

**Distribution of primary education services in  
Al-Majar Al-Kabir district for the year 2020  
using Gis**

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**توزيع خدمات التعليم الابتدائي في قضاء المجر الكبير لعام ٢٠٢٠ باستعمال  
نظم المعلومات الجغرافية**

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The subject of the research was interested in studying the distribution of primary education services in the district of Hungary, in terms of the numerical and relative distribution of primary education institutions as well as their geographical distribution using geographic information systems, as well as studying the density of classrooms and the absorptive capacity of schools, for the purpose of clarifying the reality of educational services and comparing it with planning standards, and it was clear through the study of educational indicators that there are indicators that are higher than the local standard, as well as that the picture of the geographical distribution of primary education institutions in the study area came in a non- Fair between the center of the judiciary and its subordinate areas, which was governed by some natural and human conditions, through this study it was concluded that the judiciary of Hungary needs (17) schools in order to achieve the required number of schools. **Keywords:** GIS, primary education, geographical distribution, schools

## المخلص

أهتم موضوع البحث بدراسة توزيع خدمات التعليم الابتدائي في قضاء المجر ، من حيث التوزيع العددي والنسبي لمؤسسات التعليم الابتدائي وكذلك توزيعها الجغرافي بأستعمال نظم المعلومات الجغرافية ، فضلاً عن دراسة كثافة الفصول الدراسية والطاقة الاستيعابية للمدارس، لغرض توضيح واقع الخدمات التعليمية ومقارنته مع المعايير التخطيطية ، وقد اتضح من خلال دراسة المؤشرات التربوية وجود مؤشرات هي اعلى من المعيار المحلي، كذلك ان صورة التوزيع الجغرافي لمؤسسات التعليم الابتدائي في منطقة الدراسة جاءت بشكل غير عادل بين مركز القضاء والنواحي التابعة له والذي حكمته بعض الظروف الطبيعية والبشرية ، من خلال هذه الدراسة تم استنتاج بأن قضاء المجر يحتاج إلى ( ١٧ ) مدرسة من أجل تحقيق العدد المطلوب من المدارس.

## 1. Introduction

Educational services are one of the most important public services that must be provided to members of any population grouping, as the education sector is one of the most important sectors associated with building the future, and achieving renaissance and comprehensive development of society because of its direct link to the political, economic, social and cultural reality (Al-Dulaimi 2015 .p.62), and primary education is the broad base on which other educational stages are based and one of its main pillars, it is the duration of the formative life, as students in this period are psychologically prepared and trained in knowledge and skills Individuality. (bhaska 2004.P:788)From this point of view, this topic was chosen to study primary education services in the district of Greater Hungary, since education constitutes an integrated functional system that includes groups of interrelated elements that play roles that complement each other.

### 1.1 Statement of the Problem

- 1- What is the reality of primary education in the district of Greater Hungary for the academic year (2020)
- 2- Is the number of schools and their absorptive capacities commensurate with the number of their students?

### 1.2 Hypothesis

- The reality of primary education in the district of Hungary suffers from a lack of buildings due to the increase in population
- Functional competence of primary education not achieved

### 1.3 importance of research

The study aims to achieve the following:

- Knowing the ability of the region to meet the needs of its population for primary education services
- Knowing the characteristics of the geographical distribution of educational services distributed over the cities of the district
- Provide some suggestions and recommendations that stakeholders can use in developing scientific plans and programs to advance the educational process for the better

