

**“Finding optimal solutions to the momentum in public schools”
By:**

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Introduction:

The problem of momentum in public schools is a major challenge faced by many educational systems around the world. Momentum is understood as a positive dynamic that helps drive progress and development in the learning environment, but in reality, many public schools suffer from a lack of momentum, which negatively affects the quality of education and student performance.

One of the most prominent problems with momentum in public schools is the lack of financial support and available resources. These schools may suffer from limited budgets that limit their ability to provide a stimulating and inclusive learning environment. In addition, there may be a shortage of human resources, such as an insufficient number of qualified teachers and administrative staff.

Second, public schools face challenges in motivating teachers and staff, and providing a work environment that encourages dedication and innovation. Difficult conditions and pressures resulting from the large number of students and additional responsibilities can be factors that reduce teachers' desire for continuity and dedication to their work.

Moreover, public schools can face challenges in engaging parents and the local community, which affects the level of support and participation in school activities and educational programs.

Despite these challenges, there are opportunities to improve momentum in public schools by directing attention and efforts toward improving educational infrastructure, providing professional training and support for teachers, and enhancing outreach to parents and the local community. By focusing on these aspects, public schools can enhance momentum and achieve better educational outcomes for students.

Research problem:

With the start of the new school year in Iraq, another problem began for students, families, and teaching staff, which is the problem of the momentum of "triple shift," which has not been solved for years throughout the country.

Momentum of Triple shift is when one school accommodates three types of shifts (morning, noon, and evening) in one day, which means reducing the period's working hours from their normal time in order to make more use of the time.

The morning shift usually begins in such schools from 8 a.m. until 11 a.m., followed by the noon shift that extends until 3 p.m., and then the evening shift, which ends at 6 p.m. In addition, there are schools that witness a double shift for two administrations and double numbers of students.

The need for this research arose as a result of the growing feeling of the seriousness of the educational reality of Iraqi schools in general, which is represented by the inability of school buildings to accommodate large numbers of students, which prompted the educational administration to implement the triple shift system in many schools, despite all the negative consequences that this system carries, such as reducing academic subjects. For one lesson, thus not completing the vocabulary of the textbooks or completing them superficially and quickly, not using educational techniques and illustrative examples, and not answering all the students' questions and inquiries in order to preserve lesson time, which in turn was reduced in the triple shift to half an hour, as well as reducing the opportunities allocated for students to rest between lessons. Which puts them in a confusing situation, hesitating between going to health facilities or drinking water, the ringing of the bell, and the punishment that results from being late for class.

Momentum of the triple shift system causes confusion in implementing study plans and completing curricula as required.

There is an acute shortage of school buildings, as a large percentage of these buildings operate with two or three meals, and this leads to severe negative effects on the study plan, as it affects the number of scheduled study hours and leads to the cancellation of some lessons and extracurricular activities such as physical education and art education, and reduces the possibility of using effective methods. In teaching and learning. In this case, there are also no opportunities for interaction between the student and the teacher.

All of this is considered one of the fundamental reasons that lead to the decline in the educational level of students and the deterioration of education, at a time when interest in education has become the advantage of all countries and peoples, both developed and undeveloped.

Research significance:

There is no doubt that the scientific and technological development that the world is witnessing today in all areas of life is the result of the educational field, and since the school is the first educational field that is concerned with building generations from all mental, physical, social and emotional aspects, it is therefore necessary to pay attention to the school and reveal all the difficulties, challenges and obstacles that hinder its work is to overcome these problems and provide the appropriate environment and comfortable atmosphere to ensure obtaining the best results in order to achieve the comprehensive and integrated growth of the students' personalities to be useful members of human society.

The educational and pedagogical process has an importance in human life, through which the importance of working to develop is highlighted for the growth of individuals and the rehabilitation of their abilities. The educational reality, improving its level, and making it a good climate and guidance. Their energy for a better life.

Research objectives:

- Working to develop and advance the Iraqi educational reality requires first diagnosing this reality, and this study would contribute to diagnosing an important part of this reality, represented by the problems of the triple shift system in schools, and then working to eliminate them and develop appropriate solutions for them.
- The results of the current study can draw the attention of those concerned and officials in the educational administration to the tragedy of education in Iraq.
- The morale of faculty and administrators can be lifted when they have someone to teach with their problems who visits and takes care of them.

Literature review:

▪ Momentum:

The problem of momentum in the educational context refers to the lack of positive dynamism and continuous development in the learning environment. A momentum problem can manifest itself in several aspects, including:

- Decline in academic performance: A lack of momentum may manifest in students' declining performance, as they become less motivated and productive in their studies.
- Fluctuation in school spirit: A lack of momentum can lead to a decline in school spirit, affecting the level of interaction and cooperation between teachers and students.
- Decline in the level of motivation of teachers and administrative staff: A lack of momentum may lead to a decrease in the level of dedication and enthusiasm of teachers and staff, which negatively affects the quality of educational and administrative work.
- Decreased interaction with parents and the local community: A lack of momentum can lead to a decline in communication and interaction between the school, parents and the local community, reducing the level of support and participation in school activities and educational programs.

