

**Indoctrinating Education In our Educational Institutions
(primary schools in the Governorate of Diyala as a model of
School Community)**

Instructor Dalia Hussein Yahya Abureem654@yahoo.com

College of Basic Education / Diyala University

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Abstract :

The researcher has reached to a number of results as follows: -

- 1- The information of the educational theory is not able alone to build scientific minds of pupils . The teacher sometimes allows the pupil to express his opinion, debates classroom, dialogue and discuss in the classroom . Nevertheless pupil does not dare to criticize , object to the issues , express an opinion contrary to the opinion of the teacher and ask classmate about their opinions . The teachers see the good student as an obedient student who accepts orders without objection. Such a student is often seen by teachers as imitator of adult in his behaviour, and he has a tendency to adulation and fawning.

- 2 - The pupil is often interested in the general culture by reading stories and children's magazines.
- 3- The pupil often asks teachers for leniency in scoring exam papers , the nature of the question in the exam , time and type of questions , the deleted items of the syllbus and some intellectual problems. Most of the questions in the exam are objective questions, especially in the blanks, true and false and most of questions in the exam are memorizing and remembering questions.
- 4 - Repeated informational education is prevalent in most of the primary schools
5. Teachers often use punishment methods with pupils.
- 6- The imbalance in education goes back to the pupil himself.
- 7- Pupil often is hesitant of experiencing new things, meeting new people, difficulty in making decisions and dependence on others
- 8- Teachers often enhance thier education with examples from reality.
- 9- Summaries are available, especially in the fifth and sixth grade and nepotism is sometimes common among pupils' parents .
10. The tutoring begins in primary education.
- 11-students suffer from difficulty in certain scientific and intellectual materials as mathematics and science.

In light of these results, it is clearly shown that the manifestations of indoctrinating education is prevalent in most educational institutions. This is answered by a research respondents and what we saw during our frequently visits to the study society, and what we saw in the exam questions and

summaries of study. This proves what we stated at the beginning of our study and what we previously assumed

**التعليم التلقيني
في مؤسساتنا التعليمية
(المدارس الابتدائية في محافظة ديالى إنموذجاً)
م. داليا حسين يحيى**

ملخص البحث

لقد توصلت الباحثة إلى جملة من النتائج وهي كما يأتي :-

1- أن المعلومات النظرية التربوية غير قادرة وحدها على بناء العقول العلمية لدى التلاميذ . وان المعلم يسمح أحيانا للتلميذ التعبير عن رأيه ويسمح أحيانا بالمناظرات الصفية والحوار والنقاش داخل الصف.

2-- أحيانا ما يهتم التلميذ بالثقافة العامة من خلال قراءة القصص ومجلات الأطفال.

3- غالبا ما يسأل التلميذ المعلمين التساهل في تصحيح الأوراق الامتحانية وكيفية الامتحان وموعده و نوع الأسئلة و المحذوف من المقرر وبعض الإشكالات الفكرية. كما ان اغلب أسئلة الامتحان هي الأسئلة الموضوعية وخاصة الفراغات والصح والخطأ وان اغلب الأسئلة الامتحانية هي الأسئلة التذكيرية الحفظية .

4- ان التعليم الإلقائي المعلوماتي هو السائد في اغلب المدارس الابتدائية

5-- أحيانا ما يستخدم المعلمون أساليب العقاب مع التلاميذ

6- ان الخلل في التعليم يعود الى التلميذ ذاته

7- غالبا ما يشعر التلميذ بالتهيب من تجربة أشياء جديدة ومن مقابلة أشخاص جدد وصعوبة في اتخاذ قراراته واعتماده على الآخرين

8- غالبا ما يعزز المعلمون تعليمهم بأمتلئة من الواقع

9- ان الملخصات (الملازم) متداولة لاسيما في الصف الخامس والسادس الابتدائي وان المحسوبة (الوساطة) أحيانا ماتكون رائجة من قبل أهالي التلاميذ.

10- ان التدريس الخصوصي بدا يظهر في التعليم الابتدائي

11-يعاني الطلبة من صعوبة في بعض المواد العلمية والفكرية كالرياضيات والعلوم

وفي ضوء هذه النتائج تبين لي ان مظاهر التعليم التلقيني هي سائدة في أكثر مؤسساتنا التربوية وهذا ما اجابني عنه أفراد العينة البحثية وما شاهدته أثناء زيارتي الميدانية المتكررة لمجتمع الدراسة .

The theoretical Part

First topic: Identifying the Study Problem, its Aims, Hypothesis and its scientific concepts.