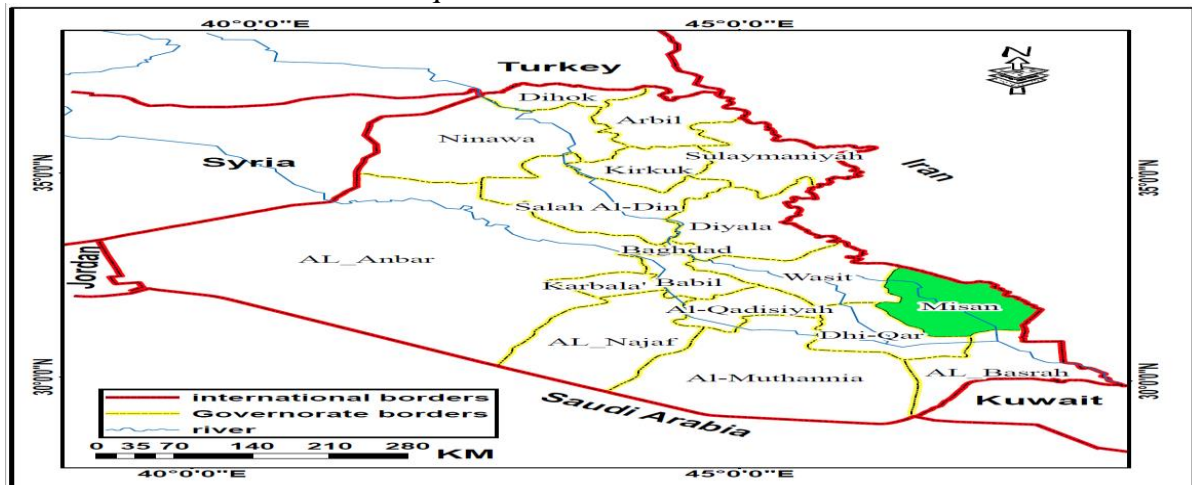
**1.4 spatial boundaries** The spatial boundaries of the search was the district of Hungary Great, which occupies the south-central section of Maysan Governorate, as the judiciary is located between two latitudes (31.15 – 31.45) north and longitudes (47 – 47.15) east, which is bordered to the north by the judiciary of Amara and Maymouna and from the south the provinces of Basra and Dhi Qar and forms each of the judiciary of Kahla and Qal'at Saleh and the district of Uzair eastern borders and from the west hand peace (Al-Khalifa 1983, p.8.)The area of the judiciary was about (1434.92) km<sup>2</sup> distributed over the administrative units of the judiciary, represented by the judicial center and the districts of justice and goodness (K. S. Saad 2013, p.15) map (1,2,3), as for the temporal boundaries, the study relied on the data of educational services available for

the academic year (2020) Table (1) Administrative units of Al-Majar Al-Kabir district and their areas (km<sup>2</sup>) and their percentages

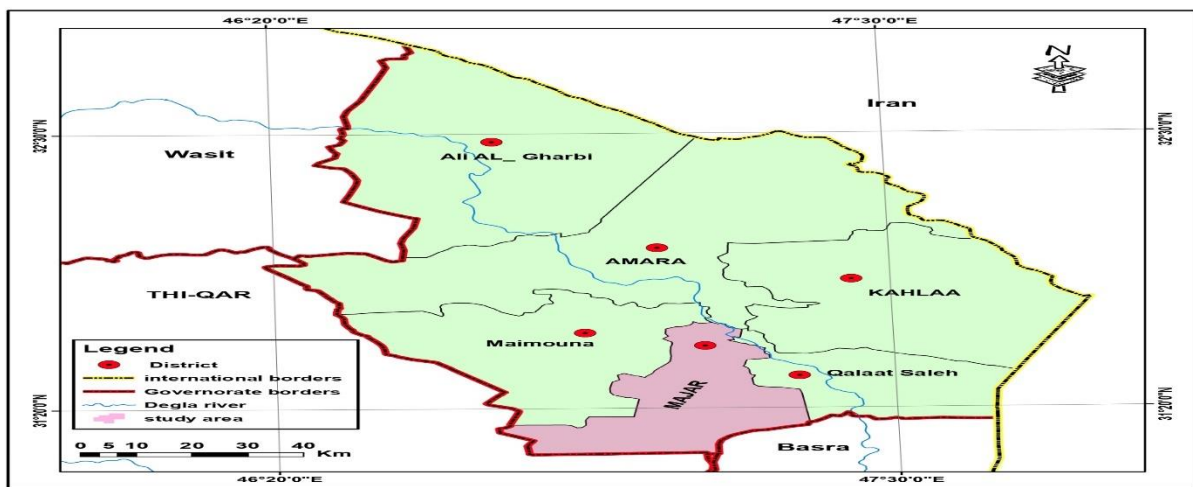
Sequence	Administrative Unit	Area / km <sup>2</sup>	Percentage
١	Al-Majar District Center	٢٦٤,٥٧	١,٦
٢	ADIL	٨٠,٦٠	٠,٤
٣	KHAIR	١٠٨٩,٧٥	٦,٧
	Total District	١٤٣٤,٩٢	٨,٨

Source: Ministry of Planning, Central Agency for Statistics and Information Technology, Annual Statistical Collection 2012, unpublished data.

