Research Article

The Quality of The Education System for Orphanage Children Between Motivation and Future Building in Irbil City

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Abstract

A healthy family can progress the successful individuals for society also for themselves. However, sometimes the family will be broken, in this case, the most harmful member is a child who becomes an orphan. This study aims to find out several motivational factors which help orphans to build their future life. Also, it tries to evaluate the quality of education for orphans which follows some structure that influences their welling to access the teaching process. This study is the descriptive quantitative method which takes 112 orphans randomly as samples that include grate 10th,11th, and 12th in Erbil city. The findings reveal that the family is a powerful factor in motivating children to be successful in the current and the future. Therefore, it shows that rather than they have faced many difficulties in their life still they think about the best future and they believe that life is an intelligent challenge so we never give up on our dreams. In addition, the result reveals some negative points such as most of them feel of inequality between orphans and non-orphans in the society. The result illustrates that most of them become dissatisfied when they have many requirements but nobody supports them. On the other hand, also they give up on school motivation because they think it does not meet all requirements. However, this study finds that the majority of samples trust the teachers as they are understandable educators.

1.Introduction

Many orphan children are their age under 15 years old and lose one or both parents due to different reasons. The lack of parents is not making gaps only in kindness, warm families, and help but also will create a pandemic break in the education system for orphan children. When we hear lost in education directly, we can imagine the destruction future. All parents are always worried about their children's opportunities in life. other whys they continually motivate the children to hold life chances carefully. However, sometimes unfortunately some children will miss these motivations.

UNICEF defines an orphan as a child under 18 years of age who has lost one or both parents to any cause of death. Also, according to the same source, there is 140 million orphans existed in the world in 2015. "Orphans are mostly in the low education achievement" (He el al., 2023, p.3) because they don't have regular attendance in the school and mostly they will not be in the accurate grade level according to their age like non-orphan children. In addition, (Pillay el al., 2020, p.9) defined an orphan as a child who does not have any live parent to care about them. In other words, education is not only a gap in the orphans' life but also some other breaks will be raised in their lives such as motivation for having the best future.

Moreover, some orphans live in households however, some others will live in orphanages. (Widiastutik el al., 2022, p.11) stated that a large number of children in orphanages need more help with education than others in the household. In addition, (Toseef el al ., 2023, p.16) believed that educational policy for orphans will have a negative short and long-term impact on their physical and mental outcomes. , this quality of education focusing on orphans and their needs will reduce the public opportunity for their future lives. on the other hand, (Tjoprajono el al., 2022, p.8) said that the quality of education in orphanage schools is at a high level. She believes that it provides education and support to orphans who have lost family motivation and schooling attendance. Also, sometimes they hold some public charities as training for building their future life.

The main problem in this study is why most orphans miss their education. What are these factors that let them leave school? How will you motivate them to create their future? Previous researchers have found many barriers that affect the education achievements of an orphan, such as psychological shock, mental impression, economic problems, missing time for school, and some other factors. However, this study aims to discover a suitable procedure for motivating orphans to create their future lifetime and also it focuses on the quality of education for orphans that meet their needs as students at school and access equal education to non-orphan children.

2. Education

Committee on the Rights of the Child 1989 defines education as an essential human right for every child. Thus, any child who has this opportunity to access schooling so the best life will wait for him in the future. Moreover, (Tjoprajono el al., 2022, p.4) stated that education is an equal right for all children. This argument aims to give identical chances for every child to improve their ability in some fields such as physical, cognitive/mental, emotional, social, psychological, spiritual, and moral.

The Department of National Education (2001) sets up that all children can learn so that orphan children are similar to non-orphans according to some needs such as education structure, the system that serves their needs, and socio-economic status. Since the early 22nd century, there has been a rise in the number of orphans in Kurdistan. This number directly belongs to the increase in divorce cases, war, death of one or both parents, metamorphosis, and poverty.

