13	%35,833	0.265	1.075	100	Taking care of human resources by providing the necessary needs for the teaching and learning staff
3	%61,33	0.462	1.838	152	Funding the construction of schools, improving old buildings, and increasing funding for teachers, especially in the poorest schools
11	%37,93	0.347	1.138	91	Developing and improving the institution by funding it financially to achieve results on the ground
1	%66,66	0.386	1.95	156	Evaluating the institution comprehensively, not highlighting the strengths and weaknesses, and helping to address the weaknesses
6	%43,33	0.461	1.3	104	Organized administrative support to determine the quality of school facilities and resources and the sustainability of the financial resources available to the school

**Analysis of infrastructure standards paragraphs:-**

The paragraph that stipulates (showing strengths and weaknesses and helping to treat weak points) had a high availability rate with a moderate degree (66.66%). This means that there is always a continuous evaluation of educational institutions to address weak points and develop solutions for them. As for the paragraph that stipulates (providing services Educational guidance and support for the teacher, student, and administration) came with a percentage of (63.33), which is an average score. The researcher believes that a lot of guidance and continuous provision of support for the educational administration enhances the quality of the infrastructure of educational institutions.

The paragraph (developing the institution, improving it, and financing it financially to achieve results on the ground) came with a moderate score (61.33%). Continuous improvement of educational institutions and financial support for them provides a good regulatory environment for teaching and learning, increases the satisfaction of the

administration and its workers, and achieves a higher level of progress. The first paragraph, which states (developing a development strategy for educational institutions that meets the needs of the times), came at a weak percentage, which is (46.66%), which is a very weak percentage. The researcher believes that the modern strategy always faces challenges, changes, and risks.

The educational administration in particular succeeds and achieves the desired goals. As for the third and eleventh paragraphs, the percentage of availability, respectively, is (43.33%) and (43.33%), which are very weak percentages. The researcher attributes this to the fact that there is a weakness in financial liquidity, in terms of technical devices and means that would lead to To an unhealthy educational environment either

The two paragraphs, which also had low availability rates (40%) and (42%), mean that the educational system does not take care of this.

This aspect leads to a decline in the level of students and affects academic achievement and school dropout. And the two paragraphs

The second and eighth levels came in very weak percentages, namely (39%) and (39.33%). This is a low level. The researcher believes that the level of poverty in the villages and rural areas is suffered by schools, which has led to a severe shortage of male and female teachers for primary and middle schools and a shortage of services such as electricity, water and other operating supplies. This leads negatively to the educational process and its outcomes. The fourth and eleventh paragraphs came with rates of (36.66%) and (37.93%). The researcher believes that the dissatisfaction of workers and learners has a negative impact on educational and production organizations. Educational administration is what stimulates the educational process to advance, as it permeates all The aspect of educational activity and development of the educational administration is the financial and human incentive, as this helps in improvement and development. The paragraph that states (taking care of human resources (teaching and educational staff by providing the necessary needs)) came at a rate of (35.833%), and this is a low level. Educational organizations must develop solutions that address the shortcomings in this aspect.

<b>Paragraph sort</b>	<b>Relative weight</b>	<b>standard deviation</b>	<b>Weighted arithmetic mean</b>	<b>Total responses</b>	<b>Paragraph</b>
<b>3</b>	%46.66	0.48	1.35	108	Building a program around corporate ICT employment
<b>5</b>	%39.33	0.382	1.175	94	Establishing foundations and principles that are useful in curriculum development and technological development
<b>7</b>	%43.33	0.470	1.262	101	Introducing technological professional standards for teachers in many fields
<b>10</b>	%36.66	0.302	1.1	88	Promoting educational technology that focuses on continuous improvement and development of learning
<b>1</b>	%63.33	0.332	1.875	150	Introducing technical means such as the projector and tools used in teaching to

					improve the educational process
<b>8</b>	%42	0.443	1.263	101	Equipping schools with all necessary means for educational activities, such as computers, television, and reference books
<b>9</b>	%40	0.433	1.2	96	Introducing technological and informational means into the curriculum and linking the school environment with society
<b>4</b>	%39.66	0.393	1.188	95	Providing a complete infrastructure that guarantees a strong Internet network with comprehensive coverage
<b>11</b>	%35.833	0.265	1.1075	86	Supporting institutions with computers and advanced technologies that enable everyone to access and acquire information
<b>2</b>	%61.33	0.462	1.838	147	Training teachers on the uses of modern technology and its smart applications and integrating them into teaching methods and curricula
<b>6</b>	%37.93	0.347	1.138	91	Employing artificial intelligence technology in institutions, this supports community

					projects in the future
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**Analysis of the paragraphs of educational technology standards:-**

