

Geographical analysis of the education workforce characteristics in the Najaf Governorate (2020-2021)

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Abstract

Education is an integrated system based on a set of basic set of elements(educational institutions, students and educational staff) the researchers tried to study the characteristics of the teaching staff and focus on their most important demographic, social and economic characteristics, and the size of the gap between the participations of males and females in education, and the variation of teachers' distribution according to the administrative units in the Najaf Governorate. The researchers relied on the data available from the Najaf Education Directorate, as well as distributing questionnaire to 991 teachers, and the reality of education starting from kindergarten to high school. Results showed large variations between the participation ratio of both males and females, and variation at the level of administrative units according to the age of the teaching staff, and who obtained a bachelor's degree were the highest group; they reached 889, and Most of the teachers are married. Most of the teachers receive(750-million). They own housing property.

keywords: Education, educational staff, age groups, economic characteristics, human energies.

1-INTRODUCTION

Studies in the field of human geography dealt with many issues related to the life of society. Hence, geographic studies and views in the field of the education sector have varied and multiplied. Due to the importance educational sector and its relation to determining the degree of cultural, economic and social development of any country. Furthermore, the development, prosperity and progress of countries are strongly associated to the development of education in such countries. Yet, the teaching staff is not only an important part of society but also teaching staff is an essential element in social

construction. They participate in preparing a strong generation that contributes to building and determining the future of the country.

Teaching staff is responsible for achieving comprehensive development and the advancement of its children, as it is the largest factory for all disciplines, and they are one of the most important pillars of the educational process. The researchers have tried to identify the most important characteristics of the educational staff, which is the demographic characteristics in Najaf Governorate by presenting the problem.

2-BACKGROUND

Research questions

1. What are the of the characteristics educational staff in Najaf Governorate?
2. Is there a spatial variation in the characteristics of the educational staff between the administrative units of Al-Najaf Governorate?
3. Do the educational staff participation rates differ between males and females in Al-Najaf Governorate?

Research hypotheses

- The demographic, social, and economic characteristics of the educational staff differ in Al-Najaf Governorate.
- As a result of these characteristics, there are spatial differences for the educational staff between the administrative units in the Najaf Governorate.
- There are differences in the participation rates of the educational cadres in the Najaf Governorate between males and females in the educational stages (kindergarten, primary, and secondary).

3-OBJECTIVE OF THE WORK OR RESEARCH PROBLEM JUSTIFICATION

The research aims at:

1. Highlighting the most important workforce characteristics in the education sector,
2. Clarifying the spatial variation of the most important workforce characteristics in the education sector among the administrative units of the study area,
3. Identifying the coefficient of difference between the participation of males and females in the education sector.

4. Finding out which age groups contribute the most in the education sector.

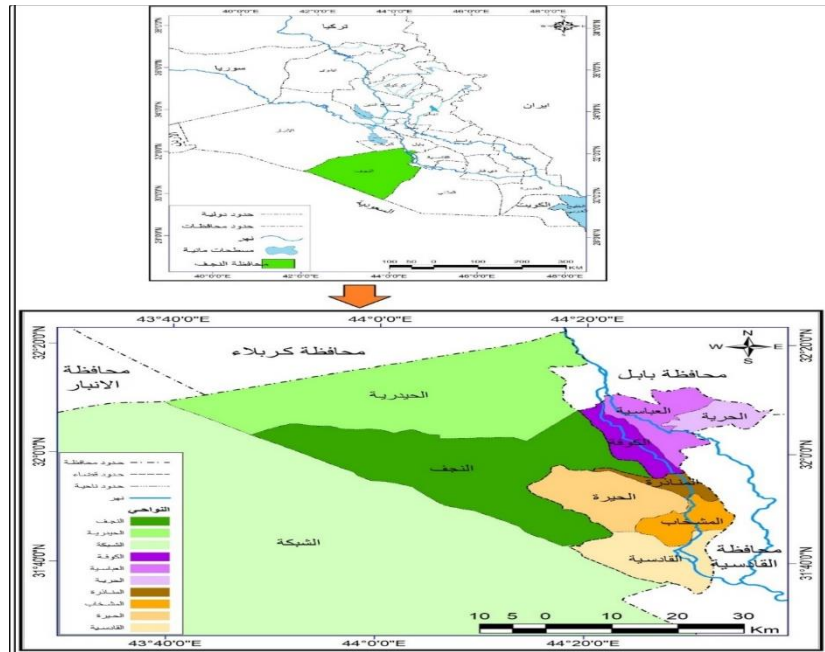
4-MATERIAL AND METHODOLOGY

The descriptive analytical approach was obtained in describing and analyzing the available data on the study area. They also distributing questionnaire to teachers and the quantitative method in analyzing statistics to achieve credibility in studying the topic and to reach results that exhibit the reality in detail.