- 2. The concept of primary education:** Primary education represents the base of the educational pyramid and the basis for building generations for the subsequent school stages, the most widespread of which is the number of schools and the largest size of the number of students, educational staff and the space it occupies (Abboud 2012, pg. 92). Compulsory education shall be applicable to children at the age of (6-11) years and study in it (6) years under the law, and this stage aims to develop the personality of students in its physical, mental, intellectual, moral and social aspects to raise good citizens in society (Al-Jubouri 2006, p. 81) Map (1) Location of Misan Governorate from Iraq

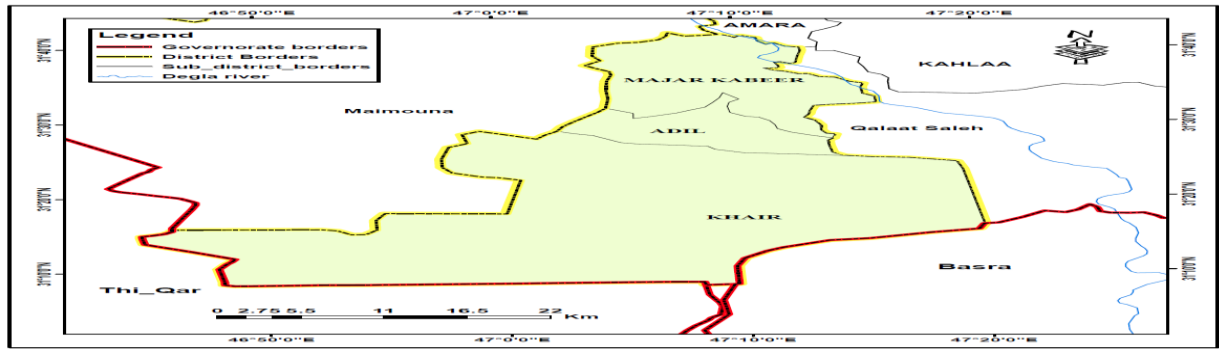


Source: Republic of Iraq, Ministry of Water Resources, Directorate of Public Survey, Administrative Map of Iraq, Scale 1:1,000,000, for the year 2010 Map (2) Al-Majar a District Location of Misan Governorate



Source: - work of the researcher based on, Republic of Iraq, Ministry of Water Resources, Directorate of Public Survey, Scale 1:500,000 for 2010.

Map (3) Administrative divisions in Al-Majar district



Source: - work of the researcher based on, Republic of Iraq, Ministry of Water Resources, Directorate of Public Survey, Scale 1:500,000 for 2010.

**2.2 International and Iraqi standards for primary education sites** The countries of the world adopt different planning standards when building primary schools so that these standards are commensurate with the specificity of each country, so it is noted that they differ from one country to another and from these standards are (Daish 2011.p652)

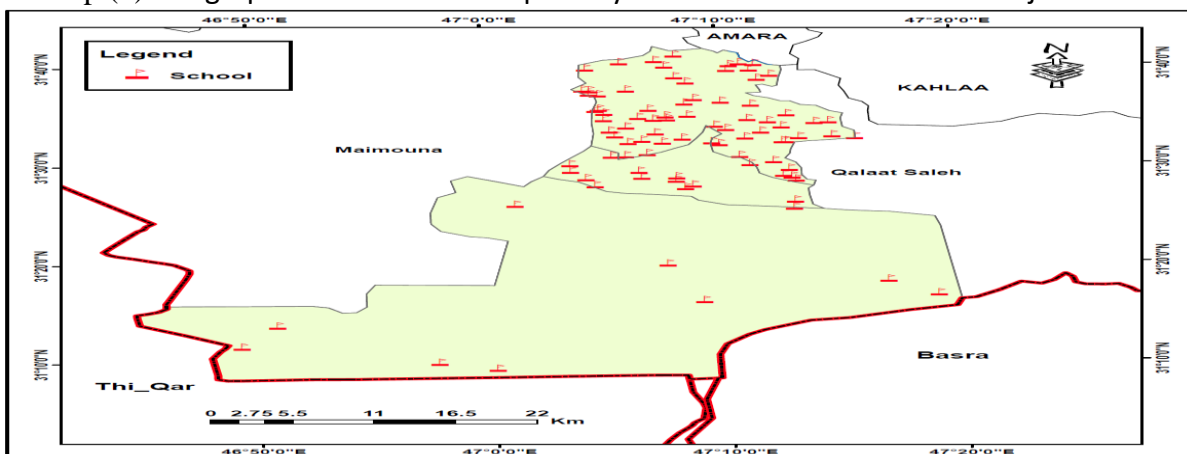
- 1- The place of the school should be in a quiet location
- 2-The location of the school should not be on the main street but on a secondary street for the purpose of maintaining the safety of students from the dangers of the method.
- 3-The location of the school should be far from the sources of noise, factories and railways.
- 4-The location of the school should be as close to residential neighborhoods as possible.
- 5-Be next to public parks, playgrounds or arenas of sports clubs.
- 6-The location of the school should be in a healthy place and the building should direct it to benefit from the sun and the clear air and in the following table shows some of the standards followed in the design of primary schools

