



## The Academic Faltering of Orphan Students in the Quarantine of Covid-19

Jabbar Frayyeh Shraida

<sup>1</sup>Psychological Research Center, Ministry of Higher Education, Iraq

\*Corresponding Author: Jabbar Frayyeh Shraida



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### Abstract

The research objectives are there individual differences between the sample members according to gender, Limitations of the Study Curriculum book for first grade reading in Iraq for 2020-2021 academic years, the sample A sample (400) of the current research was selected from male and female teachers in Baghdad who expressed a desire to answer the research questions and The research tool: An exploratory question that was presented to teachers, "What are the reasons for students, ' failure to a study from your point of view, and 30 reasons were collected, Are there individual differences between the sample members according to the gender variable. It was found there are no individual differences between the Ganders and the reasons are known to them.

## Introduction

It is noted that some academic curricula scheduled for this stage Elementary is higher than the level of students' mental abilities, where the information is very intense and stuffed in an incomprehensible and unpopular way for the child, which results in weakness in developing skills and inability to adapt to the curriculum, which makes parents take a long time between their understanding of the material, and their analysis of it He showed the extent of their ability to explain it to their children, and some focused on the science, and mathematics subjects, which they considered one of the most difficult subjects (Hoge, 1995). The child is in the primary stage, and from which he cannot comprehend and will lead to it Not to develop his skills. He mentions another aspect that he considers a key factor in containing the curriculum and facilitating it for the child, as he says that the issue is no longer related to the curriculum only, it is related to the ability of the teacher and the extent of his skills in making the student love the subject and seek to understand it (Manning et al., 2006).

Education, as the nature of this system, is that it is an English system that is based on the accumulation of cognitive experience, which he does not find in the school curriculum so that the child in the elementary stage has shallow information, he studies it for the exam only, and it disappears with the completion of the exam (Alessi & Trollip, S1984). With the information that the child studies in the first grade of middle school where you say that it is similar to the same Information that the child studies in the second grade of primary school. She explains that if the information is difficult for someone who is in an advanced stage, then how is the case for someone at a younger age, since his mental abilities do not absorb this amount of information, which affects parents in teaching their children, and they find it is difficult to communicate the information smoothly to their children.

The method of subtraction is not comprehensible (Millis, 2012). Therefore, we find that the difficulty in books, and its method of sequencing and accumulating intensely, determines the science subject in which the subjects come incomprehensibly in addition to unclear, drawings, which are difficult for a child in the third grade to analyze and adapt to, and with the method of presenting topics in Books (Smith & Boyce, 1984). Also, the science subject is the

mathematics subject in which the lack of gradual multiplication is criticized. Which problems came in random, and one time, without there being a preparation for memorizing the multiplication table, and then the division problems come directly without taking sufficient time to absorb the multiplication (Ng et al., 2006).

The difficulty of mathematics problems is evidenced by the teachers help students to solve their homework in class because he knows that they cannot solve them without his help. More difficult than the preparatory stage this indicates how difficult the science, and sociology subjects are, that is, the new curricula adopted, whose difficulty exceeds the preparatory school curricula, which outweigh these curricula on the minds of children, and the teachers' reliance on teaching parents to their children (Barbacci, 1993). And you find that the difficulty lies more in the method that relies on intelligence testing, which comes in the form of a puzzle, so there is nothing clear and direct, just changing the formula, children cannot comprehend, each according to his ability (Simonson & Thompson, 1997). That is why we see that these heavy curricula do not make children find enough time to play, and if we find a superior student, it indicates that the new curricula adopted despite their density and the method of presentation is not simplistic and popular with the student and its intensive quantity for the student in the elementary stage, but it distinguishes outstanding students and shows the differences between Students are clearly, in contrast to the old curriculum in which most students are at the same level (Hawkridge, 2022).

Many challenges and difficulties facing the reality of education in Iraq, including the difficulty of educational curricula, and the lack of the qualification of teachers, he finds Some students themselves are unable to pursue studies, which leads them to drop out, as one of the bad repercussions of the post-US occupation of Iraq in 2003, is the decline in the educational and educational curricula in Iraqi, schools, and the suffering of students increased in recent weeks, with the approaching mid-year exams. To add a new crisis to the political disappointments and economic, security, and service problems in Mesopotamia (Payne, 2001).

Definition terms; (1) Dictionary of Education: which defines the curriculum as: "The set of subjects or courses required for qualification in a specific field of study, such as Mathematics curriculum (Coli, 2011); (2) Orphan: If his father died on his behalf when he was young, he did not reach the dream and continues to be described as an orphan until he reaches puberty (Roblyer, 1981); (3) Academic faltering: Those difficulties that the learner finds in his educational path (Deutsch & Krauss, 1965).