Research sitting

Map 1 displays that the province of Najaf is located in the southwestern part of Iraq and extends between longitudes (42.50-44.44) east and latitudes (29.50-32.21) to the north. It is bordered to the north by Karbala province and to the north-east by Babylon province. Najaf is boarded from the east by Al-Qadisiyah governorate, and from the southeast, the Al-Muthanna governorates. It is closest to the rectangle in shape (Republic of Iraq, 2017, p. 1).The study used statistical data and the field study represented by the distribution of a questionnaire to participants in (2022). The study participants are the characteristics of the educational staff represented by the demographic, social and economic characteristics in the province of Najaf

Map (1)Location of Najaf Governorate in Iraq



5-RESULTS AND DISCUSSION

Educational staff demographic characteristics in Al-Najaf Governorate

Studying the demographic features of any society is very necessary because it is part of the age structure, which is based on studying society according to age groups, as well as identifying what the representation of males compared to the number of females (Al-Khareef, 2008, p. 185). Furthermore, studying the age structure of the faculty members is very important to identify the most participating groups in the education sector, as well as knowing the percentage of gender participation in the education sector and its variation between the administrative units of the area under study.

First: Age and gender structure of kindergarten stage

The population of any region is often divided into several age groups. These age groups are of great importance in population studies, and are no less important than the study of the gender ratio (Abu Ayana, 1997, p. 227). It is noted in Appendix (1) that the most contributing age groups in the kindergartens sector are the age group (50-59), followed by the age group (40-49) years. Education in this age group was limited to females only. Table 1 shows that the coefficient of difference is amounted 149.7.

This is because kindergarten is the basis for all stages of education, which children join at the age of (4-5) years, and in which the first principles of the educational process are established (Al-Saadi, 1990, p. 210). Therefore, the female gender is closer to this age group, since most of them are mothers, and they can deal with children as they deal with their own children. Furthermore, kindergarten stage is limited to these age because these teachers have been appointed for years, most of them have years of service that exceed twenty years, and the distribution of numbers varies. between the administrative units, and depending on the standard score, the study area was divided into the following:

1. The first level includes all administrative units in which the standard score reaches (0.51-0.39), and includes Abbasiya, Alhuriya, Al-Hira, Al-Mashkab, and Al-Qadisiyah. The standard score amounted (-0.51, -0.55, -0,39, -0,55, -0,55) respectively. This can be seen in Table 2.
2. The first level includes all administrative units in which the standard score reaches (0,-0,17- -38), and includes Al-Haidariya, where the standard score has reached (-0,27(.
3. The first level comprises all administrative units in which the standard scores reach (0.16 - -0.45), and includes the Kufa district where the standard score mounted (0.45).

4. The first level includes all administrative units in which the standard score is (0.46-2.53). This level comprises the Najaf district, in which the standard score has reached (2.53), as shown in Map 2.

Table (1) Coefficient of variation educational staff numbers in kindergarten

Gender	Coefficient of variation
Male	0
Female	149.7

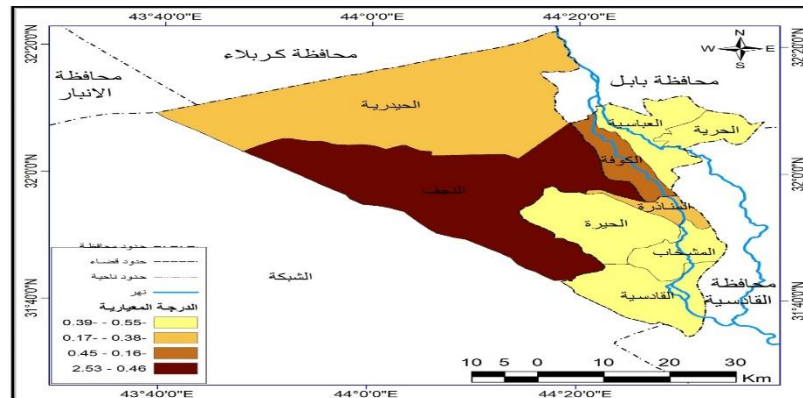
Source: The researchers worked on the basis of Appendix .(1).