**Numerical and relative distribution of primary education institutions**

Hungary District Hungary District includes 85 primary education schools for the academic year (2020), the Hungarian District Center accounted for 73%, the justice district 16%, and the good district 11%.It shows the unbalanced distribution of schools between the district center and the districts, where the Great Hungary District Center includes 62 schools, thus occupying the first place in the number of schools, then the justice district in second place with 14 schools, followed by the Al-Khair district in third place with 9 schools, Table (3) and map (4) **Table (3) Geographical distribution of primary schools in the district of Al-Majar for the academic year**

Administrative Unit	Al-Majar District Center	ADIL	KHAIR	Total District
Number	٦٢	١٤	٩	٨٥
Percentage %	٧٣	١٦	١١	١٠٠

Source: Directorate General of Education of Misan Governorate, Department of Statistics, unpublished data for 2020Map (4) Geographical distribution of primary schools in the district of Al-Majar



Source: The researcher's work based on Table (3)

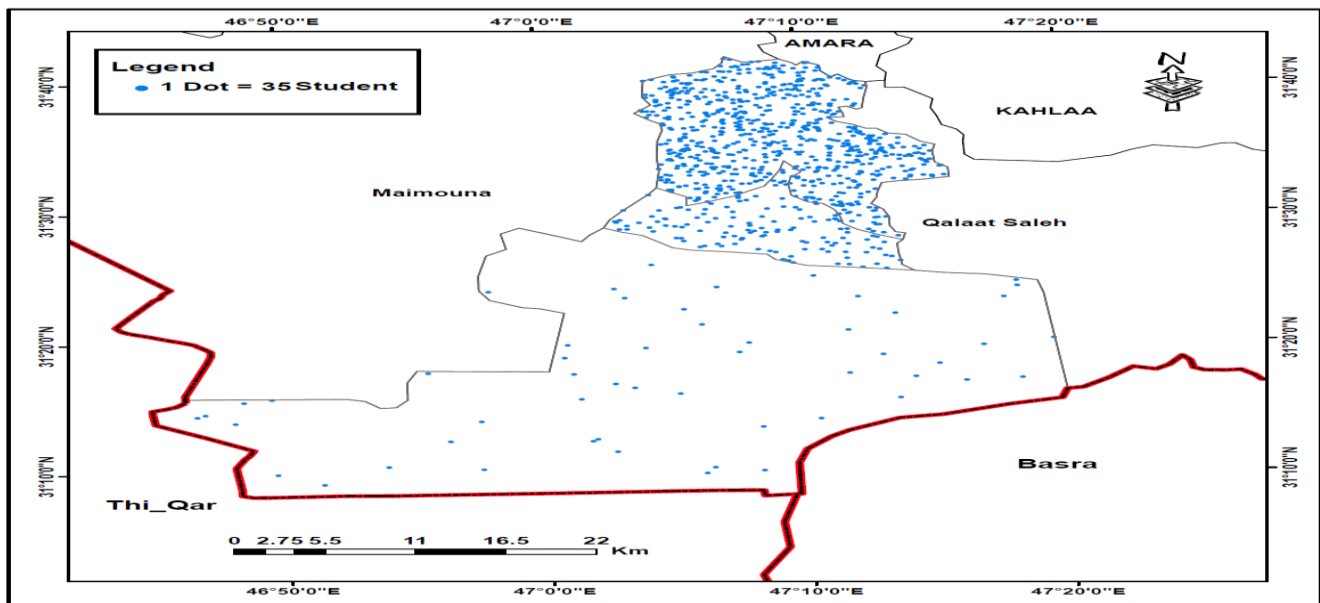
### 3.1 Geographical Distribution of Primary Education Students:

The total number of students in the primary stage in the district of Hungary for the academic year (2020-2021) was (55 male and female students), and it is noted from Table (4) and map (4) that there is a disparity in the number of students between the administrative units of the Hungarian district, as we find that the center of the Hungarian district came in first place, as the number of students reached (25,925 male and female students), who constituted (56%) of the total number of students in the district, and the reason for the increase in the number of students in the district center is due to the fact that it represents an urban center that includes A high percentage of residential neighborhoods, as well as the largest in population, and includes the largest number of primary schools, and its reflection on the issue of interest in education, especially primary. As for the justice side, it came in second place, as the number of students reached (10,134 students), and by (23.5%) of the total number of students in the judiciary. The third and last place was in terms of goodness, as the number of students reached (9506 male and female students), constituting (20.5%) of the total students in the district. Table (4) Numerical and Relative Distribution of Primary Education Students in Al-Majar District for the Academic Year (2020-2021)

