Indoctrinating Education In our Educational Institutions (Primary Schools in the Governorate of Diyala as a Sample).

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الكلمة المفتاحية Indoctrinating

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Abstract

The research deals with a creative and important topic since it stands against the indoctrinating education which is adopted widely in our educational and teaching institutions. Indoctrinating education is embodied in forcing the pupils to get knowledge unwillingly since childhood. This is represented by the traditional methods of teaching, the memorable ready-made summaries and the questions that measure the level of memorization and neglecting understanding, comprehension and mind.

Such a thing hinders advancement and development which are not achieved without opening and enabling the minds to work with scientific thinking methods, developing education from indoctrinating level to the level of real education and developing the abilities on creative thinking. All of this is not fulfilled without the faith of individual in mind, his/ her desire to know reality and his/ her liberation from selfness and outside.

This research aims at knowing indoctrinating education within primary schools. It also aims to know indoctrinating education reasons, results and effects on the minds of pupils. With respect to the statistical data, it is shown that the calculated T-value is (10,56) is bigger than the tabulated value (1,671) with freedom degree (49) and significance level (0.05). This proves the research hypothesis which is (indoctrinating education at primary schools is moving towards indoctrination on the account of thinking). This confirms the absence of the creative process in the field of education at primary schools in the province of Diyala, and that the case is moving backwards and is getting worse because of the monotony and routine arising from the process of indoctrination.

The Theoretical Part

Part One: Identifying the Study Problem, its Aims, and its scientific concepts.

1. Problem of the Study

The importance of the study lies in dealing with an important subject of addressing indoctrinating education which is practiced in our educational institutions. It is represented by forcing the child to learn. Indoctrinating teaching methods have killed our pupils' potential creativities and thinking since an early age, restricted their minds and stopped their hopes. All of that is represented in traditionalistic exams, ready-made summaries and questions that turned into riddles and coincidences which made the pupils as if they are instruments which repeat and respond to the slightest gestures (Watfa, 2000:216). In this sense, wisdom is what Noel Kant clarifies in his argument about the importance of growth of knowledge from inside and not to impose from outside. Kant starts his attitude of educational freedom in his famous answer to the question: (How could civilization be possible?). He answered, "if thought could be possible". Then it is said :how could thought be possible? He answered when mind is possible. It is said how mind could be possible , he answered if freedom is possible and freedom couldn't be possible, but with enlightenment (Qambar,1992:76). Here comes the significance of the study in dealing with the subject that has   close relationship with creativity and talent. The real development of society requires comprehensive view that enables human to look beyond the boundaries of the his small world because the new free education that we seek aims at providing the new generation with a new and true picture on the world that they belong to in order to know their position and discover where to stand among their conflicting forces .

The educational problem in our educational institutions is determined by the educational system which dispelled mental capabilities in our students' minds. A student, whether gifted or

not, became familiar, in his education, with indoctrination that is based on memorization without understanding. This would eventually lead to the adoption of approval in the task of acceptance and delivery behaviour which hides the mind and the potentials of creativity. Such a student has not got used to the culture of rejection that does not mean the insurgency as much as his rational tendency. The development cannot be achieved without lightening minds and enabling them to use methods of scientific thinking, and rising education level of indoctrination to the level of true education and developing the ability on creative thinking. However, all that remains to no avail, if it is not based on the faith of the individual in mind and eagerness to reach the truth, and liberation from himself/herself and from outside.

The theoretical retrieval knowledge has become prevailing today, as it best paves the way to social transition, and whoever becomes able to walk in this road is called a successful person. Education represents a goal that parents seek when their children enroll in the first year of primary school. Days pass quickly until the parents see them in the university campus. These children's worthiness is determined by accessing higher education through exams that measure their abilities in memory only. The students and their parents often revolt when the questions are little deviated from the syllabi. For Example, the researcher tested students at the university level , and gave them three questions in the monthly examinations. One of these three questions was an intellectual question. The students skipped the answer to that question as it was beyond what the syllabus items included because they were not accustomed to thinking style .It is observed that it is rare to find a student raise intellectual problem or stand in the classroom criticizing or announcing different opinions. Here we confirm that indoctrination kills talent and creativity and many talents were lost because of the insistence on this technique, which is still prevalent in our schools and even in our universities represented by pamphlets and/or brochures. The questions that entail remembrance and

memorization are live examples on the reality of the current education and what a clear indication of a significant decline.