1-The Problematic:

The importance of the study lies in dealing with an important subject of addressing indoctrinating education which is practiced in educational institutions. It is represented forcing the child to learn. Indoctrinating teaching methods not only kill potential creativity and thinking in the hearts of our pupils from an early age and restrict their mentality, but also lose any hope of learning in future. All of that is represented in traditionalistic exams , ready made summaries and questions that turned into riddles and coincidences turning pupils to repetitive instruments and respond to the slightest gestures (1). In this sense, wisdom is what Noel Kant clarifies in his argument about the importance of growth of knowledge from the inside and not to impose from the outside. Kant starts his statement of educational freedom in his famous answer to the question: (How could civilization be possible?). He said, if thought could be possible ,then it is said :how could thought be possible? He answered when mind is possible. It is said how mind could be possible , he answered if freedom is possible and it couldn't be possible , but with enlightenment (2). Here comes the significance of the study in dealing with the subject that has close relationship with creativity and talent. The real development of society requires

comprehensive view that enables human to look beyond the boundaries of the small world because the new free education that we seek aims at providing the new generation with a new and true picture on the world that they belong to in order to know their position and discover where to stand among the conflicting forces .

The educational problem in our educational institutions is determined by the educational system which dispelled mental capabilities in our students' minds. A student (gifted and not gifted) used to acquire in his education on indoctrination based on memorization without understanding. This would eventually lead to the adoption of approval in the task of acceptance and delivery behaviour which hides the mind and the potential of creativity. Such a student get used to the culture of rejection that does not mean the insurgency as much as his rational tendency. The development cannot be achieved without lightening minds and enabling them to use methods of scientific thinking, and rising education level of indoctrination to the level of true education and capacity development on creative thinking. However, all that remains to no avail, if not based on the faith of the individual mind and eagerness to the truth, and liberation from himself/herself and from outside.

The theoretical knowledge of restoration has become prevailing today, as it best paves the way to social transition, and he who is able to walk in this road is called a successful person. Education represents today a goal that aspires parents when their children enroll in the first year of primary school. Days pass quickly until the parents see them in the university campus. These children's worthiness is determined by accessing higher education through exams that measure their abilities to memory only. The students and their parents often revolt when the questions are little deviated from the syllabi. For Example, the researchers

tested students at the university level , and gave them three questions in the monthly examinations. One of these three questions was an intellectual question. The pupils skipped the answer to that question as it was beyond what the syllabus items include and pupils are not accustomed to thinking style .It is observed that it is rare to find a student raise intellectual problem or stand in the classroom criticizing or announcing different opinion. Here we confirm that indoctrination kills talent and creativity and we can see how many talents were lost because of the insistence on this technique, which is still prevalent in our schools and even in our universities represented by pamphlets and/or brochures. The questions that entails remembrance and memorization are live examples on the reality of the current education and what a clear indication of a significant decline.

The researcher hopes that this study will be a modest attempt in the way of the desired intellectual education.

2-Aims of the Study :

The current study aims to identify:

A-Indoctrinating education in primary stage .

B- The reasons of indoctrinating education.

C- Results and impact of indoctrinating education on the minds of the pupils.

3-The Hypotheses

A-The current education depends on method of memorization without thinking.

B -Indoctrinating has a close relationship with educational system.

C- Indoctrinating has a relationship with social and family ways of upbringing.

3. Limitations of research:

1. Spatial boundaries: Al-Mujtaba primary school in the city of Baquba

2. The temporal boundary: from 1/9/2016 to 1/2/2017

3 - Human Boundaries / Teachers of Al-Mujtaba Elementary School

4. Scientific Concepts:

1- Teaching

Education in the language comes from the verb of 'teach' , educated and taught something to learn. God says: (And He taught Adam all the names, then showed them to the angels, saying: Inform me the names of these if you are truthfully aware.)

(3). Education idiomatically means a structured process practised by the teacher in order to transfer the knowledge and information from his mind to pupils, who are in need of the knowledge. In the education process we find that the teacher has a set of information and knowledge trying to deliver to the students, who are in need of them, and he conveys them directly through an organized process which is education. It controls the degree of the learners' getting knowledge and the experience of the teacher (4). Education is also defined as the process of change and adjustment in a relatively fixed behavior resulting from training where learners get information or skills that will change their behaviour or modify it for the better. Some have defined education as an activity aimed at achieving the learning and exercising in a manner that respects the mental development of the students and their ability on the independent judgment and the aim of knowledge and understanding. Education is an organized plan intended for getting experience. Experience which helps the learner to accomplish the desired change in performance is

concerned with learning management that is led by a faculty member. It is a deliberate and planned operation carried out and supervised by a faculty member within or outside the institution for the purpose of helping the learners to achieve the goals and outputs of the targeted learning. learning: is an activity self-played by learners under the supervision of college or without, in order to acquire knowledge or skill or change behavior. Learning is all rights acquired by human through practice and experience, which is the other side of the learning process and its product. It is associated with it and cannot be separated from one another. When Talking about education, light should be shed on learning to get a clear and complete picture about it. The difference between them is that education is different from learning in the sense that education is an activity performed by a qualified person to facilitate the acquisition of the learner's knowledge and skills required. On the other side, learning is the teacher's self efforts to gain what he seeks to collect knowledge and skills.

2-Indoctrinating Education:

This method depends on the vertical contact from top to bottom in one direction. In which the sender gives information as unequivocal terms and the receiver should accept it as it is . Then retrieved it as it is dictated since the indoctrinating learning is against the analysis and conclusion, criticism and dialogue, suspicion and scientific freedom of opinion and expression (5).

