

Urban Growth and its Impact on the Adequacy and Efficiency of Educational Services in the City of Baghdad: A Case Study of Some Subdivisions in the District of Al-Ghadeer

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ABSTRACT

The issue of urban growth is one of the important and modern topics that concerns researchers in the recent times as it affects the urban environment on the one hand and the effects and repercussions that migrants leave on services and the organization of the city on the other hand. Furthermore, it represents one of the negative phenomena in human interaction with the surrounding environment. Therefore, the research attempts to address the problem of urban growth and the problems related to it through the migration of large numbers of people from the countryside to the city and the economic, social, urban and environmental problems caused by this population increase on the city. The research aims to study the impact of the successive urban population growth on educational services for the regions in urban areas. The research problem states that the increase in immigration or the large population growth of urban areas has a significant impact on the adequacy and efficiency of educational services. The research adopted a hypothesis which states that "the educational services located in the neighboring urban areas are able to absorb the pressures and needs generated by the immigrant population from the countryside". The importance of the

study concentrates on the rapidly growing phenomenon of internal immigration, especially in the capital Baghdad, and the issues and pressure it raises on the services provided in the city. The results from analyzing deviation revealed a significant effect from the excess numbers of students in the urban areas showing that displaced pupils contributed a percentage of 85.5 towards primary education and a percentage of 61.3 towards secondary education. The research concluded that the state's inability to provide the simplest necessities of life helped increase incoming immigration to cities. The research recommended that the optimal solution to the migration problem needs a comprehensive and strategic development to combat poverty and equitable distribution of investments between rural and urban areas.

Key words: urban growth, urbanization, the city, educational services

النمو الحضري وتأثيره على كفاية وكفاءة الخدمات التعليمية في مدينة بغداد
(جزء من محلات بلدية الغدير/ دراسة حالة)

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الملخص

يعد موضوع النمو الحضري من الموضوعات المهمة والحديثة التي تشغل الباحثين في الآونة الأخيرة كونها تؤثر على البيئة الحضرية من جهة والآثار والتداعيات التي يتركها المهاجرين على الخدمات من جهة أخرى , ومن ثم على تنظيم المدينة فضلا عن انه يمثل احد الظواهر السلبية في تعامل الإنسان مع البيئة المحيطة به, لذا يحاول البحث تناول المشكلة النمو الحضري والمشكلات المتعلقة بها من خلال هجرة أعداد كبيرة من السكان من الأرياف إلى المدينة وما تسببه هذه الزيادة السكانية من مشاكل اقتصادية واجتماعية وعمرانية وبيئية على المدينة , **يهدف البحث** إلى دراسة تأثير النمو

الحضري السكاني المتتابة على الخدمات التعليمية للمناطق الحضرية في المدينة, فقد جاءت مشكلة البحث التي تنص على أن زيادة الهجرة أو النمو السكاني الكبير للمناطق الحضرية أثر بشكل كبير على كفاية وكفاءة الخدمات التعليمية . وتبنى البحث فرضية تنص على " أن الخدمات التعليمية الموجودة في المناطق الحضرية المجاورة قادرة على استيعاب الضغوط والاحتياجات المتولدة من سكان المهاجرين من الأرياف وتكمن أهمية الدراسة في تسليط الضوء على واحدة من أهم القضايا المعاصرة والمتمثلة بالهجرة الداخلية وذلك من خلال التركيز على مفهوم النمو الحضري كمدخل لتحليل أسباب هذه الظاهرة المتسارعة النمو وخاصة في العاصمة بغداد وما تثيره من قضايا ضغط على الخدمات المقدمة في المدينة واستنتاج البحث الى أن عجز الدولة عن توفير أبسط مستلزمات الحياة ساعد على ازدياد الهجرة الوافدة الى المدن واوصى البحث ان الحل الامثل لمشكلة الهجرة تحتاج الى تنمية شاملة واستراتيجية لمكافحة الفقر وتوزيع الاستثمارات بصورة عادلة بين المناطق الريفية والمناطق الحضري

Introduction:

Urban population growth is an ancient phenomenon and it is linked with the existence of man since ancient times, as it was practiced by primitive groups driven by their instinct. It started slowly and peacefully since the land was vast and the immigrants were few. However, migration became one of the factors mostly related to the growth of cities due to the economic, communal and infrastructure services they provide. Hence, we can say that the issue of growth was mainly related to several things, including economic, political and security issues; that was clear after the events of 2003 in Iraq and as a result, the migration streams have increased from their places towards the cities, especially Baghdad due to its numerous advantages like job opportunities or the services it provides to the citizens. This large increase in the number of immigrants led to the

emergence of certain negative results, including an increasing demand on services. An immense number of people rushed to the major cities to become a part of them and to face the worst inhuman conditions and negligence. The lack of response led to an increase in population pressure on the community services provided in the city.