Table (2) Distribution of faculty members in kindergarten

Administrative units	Males	Females	Standard score
Najaf	0	160	2.53
Al -Haidariya	0	20	-0.27
Al-Shabaka	0	0	0.00
Kufa	0	56	0.45
Abbasiya	0	8	-0.51
Alhuriya	0	6	-0.55
Al -Manarat	0	25	-0.17
Al -Hirah	14	14	-0.39
Al -Mashkab	6	6	-0.55
Al -Qadisiyah	6	6	-0.55
Mean score	33.44		
Standard deviation	50.08		

Source: The researchers worked on the basis of Appendix .(1).

Map (2) The spatial variation of the female teaching staff members at kindergarten stage



Source: From the work of the two researchers, based on Table (2).

Second: Age and gender structure of the primary stage teaching staff

Primary education is the basis on which the other stages depend (Al-Khafaf, 1998, p. 32) Primary education receives children at the age of 6 years, where they study in this stage for 6 years as well. Students can achieve themselves and acquire many skills and knowledge that prepares them for the other stages of secondary education (Ghadban, 2017, p. 178).

It is noted from that the number of teaching staff has varied between males and females. The total number of females reached 4835 compared to 3149 males (Appendix 2). Thus the coefficient of difference for male is 75.8 and 134.1 for females, as shown in Table 3.

The number of the teaching staff varied according to the age groups as well as the administrative units again. The highest age group ranged (40-49). The number of female teachers reached 1921 and (1088) male teachers. Next, this was followed by the age group (30-39), and the number of female teachers excelled where they reached 1678 while the number of males reached 1010. The least was in the age group (60 and over), where the number of female teachers decreased in this category compared to the number of male teachers, and their number reached (62, 67) for each of them, respectively. The reason for the decrease in the number of teaching staff in this category is due to their referral on retirement.

Table (3) Coefficient of variation educational staff numbers at primary education

Gender	Coefficient of variation
Male	75.8
Female	134.1

Source: The researchers worked on the basis of Appendix (2).

Table (4) The numerical and relative variation of the teaching staff at the primary stage

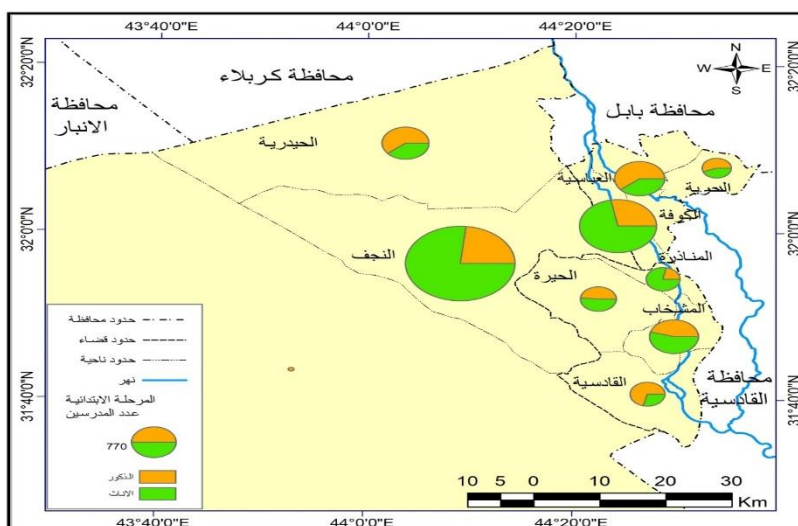
Administrative units	Males	Females	Total
Najaf	1066	3504	4570
Al -Haidariya	519	327	846
Al-Shabaka	12	0	12
Kufa	643	1659	2302
Abbasiya	587	371	958
Alhuriya	181	143	324
Al -Manarat	98	350	448

Al -Hirah	242	256	498
Al -Mashkab	420	503	923
Al -Qadisiyah	333	136	469
Total	4101	7249	11350

Source: The researchers worked on the basis of Appendix (2).

Table 4 and Map 3 indicate that the highest percentage of females was in the district of Najaf which reached 3504 members compared to 1066 for males, followed by the Kufa which witnessed the superiority of the number of females compared to the number of males; they amounted (1659, 643) respectively.

Map (3) Numerical variation of teaching staff by administrative units according gender



Source: From the work of the two researchers, based on Table (2).

This was followed by Al-Mashkab, where the number of females outperformed male compared of males, reaching (F=503, M=420) respectively. Finally, Table 4 shows that the numbers of males outperformed the females in each of the following administrative units, Al-Abbasiya, Alhuriya, and Al-Qadisiyah district. They numbers reached (M=587, F=371), (M=181, F=143), (M333, F=136) respectively.