Paulo Freire says that the decision of teaching people reading and writing is itself a political decision. However, we must be aware of the tips that sometimes being said intelligently and cunningly to convince us that reading and writing are artistic works of a purely education and cannot be mixed with politics. literacy cannot be neutral act. Every kind of Education requires by its nature is a political intention. Education, as it is currently in the third world countries and as it is seen by the scholar Freire, is

deemed a tool of oppression which deals with learners as objects or warehouses and this is called Freire's banking education. It means that amount deposited to the concept of banking education, where the teacher is no longer a means of knowledge and communication science. He is rather a data source and applicant information awaited by students whose role in this type of education is recipients of information hoarding unconsciously to save and re-remembered without being aware of their meaning. At the end, the function of education has become in this community adapting the human to society and his surrender to oppress (6).

What distinguishes Freire's theory is that it was an expression of the communities in the Third World conditions and provided an explanation of what they suffer from (poverty and dependency, oppression and ignorance). Then it aims at enabling peoples of the third world to overcome underdevelopment through education, which sees the liberalization and not dependency. This theory has made educational Liberation a way to liberate community from its social problems (7).

C-Creativity

Creativity is linguistically known as coming up with what is new and not previously exemplified. The creator is the originator who is not preceded by anyone. It is a divine act because it finds and creates something from scratch. When it is human labour it re-installs parts that are already in a different way for the formation of a new unfamiliar thing. Creativity is the type of activity that distinguishes man from the rest of the creatures and it is linked to the mental health of the individual and his life (8). It is also known as self-ability to do supernatural and distinct work with outcome in favour of the total. This work is embodied in providing unparalleled service and a rare and unique property. These properties are determined by subjective and objective

conditions of the creator. Encyclopedia Britannica is defined as the ability to find solutions to the problem or a new tool or artistic effect or a new method.(9) The Characteristics of the creator are :inspiration, talent and originality (10). Creativity is linked to Individualism, which means social processes that make an individual independent of the group and is able to form his/her own self-consciousness, and the uniqueness of the individual group as a process to make an individual different from the rest of the people.

E-Creative learning

It is the process by which the learner feels the problems in the information he gets, and assembles the information and installs them in a way which help him identify difficulties, or knowing the missing items, with the search for solutions and put guesses or formulating hypotheses (11).

The second topic: the causes and effects of indoctrination

First: The reasons:

A/ Methods of family education:

The main reason that affects the spread of the phenomenon of indoctrination is the family methods of education that restricts the child to the habits and traditions of society and its values. It forces him/her to comply with them so as not to be rejected by his family. This education contributes to build character in the image of others, and kills confidence within himself/ herself and teaches him/her to keep pace with others and pleases them. It also destroys inside him/her the seeds of creativity, due to the annoyance of parents of his raised questions. When they answered then their answers will be characterized by not having knowledge and access. It also teaches him to submit to those who are older, even if they are of little knowledge and science, because the age

is a virtue by itself .In Arab societies, the family controls raising children, depending on the social and cultural tradition until the age of six and then the child starts primary school.

What is important in family education is that the child would be obedient and polite, ahead of the pairing and not to increase our mockery of his personality, comparing him with others and insisting on his failure. This matter kills the openness and creativity and push the negativity and poor self-assess. Moreover, the family sometimes get used to irrational attitudes which make individuals accept reality and reject any change in the personality of the individuals. Under this perspective, it has not taken root in the scientific mentality that explain the phenomena with objective reasons (13). The family does not develop a sense of the special nature of each of the problems. Thus the child learns narrow view of things emerging from the family's simplifying things for the children superficially due to mental laziness. This comes from social raising which makes the child get accustomed to not to deepen into knowledge and be satisfied with what seems on its surface . Children raise in a limited horizon(14). For example, the family intimidates the child from all new apprehension and prevents him from approaching the unusual. Getting out of the traditions of the fathers alarm the child with regard to intellectual Life as he will be totally dependent on his father just like the fetus who totally depends on his mother, but he needs intellectual birth. Moreover, the failure of the mother, the first responsible for the upbringing of the child in the early years, is an obstacle in the way of creativity of male children and therefore in the quality of their work and their giving, in the sense that her failure is reflected on the society as a whole.

The obedience system and undergoing in children who are under the seventh or eighth is reflected in their reactions to the moral attitudes of their parents. At this stage the children are

submitted to the orders of their families as long as the person who giving orders is present, but at his absence the law loses its effectiveness and its violation upset parents. Piaget called this kind of respect 'Unilateral' because it is a relationship between the minor and his guardian. The family creates an individual who is afraid of the power of life because this family feeds dependence and submission values (15). Errors committed by the parents are discouraging children through expressing negative reactions towards the children's intellectual initiatives and not to encourage or listen to them. Thus the child used to the idea that what he says is without importance .