The research objectives: Are there individual differences between the sample members according to gender?

Limitations of the Study: Curriculum book for first grade reading in Iraq for 2020-2021 academic years.

## Literature Review

### Its Concept and General Foundations

Curriculum concept idiomatically: The definitions of the curriculum regarding convention and varied, and through what some researchers wrote about curricula and teaching methods, we can identify at least five general directions:

#### The First Direction

The focus is on describing the content (the subject), and perhaps this perception is influenced by the concept of ancient Greek education when it was believed that knowledge leads to a change in behavior and the curriculum can be defined — based on it — as a group of the

subject, which is that Specialists prepare it, and educators undertake it and teach it, and this is what we find in the Dictionary of Education, which defines the curriculum as (Herbert, 2007). The set of subjects or courses required for qualification in a specific field of study, such as mathematics curriculum, languages curriculum, social education curriculum, the science curriculum, etc.” And among its definitions: Is course content; For example, if one of the specialists in the Arabic language describes, if we asked him about the grammar curriculum for the first secondary class, it is the curriculum that contains the following different topics: the noun sentence, the mask has, the noun, and its sisters, the verbal sentence, the nouns of the verbs, the accusative etc. (Solomon, 1993).

### **The Second Trend**

In it, the focus appears on describing the educational situation by considering the curriculum as an educational experience in a variety of fields, and is attached to the needs of learners, and satisfies their desires and feelings, and here are all the means that are implemented in the school to provide students with appropriate opportunities to pass the desired experiences, the educator said Doll that (Anderson, 2005) the curriculum has changed its definition from a group of subjects and from course content to all experiences that are provided to learners under the supervision, sponsorship, or guidance of the school (Herbert et al., 1989).

### **The Third Trend**

In it, the focus is on describing the educational process outcomes, Ends, through the combined effort planned by the school, to direct students 'learning towards predetermined outcomes (Manning et al., 2006). Johnson is considered one of the most prominent educators who emphasized that the school curriculum consists only of a set of learning outcomes that we seek to achieve Intended Learning Outcomes, and it is understood from this that behavioral goals are the a cornerstone of measuring the outcomes or outputs (Payne, 2001).

### **The Fourth Trend**

in which researchers in school curricular science focused on the patterns of human thinking, especially contemplative thinking and organized investigative thinking, those ideas that entered educational literature through the writing of the great thinkers Schnee, (1972) and if it was agreed upon That the curriculum is about patterns of thinking, it can be interpreted as going beyond being a set of basic fields of knowledge.

### **The Fifth Direction**

In which the curriculum appears as a system that is part of the educational system, and this direction determines the concept of the curriculum and its place in the educational system accurately and comprehensively, and the system here, (Fagan, 1980) is: a combination of a set of elements that are linked to each other in an integrated, functional way, These elements were defined by Tyler in four: objectives, content, teaching, and evaluation. From the above, the curriculum can be defined as a system: a pattern or plan of successive educational experiences that go according to sequential steps, individually or collectively, and extend to include curriculum goals, its content, teaching strategies, methods, and means Education, school activity, the evaluation process, etc (Deutsch & Krauss, 1965).

A comparative critical study of the curriculum the concept between the traditional theory and the modern outlook:

It is clear from the previous intellectual trends that have been deduced and addressed that they fall into two large groups, namely: the set of traditional definitions of the school curriculum, which was represented in defining the curriculum as separate academic subjects or defining it

as the course content, and secondly: the broad set of modern definitions of the curriculum, which consisted of defining the curriculum as learning experiences, defining it as patterns of human thinking, defining it as final goals that we seek to achieve, defining it as a written educational action plan, and also defining it as a production system (Ernest, 1998).

The traditional definitions of the the curriculum has been severely criticized by the owners of innovative schools in the curriculum. They believe that real learning does not take place simply by memorizing, indoctrinating, and storing information in the brains, as the traditional curriculum definitions are based on it but through interactions through which a person sees the meanings, and relationships contained in this information and that critical reading is a careful examination of the educational literature books and their implications for this (Ng et al., 2006). The field shows us that the most important criticisms directed at the curriculum according to the old concept (Antony, 2008); (1) Conducting communication from one side, as the negative role of the learner; (2) Looking at students, 'minds as storing information and data; (3) Dependence on the mental aspect, neglecting the emotional, Social, and psychological aspects of students; (4) Specialists do not take into account the preparation of materials and decisions about personal preferences; (5) Weakening the need for research and knowledge, considering academic achievement as a stand-alone goal; (6) Dealing with study materials as separate materials and skills; (7) Deficiency of teacher teaching methods. Their reliance only on communicating information; (8) Overlooking individual differences between students; (9) The failure of the curriculum to fulfill recent developments, and the explosion of knowledge; (10) Not employing the surrounding environment and purposeful activities and projects; (11) The absence of a systematic philosophy based on the goals of education and the needs of society; (12) Reliance on the curriculum or course as the only reference qualified for success (Manning et al., 2006).