Third: Age and gender structure of secondary stage

Secondary education has a great impact on achieving the requirements of development because it shapes the basis from which the choice of specialization is based on the university level (Al-Khafaf A. A., 2005, p. 22). The duration of secondary study is 6 years and it is divided into two stages (intermediate and preparatory). Schools are

divided into schools for boys and schools for girls because it is a stage in which students are young.

Regarding the teaching staff, the numbers of those in the age group (40-49) outperformed, with the superiority of females compared to males, (F=1921) and (M=1088). This was followed by the age group (30-39) and the superiority of females compared to males prevails, female numbers reached (1678) versus males (1010). The lowest in age group was (60 and over), but the number of males outperformed females, They reached (67) compared to (62), respectively. Table 5 shows that the ratio of the coefficient of difference for males amounted to (106.7) compared to (155.0) for females. In order to highlight the variation between the numbers of males and females at the level of administrative units and depending on the gender ratio, the administrative units were divided into the following levels:

1. The level in which the gender ratio is (42.0-60.5); it includes all the sub-districts of Al-Qadisiyah and Alhuriya. The gender ratio reached (42.0, 60.5) respectively. This can be seen in Table 6 and Map 4.
2. The level in which the gender ratio is (60.6-104.7); this comprises Al-Mashkab, Al-Hira and Al- Haidariya. Likewise, the gender ratio amounted (94.0, 104.7, 87.2) respectively.
3. The level in which the gender ratio scored (104.8-216.). It includes Najaf, Kufa and Al-Manarat whereas the gender ratio amounted (202.7, 217.8, 188.1) respectively.

Table (5) Coefficient of variation educational staff numbers at secondary education

Gender	Coefficient of variation
Male	106.7
Female	155

Source: The researchers worked on the basis of Appendix .(3).

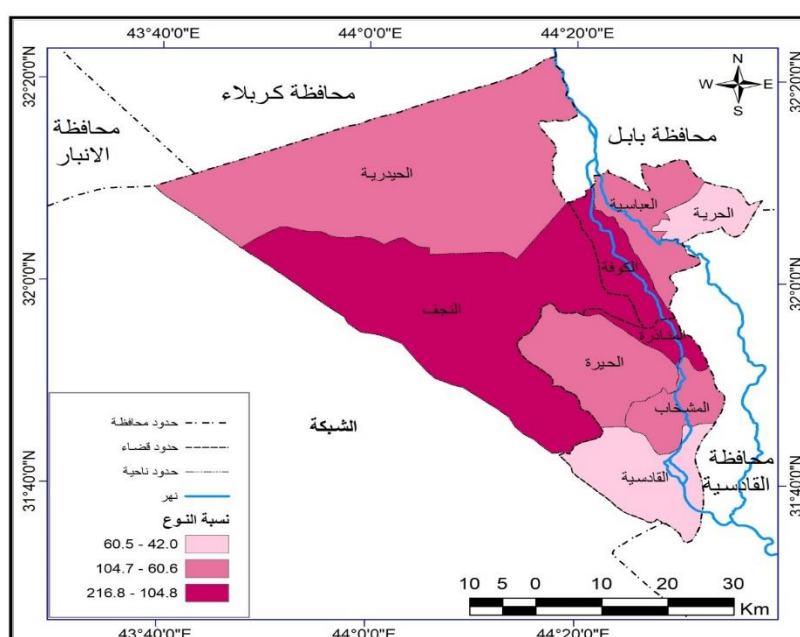
Table (6) Numerical and relative variation of the teaching staff at the secondary stage

Administrative units	Males	Standard score	Females	Standard score	Gender ratio
Najaf	1297	2.54	2629	2.51	202.7
Al-Haidariya	282	-0.18	246	-0.35	87.2
Al-Shabaka	0	0	0	0.00	0.0
Kufa	457	0.29	991	0.55	216.8
Abbasiya	337	-0.03	262	-0.33	77.7
Alhuriya	129	-0.59	78	-0.55	60.5

Al -Manarat	101	-0.67	190	-0.42	188.1
Al -Hirah	129	-0.59	135	-0.48	104.7
Al -Mashkab	248	-0.27	233	-0.37	94.0
Al -Qadisiyah	169	-0.48	71	-0.56	42.0
Mean score	349.89		439,89		
Standard deviation	373.48		832,55		

Source: The researchers worked on the basis of Appendix (3).

Map (4) Variation in the distribution of teaching staff members according to administrative units and gender ratio



Source: From the work of the two researchers, based on Table (5).