2. School education methods

The prevailing teaching methods are in total indoctrination and go in one direction from a teacher who displays everything to a student who is unaware of everything. Students are imposed upon receiving information without participating or discussing or working idea. Educational system can not accommodate all the children. It is a pyramidal wide shape at base and tight at the top, and the school is enrolled by only half of adults , 73% of them are just arriving at the secondary level and less than 4% enrolled in higher education, and these fliterings are almost found in wealthy Arab individuals Readiness to receive education is taught either through home or school. It is the only method in teaching and education, and most importantly the quality of what taught not work to change the mentality and does not free him from the elements of dependency and receiving. The reason for this is due to the methods of teaching and assessment. The professor is the source of knowledge and student are recipients not to mention the absence of enlightened cultural environment and the presence of separation between educational places (16). Teachers often use the lecture method in which the teacher 's activity prevails. Activity and teacher are limited to the situation on the reception.

Teachers give the information and students keep them in their memory (17). The spread of education creates a kind of duplication between the family orientations and directives of school because of their cultural differences (18). The modern mental education puts students in a talk show atmosphere. When a student takes a role in a dialogue, he starts thinking and gets away from the personal and self-searching for the truth in this educational atmosphere. In such educational atmosphere opinions may bloom, personalities grow, mutual respect is deepened and the pressure on awareness is diminished paving the way for the free conviction. Thinking is linked to mental activity of human and it depends on what rests in the mind of information that stems from sensory experience and It is not limited to it. It is rather a reflection of the relations between the phenomenon, events and things in a symbolic verbal form and it is one of its low levels including remembering and literal re-wording. Central includes question, clarification, comparison, suspension, arrangement or the application, interpretation and conclusion, forecasting and impose hypotheses, representation, imagination, the summary, analysis and design. The supreme involves decision-making, critical thinking, solving problem, creative thinking and metacognitive thinking. Among the reasons for using method of indoctrination are :

- 1- The teacher is accustomed to use this method
- 2-What the teacher gained of the mental convictions.
- 3-Fear of applying new methods as he sees danger in the new thing threatening his personality and presence.

The traditional educational system is the biggest common educational obstacle which focuses on the literal instructions and not to go out on the normal line using: the measuring potentials for the student in memorizing educational material (20), not

exposing children to stimulating and the many experiences, not to deviate from the curriculum scheduled plans, rejecting new ideas or unusual interpretations and not to encourage fantasy (21). Indoctrinating education reminds us of the mullalies, the educational system of (madrassa (school)) at the end of the nineteenth century and early twentieth century. Ottomans were interested in memorisable studies such as linguistic, literary and historical studies and neglected mental studies such as pure scientific studies. This phenomenon led to the reluctance of parents to send their children to these schools, and when the school opened in 1917 some of teachers of madrassa (school) joined it. The subjects taught were: reading, Koran, religion, geography, history and English language (22), and recitation, science , teaching writing, the principle of accounting, concise Ottoman history and concise history of geography, and useful information (23). Otherwise the Islamic Arab education in an era of prosperity of Arab civilization, especially the era of the muslim khalifa Al Ma'moon focused on discussion, debate and dialogue with questions and answers to sharpen the mind ,strengthen the argument and improve the ability to criticism and free thinking (24).

The process of education in the contemporary Arab society is based on verbal-centric focusing on filling students' heads with large quantities of words, stuffing their brains with large quantities of words and massive information. The primary education is verbal learning and as a result evaluating the achievement has become assessment of the recovered words. Good education is helping student to memorize the image of educational material that can be retrieved in the exams. It does not matter to understand the educational material content. Relying on verbal statement to achieve action is a contemporary Arab cultural feature that has a role in perpetuating verbal statement in many aspects of education (25). Ibn Khaldun asserts in his

introduction that the correct way in education is concerned with understanding, awareness and discussion rather than blind memorisation by hearts. It considers qualities of the narrow-minded thinking and do not understand anything in significant science (26). In this regard, the Imam Al-Ghazali also says the teacher has to give the boy information that fits his intelligence as these hearts have repulsion as monsters do. They make it familiar by education, and to mediate in the introduction. It gives complete freedom of pupils to discuss them and respects their views. He stated In his book "Al Athar", "revere whom you learn from and revere whom you teach." He encourages them for thinking, discussion and debate, to show everyone all what they think of. When they find it true they admit it. Teachers didn't appeal solo education because it leads to boredom and restricts the thought of the boy. This is because he does not find who discuss it with him. They were also interested to apply what the boy learned by teaching some of school boys (27).

Indoctrinating education is linked to many phenomena. Of the most important spread is the tutoring phenomenon. More families complain from some teachers who force students to join private lectures with large amounts of money burdening the family. The tutor forces the pupils to enrol in groups for special teachers who request amounts publicly and assure to the students this is the only solution of success (28). What hinders creativity and enhances indoctrinating education is the teacher's interruption of children, determining the time , rejection of the new ideas, ridiculing the pupils' behaviour, criticism of their behaviour and constantly showing pessimism in front of children,using his power in front of them, and showing their indifference to them.

