

## **Social problems of boarding school students at Anbar University (field study)**

**Asst. Mahmoud Jamal Abbas**

mahmood.jamal.abas@uoanbar.edu.iq

University of Anbar/College of

Administration and Economics

**Jawad Diaa Hussein Salal**

dyaa.h.salal@uoanbar.edu.iq

University of Anbar/ College of

Administration and Economics

**Asst. Amjad Khalaf Abdul Karim**

amjad.kh@uoanbar.edu.iq

University of Anbar/ Center for Strategic

Studies

**M.M. Ruqayyah Abdulrahman Mukhlif**

ruqaya.a.m@uoanbar.edu.iq

University of Anbar/ College of

Administration and Economics

### **Abstract**

All institutions and organizations in society have certain aspects in which they excel, but they may suffer from problems and obstacles in other areas. Perhaps one of the most important of these institutions is the educational institution, which includes universities, institutes, and schools, as well as teachers, instructors, curricula, and students. It is certain that The student 's academic life will have a set of advantages that qualify him for study, but in return, it is beset by a set of obstacles that represent a barrier in his path and constitute a problem for him. There may be a set of problems that The student suffers from in aspects of his life from the economic, social, educational, or residential

perspective. It is certain that the female student who lives in the dormitories is different from the female student who lives with her family and is provided with comfortable housing and study conditions. The female student who lives in the dormitories may suffer from economic, social, and service problems, and security problems may be added to them, problems related to housing conditions, as well as problems related to the geographical location of the dormitory and its proximity or distance from the university, as well as proximity or distance from shopping centers and other problems that we will address in this research, which includes three sections. The first of them dealt with the theoretical framework of the research, including defining the research problem and its importance, as well as defining the research terms and concepts. The second section dealt with a historical overview of Anbar University and the emergence and development of the dormitories. The third section discussed the fieldwork of the research, as well as included recommendations for the research and finally the research sources and references.

**Keywords: Social Problems, Students , Electricity Services, Security Axis**

المشكلات الاجتماعية للطلاب الاقسام الداخلية في جامعة الانبار (دراسة ميدانية)

م.م محمود جمال عباس جواد

جامعة الانبار / كلية الإدارة والاقتصاد

الباحث: ضياء حسين صلال

جامعة الانبار / كلية الإدارة والاقتصاد

م.م. امجد خلف عبدالكريم

جامعة الانبار / مركز الدراسات الاستراتيجية

م.م رقية عبدالرحمن مخلف

جامعة الانبار / كلية الإدارة والاقتصاد

إن جميع المؤسسات والمنظمات في المجتمع لها جوانب معينة تتميز فيها ولكنها قد تعاني من مشكلات وعراقيل في جوانب أخرى، ولعل واحدة من أهم هذه المؤسسات هي المؤسسة التعليمية التي تضم الجامعات والمعاهد والمدارس وكذلك تتضمن المدرسين والمعلمين والمناهج و الطلاب.

ومن المؤكد أن حياة الطالب العلمية ستكون فيها مجموعة من المميزات التي تؤهله للدراسة ولكن بالمقابل تعترضها مجموعة من العراقيل التي تمثل عائقا في طريقه لتمثل مشكلة له، وقد تكون هناك مجموعة مشكلات تعاني منها الطالب في جوانب حياته من الناحية الاقتصادية أو الاجتماعية أو التعليمية أو السكنية ومن المؤكد أنه الطالب تسكن في الأقسام الداخلية تختلف عن الطالب التي تسكن وتعيش مع عائلتها وتنتهي له ظروف السكن والدراسة المريحة، فالطالب التي تسكن في القسم الداخلي قد تعاني من مشكلات اقتصادية واجتماعية وخدمية وقد تضاف إليها مشكلات أمنية ومشكلات متعلقة بظروف السكن وكذلك المشكلات المتعلقة بالموقع الجغرافي للقسم الداخلي وقربه أو بعده من الجامعة وكذلك القرب والبعد من محلات التسوق وما إلى ذلك من المشكلات التي سنتطرق إليها في هذا البحث الذي يتضمن ثلاثة مباحث، تناول الأول منها الإطار النظري للبحث والمتضمن تحديد مشكلة البحث وأهميته وقفه وكذلك تحديد مصطلحات البحث ومفاهيمه، بينما تناول المبحث الثاني لمحة تاريخية عن جامعة الانبار وعن نشوء الأقسام الداخلية وتطورها، في حين جاء المبحث الثالث ليناقدش العمل الميداني للبحث، وكذلك تضمن التوصيات الخاصة بالبحث وأخيرا مصادر البحث ومراجعته.