١ – Urban growth:

Some researchers believe that urban growth is a set of phenomena that arise in a particular area distinguished by its geographical, economic, social and administrative advantages in a way that it gains the attraction and influence from the surrounding areas (Al-Kurdi, Mahmoud, 1977, p. 65), but the growth of population in cities does not always mean an increase in the degree of urbanization. This is explained by the fact that the general natural growth rates are high, which reduces the increasing number of urban areas, and the increase in urban population usually accompanies the expansion of cities, regardless of the growth or decline of the urbanization process, as it represents the population of cities, requiring more land, public services and various economic activities, which in its role would necessitate an expansion in the size of the city (Al-Jabri, Rasoul, 1986, p. 63).

Figure No. (1) shows the development of population growth in Iraq during the period 2019–2030



The source is from the researcher's work based on the Directorate of Statistics and Manpower / Central Statistical Organization / Iraq

Urban growth is defined as the process of people moving from rural areas to urban areas with the intention of permanent residence, and changing their occupation from agriculture to other occupations. Some researchers and writers have expressed that urban growth is a dynamic phenomenon of movement and change, and the problems that accompany it are usually due to the imbalance between the sectors of society that is undergoing the stage of urbanization (Al-Qattan, Muhammad, 1979, p. 51).

Urban growth is a term given to the increase in the population of areas classified as urban centers, which is a steady and continuous process. While the world population increased between 1800–1900 twice and a half, the urban population increased 20 times, and by 1950 one-fifth of the world's population lived in cities with a population greater than 20,000 and one-eighth of the world's population live in cities with a population of more than 10,000 people (Abu Ayyash, 1980, p. 13).

There are a number of factors that directly affect the growth and expansion of the sizes of cities and urban centers:

1– The higher the annual population growth rate, the faster the city's size will increase.

2–The migration of the population leads to a high rate of urban growth,

Population expected by the United Nations	Population expected by JCCF	years
4.044	3.267	1987
4.511	3.552	1990
4.511	4.081	1995
-----	4.31	1997
5.139	4.688	2000
5.912	5.179	2005
-----	5.184	2007
6.752	6.162	2010
7.676	7.047	2015
-----	7.448	2017

which exceeds the rate of natural growth.

3. The increase in population in the city leads to the increase of the population density in which it is located, and this leads to its expansion on the surrounding areas, which are usually agricultural, thus becoming part of the city. (Janice, Permian, 1995)

Expected population of the city of Baghdad by the United Nations and the Japanese company JCCF (million people)

Source prepared by the researcher based on:

1–UN, WORLDURBANIZATION, OP, CIT.P1230

2– JCCF GROWTH OPTION, OP, CIT, P23

2. Urban area:

The concept of urbanism can be expressed as a type of life that is formed as a result of a series of processes generated in the city and lead to a

change in the values of the population and their concepts of life and behavior and their social relations represented by a gradual distancing from homogeneity (Al Ashaab, 1984, p.7). The urban society is based on the diversity of professions, distancing from nature, the increase in population density, heterogeneity, the increase in variance, social gradation, heavy traffic and the dominance of shallow and superficial relationships (Abdullah, 1995, p. 8). The concept of urbanism means the geographical area occupied by the city itself and the green areas adjacent to it. It does not include the rural regions surrounding the city, and this area can be functionally defined by the urban planning lands to serve the city. The transition to urbanization is always attributed to the growth of cities, either industrially, administratively or commercially. (Al-Ashaab, 1997, p. 11), and urbanization expresses the growth and development of man's personality who experiences various activities in society (Muhammad, 1997, p. 46). Urbanism is not just a way of thinking or behavior. Wherever the urban man is found, he adapts easily to modernism and change. Furthermore, urbanity is an issue, and the more the city becomes populous, the more services are expanded in it so that it becomes a center of attraction for the surrounding areas (Hala, 1989, p. 49), Urbanization contains a set of characteristics as a way of life and can be summarized by the following points:

1. Developing a complex division of labor which depends on an occupational structure characterized by disparity, which forms the basis for the system of social stratification.
2. Increase in rates of spatial social mobility.

3. The functional and prevailing mutual dependence between individuals.
4. The spread and domination of a system of social relations characterized by being superficial and shallow.
5. Reliance on indirect methods of social control (Ahmed, 1982, p. 34).