Progressive educators believe that the school should be interested in the development of the child's awareness and self-

confidence as well as its interest in teaching him reading, writing , arithmetic, attention to their difficulties and things that excite his philosophy (29). They should be more democratic with him. Traditionalists see the school should be busy in the transfer of academic skills for students because it will help them when they grow up and engage in the community (30). This is what is happening in the educational institutions as the main education method in most of the Arab community schools are indoctrination, or what Paulo Mazira called 'banking education', which is limited to the role of students as in the memorisation , remembering and repeat what they hear without having to rely on its content. Thus the students turn to be empty pots where the teacher pours his words. Muhammad Derrida has described indoctrinating teaching method as 'solo monologue', which is built on the talk of only one party which is the teacher.

The more commonly used methods in teaching is the style of lecturing, and the prevalence of this technique goes back to (the large number of students), (nature of the material), (relying on systematic textbook), (lack of incentives for renovation and use of teaching methods alternative), (weakness of controlling the class), (presence of traditional courses) and (weak students desire to participate).

The spread of indoctrination in the Arab community schools is due to the following reasons:

1 – Indoctrinating is an easy and safe to deliver information in a short time and it's a tool for disciple (31).

2- Preparing Teachers in indoctrination ways which is a reproductive problem, that configure him to education and captivate him.

3- Evaluation depends on the measurement of a student's ability to remember, understand, and the negligence of higher cognitive abilities (32).

4 - The large number of students in a single classroom, and this situation leads to impaired dialogue, discussion and experimentation.

5-Frequent theoretical material in a number of syllabi tempt teachers to adopt indoctrination (33).

The obstacles of intellectual education are due to:

1- Thinking teaching is Suppressed explicitly or implicitly so as the teacher or the learner does not dare to practice it out loud.

2-More teachers do not know how to teach because they do not learn it already. They say that learning it is a foregone conclusion, which takes place through separate materials from the school subjects. They also respond to you by saying "we do not need someone to teach us thinking. Our students succeed in exams and graduate from universities that they are enroll in .

3-The school does not equate btween education and thinking.

4-The school believes that learning to think through some subjects leads to teach students how to think (34).

The Arab society is facing severe crisis because the traditional educational context must be adapted to social and fast technical transformations. Accordingly the education that we seek breeding generation and creativity, is not imported and traditional. So that the uneducated, non developed human is incapable of learning from others' experiences and is more useless to take advantage of other experiences and get the useful ones. Therefore the values of exclusivity, freedom and work must be confirmed to establish them in the Arab cultural life. Developing

education should lead to an improvement in the social and economic conditions of the people and promote the rational attitudes in life. Generally, in order for the education to prove its success by working in human investment, it should: prove its usefulness in the number of illiterate people in the community, the number of children enrolled in the educational phase, the degree of their joining in the school, the length of time they spend, the types of knowledge scattered among them and the extent of the application of knowledge provided to them on their daily lives (37).

3-- Culture of the community

The customs and social traditions Control individuals, and the individual often feels helpless and vulnerable. This feeling stems from the revelation of the surrounding community to the individual to keep it within the customary especially those who put their hopes in the sustainability of the world around them as it is without change (38). The initiation of any individual to change the world forms a threat to their sense of safety. Traditions and customs of community are the fundamental factors in the method of memorization in the educational institution. The development of the productive capacity in any society is not without varying the forms of education and lightening the minds and enabling them to demanding methods in scientific thinking , directing the independence and taking initiative. Raising the level of education creativity and all that remains in vain if it is not based on the faith of the individual in mind ,his passion for truth and liberation from himself and from outside.

Second : Effects of Indoctrinating Education

1- Indoctrination encourages negative dependency rather than revealing the talented pupils and his/her achievement.

2- Presentation of Knowledge is in isolation from understanding, abstraction and application thus reduce the desire of the student for scientific material.

3-Weakening the ability of the student to understand, analyse , conclude, critical thinking and encouraging him to blindly accept the material.

4-Indoctrination limits the role of the learner to listen and forbid him from participating in educational situations (39).

5-Neglecting the needs of the students and their interest and non-observance of individual taste.

The third topic / Research Methodology

First, the approach taken in this research is descriptive and analytical. It sheds light on the reality of indoctrinating education and analyzing it by data and statistics. The researchers used the observation, interview and questionnaire form to unveil indoctrinating education methods used in primary schools. They also use social survey method by selecting a random sample of (50) teachers spread over three primary schools . The study limited spatial was some primary schools in the province of Diyala, as the researcher chose three elementary schools, and confined to its borders temporal eight months with effect from 1 / 10/2011 - 1/5/2012. As for the human sample, they were primary school students in the schools mentioned above .The difficulties faced the researchers were represented by: the difficult transportation conditions between a region and another as well as the long distance between the areas of the study selected schools and the residence of the researcher. The scarce scientific sources in the search area, and more importantly, the respondents' reply to the researcher questionnaires, especially answering the questionnaire and the compatibility of these answers and the actual reality of the society of the study.

Second: General information on the number of pupils and teachers per class.