(Dewanti el al., 2021,p.19) Believe that some factors will be risks for orphaned to improve their education like a peaceful home environment, stable economy, and healthcare. Moreover, (Ringson, J., 2020, p.10) states some strategies for supporting the orphan child to continue

school: a- The government must access free education for all children (orphan and non-orphan). b- UNICEF seeks to improve education with all needs. The last key strategy belongs to non-government and charity organizations to focus on the current and future lives of orphans. In addition, (Zahrah el al., 2022, p.20) mention some impact achievements of orphans, he believes that they should understand the educational benefits such as individual promoting and personal development in social and economic outlook life. Also, (Toseef el al., 2023, p.6) support the same idea when they say orphans have to participate in some training courses about the importance of education in life and how to get opportunities in time.

3. Barriers to education for orphans
3.1 Lifestyle Situation
It is a clear situation that an orphan has lived in the poverty context. In other words, mostly they go to school hungry and lack school requirements like pens, copybooks, books, etc. (Himulayi el al., 2020, p.18) another barrier is illness. He said an orphan may be sick and nobody cares about, or delay treatment because of lack of medicine so these barriers will affect their ability to attend school and implement well. In addition, (Aladegboye el al., 2023, p.6) emphasizes that they don't have the educational motivation due to this gap between parents and family. So that some orphans have to drop out of school because they work hard to earn money.

3.2 Non-supportive teachers

Many teachers put great focus on the performance of the students. At the same time, (Taniguchi el al., 2019, p.5) set up that the sharp regulation of the school is not unhealthy but it should be helpful for orphans. Some schools will punish students who don't pay more attention to attendance and homework. Whilst, (Neelgund el al., 2019, p.16) believes that emphasis on performance and doing homework may motivate orphans to become the successful students. Since they will follow and access the disciplinary processes. However, an orphan student complained and said "Some teachers are mean and do not care about me". (Harrison el al., 2019, p.3) support him and states that many schools only emphasize teaching the curriculum and never care about the special needs of orphans' lifestyles. This argument means an orphan must care about home duties, life necessities, and school requirements. Moreover, (Abdurakhmonova el al., 2022, p.11) mention some inflexible teachers and define them as a group of discouragement teachers who force orphans to drop out of school. Oppositely, (Zabriskie el al., 2019, p.20) count some reasons which make orphans disappointed in front of schools such as large class sizes, a crowded curriculum, and insufficient staffing. So that the school cannot pay more attention to the orphans.

4. Analytical framework for the education of orphans and vulnerable children

This framework work which is adapted from (Bello el al., 2019, p.12), consists of quality, Access, Community participation, Programed implementation, and Program monitoring and evaluation. This framework is designed to develop quality and accessibility education for orphans which encourages them to community and good practices.

The following table will provide more details about this educational framework:

Table 1. Shows the Educational Framework

Framework Topic	Details

Quality	It is divided up into Content, Methodology, Learners' needs, curriculum, teachers' qualifications, and training course.
Access	Includes internal and external school factors such as educational policies for all and supportive education at home.
Community participation	Involves attitude, educational participation, and power to make decisions, and outlines that everyone is responsible for the education of children.
Programmed implementation	Belongs to design, implementation, and funding.
Programmed monitoring and evaluation.	This means analyzing the results and giving feedback.

This framework is designed to develop quality and accessible education for orphans: as stated by Bello, T.K. and Pillay, J., (2019)

5. Orphans

It is wondered when (UNICEF 2008b) published that there are 145 million children from o to 17 years old were orphaned in 2007. According to the same source, the main cause of the increase in orphans is AIDS. Therefore, the HIV pandemic threatens the world and distraction families. Moreover, (UNICEF 2008b) announced that 11.6 million orphans are alive in sub-Saharan Africa due to AIDS. At the same time, (He, Y., 2023, p.9) stated the children who are orphaned mostly suffer from health problems and nutritional effects if we compare them with non-orphan children. (Abdurakhmonova el al., 2022. ,p.8)Defined orphans as children who lost their parent (mother or father or both of them) and their age is under 18 years old.