As for the one who looks at the modern definitions of the curriculum, he will find that As for the one who looks at the modern definitions of the curriculum, he finds that it was affected by a set of factors that helped the development of the concept of the curriculum, perhaps the most important of which is the progress of psychological sciences that view the human personality as a mechanical unit with its cognitive, emotional and skill aspects and that learning needs maturity, training, and physical and mental readiness Emotional motivation and practice (Solomon, 1993).

The progress of educational sciences has made the primary function of education to modify behavior according to the demands of the learner's growth, the needs of society, and the state's philosophy so that the individual's experiences are rebuilt, modified, and enriched to achieve proper growth, and highlight the educational values of work. And the third of those factors is the emergence of scientific curricula that have been introduced into the world of schools, and this approach has made the learner active, participatory, and positive through his implementation of the steps of the scientific method in thinking (Davies & Houghton, 1995).

We can conclude that the most prominent features of curriculum definitions according to the modern concept are; (1) Community; That is, the curriculum in its modern sense Ernest (1998) is variable and developed according to the change of society, one of the important sources from which the objectives of the curriculum is derived, and therefore, the objectives of the curriculum must evolve according to the development of society; (2) Teaching methods, in light of the modern curriculum, the teacher Smith & Boyce (1984) must diversify the teaching methods, and he may use more than one method in a single lesson, and most of his teaching is based on meaningful pupils 'positions and problems that take into account their nature and their preparations, as well as the differences in Individuality among them; (3) The teacher, the

teacher's role in the modern curriculum Alessi & Trollip (1984) has become a guide, mentor, rectifier, class director, role model, and developer of the curriculum, a facilitator of the educational process, and an expert in the use of technology (Coli, 2011); (4) The student, the traditional education considered the child as a small man on whom we can impose the standards of adults, their information, skills, and values, but psychological studies have shown that the child has characteristics that contradict adults and that each stage of development has the characteristics that distinguish it, and its physical, mental, and emotional preparations. Its tendencies and trends and the curriculum has taken it upon itself to take all that and others (Coli, 2011); (5) Academic subjects, the study materials in the modern curriculum receive the attention they deserve, so the curriculum does not deny its value nor diminish it, but it does not make it for its own sake. Rather, it is a means that help the students' integrated growth desired, and the modern curriculum determines the broad lines from which students choose it suits them, and from the aspects of the activities, they want (Barbacci, 1993); (6) School, family, and society. The the modern curriculum works on linking the modern triad which is one of the foundations for the success of the educational process, namely: the school, the family, and society (Millis, 2012).

## Methods

Reading and analyzing the reading content of the first grade of primary school according to the curriculum, building standards, and then presenting it to a group of experts to confirm that it is not suitable for a curriculum that is not suitable for the ages of the first grade of primary school, which leads to the dispersion of their attention and focus. Analyzing a correct and incorrect image content.

The sample: A sample (400) of the current research was selected from male and female teachers in Baghdad who expressed a desire to answer the research questions. The research tool: An exploratory question that was presented to teachers, "What are the reasons for students' failure to a study from your point of view, and 30 reasons were collected?"

## Results and Discussion

Questionnaire results from Reasons for default in general:

Are there individual differences between the sample members according to the gender variable: through the table below it was found there are no individual differences between the Ganders and the reasons are known to them, and the table below shows that Table No. (3).

T	Item	Gander	Yes	No	Chic	Sig
1	The classroom is overcrowded, up to 60 male and female students	Male	148	52	0.01	no sig
		female	149	51		
2	The lack of educational aids and the inadequate availability of them	Male	140	60	0.00	No sig
		female	150	50		
3	Failure of schools to keep pace with the continuous technological development	Male	125	75	0.09	No
		female	125	75		
4	Teachers move between different teaching methods	Male	124	76	0.01	No
		female	123	77		
5	Instability of teachers, which negatively affects their performance	Male	150	50	0.01	No
		female	140	60		
6	Ineffective school feeding system	Male	142	58	0.01	No
		female	141	59		
7		Male	17	63	0.04	No