3. The City

A social phenomenon whose existence is linked to the existence of human society and its pattern varies according to the different historical and economic stages that humanity has traveled and has been of interest to researchers and philosophers throughout the ages. The term city, however, was not given a proper definition because it is a complex phenomenon generated by the interaction of many intertwined factors, and then scholars differed in defining it. Therefore different definitions emerged according to the different point of views of the scholars (Hussain, 2002, p.5). The term city is the human gathering represented by the existence of a judicial and administrative council, and it has administrative boundaries and is governed administratively. On the other hand sociology defines the city as a result of social construction giving stability to the people who live in adjacent houses in a heavily populated area without getting acquainted with each other, unlike what is found in the villages (Pain, 1996, p. 2). The city is a human settlement in which there is a gathering of residents. It is limited in size and scope and divided into planned neighborhoods and residential shops. The economic activity in it is based on industry, trade, transport and services. The percentage of people working in agriculture is low. Services and institutions vary. It is characterized by an administrative capacity and a high population density.

Its buildings are distinguished by engineering design and ease of transportation. (Al-Rahmani, 2012, p. 166) The city consists of a diverse and complex pattern of activities and events, whether economic such as commerce, industry and services, or cultural such as schools and universities, or administrative such as ministries, departments, municipalities, and others. Cities in Iraq have expanded just like the cities all around the world. This led to many problems including the emergence of informal or chaotic areas, which are known as unplanned neighborhoods. The first and main reason for the emergence of this type of neighborhood in the city is due to poor planning in the country, which led to an urgent need for the existence of planned neighborhoods or planned urbanization.

4. Urbanization: It is necessary to identify the concept of urbanization because this term is considered a very important introduction to the subject, Urban growth in cities is a phenomenon that accompanied urbanization and is considered one of the prominent manifestations of urban inflation, and what accompanied these manifestations of the expansion of cities and the spread of problems in urban areas is one of the most difficult problems facing the cities of the developing world today. The industrial revolution that occurred in Europe in the nineteenth century is considered one of the most important events that affected the size and direction of the urbanization phenomenon, which led to large migrations from rural to urban areas, especially in industrial developing countries. Urbanization remains a prominent feature of characteristics of our present

age and a phenomenon that has spread rapidly in various parts of the world (Ali, 2009, p. 37).

Urbanization is defined as a process of geographical concentration of population and non-agricultural activities in an urban environment that is underdeveloped in terms of shape and size or as a result of the interaction of many basic economic, social, cultural and environmental factors on an environment classified as urbanization, which leads to the spread of urban values, behavior and institutions (Abdulaziz, 2004, p. 1.9).

In other words it is the process of population movement from rural to urban and the resulting increase in the number of people in urban areas over the proportion of the population living in the countryside that is, it is the process of redistributing population from rural to cities and to other urban centers. The procedural definition of urbanization is a process that expresses the movement of population from the countryside to the city due to the factors of rural expulsion and urban attractions to settle there (Kenawi, 2013, p. 41), whereas, the New British Encyclopedia defines urbanization as a process of population concentration in cities or in urban places, and this process occurs in two ways: the first is an increase in the number of Urban shops, and the second method is an increase in the size of the population of each of the shops separately (Gad, 1993, p. 15).

Urbanization is also defined as the process that requires an increase in population growth as a result of natural increase and continuous migration from the countryside towards the cities, and the resulting process of joining the areas towards the cities (Abu Ayyash, 1985, p. 95).

4-1 Urbanization factors:

Urbanization factors can be determined by a group of factors: – (Gad, 1993, p. 14)

1– The first factor is represented by the continuous migration from the countryside towards the city and from small cities and towns towards the big cities due to the forces of attraction and the features they enjoy that distinguish them from small cities.

2– The second factor includes a group of factors and variables that contribute to the urbanization process, such as the processes of annexing the areas surrounding cities, and the resulting containment of the areas around them with their inhabitants. And their distribution causes an increase in the proportion of the population living in urban areas compared to the size and potential of economic growth, or with the proportion of employment opportunities available in the cities.

4–2 Urbanization problems:

Among the most important problems arising from the phenomenon of urbanization are:

1 . Economic problems: What is meant here is the shift from agricultural activities to service, commercial and industrial activities, and one of the most important results of this transformation is the development in the size of cities and their encroachment towards rural areas, carrying with them urban land uses. And this transformation effectively contributes to creating an imbalance in levels. Some believe that the problems of urbanization differ from one place to another and are measured according to the measure of economic progress of cities in the world, as urbanization is a cause and a consequence of the high standard of living and luxury, as well as that urbanization helps to significantly increase the division of

labor and its specialization in productive information technologies (Seif El-Din, 1979, p. 64). The main problem is centered in the distribution of potentials prepared for development in the two main sectors of the economy, namely agriculture and industry. The rates of advancement in these two sectors vary according to the goal set in the development programs to reach the required balance between them.