**الكلمات المفتاحية:** المشكلات الاجتماعية، الطلاب، خدمات الكهرباء، الخدمات الأمنية.

### **First: Defining the problem:**

Students are an important part of the process, so it is necessary to create suitable conditions for them, especially in the circumstances our country is currently experiencing and in the conditions in which Iraqi society lives. This applies differently to Students who live with their families and have at least adequate housing conditions compared to Students who live in dormitories and suffer from some housing problems in addition to work and study problems.

These problems will have a negative impact on their academic career and studies at the university, in addition to problems related to the geographical location of the dormitory in terms of construction, rooms,

distribution of students, proximity to markets for shopping, and other problems related to the geographical location.

### **Second: The importance of research**

A. Students are a fundamental part of the educational process, so it is necessary to create the appropriate conditions for them to succeed academically in society.

B. The government agencies responsible for the dormitories must be made aware of the most important problems faced by Students living in the dormitories and strive to eliminate these problems.

C. The positive aspects of the dormitories should be identified and reinforced, while the negative aspects should be diagnosed and addressed to ensure good conditions for Students living in the dormitories, especially given the current circumstances in Iraqi society.

Third: Research objectives:

The research aims to identify the most prominent problems faced by most Students living in dormitories in terms of security, geography, economics, society, services, and academics.

### **Fourth: Spatial and temporal boundaries**

Anbar University is located in the city of Ramadi in Anbar Province. Its location in relation to Iraq is almost geometric, as the university is 350 km from the western border of the country and 260 km from the eastern border. It is 600 km from the northern border and 150 km from the southern border of Iraq. As for the university's location in relation to the province, it is almost marginal, with the city of Al-Qaim located 290 km northwest of the university and Al-Rutba located 273 km away, and the Jordanian border is 423 km west of the university. The city of Fallujah is 55 km away, and the city of Abu Ghraib is 90 km east of the university (Hussein, 1990, p. 56). The city of Ramadi is located west of the railway line between longitude 4-43 east and latitude 23-33 north.

Most of the province's population lives in the center of Ramadi, where most of the services that serve them are located, including the only university in the province. As for its temporal boundaries, they are limited to 2023.

Fifth: Defining the terms and concepts of the research:

A social problem is defined as a situation that affects a number of individuals, such that they or others believe that this situation is the source of difficulties. Thus, a social problem becomes an objective situation on the one hand and a subjective social interpretation on the other (Al-Jadaan, 1998, p. 3).

The concept of “student” refers to a female student in the Arabic language, i.e., one who seeks knowledge. and is usually referred to as a pupil in primary school, while in secondary school and above, she is referred to as a student, and the plural is students. This means that she is a student who studies for six years in primary school and six years in secondary school, after which she qualifies for university study in institutes or colleges (Dioub, 2007, pp. 9–25).

The concept of dormitories is defined as a service institution that provides services to university students in the areas of housing and related matters. It has taken upon itself to provide a suitable environment for students who come from distant places in pursuit of knowledge and learning. The internal departments are considered a second home and alternative for resident students and enjoy the care and attention of the university president (Hassan, 2005, p. 145).

### **The second topic: A historical overview of the establishment of Anbar University**

Anbar University is a distinguished scientific edifice in Anbar and Dhamir provinces, as it is one of the educational institutions that increases scientific and cultural awareness at various local and national levels. Anbar University was founded on 23 December 1987 after the

leadership issued the Higher Education and Scientific Research Law No. 123. On this date each year, the university and its faculties celebrate this day, and the university president and council are responsible for the scientific, financial, and administrative affairs of the university. The university follows the annual academic system, and the duration of study is four consecutive years for a bachelor's degree, except for the College of Medicine, which is six years, and the College of Dentistry, which is five years. Study at the university is in the morning and evening. The principle of postgraduate studies was introduced in the academic year 1993–1994, where higher sciences, master's degrees, and doctorates in scientific disciplines. The university has contributed to the advancement and development of specialized scientific cadres after graduating a number of students to take their role in the renaissance of our beloved country.