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

2. Aims of the Study

The current study aims to know:

A. indoctrinating education in primary schools .
B. the reasons of indoctrinating education.
C. results and impact of indoctrinating education on the minds of the pupils.

3. Hypotheses

A. The current education depends on method of memorization without thinking.
B. Indoctrinating has a close relationship with the educational system .
C. Indoctrinating has a relationship with social and family ways of upbringing.

4. Limitations of the Research

1. Spatial boundaries: Al-Mujtaba primary school in the city of Baquba
2. The temporal boundary: from 1/9/2016 to 1/2/2017
3. Human Boundaries / Teachers of Al-Mujtaba Elementary School

5. Scientific Concepts
1. Teaching

Linguistically, Education comes from the verb of 'teach'. That is to educate and teach someone something to learn. God says: (And He taught Adam all the names, then showed them to the angels, saying: Inform me the names of these if you are truthfully aware.) (Surat Al Baara, 31). Education idiomatically means a structured process practiced by the teacher in order to

transfer the knowledge and information from his mind to pupils, who are in need of the knowledge. In the education, process we find that the teacher has a set of information and knowledge that he tries to deliver to the students, who are in need of them. He conveys them directly through an organized process which is called education. It controls the degree of the learners' getting knowledge and the experience of the teacher (Askew, 1945: 2616-2627). Education is also defined as the process of change and adjustment within the relative fixed behavior which is results from training where learners get information or skills that will change their behaviour or modify it to the best. Some define education as an activity which aims at achieving learning and is exercised in a way that respects the mental development of the students and their ability on the independent judgment for the aim of knowledge and understanding. Education is an organized insistence intended for getting experience. Experiences which help the learner accomplish the desired change in performance and this change is concerned with the learning management that is led by a faculty member. It is a deliberate and planned operation carried out and supervised by a faculty member inside or outside the educational institution for the purpose of helping the learners achieve the aimed goals and outputs of learning. Concerning learning, it is a personal activity played by learners under the supervision committee of college or without them for the purpose of acquiring knowledge, skill or behavior change. Learning is what is acquired by human through practice and experience, which is the other side of the learning process and its product. It is associated with it so that they cannot be separated from one another. When talking about education, light should be shed on learning to get a clear and complete picture about it. The difference between them is that education is different from learning in the sense that education is an activity performed by a qualified person to facilitate the acquisition of the learner's knowledge and skills required. On the other side, learning is the teacher's self-efforts to gain what he seeks to collect knowledge and skills.

2. Indoctrinating Education

This method depends on the vertical contact from top to bottom in one direction. In which the sender gives information as unequivocal terms and the receiver should accept it as it is . Then he/she should retrieve it as it is dictated since the indoctrinating learning is against the analysis, conclusion, criticism and dialogue, scientific suspicion and freedom of opinion and expression). Paulo Freiry says that the decision of teaching people reading and writing is by itself a political decision. However, we must be aware of the tips that are sometimes said intelligently and cunningly to convince us that reading and writing are pure artistic works that should not be mixed with politics. Teaching reading and writing cannot be a neutral act. Every kind of Education requires by its nature a political intention. Education, as it is currently in the third world countries and as it is seen by the scholar Freiry, is deemed a tool of oppression which deals with learners as objects or warehouses and this is called Freiry's banking education. It refers to the amount deposited to the concept of banking education, where the teacher is no longer a means of knowledge and communication to science. He is rather a data source and applicant information awaited by students whose role in this type of education is recipients of information hoarding it unconsciously to memorize and re-remember without being aware of its meanings. At the end, the function of education becomes in this community adapting the human to society and his surrender to oppress (Feriery's, 2013:26). What distinguishes Freiry's theory is that it is an expression of the communities in the Third World conditions and provides an explanation of what they suffer from (poverty and dependency, oppression and ignorance). Then, it aims at enabling people of the third world to overcome underdevelopment through education, which sees the liberalization and not dependency. This theory makes educational Liberation a way to liberate community from its social problems (Baldwin, 1945: 268).