The number of pupils per class is estimated from (17-49) pupils. In addition the majority of the classes' pupils are range from (30-46) pupils. While the number of pupils per school is as follows: 1-Maali primary school has 450 pupils 2- Mujtaba elementary School has (248) pupils. The number of teachers in the schools above is range from (36 to 40) teachers. If we want to divide the number of students to the number of teachers, we find that the share of each teacher of the pupils is more than 11 pupils . This explains the existence of a surplus in the number of teachers in schools versus a lack of school buildings. If There were enough schools and classrooms meet the needs of education, we would have found that every teacher teaches the least amount of students. Concerning the number of meals at schools, we find that more school-based diet system depends on the morning meal and evening meal.

B-Indoctrinating education in the research community

Table 1 shows the respondents' answers and the degree of sharpness

Sq	Items	Alternatives						sharpness
		Yes	%	Sometimes	%	No	%	
1 st	Development the mind of students							
1.	Is the teacher able to employ all of his knowledge to revive the mental tendency of pupils	10	20	10	20	30	60	1.6
2.	Do you think that the educational information theory is able to build a scientific minds among students	8	16	18	36	34	48	1.72
3.	Do students suffer from difficulty on some of the material as mathematics	11	22	12	24	27	54	1.68
2 nd	Interesting in free education							
1.	Are the students interested in publicly culture by reading magazines and children's stories	10	20	16	32	24	48	1.72
2.	Does the teacher allow the students to express their opinions openly and honestly	11	22	18	36	21	42	1.8
3.	Does student dare to criticize and object on educational issues?	10	20	15	30	25	50	1.7
4.	Do the students dare to express an opinion contrary to the opinion of the teacher?	8	16	13	26	29	58	1.58
5.	Can the student stand in front of his classmates to	10	20	9	18	31	62	1.58

	ask them a new opinion?							
6.	Do you think the pupil rejection for some intellectual issues is a rebellion signal that must be punished?	12	24	16	32	22	44	1.8
7.	Do you think a good student is an obedient child who accepts commands without objection or debate?	5	10	10	20	35	70	1.4
8.	Does the modern education play a role in building the free man that he is capable of representing the knowledge and the creatively production?	9	18	15	30	26	52	1.66
9.	Do students feel hesitant of a new experience?	17	34	11	22	22	44	1.9
10.	Are the purples afraid of meeting new people?	19	38	13	26	18	36	2.2
11.	Does the student find difficulty in making decisions?	17	34	11	22	22	44	1.9
12.	Are the summaries available, especially in the fifth and sixth grade?	2	4	10	20	38	76	1.28
3 rd	The debate and dialogue within classroom							
1.	Does the teacher allow debates in the classroom?	8	16	20	40	22	44	1.32
2.	Does the teacher allow the dialogue in the classroom?	14	28	15	30	21	42	1.86
3.	Does the teacher allow the student's discussion and free thinking in the classroom?	11	22	19	38	20	40	1.82

4.	Do you support the informational education?	6	12	14	28	30	60	1.52
4th	The level of academic student							
1st	Do you think that a defect in the low level of the pupil lies in:							
1.	The difficulty of the curriculam	36	72	12	24	2	4	2.68
2.	Inadequate teaching staff	33	66	12	24	5	10	2.56
3.	Weakness of the level of student himself	30	60	14	28	6	12	2.64
4.	Weakness of the education in general	35	70	7	14	8	16	2.64
5th	The Examination question sheets							

1 .	Is there diversity in the examination question							
A	Essay	31	62	10	20	9	18	2.44
B	Objectivity	10	20	8	16	32	64	1.56
C	Blank , true and false Q.	10	20	11	22	29	58	1.62
2nd	Are most of the examination questions:							
A.	Intellectual	32	64	11	22	7	14	2.5
B.	Rememberance	5	10	10	20	35	70	1.4
6th	Pupils' question in the classroom							
1.	Do students ask the teachers for leniency in correcting exam papers?	12	24	11	22	27	54	1.64
2.	Are primary school students asking about the nature of the questions in the exam, time and type of questions and the method of scoring test answering sheets and the skipped item of the syllabus text?	30	60	12	24	8	16	2.44
3.	Do students ask about some of the problems of simply intellectual and scientific?	10	20	13	26	27	54	1.66
7th	Education linked to the social environment:							
1.	Is nepotism common among pupils' parents?	5	10	10	20	35	70	1.3
2.	Do you think the teacher keeps developing himself ?	13	26	12	24	25	50	1.76
3.	Does the tutoring began to appear at primary level of education?	4	8	20	40	26	52	1.56

4.	Do teachers enhance their education to pupils with examples from reality?	32	64	15	30	13	26	2.78
5.	Do pupils highly depend on others ?	8	16	17	34	25	50	1.66
	Medium degree of sharpness	1.769						56,633

Respondents' answers were divided to pivots as follows:

The first axis: Development of the the pupils minds

The above data of table (1) shows the respondents' answers as of the axes. In the first part which is concerned with developing the minds of students, we find 10% of the respondents answers of the paragraph (1) with yes, while 60% answered with No, and the sharpness is 1.6 .

In Paragraph (2) 16% of the respondents' answered yes ,while 48% of them answered No and the sharpness is 1.72. In Paragraph (3) the respondents' answers are 22% yes and 54% No and the sharpness is 1.68. We conclude from this that the teacher cannot employ all of his knowledge to revive mental tendency in the pupils . Moreover, the educational information theory alone is not unable alone to build scientific minds among pupils . It turns out that the students suffer from the difficulty of some materials such as mathematics.