2. The social characteristics of the education workforce in Najaf Governorate

The economic characteristics are of great importance in shedding light on the reality of the social status of employees in the education sector at all educational levels (Al-Dulaimi, 2009, p. 75). Given the breadth of the subject of the study, specific aspects have been emphasized that will be focused on, the most important of which are:

First: Social status

Table 6 indicates that most of the teachers in the province of Najaf are married who reached (775) persons. The number of males (400)

exceeded the number of females (375). This followed by single teachers who reached 198 teachers. The number of females (109) outperformed the number of males (89). In the third stage of social status followed by the number of divorced persons, and the lowest number for widows.

The study area witnessed a clear discrepancy between the administrative units of the study area. The highest numbers of married teachers among the teaching staff of workers were in the Najaf district center, followed by the Kufa district center and the lowest in Al-Haydaria district. The numbers in each of them reached (341, 154, 24) for each of them respectively.

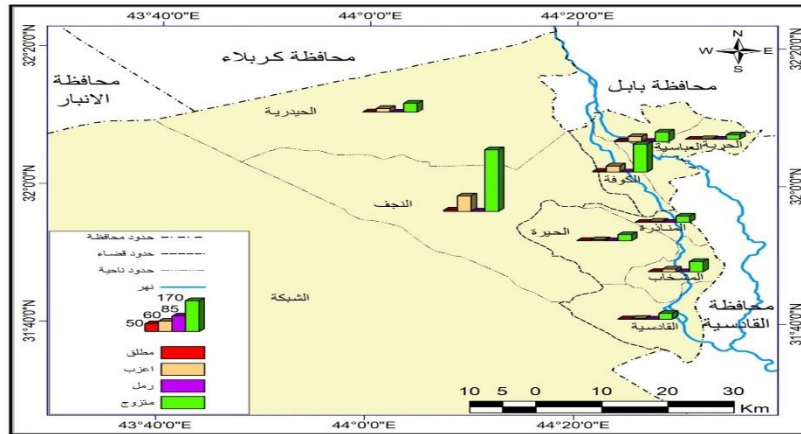
For single, the numbers were close to what was mentioned in the administrative units of the district center of Najaf, Kufa, and Alhuriya district. The numbers reached (86, 33, 3) respectively. As for divorced and widowed women, the numbers were low in all administrative units. This can be seen in Map 5.

Table (6) Spatial variation of the social status of teachers in Najaf Governorate

Administrative units	Married			Single			Divorced			Widowed			T
	M	F	T	M	F	T	M	F	T	M	F	T	
Najaf	181	160	341	32	54	86	4	3	7	0	1	1	435
Al-Haidariya	30	19	49	10	10	20	0	1	1	0	0	0	70
Kufa	60	94	154	17	16	33	2	2	4	0	0	0	191
Abbasiya	32	20	52	21	6	27	1	1	2	0	0	0	81
Alhuriya	18	6	24	2	1	3	0	0	0	0	0	0	27
Al-Manarat	19	15	34	1	5	6	0	0	0	0	0	0	40
Al-Hirah	21	12	33	0	5	5	0	1	1	0	0	0	39
Al Mashkab	21	35	56	4	10	14	1	0	1	0	0	0	71
Al Qadisiyah	18	14	32	2	2	4	1	0	1	0	0	0	37
Total	400	375	775	89	109	198	9	8	17	0	1	1	991

Source: The work of the researchers based on the questionnaire.