In general, the problem of momentum is a challenge that requires focusing on stimulating and enhancing positive dynamics and continuous development in the learning environment, by adopting effective strategies to enhance school spirit and improve communication and interaction between all members of the school and the local community.



Moreover, a lack of momentum can lead to a decrease in the level of motivation of teachers and administrative staff, which negatively affects the quality of educational and administrative work. In this context, continuous interaction and cooperation between members of these effective actors are among the fundamentals of achieving momentum and success in the educational environment.

In addition, a lack of momentum may lead to a decline in communication and interaction between the school, parents and the local community. This decline can reduce the level of support and participation in school activities and educational programs, reducing the effectiveness of educational and pedagogical efforts undertaken.

Overall, the momentum problem is a challenge that requires a focus on stimulating and promoting positive dynamism and continuous development in the learning environment. This calls for taking effective measures to enhance school spirit, and improve interaction and cooperation between all members of the school and the local community, with the aim of achieving better educational results and enhancing the quality of education in general.

▪ triple shift:

The three-hour school system is a type of educational scheduling system that is applied in some schools and educational systems. In this system, the academic year is divided into three main semesters instead of two as in the traditional school system.

Each semester begins with an approximate duration of 10 to 14 weeks, followed by a short holiday period. The short period is characterized by a long holiday that is used for the purposes of reenergizing and preparing teachers and students for the new semester.

The most important advantages of the triple shift system are:

- Reducing academic pressure: Thanks to the long vacation periods between each semester, students and teachers get long breaks that help them re-energize and rejuvenate.
- Providing opportunities for improvement and development: Schools can use long vacation periods to organize training programs and workshops to improve teachers' skills and professional development.
- Promoting continuity in learning: Thanks to the short periods of vacation between each semester, students can maintain continuity in their learning and avoid loss of knowledge or forgetfulness resulting from long periods of vacation.

However, the triple shift system may also face some challenges, such as compatibility of work schedules between students and parents and its impact on outside activities and family trips. It may also require more efficient classroom organization to ensure that learning objectives are achieved effectively in shorter periods of time.

▪ **Public schools in Iraq:**

Public schools are schools run by the government and funded through public resources or taxes. These schools are the main choice for public education in many countries, including Iraq. Public schools provide free education to students from all social groups, and include various levels of education from kindergarten to high school.

Public schools are socially and culturally diverse, with students from different backgrounds meeting and learning together. These schools seek to provide a comprehensive education that includes academic, cultural, and social aspects.

However, public schools face challenges such as lack of financial resources and infrastructure, shortage of qualified teachers, and security challenges in some countries. However, governments are working to strengthen these schools by improving infrastructure, providing continuous training for teachers and updating the curriculum.



▪ **Momentum and triple shift in Public schools in Iraq:**

Regarding the most important problems of “triple shift” in Iraq, the head of the Teachers Syndicate, Abbas Kadhim Al-Sudani, told Shafaq News Agency, “The triple shift has many negatives, including its negative impact on teachers and students,” indicating that “the reason for this shift came as a result of the shortage of school buildings in general.” “The country.”

Al-Sudani added, “The triple shift affects the lesson time, which is usually 45 minutes in regular lessons. As for triple-shift schools, the lesson is only 35 minutes,” noting that “these 10 minutes affect the presentation of the material by the teacher.” “. Regarding the preparation of textbooks, the head of the Teachers Syndicate identified the causes as “clear defects,” stressing the need for the Ministry of Education to be “prepared at least a week before the school year so that another burden is not added to the shoulders of the students’ families.”

Al-Sudani explained, “The number of teaching staff throughout the country is estimated at 750,000 professors, in addition to the lecturers who have been contracted, and their number exceeds 205,000.”



The problem of momentum and the three-period system in public schools in Iraq relates to several aspects that may affect the educational process and the experience of students and teachers. Here are some possible aspects of this problem:

- Organizational challenges: Public schools may face difficulties in organizing and implementing the tripartite system smoothly, especially if there is a lack of human resources and infrastructure. This can lead to complications in class schedules and the distribution of students and teachers.
- Accommodating change: Students and teachers may need a period of adjustment to the triple shift system after changing their methodology and study routine. This change may lead to some psychological stress and schools need to provide support and guidance to facilitate these transitions.
- Impact on academic performance: Short periods of vacation between each school period may affect the continuity of the educational process and the academic performance of students. There can be an impact on the flow of knowledge and continuity in learning.
- Making the best use of short periods of vacation: Public schools must provide opportunities to enhance the capabilities and develop the skills of students and teachers during the short periods of vacation between each school period. This requires good planning and programs directed at achieving educational goals and professional development.

In short, the success of the tripartite system in public schools in Iraq requires good planning and effective organization, in addition to providing support and guidance to students and teachers during the process of transitioning to this new system.

Methodology:

To achieve the research objectives and interpret the results, the researcher used the descriptive analytical method, as follows in detail research methodology and procedures.