Administrative Unit	Number of Students	Percentage %
Al-Majar District Center	24350	٧٩
ADIL	4468	١٥
KHAIR	1858	٦
Total District	30676	١٠٠

Source: General Directorate of Education of Misan Governorate, Department of Statistics, unpublished data for the academic year (2020-2021)Map (5)

Numerical and Relative Distribution of Primary Education Students in Al-Majar Distr



Source: The researcher's work based on Table (4)

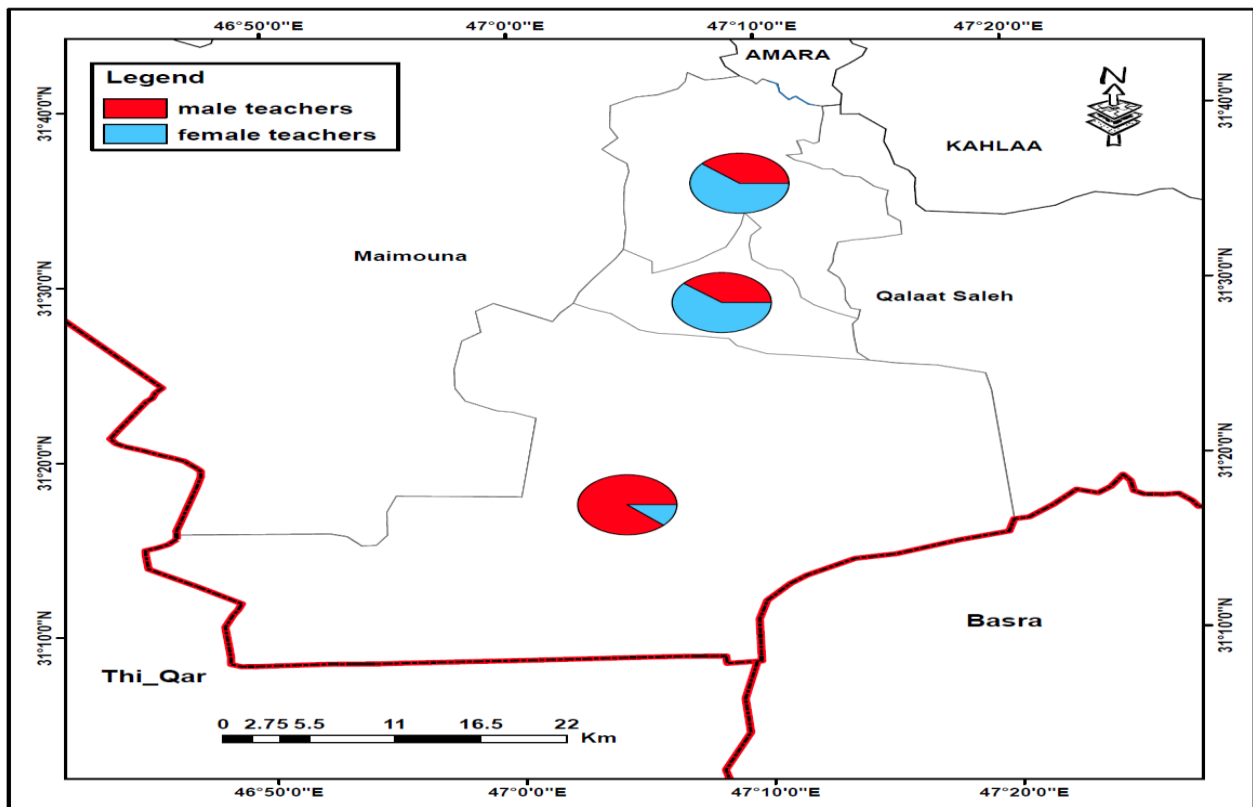
### 3.1 Geographical distribution of primary education teachers in the district of Al-Majar :