- Location of Anbar University

The Anbar University site is characterized by its flat surface and simple terrain, reaching a height of 60 meters above sea level. It is part of the western plateau in Iraq and is less than a few kilometers away from the sedimentary plain. The College of Education for Girls and the College of Agriculture are located at the easternmost point of the city, about 4 km from its center 4 km from the city center and about 17 km from the main campus of Anbar University. This site was built specifically for the Teachers' Institute, which was later moved to another location (Hussein, 1990, p. 56). The Colleges of Education for Girls and Agriculture are located near the eastern entrance to the city on the main road connecting Adad and Fallujah to the city of Ramadi. The two colleges are located in the Al-Sura and Al-Sufiya neighborhoods, which are east of and on the same longitude and latitude as the university campus. The faculties of medicine and dentistry are located next to Ramadi General Hospital in the northernmost part of Ramadi and are the closest

to the city center, less than 1 km away. The faculties are located along the Euphrates River in the Al-Quds neighborhood, near Ramadi General Hospital, on the same latitude and longitude as the university. As for the old university headquarters and cultural center, they are located near the Euphrates River in the west of the city, near the Ramadi Dam in Al-Warr. The university headquarters has now been moved to the university campus following the emergency circumstances that the country experienced during the occupation and destruction in 2003.

• **Third: A historical overview of the emergence and development of the internal departments**

Islam has always placed great emphasis on knowledge, and thus the first verses of the Qur'an to be revealed called for knowledge, as in the words of Allah (Read in the name of your Lord who created...) (Surah Al-Alaq, verse (1)). This is due to its importance in achieving progress and advancement and building a healthy Islamic society.

Therefore, when colleges were established and developed into universities in the country, there were no facilities dedicated to housing students who came from distant places. There were large houses rented by universities located in areas close to the colleges. Then, special residential complexes were built for internal housing close to the colleges, some of which were located within the university campus, as was the case at the University of Anbar. The buildings were used as private boarding houses, most of which were old buildings that did not meet health and environmental standards, despite ongoing maintenance campaigns and the large sums of money that weighed heavily on the university, especially since most of the buildings were not designed as boarding houses (Mahmoud, 2010, p. 87).

The dormitories deteriorated after the events of April 2004, as they suffered the same looting and pillaging as other state departments,

resulting in the loss of much of their equipment and furniture. In addition, the looting and pillaging led to the loss and damage of the departments' records and some research papers contained in their archives. Had it not been for the efforts of some of the city's good citizens and some employees to defend the buildings and the contents of some departments and recovered what could be recovered, the entire contents of the internal departments would have been lost completely.

What hinders the work of the internal departments is the weakness of the service staff, whether permanent or contract employees, given that the directorate is primarily a service provider. This weakness reduces the efficiency of employees in performing their work in the internal departments, especially after most of the rented buildings proved unsuitable as internal departments because they were not designed for that purpose, which creates many problems and wastes a lot of money. Currently, Anbar University has taken the initiative to build several internal departments in order to create a suitable environment for internal department students and provide them with all services, which is in the public interest by following the best designs and modern construction that coincides with the reconstruction and construction phase that Anbar University is witnessing (Hassan, 2005, p. 18).

Third section: Scientific research results (fieldwork)

### **First: Research methodology**

The researcher used a social survey methodology, specifically a sample survey, to collect information and data on the research community. A group of students living in the dormitories (at Anbar University) were selected to answer the study questionnaire.

### **Second: Research Tools**

The researcher used a set of tools appropriate to the nature of her research. The questionnaire was the main tool for collecting information. After preparing the questionnaire and its sections in its final form, the



researcher presented it to the field of expertise, and they modified some of the sections.

#### Third: Research sample

The research sample was random, as the researcher randomly selected 60 Students living in the dormitories to reveal their opinions about the problems they face in the dormitories through their answers to the questionnaire prepared by the researcher.

#### Fourth: Research areas

A. Human area: The human area was limited to a sample of Students living in the dormitories.

B. Spatial area: The city of Ramadi (the dormitories at the University of Anbar and the College of Agriculture).

#### **Fifth: Means of transportation to the dormitories**

Table (1) shows that 20% of Students suffer from being late for classes, especially the first lecture, due to the long distance between the dormitory and the college. 78.3% of Students indicated that transportation is available from the internal department to the university and vice versa, but most of them confirmed that those who are late for the first lecture are mostly Students who are late in waking up, especially Students from the Faculty of Agriculture and the Faculty of Medicine. As for the location of the dormitory and its proximity to markets, a high percentage (88.3%) expressed satisfaction, and a high percentage of students expressed satisfaction with the proximity of the dormitory to markets, the health center, and a densely populated residential area.