5.1 The Psychology of Orphans

(He, Y., 2023, p.2) defined orphans in another idea which is the child who has lost their parent and an orphan child will be at more threat than a non-orphan one. Moreover, orphan children are in the unstable psychological trauma to understand their parental loosing. Therefore, (Wang, X., 2023, p.10) Support this idea that they don't have the passion and actions to address themselves because they always feel that they are at risk. The orphan child is more likely to face problems than non-orphan ones. Moreover, (Pillay, J., 2020, p.19) talks about their life in the society. He compared the behavioral and emotional reflect in primary school between orphan and non-orphan students. The results show that the psycho-society issue is growing with those children who have lost their parents. So, it is recommended that all teachers in the orphanages take psychological training courses that help them to understand orphans' psychological and sociological barriers. Thus, (Shuja el al., 2023, p.9) take some samples between 160 males and 70 females who are orphaned. The results found that marriage at a young age took place. In other meaning, they had a lack of education background, peer relations, economic management, and psychological problems when they married at that early age.

6. An orphanage

An orphanage is a residential institution, total institution, or group devoted to the care of orphans and children who, for various reasons, cannot be cared for by their biological families. Therefore, there are many reasons why orphans will go to orphanages such as the death of their parents, lack, of sickness, mental illness, and they are unwilling to care for their child. Moreover, (A Paoki el al., 2022, p.15) mentioned the kinds of orphanages, some of them may be supported by the government, but in the developed countries they have funds and non-government charity organizations will provision orphanages. On the other hand, (Widiastutik el al., 2022, p.7) stated that in some countries orphanages may care for those families who have near to risk of breaking down. It is a pre-protection of their child to not be an orphan and associate the orphanage.

7. Adopting

The adoption process cannot provide adequate emotional support to these children. Therefore, most of the adopting parents lack knowledge about the psychology of their child, and how to solve their problems, and hence they are unable to serve the truth of parental emotional support. On another hand, (Wang, X., 2023, p.11) stated that some children who do not have any relative adopting family to go to there may be needed to become self-owners or child-headed families. So that, this environment will be made the unstable child's psychological condition. However, (Abdurakhmonova el al., 2022, p.6) replaced the adapter in the household. In some situations, there are biological relations between the orphans and their adoptive family which is called householder. According to the same resource, householder families are mostly more effective compared to just adopting parents without any biological relatives.

8. Motivation and Future Building to Orphans

Firstly, learning is the key point for creating the largest future, either through education or through experiences. (Hamzah, A., 2023, p.10) has examined the learning experience of some orphans who are living in the orphanage. It aims to reveal the social and personal ideas of orphans about learning. In the end, the researcher can find three major factors that influence orphans' learning:

1- Teachers. always they have to effective strategies, objective for comfortable, and learning education.

The orphans have expected to learn because to get money or make a

2- Context of the classroom. Overcrowded class, lack of furniture and technology, weak syllabus, and practice foreign language may destroy the future of learning.