3. Creativity

Creativity is linguistically known as coming up with what is new and not previously exampled. The creator is the originator who is not preceded by anyone. His creativity is a divine act because it finds and creates something from scratch. Concerning human labour, it re-installs parts that are already in a different way for the formation of a new unfamiliar thing. Creativity is a type of activity that distinguishes human from the rest of creatures and it is linked to the mental health of the individual and his life (Tawfiq ,2006:18.). It is also known as a self-ability to do supernatural and distinctive work with outcome in favour of the total. This work is embodied in providing an excellent service with rare and unique properties. These properties are determined by subjective and objective conditions of the creator. The British Encyclopedia defines creativity as the ability to find solutions to the problem or a new tool or an artistic effect or a new method.(Hijazi, 2009:16) The Characteristics of the creator are :inspiration, talent and originality (Al Hasan,1999: 15.). Creativity is linked to individualism, which means social processes that make an individual independent of the group and is able to form his/her own self-consciousness, and the uniqueness of the individual group as a process to make an individual different from the rest of the people.

4. Creative learning

It is the process by which the learner feels the problems in the information he gets, and assembles the information and installs it in a way which helps him identify difficulties, or knowing the missing items, with the search for solutions and putting guesses or formulating hypotheses (Hijazi,2009: 165).

Part Two: **Reasons and Effects of Indoctrination**

First: The Reasons

1. Methods of Family Education

The main reasons that affect the spread of the phenomenon of indoctrination are the educational methods of family that restricts the child to the habits and traditions of society and its values. This forces him/her to comply with them so as not to be rejected by his family. This education contributes to build a character similar to others, and kills confidence within himself/ herself and teaches him/her to keep pace with others and please them. It also destroys inside him/her the seeds of creativity because of the annoyance of parents of his raised questions. If they answer then their answers will be characterized by not having knowledge and access. It also teaches him to submit to those who are older, even if they are of little knowledge and science, because the age is a virtue by itself .In Arab societies (Nassar, 1993: 124) the family controls raising children, depending on the social and cultural tradition until the age of six and then the child starts primary school.

What is important in family education is that the child should be obedient and polite, ahead of the pairing and not to increase our mockery of his personality, comparing him with others and insisting on his failure. This matter kills the openness and creativity and pushes him/her to the negativity and poor self-assess. Moreover, the family sometimes gets used to irrational attitudes which make individuals accept reality and reject any change in the personality of the individuals. Under this perspective, the personality has not rooted with the scientific mentality that explains the phenomena with objective reasons (Zi'oor,1977: 5). The family does not develop a sense of the special nature of each of the problems. Thus the child learns a narrow view of things emerging from the family's simplifying things for the children superficially due to mental laziness. This comes from social raising which makes the child get accustomed not to go deeply into knowledge and be satisfied with what seems on its surface . Children raise in a limited horizon (Baldwin,1948:27). For example, the family intimidates the child from all new apprehension and prevents him from approaching the unusual. Getting out of the traditions of the fathers alarms the child with regard to intellectual life as he will

be totally dependent on his father just like the fetus who totally depends on his mother, but he needs intellectual birth. Moreover, the failure of the mother, the first responsible for the upbringing of the child in the early years, is an obstacle in the way of creativity of male children and therefore in the quality of their work and their giving, in the sense that her failure is reflected on the society as a whole.

The obedience system and undergoing in children who are under the seventh or eighth is reflected in their reactions to the moral attitudes of their parents. At this stage, the children are submitted to the orders of their families as long as the person who gives these orders is present, but at his absence the law loses its effectiveness and its violation upsets parents. Piaget calls this kind of respect 'Unilateral' because it is a relationship between the minor and his guardian. The family creates an individual who is afraid of the power of life because this family feeds dependence and submission values (Sharabi,1991: 61). Errors committed by the parents are discouraging children through expressing negative reactions towards the children's intellectual initiatives and not to encourage or listen to them. Thus, the child becomes familiar with the idea that what he says is without importance .