The other percentages, as shown in Table (1), gave different and varying opinions regarding the geographical location of the internal section.

#### **Table (1)**

### **Distance between the internal section and the university, and availability of transportation to and from the university**

Question	Frequency	Percentage
Q: Does the distance prevent you from attending classes, especially the first lecture?		
Sometimes	12	20
No	48	80
Q: Is transportation available from the dormitory to the university and vice versa?		
Yes	47	78
No	13	22
Q: Is the location of the internal section convenient?		
1- Proximity to markets for shopping	53	32
2- Presence of a health center near the dormitory	37	23
3- Location of the dormitory within a densely populated residential area	35	21
4- Presence of a police station near the dormitory	32	20
5- Proximity to the university where you study	7	4

As for the appropriateness of the division of the number of rooms, Table (2) shows that (70%) of Students feel that there is a problem with the division between the number of rooms in the dormitory and the distribution of students among them. This problem is both quantitative and qualitative. There are rooms where six Students are placed, others with four Students, while there are rooms with only two or three Students. From a qualitative perspective, the authorities responsible for and supervising the dormitory did not take into account the scientific and humanities specializations of The students, nor did they take into

account the possibility of conflicting scientific ideas in the study in the event of different specializations, or the possibility of intellectual benefit between similar specializations.

**Table(١) The appropriateness of the division between the number of rooms and the distribution of Students residing in the dormitory Question Frequency Percentage**

Question	Frequency	Percentage
Q: Does the distance prevent you from attending classes, especially the first lecture?		
Yes	18	30
No	42	70

### **Sixth: Security**

Over the past few years, and specifically in the year of return from displacement, there have been numerous bombings, killings, and raids in the study area, of which the internal section is a part. This is confirmed by 31.7% of Students who affirm that security guards are insufficient to protect them. This percentage indicates that this sample of students does not feel safe because, in their view, there are few security guards, as shown in Table (3).

**Table (3) Security is sufficient and takes into account the safety of students.**

Question	Frequency	Percentage
Q: Do you think the security guard in the internal section is sufficient to protect you?		
Yes	19	32
No	41	68

### **Seventh: Social aspect**

With regard to the social aspect, Table 4 shows that 16.7% of Students suffer from difficulties in adapting to life in Ramadi. This is undoubtedly due to differences in customs, traditions, values, and social norms

between provinces, as well as the personal and social characteristics of The student s themselves.

**Table (4)shows the extent to which students living in dormitories have adapted to the society of the city of Ramadi and the attitude of families in the city's society towards students.**

Question	Frequency	Percentage
Q: Do you find it difficult to adapt to life in Ramadi?		
Yes	50	83.3
No	10	16.7

Table 5 shows that students have no problems with individuals in the residential area where the dormitory is located or with students in the same room, and that any problems that do exist are few and minor, with only 10% of Students are organized, in addition to the failure of the responsible authorities to divide and distribute them among the rooms according to number and specialty. There are other problems, the most important of which is the presence of female college students or their stay in a dormitory affiliated with the institute, In addition, there are minor problems related to cooking, shopping, and the division of tasks among students in the same room. 70% of Students indicated that there is cooperation among students living in the same room, which reflects a positive aspect of the social life of Students .

**Table (5)shows whether students have problems with individuals in the residential area where the department is located, whether there are problems with other students in the same room, or whether there is cooperation between them.**

Question	Frequency	Percentage
Q: Do you have problems with The student s in the same room?		
Yes	50	83.3
No	10	16.7
Q: Is there cooperation between Students living in the same room in terms of food preparation, cleaning, and other simple tasks?		

Yes	50	83.3
No	10	16.7

As shown in the responses of Students recorded in Table (6), which amounted to 47%, there are no visits by officials to the internal departments, and if there are any, they are rare and occur during short and intermittent periods of the year.

**Table (6)The extent of interest shown by the relevant authorities in the internal departments and their follow-up on student matters**

Question	Frequency	Percentage
Q: Are there visits to the internal departments by officials?		
Yes	13	21.3
No	47	78.3

### **Eighth: Academic Focus**

Table 7 indicates that 78.3% of Students believe that conditions are not conducive to studying, reading, and preparing for exams. The same percentage cited a number of reasons that prevent or hinder them from preparing for exams and studying. Therefore, the percentages are higher than the sample size because all students in the boarding school live in the same conditions and are subject to the same constraints and reasons that have a negative impact on their academic level. It should be noted that most students indicated more than one answer, as they were affected by more than one or two reasons.