The second axis: interest in free education

The second axis which is interested in free education was the respondents' answers to paragraph (1) 0% of the respondents answered yes and 48% No and sharpness was 1.72 . Paragraph (2) would behave, yes 22%, No 42% and the sharpness is 1.8. The paragraph (3) would behave, yes 20% , No 50% and sharpness 1.7. In Paragraph 4 their answers are 16% yes, while 58% No

and the sharpness is 1.58. In paragraph (5) , 20% say yes while 62% say No and sharpness is 1.58. While paragraph (6) the respondents' answers show 24% yes and 44% No and sharpness is 1.8. In Paragraph 7 the respondents' answers are 10% yes , 70% No and sharpness 1.4. In Paragraph 8 the respondents' answers are 18% yes, 52% No and sharpness 1.66 In paragraph 9 the respondents' answer are 34% yes ,44% No and the sharpness is 1, 9.

In Paragraph10 the respondents' answers are 38% yes, 36% No and the sharpness is 2.2 . In Paragraph 11 the respondents' answers are 34% yes, 44% No and the sharpness is 1.9 . In Paragraph 12 the respondents' answers are 4% yes , 76% No and sharpness 1.28.

Axis III: Dialogue and Debate in the classroom

The data of table 1 show the respondents' answers in the paragraph 1 which are 4% yes, 44% No. In paragraph 2 the respondents' answers are 28% yes , 44% No and the sharpness is 1.86. In Paragraph 3 their answers are 22% yes , 40% No and the sharpness is 1.82. In Paragraph 4 the respondents' answers are 12% yes , 60% No and the sharpness is 1.52.

Axis IV: The academic level of Students

The data of table 1 Show the respondents' answers in paragraph 1 which are 72% yes, 4% No and the sharpness is 2.68 .In Paragraph 2 the respondents' answers are 12% yes , 10% No and the sharpness is 2.56. In paragraph 3 the respondents' answers are 60% yes , 12% No and the sharpness is 2.48 . In Paragraph 4 respondents' answers are 70% yes, 16% No and the sharpness is 2.64.

Axis V: Questions exam

C-Teaching Methods and Exam questions

In paragraph (a) the respondents' answers are 62% yes , 18% No and the sharpness is 2.44 . In Paragraph (b) thier answers are 20% yes, 64% No and the sharpness is 1.62. In Paragraph (c) the respondents' answers are 20% yes , 58% No and the sharpness is 1.62.

As for the intellectual and remeberance Questions, in paragraph (a) the respondents' answers are 10% yes , 70% No and sharpness 1.4 .

In Paragraph (b) the respondents' answers are yes 64% Yes ,14% No and the sharpness is 2.5.

Sixth Axis: questions from the students inside the classroom

The respondents' answers show in paragraph (1) 24% Yes, 54% No and the sharpness is 1.64 . in Paragraph 2 the respondents' answers are 60% yes ,16% No and the sharpness is 2.44. In paragraph 3 the respondents' answers are 20% Yes , 54% No and the sharpness is 1.66.

From frequently visits to some primary schools in Diyala , the researcher listened to the lessons of teachers more closely. The found that the repetitive informational education is still prevalent. This was clearly observed through the questions posed by the teacher to the pupils which are not beyond the scope of the remembrance questions and the students memorizing their answers in advance . The students repeat it while the teacher ask them to do so. They also found that the tendency of domination based on the Sturgeon, deterrence and higher volume of the teacher towards pupils . The relationship is vertical header between the teacher and the student we also found that the examples used from reality are almost scarce due to focus on the theoretical part of the lesson . We also found that innovative education is based on the discussion, questioning, reflection and dialogue was minimum if not absent. As seen on a sample of test

sheet for the academic year 2011-2012 for different materials of different classes of some primary schools of the province of Diyala. We found that the majority of the Questions' items are: define, mention, complete the missing words and true and false. Such kind of questions require remembrance, memorisation and reception that do not develop the mental thinking of student, but develop his memory and the memory only. As if the mind of the pupil is a warehouse store where information and knowledge are compact without any connection among the informations. If it stopped at primary schools, it would be less effect, but it went beyond its limits to the university level and we have a sample of such questions in some university colleges that tend to have more paragraphs with repetitive and remembrance methods.

The questions are similar to indoctrinating education. One of the main reasons that leads to this type of education is looking for ease and lack of effort by the educators who do not bother themselves with reading and getting access to the latest modern educational theories. As if school had been turned to a cafe or a club for some teachers where they spend working hours imposed upon them then go home or work overtime somewhere else. While they are supposed to be leading educators who read and search for any new information in the modern education so as to be able to develop pupils' minds through practical application of what the textbook include of information and knowledge.

The remembering questions are the first thinking levels and the lowest. As they require memorisation and remembrance of the information which the pupils remember, but soon to be forgotten. They are opposite to the questions at the level of understanding, application and structuring (40).