2. Social problems: Where urbanization can be behaviorally defined here as certain behavioral patterns that distinguish the city's residents from others (Al-Shaab, 1997, p. 11), it means on the other hand, the change in behavioral patterns as a result of moving to these cities from their rural regions, which causes effects on the habits of the population, their ideas and values, and usually generated as a result of these social problems of requirements and forms of dealing and the subsequent new values related to housing and spending leisure time, especially since immigrants often adhere to their values and traditions, at least in the first generation, and this often leads to deviation, especially between events and the emergence of various psychological diseases and family disintegration.

3. Urban problems: The most important thing related to these problems is that according to a set of international studies which concluded that between 1970–2025 the proportion of the population living in cities will double, and it is expected that about 30% of the urban population live in cities with a population of more than 4 million people (Altahaqi, 2002, p. 2), One of the most important negative urban consequences of population growth of cities is the poor balance between land uses and urban planning in them, which is reflected in the efficiency of the building units and open spaces and increases the modifications in these units due to the difference

between the original and developed function imposed by this growth. Hence, one of its most important rapid effects on cities is the emergence unplanned population centers.

We conclude that the urbanization process can take three main directions. The first direction is a spatial transformation, i.e. a movement from the countryside to the city, and the second direction is a professional transformation, i.e. the transformation from the agricultural profession and what follows it to the professions common in those cities, and the third direction is a change in behavioral patterns of the individual or society and the system and way of his daily life.

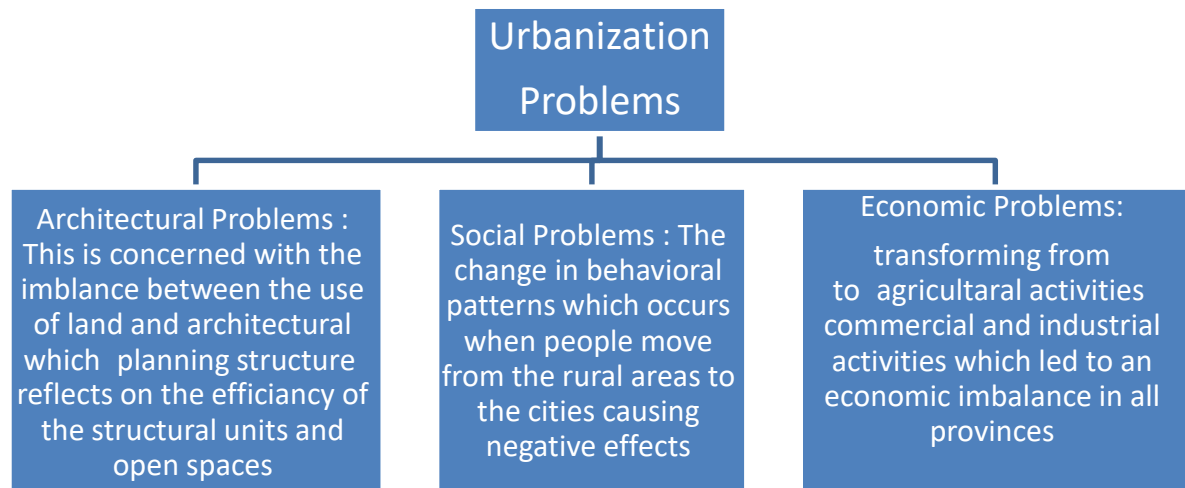


Figure 1-2-1 Urbanization problems

Source: The researcher, based on the theoretical side

5- Services:

Recently, the concept of services has received great attention due to the increasing human need for various services, especially after the development of technologies and methods used to provide them. Over time, the need to pay attention to the study of services arose because it relates to the daily life of the individual and represents one of the basic

criteria for measuring the development of societies, through the quality, quantity and efficiency of services. It is possible to measure the civilized development that each country has achieved, and due to the different points of view among researchers in this field, several definitions of the concept of services have been received. Philip Cotter defined it as an activity or benefit provided by one party to another and it is intangible or immaterial and does not result in ownership of anything and its provision is not related to material production, while Cornrows define it as activities provided by parties entrusted with the task of being service institutions aware of the senses and are interchangeable. The city successfully achieves its various functions, and affects the internal structure of the city (Al-Dulaimi, 2009, p. 38) and educational services represent the main pillar. It is essential for the progress and development of societies, and it is a measure of their progress or backwardness. Providing scientific and technical cadres in the educational aspect contributes to building society in all economic, social, political, cultural and technological fields. That is, every country that has a desire to make development in any field must start with education because it represents the first circle in the ladder of development and educational services which includes: nurseries, kindergartens, primary schools, middle schools, secondary schools, and sometimes literacy schools (Ghadban, 2015, p. 133).