**Table (7)shows the suitability of the boarding school conditions for studying for The student s living there.**

Question	Frequency	Percentage
Q: Do you find the conditions in the dormitory suitable for studying?		
Yes	13	21.3
No	47	78.3

### **Ninth: Services**

The student s indicate that electricity (national) is available for four hours during a 24-hour period, according to Table 8. This has helped The student s to prepare and study in conditions where lighting and electricity are not available. However, the situation is further complicated by the fact that there is a generator for the dormitory, but it sometimes breaks down, leading to power outages, especially in the summer, according to the sample of students (8.3% of the sample size).

**Table (8)shows the nature of electricity services provided to students in the dormitories.**

Question	Frequency	Percentage
Q: How many hours of electricity (national) are available in the internal section?		
Two hours	5	8.3
Three hours	15	25.0
Four hours	40	66.7
Q: Is there a generator specifically for the internal section that supplies it with electricity?		
Yes	55	91.7
No	5	8.3

The student s' answers were similar in that they referred to the level of lighting in the interior section, as shown in Table 9, with 67% indicating that the lighting was good and 8% indicated that it was poor. Half of the sample indicated that the lighting was somewhat good and fulfilled the required purpose at a minimum. As for water services, there was another problem, as 20% of The student s in the sample indicated that water was not available in the dormitory, especially in the summer and at the peak time of going to school, i.e., in the morning from 7 to 8 a.m., due to the large number of Students .

**Table (9)shows the nature of the services, lighting, water, and transportation provided to Students .**

Question	Frequency	Percentage
Q: How is the lighting level in the interior section?		

Good	40	67 .0
Somewhat good	15	25.0
Bad	5	5.0
Q: Is there a generator specifically for the internal section that supplies it with electricity?		
Yes	40	67.0
No	33	20.0

**Table (10)Materials or equipment provided by relevant entities to students**

Question	Frequency	Percentage
Q: Does the university or the authorities responsible for the internal department provide you with...?		
1 – Heaters	5	8.0
2 – Electric kettles	40	67.0
3 – Fuel for heating and cooking .	10	17.0
4 – Other requirements	5	8.0

Table (10) shows that the authorities responsible for the internal departments provide electric kettles, which accounted for (67%) of the sample size, heaters, and fuel for heating and cooking, which accounted for (8%) of the sample size, while 8% of them indicated that the university or the authorities related to the internal department do not provide the requirements, especially the Internet network and a computer center, in addition to banning mobile cameras in some areas.

### **First: Recommendations**

- 1 – There should be dedicated transportation for Students from the dormitory to the university and vice versa, and the relevant authorities should allocate specific funds for this purpose.
2. There should be adequate and effective security for the dormitories to protect the lives of The student s living there, especially in the current situation in our society.

3 – Government agencies must intervene to reduce threats, especially cyberbullying and similar issues faced by Students , in order to protect their lives and support them in completing their academic studies.

4 – Academic specializations must be taken into account when assigning Students to rooms in the dormitory.

5. Water and electricity services must be provided to students, health services must be improved,

and sanitary facilities for Students must be provided in sufficient numbers and in accordance with health requirements.

6– There must be financial support allocated to Students in the dormitory, even if it is modest, especially in light of the high cost of living in Iraqi society today.

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### Third: Questionnaire

The researcher is conducting field research entitled “Social Problems of Female Boarding School Students.” Please answer accurately with either ‘true’ or “false” as appropriate. Please note that the study is for scientific research purposes only and will remain completely anonymous.

Question:	Yes	No
Q: Does the distance prevent you from attending classes, especially the first lecture?		

Q: Is there transportation available from the dormitory to the university and vice versa?		
Q: Is the location of the dormitory convenient in terms of:		
1- Proximity to markets for shopping.		
2- The presence of a health center near the dormitory.		
3- The dormitory is located in a densely populated residential area.		
4- There is a police station near the dormitory.		
Q: Is the number of rooms in the dormitory adequate for the number of students?		
No		
Yes		
Q: Do you think the security guards at the dormitory provide adequate protection?		
No		
Yes		
Q: Do you find it difficult to adapt to the dormitory community?		
No		
Yes		
Q: Is there cooperation between students living in the same room in terms of food preparation, cleaning, and other simple tasks?		
Yes		
No		
Q: Are there visits to the dormitories by officials?		
Yes		
No		