3- Health care, communication issues, and psychological conditions will effect on learning process.
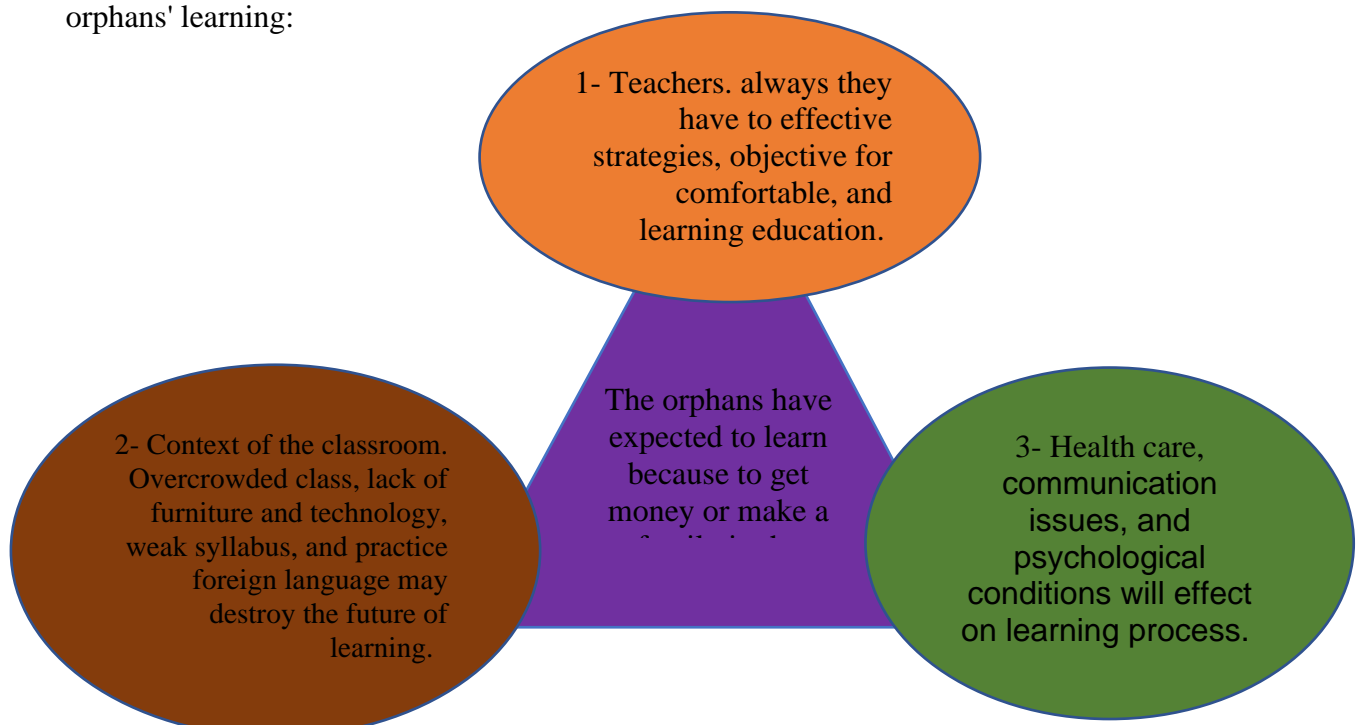
Figure 1. The Major Factors that Influence Orphans' Learning: identified by Hamzah, A., (2023)

 Another factor for motivates orphans to create their future is belonged to the quality of life. (Maruf el al., 2022, p.6) compared orphans' and non-orphan's social lives and found that there is no dissimilarity among them about the level of their social circumstances. However, the major difference belongs to the quality of their social life. According to the outcomes, orphans are in a lower level of societal life compared to non-orphans according to encouraging them and providing most of their requirements. Thus, (Zahrah el al., 2022, p.16) investigated another point as a motivated dynamic of orphans which is educational support. It found some reasons as supportive points such as financial encouragement to help orphans to attend school through providing a scholarship, paying school fees, nourishing systems, psychological caring, and physical safety. Furthermore, (Tjoprajono el al., 2022, p.5) studied an important motivated reason that regards to how can influence orphans" performance. The findings mentioned some topics as effective aspects of peer performance of orphan children, such as management competencies, resource availability, community participation, monitoring, and evaluation. Moreover, (Dewanti el al., 2021, p.15) added some other topics for peer performance influence. They stated that providing commercial allocation, using technological information, and taking training courses about management and leadership team style may improve the orphan's performance.

 Consequently, some other researchers worked on another title as a motivated factor to help orphans create their future which is regarded as those challenges that orphans will face on their way to higher education. (Himulayi el al., 2020, p.13) emphasized the relationship between orphans and their household heads. They believed that these relations which have biological ties between them will effect on educational progress. On other meanings, the biological ties with the household head have some educational advantages because in this case, the adaptor may be caring about their health, clothes, food adoration, school attendance, financial problems, and awareness of their future. In addition, (Zahrah et al., 2022, p.7) conducted that how institutionalization will impact orphans' outcomes. As it is faced lack of parents and lost motivation advances by the orphans.