The paragraph that stipulated (training teachers on the uses of modern technology and its smart applications) had an average availability rate, at (61.33%). The researcher believes that modern technology helps improve the quality of the educational process, provides integrated educational content, reduces the distances between trainees, enhances skills, and motivates On creativity in thinking, and this percentage is available in a good way. As for the fifth paragraph, which states (introducing technical means such as the projector and tools), the percentage came at (63.33%), which is an average percentage. Educational organizations must include the technical means in the classroom, as it improves the educational process, breaks down communication barriers between the learner and the educational situation, and helps to Delivering information faster, in addition to enhancing cooperation in performing tasks and activities. As for the first and sixth paragraphs, which came in percentages of (46.44%) and (42%), they came in weak percentages. This is due to the majority of schools’ lack of interactive screens, electronic computers, modern devices, resources and books that facilitate the educational process. It is necessary to provide trained educational staff alongside the students by building... The program of employing technology in institutions creates an advanced educational environment and raises the level of awareness among students. As for the seventh paragraph, which stipulates (introducing technological and informational means into the curriculum and linking the school environment to society), it came at a rate of (40%), which is a weak degree of availability. The researcher believes through studies that Technology has a relationship between society and the environment. It is concerned with issues related to their lives and society and prepares students for future roles. The second and eighth paragraphs, which came in very small percentages, which are (39.33%) (39.66%), that the educational organization did not care about development and improvement, such as including technology in the curriculum, that educational institutions It requires a continuous technological process between schools, educational organizations and educational departments, according to pre-studied plans to help solve problems and benefit from the experiences of others. This helps improve the educational process and advance it for the better. As for the fourth, tenth and eleventh paragraphs, which came in very small percentages (36.66%) (37.93%) and (35.83%). This is due to lack of interest

Those in charge of education include technology in educational methods and curricula, and this, as we mentioned previously, enhances the development and advancement of educational science. As for artificial intelligence and its inclusion in institutions, it is considered one of the goals of sustainable development and guarantees good, equitable and comprehensive learning for all. It also supports the individual by creating projects in the future, as it fills deficiencies. The output of current learning radically changes the educational landscape, as its lack or non-availability widens the technical gap between countries.

Paragraph sort	Relative weight	standard deviation	Weighted arithmetic mean	Total responses	Paragraph
2	%63.33	0.347	1.863	149	Building a program around corporate ICT employment
3	%63	0.333	1.875	150	Establishing foundations and principles that are useful in curriculum development and technological development
8	%44.16	0.631	1.325	106	Introducing technological professional standards for teachers in many fields
1	%64.66	0.46	1.938	155	Promoting educational technology that focuses on continuous

					improvement and development of learning
<b>11</b>	%38.66	0.462	1.162	93	Introducing technical means such as the projector and tools used in teaching to improve the educational process
<b>5</b>	%49.66	0.595	1.487	119	Equipping schools with all necessary means for educational activities, such as computers, television, and reference books
<b>6</b>	%46.33	0.490	1.387	111	Introducing technological and informational means into the curriculum and linking the school environment with society
<b>10</b>	%40	0.483	1.237	99	Providing a complete infrastructure that guarantees a strong Internet network with comprehensive coverage
<b>9</b>	%41.33	0.533	1.237	99	Supporting institutions with computers and advanced technologies that enable everyone to access and acquire information
<b>4</b>	%63	0.438	1.9	152	Training teachers on the uses of modern technology and its smart applications and integrating them into



					teaching methods and curricula
<b>7</b>	%45	0.495	1.212	97	Employing artificial intelligence technology in institutions, this supports community projects in the future