	Weak social standing of teachers, which began to decline	female	135	65		
8	Teachers did not choose a teaching profession with conviction	Male	110	90	0.00	No
		female	113	87		
9	Lack of material and moral incentives	Male	162	38	0.05	No
		female	151	49		
10	The current system of evaluation does wrong to students more than it does justice to them	Male	144	56	0.06	No
		female	149	51		
11	Examinations in most Arab education systems take the form of a match	Male	145	55	0.01	No
		female	160	40		
12	School tests did not reach the true evaluation formula	Male	142	58	0.01	No
		female	138	62		
13	Some parents are illiterate and have not lived up to the level of tracking their children	Male	142	58	0.00	No
		female	142	58		
14	The absence of any example for the disciples to follow in their midst	Male	143	57	0.01	No
		female	148	52		
15	The absence of any example for the disciples to follow in their midst	Male	140	60	0.01	No
		female	149	51		
16	The school's loss of its attractiveness and its role in spreading knowledge	Male	137	63	0.01	No
		female	123	77		
17	Bringing the experience of family members and relatives to join the free labor market for quick gain.	Male	134	66	0.01	No
		female	124	76		
18	Questioning the feasibility of the study, the learner's living reality	Male	145	55	0.00	No
		female	145	55		
19	The school curriculum in its current form has nothing to do with reality	Male	135	65	0.04	No
		female	137	63		
20	Curricula do not respect individual differences between learners	Male	159	41	0.01	No
		female	158	42		
21	The large number of study materials and the inadequate time allocated to them	Male	149	51	0.01	No
		female	148	52		
22	Realistic achievement space forces the teacher to pass these subjects unnoticed	Male	149	51	0.05	No
		female	147	53		
23	The curriculum did not take into account the social differences between the students	Male	138	62	0.01	No
		female	137	63		
24	Subjective reasons related to the student himself, such as poor intelligence	Male	136	64	0.01	No
		female	137	63		
25	The relationship of academic faltering with the student's mental health	Male	154	46	0.01	No
		female	134	66		
26	Palace in the senses	Male	144	56	0.00	No
		female	144	56		
27	Exposure to some temporary or chronic illness	Male	131	69	0.01	No
		female	155	45		
28	Inadequate curriculum	Male	148	52	0.00	No

		female	143	57		
29	Difficulty pronouncing the foreign language because it differs from the mother tongue	Male	150	50	0.01	No
		female	151	49		
30	Weak time allocated to the material and the large number of sub-materials that make it up.	Male	142	58	0.01	No
		female	148	52		

The issue of educational curricula is still a chronic headache in the hands of heads of states and societies in the Arab world because of their prominent role in shaping the generations entrusted with controlling leadership in various fields.

Within a few years, between the raging controversy in some countries about the disastrous mistakes committed by the authorities in developing curricula that lack the revision and draft required for an educated generation holding the knowledge wheel from its foreground, no process is nothing more than a mere, "filler" that does not fatten or enrich from ignorance. Perception, the absence of values, and the humility of knowledge in other countries that hide behind academic degrees obtained.

What emerges into the open is a very dangerous phenomenon represented in "academic degrees" whose knowledge is only known for a small amount the context, other countries complain about the danger of losing identity and conflict between two identities, while some influential people are promoting the idea of fighting primary school as being responsible for the production of terrorism, and the tendency to apply other strange approaches under the pretext that it represents a model of openness and liberation.

Among these and those, some took concrete steps towards developing educational curricula to keep pace with progress in methods and methods. However, efforts collided with stubborn obstacles, chief among them the poor level of teachers, which could not enable them to work according to the developed curricula to rid minds from the darkness of indoctrination to the light of mind realization through analysis and innovation, and reliance on intensification.

The practical program is more than theoretical, especially in applied sciences, especially computer curricula and other scientific materials that require well-equipped laboratories. Amid this state of complexity in some curricula, specialists warn of a decline in the level of some teachers. Went stresses the need to include teachers in training courses that rehabilitate them to be, "educators" who build a generation according to scientific and humanitarian frameworks, and about their keeping pace with the changes that occur to the curricula, adding, "The teacher," capabilities must be taken into account and the provision of courses and workshops in which they train on the new curricula, whenever they arise Changes to it."

## Conclusion

A large group of teachers comes from an academic institution that is also suffering, which is represented by universities or teacher institutes that receive students from the third intermediate grade graduates and graduate them to early elementary school teachers. Scientific laboratories are not available in schools except on a small scale, and they are dilapidated, and Iraqi schools also lack modern means of the explanation that helps the teacher delivers information to the student, so what is in the school curriculum pages remain the teacher's captivity, his method, and capabilities.

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