 On the other hand, (Maruf et al., 2022, p.20) stated some important points for motivating orphans. He suggested several programs such as an improving school context which focuses on organization programs for orphans' social life, cheek up package, and respect program for their household head. b- The quality of teachers that is highlighted in the training course about psychological condition, developing skills, economic development, and the importance of individual and social future progression to orphans. Furthermore, another researcher recommended that orphans have to provide mental health. So that, this problem is recognized through some symptoms such as an isolated child, sadness, stress, depression, and strange psychological conditions. Moreover, (Aladegboye el al., 2023, p.14) believe that these reasons directly will effect on destroying their future so they mention some factors that can help to control this problem which firstly include the school's role in removing or decreasing depression, it belongs to teachers' role as the charismatic character on orphans' life. Most of the research emphasized on trainer teachers' role because they can act as their parents to guide the best future path of orphans. The last role refers to social motivation which also can help orphans to minimize their psychological complications. Therefore, the most important follower is the government to support and monitor all factors that motivate orphans to build their future.

9. Methodology

Some orphan children are still out of education and some fundamental reasons have caused them to lose lots of opportunities to build their academic and personal future so, this study has attempted to discuss these problems. This research is a descriptive quantitative method. It selected 112 orphans who are students in the 10th, 11th, and 12th stages in Erbil City. The current study will find the best outcome that has engaged between its aim and samples. Since, the samples those people who are going to graduate soon and go to think about their future

9.1 Participants
 The participants in this study include 112 orphan students in the three different levels 10th, 11th, and 12th stages. Thus, each one of them has a different life story, absolutely dissimilar types of their parent's path, and a singular view of the future.
9.2 Tools

 The tools in this study consist of two segments: the first one belongs to demographic data; the second part is questions related to orphans' motivation for their future and identifying challenges that limit the quality of education to orphans which investigates equal and free education for orphan children. Also, the instruments which are used in this study consist of SPSS data analysis, frequency, and percentages.

9.3 Procedures of Data Collection

   This chapter discusses the procedure of descriptive quantitative data analysis.

9.3.1 Procedures of Descriptive Qualitative Data Collection

   This study follows the descriptive quantitative approach. According to (Zook el al., 2018, P. 43) this method consists of four steps to achieve research goals. These techniques involve defining respondent characteristics, measuring data trends, conducting comparisons, validate existing conditions. Hence, the first couple of ways are more significant than the last ones. Moreover, all samples were taken in Erbil, each one needed almost 15-20 minutes to answer the questions and this study was done in November 2022.