Teachers are one of the most important elements of the educational system, as they represent the community through the schools in which they work to raise the children of society, as well as care for them and follow up their mental, spiritual and physical development within the framework of meeting the goals of society on the one hand and the education system on the one hand (Talaat 2009, p.98)The number of teachers of both

sexes for the academic year (2020-2021) in the district of Hungary (1284 teachers) of them (547 teachers) compared to (737 teachers). Table (5) and map (5) The center of the Hungarian district ranked first in the number of educational staff, with the number of teachers in it 988 male and female teachers) of whom (382 teachers) constituted (70%) of the total teachers in the district, while the number of female teachers reached (606) (82%) of the total female teachers in the judiciary. Figure (2) The reason for the increase in the number of female teachers in the Hungarian district center is due to the increase in the number of girls' schools. and co-educational schools, the majority of whom work in both types of primary schools. The second place was in terms of justice, as the number of educational staff (195 teachers) and constituted a percentage of Male teachers (13.8%) and the percentage of female teachers (16%) of the total female teachers in the judiciary, while the rank The latter was in terms of goodness, as the number of educational staff (101 teachers) reached the percentage of teachers Males (16.2%) and female teachers (2%)Table (5) Numerical and Relative Distribution of Primary Education Teachers in Al-Majar District for the Academic Year (2020-2021)

Administrative Unit	Number of teachers				Total
	%	Female	%	males	
Al-Majar District Center	٨٢	٦٠٦	٧٠	٣٨٢	٩٨٨
ADIL	١٦	١١٩	١٣,٨	٧٦	١٩٥
KHAIR	٢	١٢	١٦,٢	٨٩	١٠١
Total District	١٠٠	٧٣٧	١٠٠	٥٤٧	١٢٨٤

Source: General Directorate of Education of Misan Governorate, Department of Statistics, unpublished data for the academic year (2020-2021)Map (6) Numerical and Relative Distribution of Primary Education Teachers in Al-Majar District



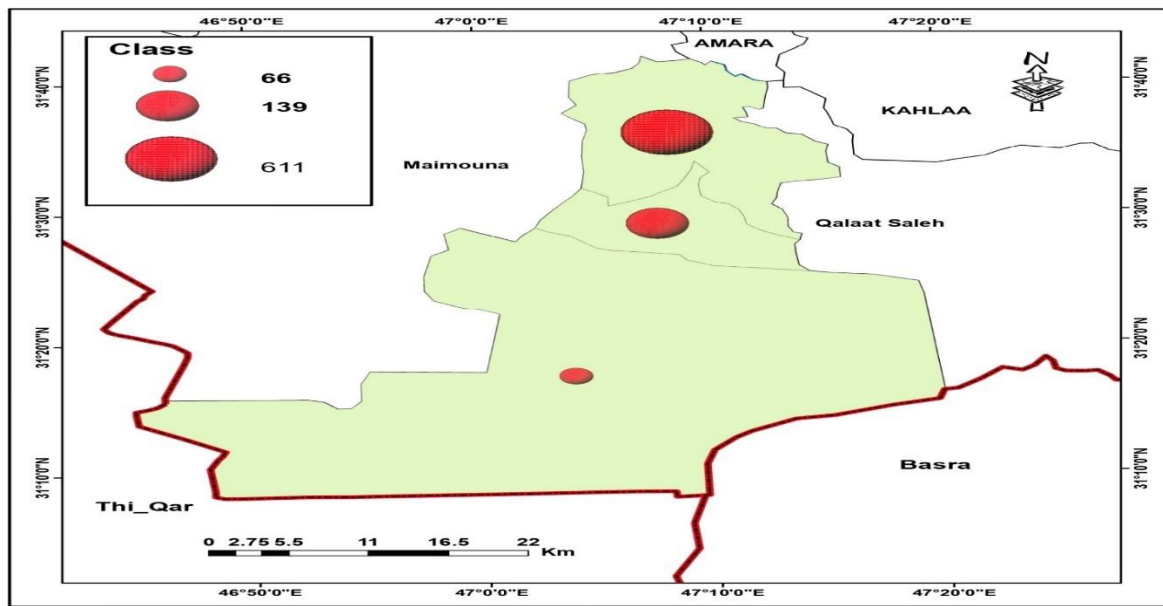
Source: The researcher's work based on Table (5)

**4. Geographical distribution of academic divisions** The number of academic divisions for the academic year (2020-2021) in the district of Hungary (816 divisions) distributed over (85 schools) in the district, and the center of the Hungarian district ranked first with the number of divisions, which amounted to (611 divisions) that recorded (75%) of the total people in the judiciary, while the justice district came in second place, as the number of people in it reached (139 divisions) by (17%), and the last place was in terms of goodness, as the number of people reached (66 divisions) that recorded (8%) of the total people in We note

from Table (6) and Map (6) the distribution of divisions in the district was related to the distribution of schools and the size of students in administrative units. Table (6) Geographical distribution of people in primary education schools in the district of Al-Majar for the academic year (2020-2021)