Analysis of the paragraphs of the political economy standards: -

The fourth paragraph, which stipulates (providing the climate of stability necessary for continued development and progress in educational institutions), came with an average percentage of (64.66%), and the paragraph that stipulates (an economically sound review of the wage policy in shaping individual income) came with an average percentage of (63.33). %) This indicates the degree of cohesion between teachers and school administration in achieving the positive goals of creating a climate within the school. The researcher believes that there is motivation among workers in educational institutions in order to invest and progress in the educational process. The researcher believes that one of the economic reform programs is to mobilize the available energies and capabilities to achieve educational and social development, and this cannot be achieved unless the individual's cost of living for health and educational services increases. Paying attention to the individual's income, especially among poor groups, and the lack of this aspect leads to unemployment and dropout from primary and secondary schools. As for the second paragraphs And the tenth, which came in rates of (63%) and (63%), which indicates an average availability rate. The researcher believes that financing the educational process enables countries to raise the level of the educational process, build effective societies, and develop the necessary skills. In addition to using technology and communications, and training teachers and workers in the field of education in accordance with organizational leadership and an effective national strategy. By allocating local funding, the goals we seek will be achieved, while the sixth and seventh periods came at rates of (49%) and (46%). These percentages are weak, and individuals in educational institutions need to focus on providing the basic needs, which are security and safety, to be able to continue in Performing the work entrusted to them, and officials must place this aspect among the basics. There is an urgent need to rehabilitate and restore educational institutions, and there is a clear shortage in the facilities, buildings, and equipment necessary to perform the tasks. As for the third and eleventh paragraphs, the percentages came according to the governor (44%) and (45%), and these percentages are very weak. The government must spend financially to finance institutions that suffer from poverty and material or human incapacity to ensure the continuity of the educational process. Otherwise, this is considered an obstacle to the completion of the educational program. This is a clear reason for the migration of educational staff from the Ministry of Education to other ministries, as they provide the teacher with classroom lessons according to an ill-considered mechanism. Or planned. In addition to the deficit in facilities and infrastructure, there is the obvious deterioration in teachers' salaries, as it is what guarantees job satisfaction, sound living, and endless giving in their work tasks. As for the seventh and eighth paragraphs, the percentages were (41%) and (40%), respectively, and this is a very weak percentage. The fifth paragraph came at a rate of (38%), and this is a very low percentage (erasing the deficit rate in school buildings and meeting educational requirements). Education today in Iraq is very deteriorating, and the most basic educational needs are providing supplies and reducing the deficit rate in buildings. The solution is to redesign the institutions according to a well-thought-out plan. Before an educational-engineering organization, we reconsidered double-shift work for students and developed solutions to reduce this obstacle that affects the validity of the educational process.

**CONCLUSIONS:-**

- 1- Arab and international interest in good specifications and indicators and their continuous efforts to include this concept and use it in education.
- 2- The goal of the educational process is to increase educational production by applying quality in government institutions and school curricula to ensure keeping pace with continuous development and sustainable development.
- 3- The community's need for continuous efforts and efforts by the government and the ministry responsible for education to advance education to serve the community locally.
- 4- The need to focus on the Iraqi educational system, as it is an educational system that surpasses other systems in age and thought.
- 5- The necessity of good preparation for the educational process and contributing to solving the crises and problems facing the individual recently due to the deteriorating living and security conditions, by expanding the development of plans and programs that address this aspect.

6- The individual's need to create an educational, educational, technical, mathematical, and not systematic, quantitative, informational system that focuses only on the extent to which the student comprehends the amount of information thrown at his mind.

Recommendations:-

- 1- Reconsidering the Iraqi educational system according to high-quality indicators to keep pace with developed countries in education
- 2- Educating educational leaders about the necessity of bringing about development and change in the Iraqi educational system to be compatible with the needs of society and the labor market.
- 3- Establishing specialized educational committees to review the infrastructure of government institutions and rehabilitate them in line with the development of curricula and the education process.
- 4- Providing schools with the necessary equipment and devices related to the educational and applied aspects and paying attention to the teacher by focusing on the basic needs that he needs, materially or morally.
- 5- Including developments, inventions and innovations as topics in the curriculum and paying attention to including artificial intelligence and educational technology subjects and giving them priority so that we can be among the pioneering countries in education. And to keep up with the times.
- 6- Reconsidering the political economy in terms of funding for institutions that serve society and the state, whether it is educational staff or institutional-educational buildings, advanced equipment and devices, and ensuring government spending in this aspect has a return and return for the benefit of society and the labor market.

### **SUGGESTIONS: -**

In light of the above, the researcher came up with a number of proposals:

- 1- Conduct an analytical study on the quality standards of the Iraqi educational system and compare it with Arab and international countries.
- 2- Conduct a study to identify the possibility of applying these standards to government institutions.
- 3- Conduct an analytical and comparative study between the indicators of the ancient Iraqi educational system and the indicators of the modern Iraqi educational system.

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