10. Findings
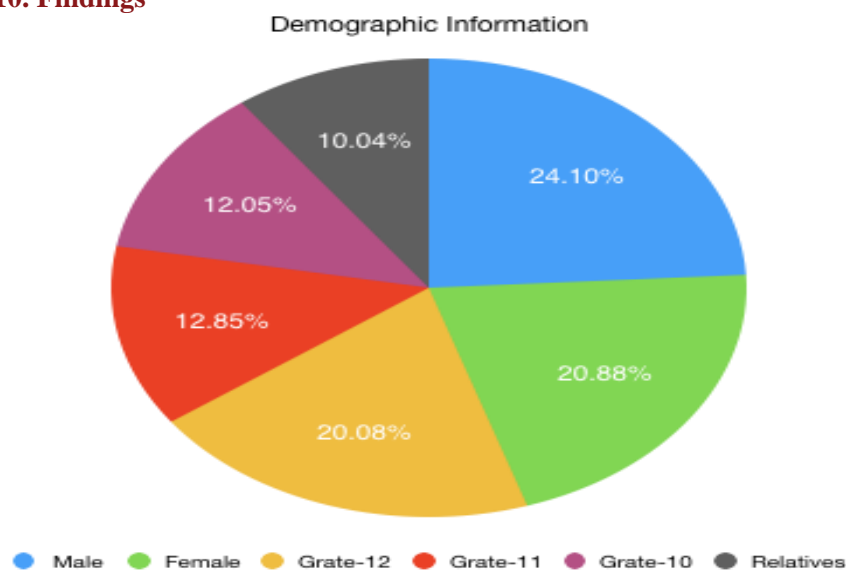
Figure 2. Illustrates the Demographic Information

This pie chart shows the demographic information about the orphans participating in this study. It is clear that the male sample is bigger than the female number which is 24.10% belonging to males and only 20.88% is female. At the same time, 10.4 orphans have family relations between them, which looks very small number. In addition, this chart illustrates the percentage of samples of grate10, 11, and 12 which is clear that the largest number of it is grate12 and the smallest is grate10. The total of participants is equal to 112 orphan students.

Table 2. Showing Orphans'' Motivation Factors for Building Their Future Life.

1. I believe that family can provide plenty of opportunities to make a suitable life.					
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	0	2	3	20	102	127
Percent	0	1.6	2.4	15.7	80.3	100

2. I feel that my household head and adapter can take the parent's position.					
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	10	12	13	39	53	127
Percent	7.9	9.4	10.2	30.7	41.7	100

3. I wish to hold my mission (future life) and all the difficulties which facing my life.					
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	1	2	9	42	73	127
Percent	0.8	1.6	7.1	33.1	57.5	100

4. My idea is when life becomes an intelligent challenge it is perfect to suffer difficulties and attend university.					
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	3	1	3	33	87	127
Percent	2.4	0.8	2.4	26.0	68.5	100

5. I already have my favorite job or college department which comes through participation in some training courses and school recommendations.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	8	9	5	32	73	127
Percent	6.3	7.1	3.9	25.2	57.5	100

6. Since I am in society I never feel any dissimilarities between me and a non-orphan child so it makes me isolated and depressed.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	69	5	8	39	6	127
Percent	54.3	3.9	6.3	30.7	4.7	100

7. Lack of some requirements such as advice, financial, health care, warm family, and food make me more disappointed about my future.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	3	2	3	19	100	127
Percent	2.4	1.6	2.4	15.0	78.7	100

Table 2. Shows the frequency and the percentage of participants' responses to the measures. Which are 1. strongly disagree, 2. disagree, 3. undecided, 4. agree to 5. strongly agree. Also, it illustrates their reactions to these factors that motivate them to make the best future. Findings reveal that they strongly agree that the family will provide many opportunities to make a suitable life. However, the maximum disagreement belongs to question 6 which talks about their character in society. 54% strongly disagree and only 4.7% strongly agree. In addition, for each question, this study can find the optimum measure which is clear in Table 3. and more explanation will be given in the discussion part.

Table 3. Illustration of the Quality of Education to Orphan Students

1. Lack of family influence on my teaching process.						
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	0	27	6	10	100	127
Percent	0	21.3	4.7	7.9	80.1	100

2. Our school is just like the private schools.						
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	52	37	8	13	17	127
Percent	40.9	29.1	6.3	10.2	13.4	100

3. School is/was discouraging for me and university may be also similar so I don't have a plan for going to university.						
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	12	34	11	7	63	127
Percent	9.4	26.8	8.7	5.5	49.6	100

4. The teachers are understanding of our psychological situation.						
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Total
Frequency	20	25	14	40	28	127
Percent	15.7	19.7	11.0	31.5	22.0	100

Table 3. Demonstrates their response in front of the quality of education. Also, the reactions start from strongly disagree and end in strongly agree. It looks like 0% strongly disagree that the lack of their family doesn't affect their teaching process. On another hand, 49.6% strongly agree with question 3 that they are disappointed with the university. For more distances, Table 3.2 shows all results obviously and more discussion will be read in the findings and discussion.