2. School Education Methods

The prevailing teaching methods are in total indoctrination and go in one direction from a teacher who displays everything to a student who is unaware of everything. Students are imposed upon receiving information without participating, discussing or working an idea. Our educational system cannot accommodate all the children. It is a pyramidal wide shape at base and tight at the top, and the school is enrolled by only half of adults. 73% of them are just arriving at the secondary level and less than 4% enrolled in higher education, and these students are almost found in wealthy Arab individuals. Readiness to receive education is taught either through home or school. It is the only method in teaching and education. Most importantly, the quality of what is taught does not work to change the mentality and

does not make him free from the elements of dependency and receiving. The reason for this is due to the methods of teaching and assessment. The professor is the source of knowledge and students are recipients not to mention the absence of enlightened cultural environment and the presence of separation between educational places. Teachers often use the lecture method in which the teacher 's activity prevails. Activity and teacher are limited to the situation on the reception. Teachers give the information and students keep them in their memory. The spread of education creates a kind of duplication between the family orientations and directives of school because of their cultural differences (Al Noori, 2011: 100.). The modern mental education puts students in a talk show atmosphere. When a student takes a role in a dialogue, he starts thinking and gets away from the personal and self-searching for the truth in this educational atmosphere. In such educational atmosphere, opinions may bloom, personalities grow, mutual respect is deepened and the pressure on awareness is diminished paving the way for the free conviction. Thinking is linked to the mental activity of human and it depends on what rests in the mind of information that stems from sensory experience but it is not limited in it. It is rather a reflection of the relations between the phenomenon, events and things in a symbolic verbal form and it is one of its low levels including remembering and literal re-wording. The central includes questions, clarification, comparison, comment, arrangement or the application, interpretation and conclusion, forecasting and impose hypotheses, representation, imagination, summary, analysis and design. The supreme involves decision-making, critical thinking, solving problems, creative thinking and metacognitive thinking.

Among the reasons for using method of indoctrination are:

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

The traditional educational system is the biggest common educational obstacle which focuses on the literal instructions (Watson,1957 :227)   and not to deviate from the normal line using: the measuring potentials for the students in memorizing the educational material (Al Subai'i, 2009: 110), not exposing children to stimuli and mass experiences, not to deviate from the curriculum scheduled plans, rejecting new ideas or unusual interpretations and not to encourage fantasy (Miz'il, 1990:37). Indoctrinating education reminds us of the mullalies, the educational system of (madrassa (school)) at the end of the nineteenth century and early twentieth century. Ottomans were interested in memorable studies such as linguistic, literary and historical studies and neglected mental studies such as pure scientific studies. This phenomenon led to the reluctance of parents to send their children to these schools, and when the schools opened in 1917 some of the teachers of madrassa (school) joined them. The subjects taught were: reading, Koran, religion, geography, history and English language (Al Arif, 1993:34.), and recitation, science , teaching writing, the principle of accounting, concise Ottoman history and concise history of geography, and useful information (Hassan,1987:57). Otherwise, the Islamic Arab education in an era of prosperity of Arab civilization, especially the era of the muslim khalifa Al Ma'moon focused on discussion, debate and dialogue with questions and answers to sharpen the mind ,strengthen the argument and improve the ability to criticism and free thinking (Al Sortti, , 2009:143).

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

Arab cultural feature that has a role in perpetuating verbal statement in many aspects of education. Ibn Khaldun asserts in his introduction that the correct way in education is thee one that is concerned with understanding, awareness and discussion rather than blind memorization by hearts. It is considered as qualities of the narrow-minded thinking and do not understand anything in significant science). In this regard, the Imam Al-Ghazali also says the teacher has to give the boy information that fits his intelligence as these hearts have repulsion as monsters do. They make it familiar by education, and to mediate in the introduction. It gives complete freedom of pupils to discuss them and respects their views. He states In his book "Al Athar", "revere whom you learn from and revere whom you teach." He encourages them for thinking, discussion and debate, to show everyone all what they think of. When they find it true they admit it. Teachers didn't appeal solo education because it leads to boredom and restricts the thought of the boy. This is because he does not find who discuss it with him. They were also interested in applying what the boy learned by teaching some of school boys (Al Diojy, 1982:45).