The concept of service also refers to what a person does for the benefit of others. It is possible to distinguish between the service and the facility. The service is an activity that is provided by a cadre for the benefit obtained for another party, while the facility is the one who provides the

service. Various services can only be provided through specialized facilities that are established for this purpose (Osman, 2011, p. 25).

Field study:

In this topic, the researcher tries to prove the validity of the hypothesis that increasing urban growth affects the efficiency and adequacy of (educational) services.

۳-2-1-1 Educational Services:

Table (1) shows the planning standards for educational services adopted by the researcher for the distance of access

	Standard	Dimensions of standards for educational services				
		Kindergarten	Primary	intermediate	secondary	High school
۱	Students' ages (years)	5-Apr	11-Jun	14-Dec	15-17	17-Dec
۲	Number of served population	۵۰۰۰	۵۰۰۰	۱۰۰۰۰	۱۰۰۰۰	۱۰۰۰۰
۳	Service Range / Radius (meters)	۳۵۰	۴۰۰	۷۰۰	۱۰۰۰	۱۰۰۰

٤	number of classes	٦ . ٤	-١٢ Jun	٩ - ٦	-٢٠ Jun	-٢٠ Jun
٥	The number of students in one class	٣٠ - ٢٥	٣٠	٣٢	٣٤	٣٤
٦	Number of students / school	١٢٠ . ٨٠	٣٦٠	٢٧٠	٥٨٠	٦٨٠

Source: From the researcher's work based on the Ministry of Housing and Construction, Urban Housing Standards Handbook, 2010, p. 15. The researcher chose a distance of (400 m–700 m) for the primary stage that the student must travel to reach school, while he chose a distance of (700 m–1500 m) for the secondary stage as the ideal distance service a student travelled to the school, though the Iraqi Ministry of Housing did not set a specific criterion in order to determine the scope of service impact for the centers of educational service units. The distance criteria were characterized by flexibility, especially the secondary stage, in addition, the shortage in the number of schools and the lack of students increase the radius of the circle that covers that scope. And for the purpose of measuring the impact of the displaced on the educational services provided to urban areas, information and data related to the names of schools and residential shops, the number of people and the number of students were emptied and studied.

3-٢-١-٢ First :Primary schools

Table No. (3-3) shows the names and distribution of schools within the Sector 754. Standard: 30 Students / Division

	The name of the local school	avenue	The number of the students in the school	The number of the sections	The number of original students	Students coming from other

					student / class	regions (immigration/ displacement)
١	Hussain's supporters	٧٥٣	٤٨٨	١٧	٣٢	١٨٧
٢	The virtue	٧٥٣	٥٧٨	٢١	٢٨	١٦٨
٣	Umm Al Baneen	٧٥٣	٨٨٧	١٣	٦٥	٢١٠
٤	Utbah bin Ghazwan	٧٥٣	٤٤٦	١٥	٣٦	٧٠٢
٥	Crescent moon	٧٥٣	٤٣٧	١٥	٢٨	١٤٤
٦	AlZakayat	٧٥٣	٤٦٣	١٨	٢٩	١٩٥
٧	Muqtada Al-Khair	٧٥٣	٥٩٨	١٨	٣٢	٥٥٩
٨	The trusted	٧٥٣	٧٣٥	١٣	٥٨	٢٧٠
٩	beacon / subscriber	٧٥٣	٥٦٢	١٩	٥٠	٢٠٩
١٠	Monotheism	٧٥٣	٦٥٤	١٧	٤٠	٣٤٠
١١	Birth of the Prophet	٧٥٣	٦٨٧	١٥	٤٦	٤٥٠
	Total		٦٥٣٥			

Source: the researcher. It was based on the Ministry of Education, Rusafa II, unpublished data, 2017.

Table (2) shows the names of the primary schools located in Sector 758

	The name of the local school	Avenue	The number of the students in the school	The number of the sections	The number of original students student / class	Students coming from other regions (immigration/displacement)
١	Ibn Battuta	٧٦٤	٦٥٤	٢١	٤٠	١٨٩
٢	Ibn Muqla	٧٦٤	٤٤٤	١٢	٤٤	٢٦٤
٣	Birth of the Prophet	٧٦٤	٤٣٧	١٨	٢٩	٧٢
Total			1535			

Source: The researcher. It was based on the data of the Ministry of Education, the second Rusafa Education, unpublished data 2017, (field survey)

Table 3 shows the names of the primary schools located in the sector 754

	The name of the local school	avenue	The number of the students in the school	The number of the sections	The number of original students / class	Students coming from other regions (immigration/ displacement)
١	Courage	٧٥٤	٨٩٤	٢٤	٣٤	٣٨٤
٢	Zain Al quas	٧٥٤	٩٥٠	١٨	٣٣	٦٣٠
٣	Al'baa	٧٥٤	٤٩٥	٣٢	٤٠	٦٤
٤	Alkhairat	٧٥٤	٨١٢	٢٤	٥٥	٣١٢
Total			٣١٥١			

Source: The researcher. This is based on the data of the Ministry of Education, Rusafa II, unpublished data, 2017.