Administrative Unit	Number of Classes	
	Number	%
Al-Majar District Center	٦١١	٧٥
ADIL	١٣٩	١٧
KHAIR	٦٦	٨
Total District	٨١٦	١٠٠

Source: General Directorate of Education of Misan Governorate, Department of Statistics, unpublished data for the academic year (2020-2021) Map(7)Geographical distribution of people in primary education schools in the district of Al-Majar



Source: The researcher's work based on Table (6)

### 5. the efficiency of educational services for the primary education stage in the district of Al-Majar

**5.1. standard student / school:** This criterion refers to the supposed number of students in each school so that the school area accommodates a number of students ranging between (300-360) students. It is illustrated from Table (7) and Figure (1), The average number of students in each school in the district of Hungary for the academic year 2020-2021 amounted to (361 students / school), and this does not mean that the indicator of student / school is a positive indicator because it is less than the standard because there are (22 schools) higher than the standard specified in the study area, for example, the school of knowledge in the center of the district of Hungary recorded a standard of (644 students / school), which is higher than the local standard. We conclude from the above that the pupil/school index is lower than the standard set at the level of all administrative units, because most schools are dual and not independent in their own building, and this contributes to the decrease in the pupil/school index. Table (7) Standard (pupil / school) in the district of Al-Majar for the academic year (2020-2021)

Administrative Unit	Number of Students	Number of Schools	Student / School
Al-Majar District Center	24350	٦٢	٣٩٣
ADIL	4468	١٤	٣١٩

KHAIR	1858	٩	٢٠٦
Total District	30676	٨٥	٣٦١

Source: General Directorate of Education of Misan Governorate, Department of Statistics, unpublished data for the academic year (2020-2021)

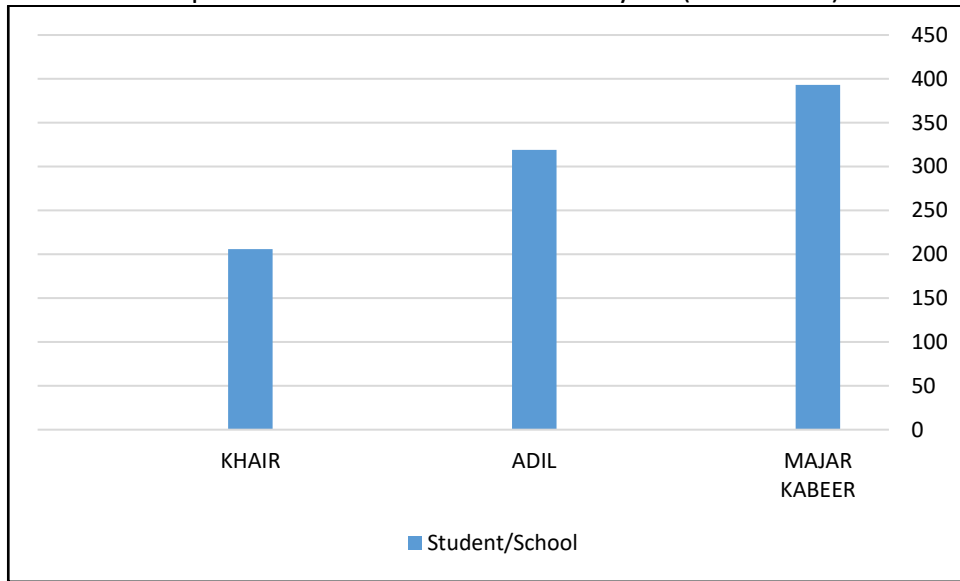


Figure (1) Standard (pupil / school) in the district of Al-Majar

### 5.2. Student Standard /Teacher:

Qualified teachers in schools are the elements that enable schools to work effectively in education and science, as they have an effective impact on all aspects of the educational process (Ghoneim 2006, p.130) and through Table (8) it is clear that the index (pupil / teacher) in the district of Hungary for the academic year (2021) of (23.8 pupils / teacher) is higher than the local standard of (20 pupils / teacher).