▪ **Case study:**

Basra Governorate suffers from a real problem, which is the problem of a significant shortage in the number of school buildings, which prompted the Directorate of Education to reduce working hours and transform one building into two or more schools. Rather, the matter worsened until it reached four schools within one building, which negatively affected the student. This makes it incomprehensible and poorly understood, and results in low success rates. One class contains more than sixty students, each three students sitting on one desk, and the total lesson time does not exceed thirty minutes, if not less sometimes... and with this short time and the huge number of students, the teacher is not able at all to deliver the material. The lesson reaches the minds of the listeners and recipients, and the lesson goes unnoticed, especially in light of the great neglect by the parents towards their children and the lack of direct attention to them. Educational specialists believe that the main reason for the decline in the educational level and the high rates of failure is due to the lack of appropriate academic climates, which include appropriate school buildings. Available school seats, new educational curricula... These and other reasons sounded the alarm and warned those concerned of the occurrence of a major problem, the signs of which became clear in the high rates of illiteracy, which began to increase remarkably. In fact, the vast majority of young people in remote rural areas did not know how to read. And writing.

Discussion:

The local government in Basra Governorate, after feeling the seriousness of the situation, took great steps in this field and worked hard to contain the problem through large financial allocations. In 2012, the Basra Governorate Council allocated the largest percentage of its budget to the education sector, and the Government Contracts Directorate in the Basra Governorate Office referred hundreds of School building projects, because there are several obstacles that prevented the implementation of the bulk of these projects, and one of the most important of these obstacles is the lack of land belonging to the Ministry of Education, which made the local government think about buying the lands and transferring them to the Ministry of Education and then establishing projects in them. Likewise, your work is the Parliamentary Education Committee. To grant education directors in the governorates of Iraq great powers and turn them into quasi-ministers in terms of powers, in an effort to reduce the problem of complex administrative routine, accelerate the establishment of educational projects, and overcome obstacles facing work. It has been noted recently that there is a serious effort by those concerned, whether in government agencies or Civil society organizations to avoid this problem and reduce its effects... as some projects seemed clearly visible and contributed, even if only in a small way, to alleviating the problem of student overcrowding in some schools, and what we hope is that government agencies will follow up on the issue more closely and do more in order to provide the appropriate educational environment for students and develop The educational reality is compatible with the city of Basra, this city that is rich in everything.

Results:

optimal solutions to the momentum through previous case study suggested that, Student engagement, teacher morale, curricular effectiveness, parental involvement, and community support are some of the many aspects that must be considered in order to optimize momentum in public schools. In order to get the ball rolling in public schools, consider the following:

- To establish a clear vision, cultivate a healthy school culture, and ensure accountability at all levels, strong leadership is essential. It is the responsibility of principals and administrators to encourage and support staff members in their pursuit of greatness.
- Learning with the Student at the Centre: Prioritize individualized and hands-on learning experiences that address the interests and requirements of all students. Get students involved in the learning process by incorporating technology, cooperative learning, and project-based learning.
- Help educators meet their unique demands for professional development by funding continuous professional development opportunities where they can hone their teaching abilities, learn about cutting-edge research and practices in education, and network with other educators.

- Academic standards and practical application should both be reflected in the curriculum. In order to keep up with the changing demands of students and new educational trends, it is important to regularly evaluate and change the curriculum.
- To meet the full range of requirements of children and foster their emotional and social development, schools should provide a wide range of support services, such as counselling, special education, and extracurricular activities.
- Encourage active participation from parents, families, and the community at large in order to build a nurturing school climate. Leverage community resources to enhance the learning experience, involve parents in decision-making, and encourage their active engagement in school activities.
- Make data-driven decisions to improve educational results by tracking student achievement, pinpointing improvement areas, and utilizing data analytics. In order to direct instructional interventions, it is important to implement assessment systems that give instructors and students rapid feedback.
- To guarantee that every student has equal opportunity to succeed and access to a high-quality education, it is crucial to prioritize equity and inclusion programmes. Incorporate diversity, fairness, and cultural responsiveness into school policies, curricula, and instruction while removing systemic obstacles to learning.
- Wellness activities: Foster a healthy school climate, increase work satisfaction, and decrease staff burnout by promoting wellness activities. Recognize and reward employees for their efforts, help them find a healthy work-life balance, and offer resources for mental health.
- A culture of constant development may be yours if you encourage a growth mentality in everyone you interact with. In order to adjust and develop in reaction to new difficulties and shifting educational environments, it is important to promote creativity, experimentation, and introspection.

Public schools may maximize momentum and provide students the tools they need to reach their maximum potential by applying these tactics and creating a welcoming and inclusive learning environment.

Recommendations:

- Dismantling the triple shift system in all schools in the governorate by building new school buildings for each school.
- Coordinating the work between the principals of the three schools by distributing the work and dividing it among the cleaning workers and assigning a specialized person to follow up on their work as a temporary solution until the triple shift system is dismantled.
- Organizing lesson time so that lessons include rest times for students to keep them away from fatigue and boredom resulting from crowding and subsequent lessons.
- Open more than one door during the entry and exit of students, and make one door for students to enter and another for their exit, or make the end of the school day for one school differ by at least ten minutes from the beginning of the school day for the other school. School hours.

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