9.2 Discussion
The 112 orphans who participated in this study belong to grades 10, 11, and 12. It is noticeable that only 10% of them have a relative relation. So, it may have some negative psychological effects on them because they are alone in the orphanage or household family, with no sister no brother. According to the findings, the family has a great role in raising children and motivating them for the best future. Mostly family is equal to parents, especially for a child. The result has shown that most orphans strongly agree that parents or family can make the brightest future for them. However, only %5 strongly disagree that the lack of parents does not affect their teaching process. Thus, this study finds a very important point which is the majority of participant orphans emphasize on exist, parents and family, are the keys to a happy life but at the same time %41 among them strongly agree that their adapter or household can take the place of their parent and %31.5 among them believe that they have understandable and helpful teachers who have worried about their future just like parents. Now, these results illustrate that if every surrounding person is kind, responsible, and educated still cannot provide them with the truth about their parents' emotions. Moreover, it

can find a very interesting result which is most of the orphans still haven't lost their trust in their lives, the participants answered that rather than all the difficulties and barriers in their lives they have to struggle with them and try to catch their dreams. While 54.3% strongly disagree that they don't feel the equality between orphans and non-orphans in society. Hence, this inequality belongs to some sectors such as happiness, health care, education, family, and cute. At the same time, only 8% of samples were rejected because to didn't pay attention to life and they could solve problems, so, it means that they have lived in stable psychological cases despite the lack of parents. Another finding supports the previous result which shows that their hurts and pains will let them make the best future for themselves because 85 percent strongly agree that nowadays life will follow intelligent thoughts and abilities so everybody should take this challenge and graduate from university. On one hand, the finding revealed that the orphans were willing to teach a specific career to hold it for the future, while only 6% of participants reflected negative expressions because they cannot take any advantage and knowledge from the training course. On the other hand, %78.7 answered strongly agree that lacking some life requirements will make them disappointed in front of life such as family, health care, financial problems, food, and clothes. It looks that sometimes they lose their trust in their capacity due to the absence of motivation. However, the most painful result is that most of the participants do not trust school and they responded that the school is not the optimum context for encouraging students to build a future while %49.6 strongly disagree that school can motivate them to share university because they believe that also the university may be the same to the school which never make them hopeful for future. In the end, this research has found that the existence of family(parents) is the only reason that helps the child to be successful in life Also, having many orphans in society will break it down because they cannot grow up in a healthy environment till, they can become a fruitful individual among society.

9.3 Conclusion and Recommendation

This study could discover its aims which focused on the motivation procedures for helping orphans to create their future. Also, another aim that this research worked on is the quality of education for orphans especially these factors which affect orphans' performance in the teaching process. The findings revealed that family (parents) is the influential reason to inspire children to make a fruitful future for their life and be an effective power in society. Also, it found a positive point which is the orphan participants are visualized about their future while they have many problems. They believed that this life is a challengeable completion so we have to break all barriers for succession. However, this study discovered some negative opinions that make them disappointed about life as they feel inequality among themselves and non-orphans from society, also, another harmful reveal belonged to the lack of supportive people while they have many necessities. Moreover, this study shows that the context of school demotivates them to go to university but most of the orphans believable on the teachers as the comprehensible instructors who can understand their situation. The most effective recommendations are managing some training courses for those teachers who demonstrate orphans also, The Kurdistan Government and social organizations have to aware of parents to decrease the divorcing phenomenon, and awake society to look at orphan children as a non- orphan.