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

Progressive educators believe that the school should be interested in the development of the child's awareness and self-confidence as well as its interest in teaching him reading,

writing , arithmetic, attention to their difficulties and things that excite his philosophy (Watson, 1957: 227). They should be more democratic with him. Traditionalists see that school should be busy in the transfer of academic skills for students because it will help them when they grow up and engage in the community (Abu Jado, 2002: 266). This is what is happening in our educational institutions as the main education method in most of the Arab community schools are indoctrination, or what Paulo Mazira calls 'banking education', which is limited to the role of students as in memorization, remembering and repeating what they hear without having to rely on its content. Thus, the students turn to be empty pots where the teacher pours his words. Muhammad Derrida describes indoctrinating teaching method as 'solo monologue', which is built on the talk of only one party which is the teacher.

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

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

1. Indoctrinating is an easy and safe to deliver information in a short time and it's a tool for disciple (Anderson, 1975: 25).
2. Preparing Teachers in indoctrination ways which is a reproductive problem. Thus, a teacher who is trained with .indoctrination, becomes confined only indoctrination only.
3. Evaluation depends on the measurement of a student's ability to remember, understand, and the negligence of higher cognitive abilities (Ammar, 1988: 228).

4. The large number of students in a single classroom, and this situation leads to impair dialogue, discussion and experimentation.
5. Frequent theoretical materials in a number of syllabi tempt teachers to adopt indoctrination (Al Sortti, , 2009:20).

The obstacles of intellectual education are due to:

1. Thinking teaching is suppressed explicitly or implicitly so that the teacher or the learner does not dare to practice it out loudly.
2. More teachers do not know how to teach because they have not learnt how to do so already. They say that learning how to teach is a foregone conclusion. This takes place through separate materials from the school subjects. They also respond to you by saying "we do not need someone to teach us thinking. Our students succeed in exams and graduate from universities that they are enrolled in .
3. School does not equate between education and thinking.
4. School believes that learning about thinking through some subjects leads to teach students how to think (Aayish, 1995: 23).

The Arab society is facing severe crisis because the traditional educational context must be adapted to social and fast technical transformations. Accordingly, the education that we seek is generation and creativity education, and is not imported and traditional. Thus, the uneducated, non-developed human is incapable of learning from others' experiences and is more useless to take advantage of other experiences and get the useful ones (Mohammed, 2011:16). Therefore, the values of exclusivity, freedom and work must be confirmed to establish them in the Arab cultural life (Ridha, 1987:247). Developing education should lead to an improvement in the social and economic conditions of the people and promote the rational attitudes in life. Generally, in order for the education to prove its success in human investment, it should prove its usefulness in the number of illiterate people in the community, the number

of children enrolled in the educational phase, the degree of their joining in the school, the length of time they spend, the types of knowledge scattered among them and the extent of the application of knowledge provided to them on their daily lives (Barakat, 2008:405).

3.**Culture of the Community**

Customs and social traditions control individuals, and the individual often feels helpless and vulnerable. This feeling stems from the revelation of the surrounding community to the individual to keep it within the customary especially those who put their hopes in the sustainability of the world around them as it is without change (Sears, 1953: 135).). The initiation of any individual to change the world forms a threat to their sense of safety. Traditions and customs of community are the fundamental factors in the method of memorization in the educational institution. The development of the productive capacity in any society is not completed without varying the forms of education and lightening the minds and enabling them to demanding methods in scientific thinking , directing the independence and taking initiative. Raising the level of education to creativity and all that remains in vain if it is not based on the faith of the individual in mind, his passion for truth and liberation from himself and from outside.