Map (6) Spatial variation of the social status of teachers in Najaf Governorate



Source: The work of the researchers based on the questionnaire

Second: Major

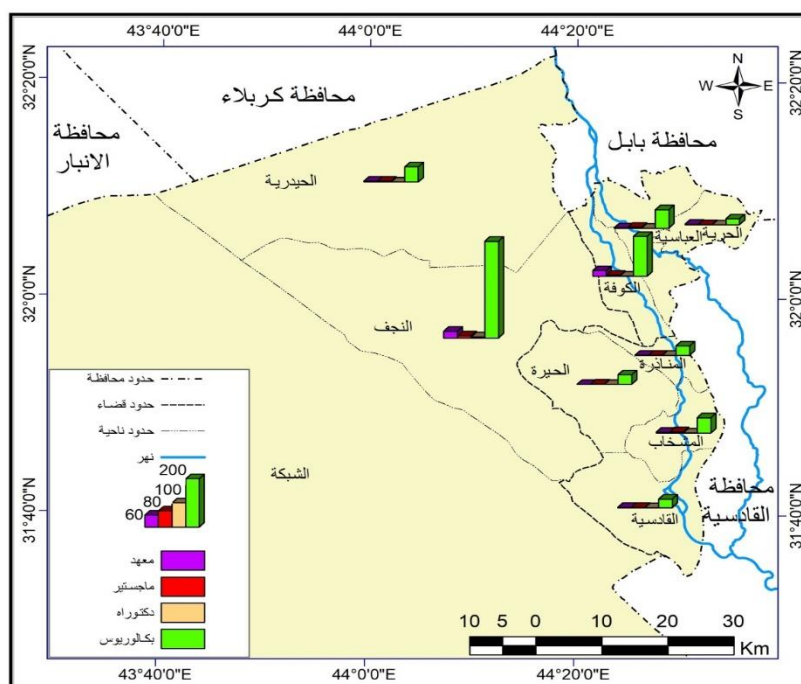
The numbers of the teaching staff in the education sector varied according to their majors. Some obtained a certificate from the Institute for Teachers' Preparation and those with university degrees (Al-Hiti, 2013, p. 101) that varied between the bachelor's, masters and doctorates. The numbers of teachers who hold Bachelor's degree surpassed those with who have diploma, master or PhD. They reached (889), and the numbers of males (453) exceeded the numbers of females (436) followed by the numbers of those holding a certificate of the Institute for the Preparation of Teachers who reached (64) The numbers of females teachers (41) outperformed the numbers of males (23). For those who hold a doctorate, the numbers of females amounted (4) whereas male numbers were (3). On the contrary, the numbers of male (19) who obtained master degree exceeded the numbers of females for those holding a master's degree (12). This is also clearly shown in Map 7. The study area has witnessed a variation between the administrative unit. The highest number of those with a certificate in each of the Najaf and Al-Shabaka district, while the lowest was in Abbasiya district (435, 191, 27) respectively, while other administrative units varied in the midst.

Table (7) Spatial variation of teachers' majors in Najaf Governorate

Administrative units	Diploma			Bachelor			Master			Doctorate			Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Najaf	10	18	28	199	194	393	6	3	9	2	3	5	435
Al-Haidariya	1	3	4	36	26	62	3	1	4	0	0	0	70
Kufa	8	15	23	68	94	162	2	3	5	1	0	1	191
Abbasiya	1	1	2	50	25	75	3	1	4	0	0	0	81
Alhuriya	1	1	2	18	6	24	1	0	1	0	0	0	27
Al -Minaret	0	1	1	19	19	38	1	0	1	0	0	0	40
Al -Hirah	0	0	0	21	17	38	0	1	1	0	0	0	39
Al -Mashkab	2	1	3	22	40	62	2	3	5	0	1	1	71
Al -Qadisiyah	0	1	1	20	15	35	1	0	1	0	0	0	37
Total	23	41	64	453	436	889	19	12	31	3	4	7	991

Source: The work of the researchers based on the questionnaire.

Map (7) Spatial variation of the teachers' majors in Najaf Governorate



Source: The two researchers, based on Table (7).

3. The economic characteristics teachers in the Najaf Governorate

The economic characteristics of teachers have various, but the researchers focused on the most important of these features due to the broadness of the topic. The researchers have tried to focus on the most important of these factors:

First: the amount of salary

The amount of the salary that each category gets in the education sector is varied according to the service years and the majors obtained. Table 8 shows that the majority of teachers get a salary (750000-1000000 dinars); This group number reached (491). This group was followed by the category of those who have a salary (500000-750000 dinars) who numbered (303) This has witnessed a clear difference between the administrative units, and it is clear from the Map 8 that the number of workers who differed from the amount of their monthly salary that they obtained, their numbers have clearly varied between those units. Finally, he category of those who receive a salary of (more than one million dinars reached (114), while those with a salary (less than 500 thousand) have reached 83 teachers. The study context has witnessed a clear variation between the administrative units. Yet, Map 8 clearly showed that the number of teachers obtained monthly salary clearly varied between these administration units.

Table (8) Spatial variation to the amount of teachers' monthly salary in the Najaf Governorate