Table No. (4) shows the names of schools within the Sector 762

	The name of the local school	avenue	The number of the students in the school	The number of the sections	The number of original students / class	Students coming from other regions (immigration/ displacement)
1	Al'aabid	٧٦٨	٦٤٨	٢٠	٥٠	١٨٠
2	Al'wfiaa'	٧٦٨	٦٧٦	١٥	٤٠	٣٦٠
3	The master of martyrs (peace be upon him)	٧٦٨	٥٦٣	١٢	٥٠	٣٣٦
4	Ibn al-Bitar	٧٦٨	٦٣٨	١٣	٤٠	٣٧٧
5	Almurwroojalghadhras'	٧٦٨	٨٠٢	١٨	٣٠	٣٩٦

6	Al'urjwan	٧٦٨	٨٥١	١٥	٥٧	٥٤٠
7	Rufaida Al-Islamiyya	٧٦٨	٩٨٨	٢١	٤٧	٤٥٠
Total			5166			

Source: From the researcher's work based on the data of the Ministry of Education / Rusafa II / field surveys. 2017

Table No. (5) shows the names of primary schools within the Sector 766

	The name of the local school	avenue	The number of the students in the school	The number of the sections	The number of original students / class	Students coming from other regions (immigration/ displacement)
1	Al-huda flower	٧٥٣	٩٨١	١٨	٦٠	٥٧٦
2	Muhammad Baqir Al-Ulum	٧٥٣	٥٣٠	١٢	٥٥	٣٠٠
3	Mutanabbi	٧٥٣	٥٠٥	١٢	٥٠	٢٧٦
4	Majid	٧٥٣	٨٦٧	١٨	٥٤	٤٥٠
5	Noor el Huda	٧٥٣	٧٦٣	١٢	٥٤	٥٤٠
Total			3646			

3-2-1-3 Second : Secondary Schools:

The number of intermediate and preparatory schools located in the residential areas adjacent to the study areas reached (12) schools, whereas the number of students in secondary schools (intermediate and preparatory) in urban areas was 10393 students, in addition to the number of students coming from other areas, migration or displaced (7138),

distributed according to the scope of ease of access to varying degrees in schools

The following are tables showing the names of the schools and the residential areas located in them, the number of people and the number of students coming from displaced areas

(Table No. 7) shows the distribution of secondary students within Sector 754:

	The name of the local school	avenue	The number of the students in the school	The number of the sections	The number of original students student / class	Students coming from other regions (immigration/ displacement)
١	Al Ibtisam Preparatory School for Girls	٧٥٩	٥٧٩	١٥	٤٩	٤٥٠
٢	Al-Diaa Preparatory School for Boys	٧٥٩	٧٥٧	١٧	٥٠	٥٢٧
٣	Medium useful	٧٥٩	٩٣٥	٢١	٥٥	٥٠٤
٤	medium chained	٧٥٩	٩٨٩	١٦	٦٦	٨٠٠
٥	Medium male ambassadors	٧٥٩	٦٧٤	١٥	٥٥	٥٢٥
٦	Rufaida Al-Aslamia Intermediate School for Girls	٧٥٩	١٤٦٣	٣٢	٥٦	٧٣٩
٧	Medium Ruqyah Female	٧٥٩	٥٩٩	١٢	٥٦	٥٥٩
٨	Habib bin Mazahir	٧٥٩	٦١٥	١٥	٥٥	٤٦٥
٩	Alrimaah intermediate school	٧٥٩	٦٤٥	١٣	٦٠	٤٤٢
Total			7256			

Source: The researcher. It is based on the Ministry of Education 'Al-Rusafa II, unpublished data, 2017

Table (8) shows the distribution of schools within the locality 762

	The name of the local school	Avenue	The number of the students in the school	The number of the sections	The number of original students / student class	Students coming from other regions (immigration/ displacement)
١	Al-yasim intermediate school	٧٦٢	١١٤٤	٢١	٥٤	٧٥٥

Source: The researcher. It is based on the Ministry of Education 'Al-Rusafa II, unpublished data, 2017