Second : Effects of Indoctrinating Education

1. Indoctrination encourages negative dependency rather than revealing the talented pupils and his/her achievement.
2. Presentation of Knowledge is in isolation from understanding, abstraction and application thus reduce the desire of the student for scientific material.
3. Weakening the ability of the student to understand, analyze, conclude, critical thinking and encouraging him to blindly accept the material.

4. Indoctrination limits the role of the learner to listen and forbid him from participating in educational situations (Hoffman ,1971:400)
5. Neglecting the needs of the students and their interest and non-observance of individual desire.

Part Three

A. Research Methodology

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

Second, it is important to mention general information about the number of pupils and teachers per class. The number of pupils per class is estimated from (17-49) pupils. In addition, the majority of the classes' pupils are about (30-46) pupils. While the number of pupils per school is as follows: 1-Ma'ali primary school has 450 pupils 2- Mujtaba elementary school has (248) pupils. The number of teachers in the schools above is

about (36 to 40) teachers. If we want to divide the number of students to the number of teachers, we find that the share of each teacher of the pupils is more than 11 pupils . This explains the existence of a surplus in the number of teachers in schools versus a lack of school buildings. If there are enough schools and classrooms sufficing the needs of education, we will find that every teacher teaches the least amount of students. Concerning the time of study at schools, we find that there are morning and evening study.

B. Indoctrinating Education in the Research Community

Table (1) shows the respondents' answers and the degree of sharpness.

sq	Items	Alternatives						sharpness
		Yes	%	Sometimes	%	No	%	
1st	**Development the minds of students**							
1.	Could the teacher employ all of his knowledge to revive the mental tendency of pupils	10	20	10	20	30	60	1.6
2.	Do you think that the theoretical educational information is able to build scientific minds of students	8	16	18	36	34	48	1.72
3.	Do pupils suffer from difficulty in some of the material as mathematics	11	22	12	24	27	54	1.68
2nd	**Focus on free education**							
1.	Are the pupils interested in public culture by reading magazines and children's stories	10	20	16	32	24	48	1.72
2.	Does the teacher allow the pupils to express their opinions openly and honestly	11	22	18	36	21	42	1.8
3.	Does the pupil dare to criticize and object on educational issues?	10	20	15	30	25	50	1.7
4.	Does the pupil dare to express an opinion contrary to the opinion of the teacher?	8	16	13	26	29	58	1.58
5.	Can the pupil stand in front of his/her classmates to ask them a new opinion?	10	20	9	18	31	62	1.58
6.	Do you think that the pupil's rejection for some intellectual issues is a rebellion signal that must be punished for?	12	24	16	32	22	44	1.8
7.	Do you think a good pupil is an obedient child who accepts commands without objection or debate?	5	10	10	20	35	70	1.4
8.	Does the modern education play a role in building the free man that h is capable of representing	9	18	15	30	26	52	1.66

No.	Question							
	knowledge and producing it creatively?		20					
9.	Does the pupil feel hesitant of a new experience?	17	34	11	22	22	44	1.9
10.	Are the pupils afraid of meeting new people?	19	38	13	26	18	36	2.2
11.	Does the pupil find difficulty in making decisions?	17	34	11	22	22	44	1.9
12.	Are the summaries available, especially in the fifth and sixth grades?	2	4	10	20	38	76	1.28
3rd	**The debate and dialogue within classroom**							
1.	Does the teacher allow debates in the classroom?	8	16	20	40	22	44	1.32
2.	Does the teacher allow the dialogue in the classroom?	14	28	15	30	21	42	1.86
3.	Does the teacher allow the student's discussion and free thinking in the classroom?	11	22	19	38	20	40	1.82
4.	Do you support the informational education?	6	12	14	28	30	60	1.52
4th	**The academic level of pupils**							
1st	Do you think that a defect in the low level of the pupil lies in:							
1.	The difficulty of the curriculum	36	72	12	24	2	4	2.68
2.	Inadequate teaching staff	33	66	12	24	5	10	2.56
3.	Weakness of the level of the pupil himself	30	60	14	28	6	12	2.64
4.	Weakness of education in general	35	70	7	14	8	16	2.64
5th	**The Examination questions**							