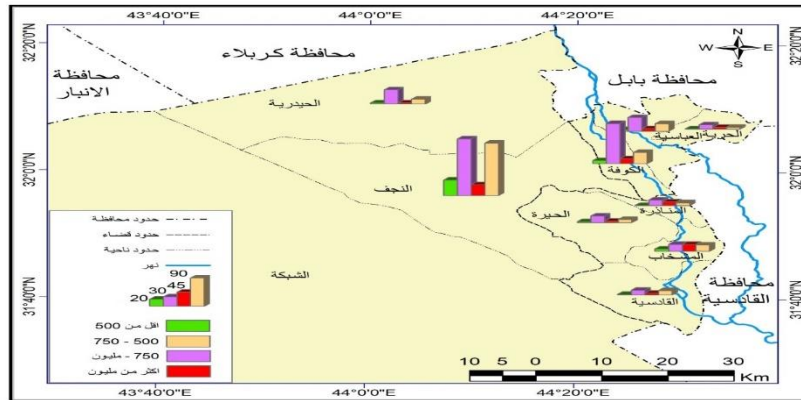
Administrative units	Less than 500000			500000-700000			750000-1000000			More than 1000000			Total
	M	F	T	M	F	T	M	F	T	M	F	T	
Najaf	29	21	50	79	89	168	100	82	182	9	26	35	435
Al-Haidariya	1	3	4	9	7	16	28	18	46	2	2	4	70
Kufa	3	7	10	17	19	36	49	80	129	10	6	16	191
Abbasiya	4	1	5	13	11	24	33	11	44	4	4	8	81
Alhuriya	1	0	1	4	2	6	10	4	14	5	1	6	27
Al -Manarat	1	0	1	3	6	9	10	8	18	6	6	12	40
Al -Hirah	1	2	3	5	5	10	12	9	21	3	2	5	39
Al -Mashkab	2	5	7	5	15	20	11	11	22	8	14	22	71
Al -Qadisiyah	2	0	2	5	9	14	10	5	15	4	2	6	37
Total	44	39	83	140	163	303	263	228	491	51	63	114	991

Source: The work of the researchers based on the questionnaire.

Second: Type of housing

The divergence of the type of residence according to the economic situation of workers in the education sector has varied (owning property, mortgage, rent, agricultural) housing. Table 9 and Map 9 show that most teachers (570) have their own housing, followed by those who own agricultural housing (216). While those who own rent came third (141) and the fourth place who own a mortgage housing (71).

Map (9) Spatial variation for the type of housing for teachers in the province of Najaf



Source: The two researchers, based on Table (8).

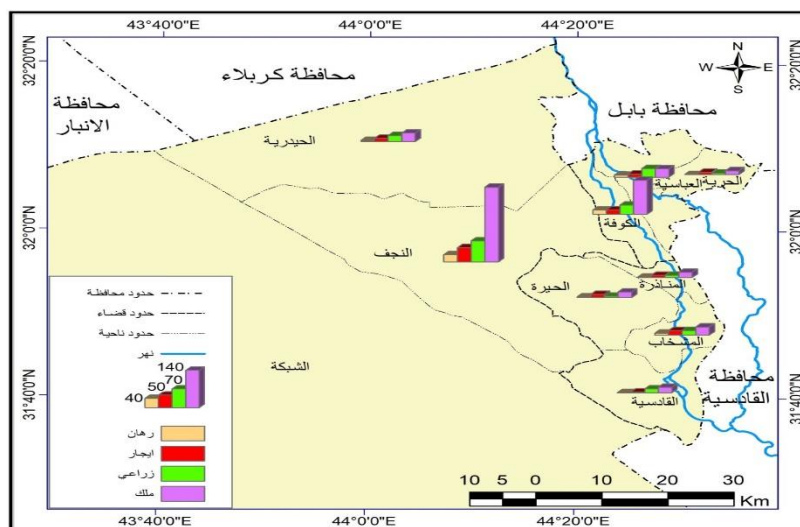
Table (9) Spatial variation for the type of housing for teachers in the province of Najaf

Administ rative units	Ownership			Mortgage			Rent			Agricultural housing			To tal
	M	F	T	M	F	T	M	F	T	M	F	T	
Najaf	1 5 4	1 2 3	2 7 7	20	7	2 7	1 8	3 5	5 3	25	25	78	43 5
Al- Haidariy a	1 5	1 7	3 2	2	2	4	1 0	2	1 2	13	13	22	70
Kufa	4 4	8 2	1 2 6	5	10	1 5	1 1	5 5	1 6	19	19	34	19 1
Abbasiya	2 0	1 1	3 1	6	1	7	6	5	1 1	22	22	32	81
Alhuriya	1 1	3	1 4	0	0	0	5	3	8	4	4	5	27
Al - Manarat	1 1	9	2 0	1	1	2	4	5	9	4	4	9	40
Al -Hirah	1 0	1 0	2 0	0	2	2	1 0	2	1 2	1	1	5	39
Al - Mashka b	8	2 2	3 0	1	6	7	5	1 2	1 7	10	10	17	71
Al - Qadisiya h	1 4	6	2 0	0	0	0	2	1	3	5	5	14	37

Total	2	2	5	3	29	6	7	7	1	10	10	21	99
	8	8	7	5		4	1	0	4	3	3	6	1
	7	3	0						1				

Source: The two researchers based on the questionnaire.