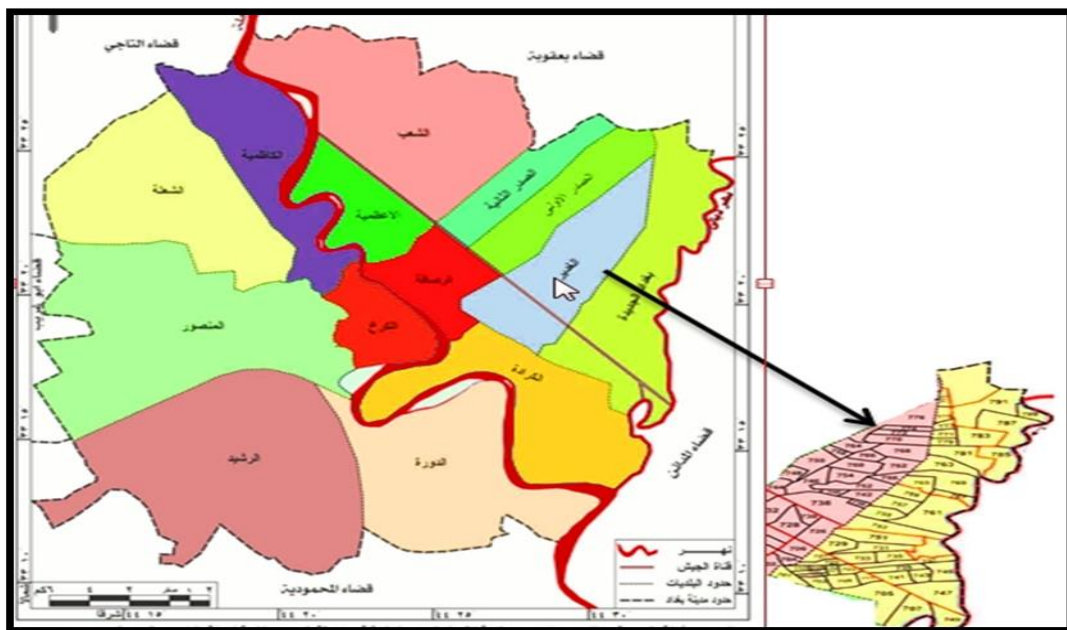


Figure 3–9 shows the distribution of secondary schools in the residential sectors, and their locations

Source: Researcher. It is based on educational services websites, Ministry of Education 'Al-Rusafa II, unpublished data, 2017

Analysis of educational services:

When comparing the state of primary education and secondary education in residential areas and neighboring neighborhoods compared to local standards, we find that it reflects a negative state in the level of education because it is not subject to the criteria of the number of students, grade, and number of schools, which results in a lack of students' interest in and the extent to which they obtain a good level of education. It becomes clear to us that there is a clear tension between the educational services sites in the residential neighborhoods and the students' desire to attend schools close to their residence, which in turn affects the students in one class. It was also found that the number of students and schools in the urban area was not originally sufficient to serve the original urban population according to the applicable local standards, in addition the influence of students coming from random areas towards these schools increased. The research also found that through field visits, more displaced students come to these residential areas as they are relatively close to their place of residence, and this is the reason for the discrepancy in the number of students and the information obtained during the on-site visit to the schools. There are double or triple shifts for some primary schools. This means that these buildings are used by more than one school during one day. Despite double shifts, there is a shortage in the number of school divisions, as shown in the tables above. When asking some students about the efficiency of the edification provided in schools, the field survey found lack of equipment and laboratories, sports arenas, poor sanitation, and water pollution. It was also found that most students do not comprehend what teachers provide as a result of

students overcrowding in one class and the seating of at least three students per desk. It was also found that the process of analyzing educational services for intermediate and preparatory schools, which amounted to (12) schools, in three residential neighborhoods, as shown in the previous tables, where schools were concentrated in these areas, as there are no other schools in the neighboring residential areas. This indicates weakness and shortcomings in the spatial distribution of schools and by comparing the number of existing schools with the standards, it is clear that there is a large deficit in the number of schools and the accumulation of students in one academic division.

The impact ratios of the displaced and immigrant students from other regions on educational services were shown through a mathematical model

3.2.1.4 Results – Impact of the displaced on urban areas. First: The impact of urban migration for primary education

The results of the regression analysis showed that there is a significant effect of the numbers of surplus students in the areas where there are numbers of displaced according to the sample schools for the neighboring residential areas, as the coefficient of determination reached 0.805, meaning that the displaced contribute 80.5% of the impact in urban areas as shown in the following table.