1.	Is there diversity in the examination questions							
A	Essay	31	62	10	20	9	18	2.44
B	Objectivitive	10	20	8	16	32	64	1.56
C	Filling Blanks , true and false Q.	10	20	11	22	29	58	1.62
2nd	Are most of the examination questions:							
A.	Intellectual	32	64	11	22	7	14	2.5
B.	Rememberable	5	10	10	20	35	70	1.4
6th	**Pupils' questions in the classroom**							
1.	Do pupils ask teachers for leniency in correcting exam papers?	12	24	11	22	27	54	1.64
2.	Do primary school pupils ask about the nature of the exam, time, type of questions and the method of scoring, and the skipped item of the syllabus text?	30	60	12	24	8	16	2.44
3.	Do the pupil ask about some of the simple intellectual and scientific problems?	10	20	13	26	27	54	1.66
7th	**Education and social environment:**							
1.	Is nepotism common among pupils' parents?	5	10	10	20	35	70	1.3
2.	Do you think that the teacher keeps developing himself ?	13	26	12	24	25	50	1.76
3.	Does the tutoring begin to appear at primary level of education?	4	8	20	40	26	52	1.56
4.	Do teachers enhance their education to pupils with examples from reality?	32	64	15	30	13	26	2.78
5.	Does the pupil highly depend on others ?	8	16	17	34	25	50	1.66
	Average of degree of sharpness	1.769						56,633

Respondents' answers are divided into pivots as follows:

First axis: Development of the Pupils' Minds

Data of table (1) above shows the respondents' answers according to the axes. In the first part which is concerned with developing the minds of students, we find that the respondents answered point (1) with Yes with10%, and with No with 60%, and the sharpness degree is (1.6) .

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

Second axis: Focus on Free Education

The second axis which is interested in free education was the respondents' answers to point (1) 0% of the respondents answered yes and 48% No and sharpness degree was (1.72). In point (2), they answered with yes 22%, No 42% and the sharpness is (1.8). In point (3), they answered with yes 20% , No 50% and sharpness (1.7). In point (4), their answers are 16% yes, while 58% No and the sharpness degree is 1.58. In point (5), 20% say yes while 62% say No and the sharpness degree is (1.58). While point(6), the respondents' answers show 24% yes and 44% No and the sharpness degree is (1.8). In point (7), the respondents' answers are 10% yes , 70% No and the sharpness degree (1.4). In point (8), the respondents' answers are 18% yes, 52% No and the sharpness degree (1.66). In point(9), the respondents' answer are 34% yes ,44% No and the sharpness degree is (1.9).

In point (10), the respondents' answers are 38% yes, 36% No and the sharpness degree is (2.2) . In point (11), the

respondents' answers are 34% yes, 44% No and the sharpness degree is (1.9). In point (12), the respondents' answers are 4% yes , 76% No and the sharpness degree (1.28).

Third axis: Dialogue and Debate in the Classroom

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

Fourth axis: The Academic Level of Pupils

The data of table (1) show the respondents' answers in point (1) which are 72% yes, 4% No and the sharpness is (2.68) .In point (2), the respondents' answers are 12% yes, 10% No and the sharpness degree is (2.56). In point (3) the respondents' answers are 60% yes, 12% No and the sharpness degree is (2.4). In point (4) respondents' answers are 70% yes, 16% No and the sharpness degree is (2.64).

Fifth axis: Exam Questions

C. Teaching Methods and Exam questions

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

As for the intellectual and rememberable questions, in point (a), the respondents' answers are 10%   yes , 70% No   and the sharpness (1.4) .