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پوخته

خێزانی تەندروست دەتوانێت تاکەکانی سەرکەوتوو بۆ کۆمەڵگا بۆ خۆی بەرەوپێش ببەم. لەگەڵ ئەوەشدا، هەندێک جار خێزانەکه تێکدەشکێت، لەم حاڵەتەدا، زیانبەخشترین ئەندام منداڵێکه که هەتیو دەبێت. ئامانجی ئەم توێژینەوەیه دۆزینەوەی چەند فاکتەرێکی هاندەره که یارمەتی هەتیوەکان دەدات بۆ بنیاتانی ژیانی داهاتوویان. هەروەها هەوڵدەدات جۆرایەتی پەروەردە بۆ هەتیوەکان هەڵسەنگاندن بکات که شوێن هەندێک پێکهاته دەکەون که کاریگەری لەسەر تەندروستیان هەیه بۆ دەستگەیشتن به پرۆسەی فێرکردن. ئەم لێکۆڵینەوەیه بریتیه له شێوازی وەسفکردنی چەندایەتی که ١١٢ هەتیو به هەرەمەکی وەرگیراوه وەک نموونه که له ١٠ بۆ ١١ و ١٢ له شاری هەولێر دەگرێتەوه. ئەنجامەکان ئەوه ئاشکرا دەکەن که خێزان فاکتەرێکی بەهێزه بۆ هاندانی منداڵ بۆ ئەوەی سەرکەوتوو بێت له ئێستا و له داهاتوودا. بۆیه ئەوه نیشان دەدات که له جیاتی ئەوەی ئەوان ڕووبەڕووی چەندین کێشه بوونەتەوه له ژیانیاندا، بەڵام هێشتا بیر له باشترین داهاتوو دەکەنەوه و باوەڕیان وایه که ژیان بەرەنگارییەکی زیرەکانەیه بۆیه هەرگیز کۆڵ نادەین له خەونەکانمان. سەرەڕای ئەوەش، ئەنجامەکه چەند خاڵێکی نەرێنی ئاشکرا دەکات، وەک زۆربەیان هەست به نایەکسانی دەکەن له نێوان هەتیو و هەتیو له کۆمەڵگادا. له لایەکی دیکەوه، ئەنجامەکه ئەوه نیشان دەدات که زۆربەیان نارازین کاتێک داواکاری زۆریان هەیه، بەڵام کەس پشتگیریان ناکات. له لایەکی ترەوه، ئەوان واز له هاندانی قوتابخانه دەهێنن چونکه پێیان وایه هەموو پێداویستییەکان بوونیان نییه. بەڵام ئەم لێکۆڵینەوەیه دەریخستووه

ووشه سەرەکییەکان: هەتیوەکان، پەروەردە، هاندەر، بینای داهاتوو، هەتیوخانه.

جودة النظام التعليمي لأطفال دور الأيتام بين الدافعية وبناء المستقبل في مدينة أربيل

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ملخص

يمكن للأسرة السليمة أن تقدم الأفراد الناجحين للمجتمع أيضا لأنفسهم. ومع ذلك ، في بعض الأحيان سيتم كسر الأسرة ، في هذه الحالة ، يكون العضو الأكثر ضررا هو الطفل الذي يصبح يتيما. تهدف هذه الدراسة إلى معرفة العديد من العوامل التحفيزية التي تساعد الأيتام على بناء حياتهم المستقبلية. كما يحاول تقييم جودة التعليم للأيتام الذين يتبعون بعض الهياكل التي تؤثر على رفاههم للوصول إلى عملية التدريس. هذه الدراسة هي المنهج الوصفي الكمي الذي تم أخذ 112 يتيما عشوائيا كعينات تشمل صر 10 و 11 و 12 في مدينة أربيل. تكشف النتائج أن الأسرة هي العامل القوي لتحفيز الطفل على النجاح في الحاضر والمستقبل. لذلك ، فإنه يظهر أنه بدلا من أن يواجهوا العديد من الصعوبات في حياتهم ولكنهم ما زالوا يفكرون في أفضل مستقبل ويعتقدون أن الحياة تحد ذكي لذلك لا نتخلى أبدا عن أحلامنا. بالإضافة إلى ذلك ، تكشف النتيجة عن بعض النقاط السلبية مثل شعور معظمهم بعدم المساواة بين الأيتام وغير الأيتام في المجتمع. من ناحية ، توضح النتيجة أن معظمهم يصبحون غير راضين عندما يكون لديهم العديد من المتطلبات ولكن لا أحد يدعمهم. من ناحية أخرى ، يتم التخلي عنهم أيضا من الدافع المدرسي لأنهم يعتقدون أنه لا توجد جميع المتطلبات. لكن هذه الدراسة وجدت أن غالبية العينات تثق في المعلمين لأنهم معلمون مفهومون.

الكلمات المفتاحية: الأيتام ، التعليم ، التحفيز ، بناء المستقبل ، دار الأيتام