Map (10) Spatial variation for the type of housing for teachers in the province of Najaf



Source: The two researchers, based on Table .(9).

6-Conclusions

1. There are large variations between the participation ratio of both males and females in the education sector, starting from kindergarten to secondary school.
2. There are variations in the participation of all males and females at the level of all administrative units in Najaf Governorate.
3. There is a clear variation at the level of administrative units according to the age of the teaching staff.
4. The number of teachers in the education sector who obtained a bachelor's degree were the highest group; they reached 889 teachers.
5. Most of the teachers in the in the province of Najaf are married; they number 775 teachers.
6. Most of the teachers in the study sitting receive a salary ranging between (750-million), and their number reached (491) from the participants.

7. Most of the teachers own property, as their number reached (570) teachers.

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Appendix (1). Number teachers according to the age groups in kindergarten stage (Ministry of Education, 2021).

Age group	Less than 30 years			30-39		40-49		50-59		More than 60		Total	
	M	F	F	M	F	M	F	M	F	M	F	M	F
Administrative units													
Najaf	0	3	0	29	0	59	0	66	0	3	0	160	160
Al-Haidariya	0	18	0	0	0	2	0	0	0	0	0	20	20
Al-Shabaka	0	0	0	0	0	0	0	0	0	0	0	0	0
Kufa	0	5	0	14	0	16	0	17	0	4	0	56	56
Abbasiya	0	0	0	1	0	3	0	3	0	1	0	8	8
Alhuriya	0	1	0	2	0	2	0	1	0	0	0	6	6
Al -Manarat	0	1	0	1	0	13	0	10	0	0	0	25	25

Al -Hirah	0	2	0	3	0	4	0	4	0	1	0	14	14
Al -Mashkab	0	0	0	0	0	3	0	3	0	0	0	6	6
Al - Qadisiyah	0	2	0	0	0	1	0	3	0	0	0	6	6
Total	0	3	0	5	0	10	0	10	0	9	0	30	30
		2		0		3		7				1	1

Source: (Governorate., 2021).

Appendix (2). Number teachers according to the age groups in primary stage (Ministry of Education, 2021).

Age group	Less than 30 years		30-39		40-49		50-59		More than 60		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Administrative units													
Najaf	43	72	272	726	402	159	325	109	284	80	1066	350	4570
Al-Haidariya	166	103	193	134	98	63	61	26	11	11	519	327	846
Al-Shabaka	0	0	6	0	3	0	3	0	0	0	12	0	12
Kufa	36	63	202	414	228	764	159	376	18	42	643	165	2302
Abbasiya	69	36	232	160	167	118	116	55	32	2	587	371	958
Alhuriya	18	68	59	55	58	46	44	33	23	3	181	143	324
Al-Manarat	5	8	27	87	36	139	29	106	11	10	98	350	448
Al-Hirah	38	34	69	93	66	78	64	43	58	8	242	256	498
Al-Mashkab	37	29	116	131	124	209	142	133	13	13	420	503	923
Al-Qadisiyah	46	73	103	65	95	43	85	21	40	0	333	136	469
Total	458	358	1279	1865	1279	2979	1028	1890	599	147	4101	724	11350

Appendix (3). Number teachers according to the age groups in secondary stage (Ministry of Education, 2021).

Age group	Less than 30 years		30-39		40-49		50-59		More than 60		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Administrative units													
Najaf	43	72	276	726	402	1529	325	1097	24	80	1066	3504	4570
Al-Haidariya	166	103	193	134	98	63	61	26	1	1	519	327	846
Al-Shabaka	0	0	6	0	3	0	3	0	0	0	12	0	12
Kufa	36	63	202	414	228	764	159	376	18	42	643	1659	2302
Abbasiya	69	36	232	160	167	118	116	556	3	2	587	371	958
Alhuriya	18	6	59	55	58	46	44	33	2	3	181	143	324
Al-Manarat	5	8	27	87	36	139	29	106	1	10	98	350	448
Al-Hirah	38	34	69	93	66	78	64	43	5	8	242	256	498
Al-Mashkab	37	29	116	131	124	209	142	133	1	1	420	503	923
Al-Qadisiyah	46	7	103	65	95	43	85	21	4	0	333	136	469
Total	458	358	1279	1865	1277	2989	1028	1890	59	147	4101	7249	11350