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

Sixth Axis: Pupils' Questions inside Classroom

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

Through the researcher's frequent visits to some primary schools in Diyala, she listened to the lessons of teachers more closely. The researcher found that the repetitive informational education is still prevalent. This was clearly observed through the questions posed by the teacher to the pupils which are not beyond the scope of the rememberable questions which the pupils have already memorized their answers. The students repeat them whenever the teacher asks them to do so. The researcher found that the tendency of domination based on restraining, deterrence and high voice of the teacher towards pupils is also prevalent. The relationship is head and vertical between the teacher and the pupil. The researcher also found that the examples used from reality are almost scarce because of the focus on the theoretical part of the lesson. The researcher also found that innovative education based on discussion, questioning, thinking and dialogue was minimum if not absent. She checked a sample of test sheets for the academic year 2011-2012 for different materials of different classes of some primary schools of the province of Diyala. It was found that most of the questions' items are: define, mention, fill in blanks and true and false. Such kind of questions require remembering, memorization and reception that do not develop the mental thinking of student, but develop his memory and the memory only. As if the mind of the pupil is a warehouse store where information and knowledge are kept without any connection among the information . If this stops at primary schools, it would be less effect, but it went beyond its limits to the university level and we have a sample of such questions in some university colleges that tend to have more paragraphs with repetitive and remembrance methods .

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

The rememberable questions are the first and the lowest thinking level and they require memorization and information which the pupil remembers, but soon to be forgotten. They are opposite to the questions at the level of understanding, application and structuring (40).

Seventh axis: Education and Social Environment

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

Through the data of the tables previously mentioned, it is shown that the average of sharpness according to the respondents' answers is (1.796) which is less than the average of the assumed measuring sharpness which is (2). It means that the problem of creative education at primary schools is moving towards indoctrination on the account of thinking.

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

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

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

In the light of the data of the pervious table, it is shown that the calculated T value is (10.56) and it is bigger than the tabulated value of (1.671) with the degree of freedom (49) and the level of significance (0.05), which requires the acceptance of the research hypothesis (that education in primary schools is moving towards indoctrination on the account of thinking).

 However, the reality points to the contrary, education in primary schools is moving towards indoctrination on the account of thinking. This confirms the absence of the creative process of education in primary schools in the province of Diyala, and that the case is moving backwards and is getting worse because of the monotony and routine arising from the indoctrination process.

This result looks logical if we know the indoctrination process is characterized by parrot-like repetition and redundancy through its emphasis on conservation, comprehension, memorization and repetition of information by heart without understanding connotations and meanings that are available to them which mainly depends on the capabilities of the pupils and inherited potentialities. In return, the process of thinking runs from the idea (teach the learner how to learn). In this case, we do not indoctrinate the pupil with information after information and insert it in his head like sardines and tautology. As a result,

this will lead to stupidity, rationing and restriction. We should teach the pupil how to think by providing him/her with the basic keys for the right, positive and fruitful thinking. Then, he/she should be left free for the development of abilities and capacities by themself after learning the secrets of proper education, according to the orientations and inclinations about the knowledge that have an echo in themselves. Moreover, the style of education by thinking opens the door to the learner to study all the means and methods that would saturate his/ her needs of information and knowledge that he is looking for. Such kind of style helps him/ her expand their horizons and stimuli and develop the abilities and potentials towards the analysis and synthesis. This is be reflected in the development of his character in all fields, through the conversion of the education process to learning.

D. Research Results

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

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

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

3. The pupil often asks teachers for leniency in scoring exam papers , the nature of the question in the exam, time and type of questions , the deleted items of the syllabus and some intellectual problems. Most of the questions in the exam are objective questions, especially filling in the

blanks, true and false and most of questions in the exam are memorizing and rememberable questions.

4. Repetitive informational education is prevalent in most of the primary schools
5. Teachers often use punishment methods with pupils.
6. The imbalance in education goes back to the pupil himself.
7. The pupil often is hesitant of experiencing new things, meeting new people, difficulty in making decisions and dependence on others
8. Teachers often enhance their education with examples from reality.
9. Summaries are available, especially in the fifth and sixth grade and nepotism is sometimes common among pupils' parents.
10. The tutoring begins in primary education.
11. Students suffer from difficulty in certain scientific and intellectual materials as in mathematics and science.

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

E. Recommendations

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

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

3. Necessity of reconsidering the evaluation of pupils , using standards to measure the ability of pupils in understanding, deducting and thinking rather than memorization and rememberance.

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

5. Necessity of focusing on the practical part of the curriculums and not relying on the theoretical part only.

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

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