Seventh axis: Education linked to the social environment

The data table's of the show the respondents' answers in paragraph 1 which are 10% Yes ,70% No and the sharpness is 1.3 . In paragraph 2 the respondents' answers are 26% Yes , 50% No and the sharpness is 1.76. In paragraph 3 their answers are 8% Yes , 52% No and the sharpness is 1.56 . In paragraph 4 the respondents' answers are 64% Yes , 26% No and the sharpness is 2.78 . I paragraph 5 the respondents' answers are 16% Yes , 50% No and the sharpness is 1.66 .The average of sharpness is 56.633.

From the data of the previous mentioned table, it is shown that the average of sharpness according to the respondents' answers is 1.796 which is less than the average of the assuming measuring sharpness which is 2. It means the probelmatic creative education in primary schools is moving towards indoctrination on the account of thinking.

In order to be sure that this result is true with statistical reference we believe to adopt T test statistical technique for one sample as stated in the following table (2):

Table(2) shows the difference between the assumed average and the achieved one.

Sample	Achieved average	Deviation standard	Assumed average	T value		Degree of freedom	The level of significance
				Calculated	Tabulated		
50	56.6	4.96	64	-10.56	1.671	49	0.05

In the light of the data of the perviuos table, it is shown that the T calculated value is (-10.56) and it is smaller than the tabular value of (1.671) for the degree of freedom (49) and the level of significance (0.05),which requires the rejection of the hypothesis

(that education in primary schools is moving towards thinking on the account of indoctrination) .

Because the reality of the situation points to the contrary, education in primary schools is moving towards indoctrination on the account of thinking. This confirms the absence of the creative process of education in primary schools in the province of Diyala, and that the case is moving backwards and retreat because of the monotony and red tape arising from the indoctrination process.

This result looks logical if we know the indoctrination process is characterized by parrot-like repetition and redundancy through its emphasis on conservation, comprehension, memorization and repetition of information by heart without understanding connotations and meanings that are available to them which mainly depends on the capabilities of the pupils and inherited potentiality, in return, the thought process that runs from the idea (teach the learner how to learn). In this case we have not indoctrinate student information after information and insert in his head like sardines and tautology. As a result, this will lead to insensitivity, rationing and pointedness. We should teach the student how to think by providing him with the basic right and positive and fruitful keys of thinking. Then leave him freedom in the development of abilities and capacities by himself after learning the secrets of proper education, according to the orientations and inclinations about the knowledge that have an echo in himself. Moreover, the style of thinking in education will open the door to the learner to study all the means and methods that would saturate his needs of information and knowledge that he is looking for. Such kind of style will help expand its horizons and stimuli and develop the abilities and potential towards the analysis and synthesis. This will be reflected in the development of his character in all fields, through the conversion of the education process to learning.

Research results

The researchers have reached to a number of results as follows: -

1-The information of the educational theory is not able alone to build scientific minds of pupils . The teacher sometimes allows the student to express his opinion, debates classroom, dialogue and discuss in the classroom . Nevertheless pupil does not dare to criticize , object to the issues , express an opinion contrary to the opinion of the teacher and ask classmates about their opinions . The teachers see the good student as an obedient student who accepts orders without objection. Such a student is often seen by teachers as imitator of adult in his behaviour, and he has a tendency to adulation and fawning.

2 - The pupil is often interested in the general culture by reading stories and children's magazines.

3- The pupil often asks teachers for leniency in scoring exam papers , the nature of the question in the exam , time and type of questions , the deleted items of the syllbus and some intellectual problems. Most of the questions in the exam are objective questions, especially in the blanks, true and false and most of questions in the exam are memorizing and remembering questions.

4 - Repeated informational education is prevalent in most of the primary schools

5. Teachers often use punishment methods with pupils.

6- The imbalance in education goes back to the pupil himself.

7- Pupil often is hesitant of experiencing new things, meeting new people, difficulty in making decisions and dependence on others

8- Teachers often enhance thier education with examples from reality.

9- Summaries are available, especially in the fifth and sixth grade and nepotism is sometimes common among pupils' parents .

10. The tutoring begins in primary education.

11-students suffer from difficulty in certain scientific and intellectual materials as mathematics and science.

In light of these results, it is clearly shown that the manifestations of indoctrinating education is prevalent in most educational institutions. This is answered by a research respondents and what we saw during our frequently visits to the study Society, and what we saw in the exam questions and summaries of study. This proves what we stated at the beginning of our study and what we previously assumed .

E-Recommendations

1. Necessity of reconsidering the numbers of teachers in colleges and training teachers institutes.

2.Training teachers on the use of thinking based on debate, dialogue and asking questions methods.

3.Necessity of reconsidering the evaluation pupils , using standards to measure the ability of pupils to understand , deduct and think rather than memorisation and remembrance.

4. Necessity of reducing the number of pupils in one class through the construction of more schools and increasing the number of classrooms.

5.Necessity of focusing on the practical aspect of the curriculum and not rely on the theoretical part only.

6. Conducting studies showing methods of education and their impact on the intellectual achievement of pupils in primary school.

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