It is noted from Table (8) and Figure (2), we find that the rate varies at the level of the administrative units of the Hungarian district, as the Hungarian district center recorded the highest rate of (25 pupils / teachers), while the justice district came in second place with a rate of (23 pupils / teacher) and the good district ranked last with a rate of (18 pupils / teacher). Table (8) Standard (pupil / teacher) in the district of Al-Majar for the academic year (2020-2021)

Administrative Unit	Number of Students	Number of teachers	Student / teacher
Al-Majar District Center	24350	٩٨٨	٢٥
ADIL	4468	١٩٥	٢٣
KHAIR	1858	١٠١	١٨
Total District	30676	١٢٨٤	٢٣,٨

Source: General Directorate of Education of Misan Governorate, Department of Statistics, unpublished data for the academic year (2020-2021)



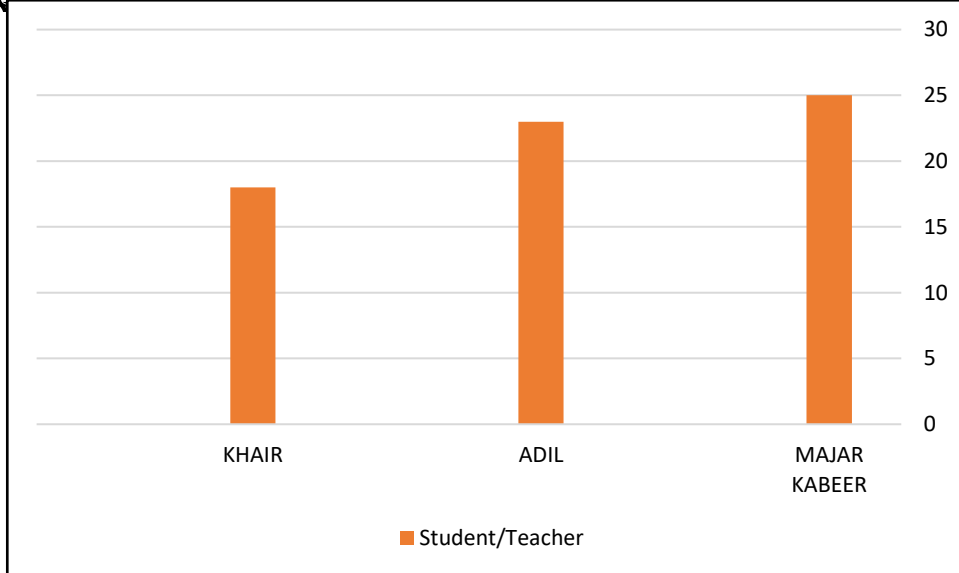


Figure (2) Standard (pupil / teacher) in the district of Al-Majar

### 5.3. Student Standard / class:

This criterion refers to the number of students in each class, which is part of the service provided to students, and if the number of pupils exceeds the specified standard of (30 student/ class), the indicator is not good as it causes congestion of pupils within the same division. It is clear from Table (9) and Map (8) that the standard of pupil / division in the district of Hungary for the academic year (2021) reached (38 students / class), which is higher than the local standard of (30 students / class). At the level of administrative units, we find that the schools of the Hungarian District Center reached a student density of 40 students / class), which is an indicator that exceeds the level of student density in district schools. This is due to the high number of students with the lack of schools and the number of people. While the justice area came in second place, as the standard reached (32 students / class), which is also above the local and international standard. Al-Khair came in last place, as the criterion reached (28 students / class)

Table (9) Standard (Student / class) in the District of Al-Majar for the academic year (2020-2021)

Administrative Unit	Number of Students	Number of class	Student / class
Al-Majar District Center	24350	611	40
ADIL	4468	139	32
KHAIR	1858	66	28
Total District	30676	816	38

Source: General Directorate of Education of Misan Governorate, Department of Statistics, unpublished data for the academic year (2020-2021)

Figure (2) Standard (Student / class) in the District of Al-Majar

**6. Conclusions** 1. The total number of primary schools in the district of Al-Majar for the year 2020 reached (85) schools, the center of the judiciary occupied the largest number of schools, justice, and finally the district of goodness.

2. The study showed a deficit in the number of schools (17 schools) and they practice their work as guests with the original schools in the district.

3. The study showed that the index (student / division) in the district of Al-Majar reached (38 students / division), which is higher than the local standard, which indicates the crowding of students in one division.

4. The index (student / school) (361 students / school) was recorded throughout the district, which is a positive indicator because it is equal to the local standard, but there are schools that exceed the standard limits and

reach the state of overcrowding, as is the case in the Maarif School in the center of the Al-Majar district, where the standard reached (644 students / school).

5. The increase in the number of students above the average in one class will result in a decrease in the educational level of students.

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