Table (3-11) shows the results of the effect of the numbers of surplus students (displaced people) for a sample of schools in the neighboring urban area in primary education.

correlation coefficient r	The coefficient of determination R ²	fixed limit α	regression coefficient (effect) β	t . Value calculated	f . Value calculated	Indication level P	nature of relationship
0,897	0.805	21.392	1.027	73.648**	542.5**	0,000	high spirits

$$y = 21.392 + 1.027x$$

**This means that the value is significant with a high degree of confidence with 99% confidence. 1. It is clear from the equation above the positive relationship between the independent variable (x) the displaced and the dependent variable (y) the original population, meaning that whenever the independent variable increases by one unit, the dependent variable increases by (1.027)

2. The value of the correlation coefficient r indicates that any increase in the surplus as a result of the displaced or the displaced increases the total number of students for primary education, as the correlation coefficient reached 0.897 and indicates the strong direct relationship between the two variables. While the correlation coefficient R² indicates that the dependent variable is affected by 80% of the independent variable.

3. There is a highly significant effect for the urban displaced, as the t-value calculated for the effect is greater than its tabular counterpart of 2.467 at the 0.01 significance level.

4. The calculated F value of the relationship is greater than its tabular counterpart, which is 9.636 at the 0.01 level, as it represents a test for

the significance of the relationship. Also, the significance level P is less than 0.01 which is an indication of the significance of the relationship.

5. The regression coefficient β also indicates that the amount of the effect increases the amount of the relationship

The following is a chart showing the impact of the displaced on the primary education of the neighboring urban areas.

Figure 3–10 shows the general trend line of the impact of the displaced population on the primary schools of the neighboring urban areas.

Second: The impact of the displaced or the immigrants in urban areas for secondary education

Regression analysis was used to measure the effect of the number of students in the areas of the displaced population on the total number of students in those areas. The results showed the presence of a highly significant effect, where the coefficient of determination reached (R^2) 0.613, meaning that the displaced contribute 61.3% of the effect on the total number of students. The following table shows the results of this analysis.

Table 3–12 shows the results of the effect of the numbers of redundant students for a sample of urban area schools and the areas of the displaced population adjacent to them in secondary education

correlation coefficient r	The coefficient of	fixed limit α	regression coefficient (effect) β	t . Value calculated	f . Value calculated	Indication	nature of relationship
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$$y = 34.941 + 0.514x$$

	determinati on R ²					level P	
0.783	0.613	34.941	0.514	4.171**	17.40**	0.001	High spirit

Figure 3–11 shows the general trend line of the impact of the displaced population on secondary education for the surrounding urban areas

Conclusions:

1. Urban growth is a global phenomenon of which speed, growth rates and factors vary from one society to another and from one stage to another.
2. The existence of a gap between the city and the countryside resulting from the absence of realistic policies led to the high rates of random migration in those cities, leads to many and major problems.
3. Urban growth brings with it opportunities, prosperity and health for countries, but at the same time creates huge and unjust inequalities in the health and education aspects of the city dwellers.
4. Cities' lack of adequate planning or rational urban management makes it increasingly difficult to provide affordable land, decent housing, transportation, and adequate public services. According to the current scenario, poor dwellers and urban will continue to be ignored, especially in their access to education opportunities.
5. The government's continuous review of traditional educational plans, re-establishes the link between these areas of urban planning on the one hand, and educational plans on the other hand, within the framework of a rational multi-level urban management.
6. Human capital, especially in the aspect of education, has important economic benefits on a society scale.

٧. The social and cultural difference between urban residents through the presence of formal residential neighborhoods next to informal neighborhoods

.Recommendations:

١. Reducing the gaps in the distribution of services between the countryside and the city is required, so as to reduce migration towards urban cities. Reducing the gaps is also required between spending on education and spending on other utilities of life.

٢. Governmental institutions are required to provide all the material and human capabilities that would implement the planning process, because the lack of this leads to the failure to implement the planning process and thus not addressing the problems of poor areas resulting from the urban growth of the city.

٣. Work on preparing future plans to accommodate the annual increase in the number of students enrolled in the study, taking into account the students in the poor areas who are absorbed within the neighborhood schools.

٤. Governmental institutions need to determine the spaces allocated for educational use within the city plans and according to the size of the population in the place.

٥. The relevant government agencies, in cooperation with educational institutions, determine the locations of land uses, including those for educational services, so that they are able to meet future increases for students, taking into account the opinion of the population in those sites.

6. The necessity of expanding educational institutions by building low-cost schools near the residential neighborhoods that emerged as a result

of the urban and population growth of the city in order to absorb that increase and providing it with specialized cadres in order to fill the shortcoming in the current schools until sound planning solutions are found.

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