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A Geographical Analysis of the Workforce in Educational Services and its Economic Obstacles in the Urban Centers of Dhi Qar Governorate

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Abstract
This research focuses on studying the workforce in the educational services sector (kindergarten, primary, secondary, and vocational education) within the urban centers of Dhi Qar Governorate. It aims to identify and analyze the economic constraints (monthly income) that hinder their performance and affect their effectiveness. Spatial analysis was employed alongside statistical analysis of the field data. The results indicate clear geographical imbalances in the distribution of the educational workforce, with a relative concentration in some central centers compared to a shortage in smaller, branch-level centers. The analysis also highlighted that most of the economic constraints related to the workforce include: low wages, limited incentives, high transportation and housing costs, and the poor financial stability of temporary workers. This research emphasizes that these economic constraints not only affect the distribution of the workforce but also have repercussions on the quality and sustainability of education. Therefore, the research proposes a set of planning and development policies, such as improving wages and incentives, supporting housing in underserved areas, and developing vocational training programs to attract qualified personnel. These policies aim to promote spatial balance and improve the educational landscape in the urban centers of Dhi Qar Governorate.
Keywords: Services, workforce, economic obstacles, Dhi Qar Governorate.

Introduction

The workforce in the education services sector is a cornerstone of education and human and spatial development. It represents the strategic resource through which the cognitive and skill-based capabilities of society are formed, and its efficiency directly impacts the course of economic and social development. In this context, the importance of geographical analysis of the education workforce emerges as a scientific approach to understanding spatial variations in its distribution, levels of efficiency, the nature of its demographic and professional characteristics, and its alignment with the actual needs of the population. Dhi Qar Governorate, particularly its urban centers, most notably the city of Nasiriyah, stands out as a spatial area with unique demographic and economic characteristics. In recent decades, it has witnessed rapid population growth and significant urban expansion, accompanied by increasing pressure on educational infrastructure. However, this quantitative expansion has not always been balanced with the requirements of qualitative development. This has impacted the workforce in educational institutions in terms of distribution, efficiency, and job stability. The workforce in educational services within the governorate's urban centers faces a number of economic obstacles related to monthly income, which affect their performance. This is compounded by limited financial allocations, weak financial incentives, and unequal opportunities for training and professional development, in addition to the impact of general economic conditions on the standard of living and social stability of employees. Furthermore, the spatial disparities in services and infrastructure within urban centers contribute to functional imbalances between the supply and demand for educational personnel. Therefore, this research aims to provide a comprehensive geographical analysis of the workforce in educational services in the urban centers of Dhi Qar Governorate, focusing on identifying its economic obstacles and measuring their impact on the spatial performance efficiency of the education sector. Ultimately, the goal is to develop planning indicators that contribute to promoting spatial equity and achieving sustainable educational development that aligns with the governorate's local resources and future needs.

Research problem

The research problem can be summarized in the following questions:
1- What is the reality of the spatial distribution of educational services in urban centers in Dhi Qar Governorate?
2- Does the workforce in the educational services sector in the urban centers of Dhi Qar Governorate face any economic obstacles related to monthly income?
3- Do these obstacles affect the efficiency of the workforce in educational services in the study area?

Research hypothesis

1- The spatial distribution of the workforce is characterized by variation from place to place between urban centers.
2- The educational forces face multiple economic obstacles, the most prominent of which is the monthly income.
3- Economic obstacles affect the efficiency of the workforce in educational services in urban centers in Dhi Qar Governorate.

Research objective

This research aims to identify the spatial distribution of the workforce in the urban centers of Dhi Qar Governorate, as well as to identify the economic obstacles facing this workforce related to monthly income, and the impact of this on the workforce.

Research area boundaries

The geographical boundaries of this research are the Dhi Qar Governorate, specifically its urban centers. The governorate is located in the southern part of the alluvial plain, astronomically situated between latitudes 24°31' and 28°31' North, and longitudes 46°8' and 46°12' East. It is bordered to the north by Wasit Governorate, to the south and southeast by Basra Governorate, to the west and southwest by Muthanna Governorate, to the east and northeast by Maysan Governorate, and to the northwest by Qadisiyah Governorate. Dhi Qar Governorate covers an area of 13,412 km², representing 3.16% of Iraq's total area of 437,385 km². The governorate comprises 20 administrative units (see maps 1 and 2). The temporal boundaries of this research are the 2023-2024 academic year.

First: The reality of the workforce in the urban centers of Dhi Qar Governorate

The education workforce is a cornerstone of societal progress and prosperity, serving as the primary driver of future generations and shaping the future. This sector encompasses educators, teachers, instructors, and all personnel involved in delivering and enhancing the quality of education. The education sector is characterized by its diverse specializations and multiple levels, from primary to higher education, necessitating advanced qualifications and continuous training to keep pace with rapid global and technological changes. The importance of this workforce lies in its pivotal role in building human capital and fostering sustainable development across all societies.

From this perspective, various societies pay great attention to education and the workforce in the education sector, including educators, teachers, and instructors (Al-Atiya, 1983, p. 202). Studying the workforce in the education sector is considered a crucial and necessary topic because it forms the foundation for developing an individual's abilities and skills. This is because it fosters a conscious and educated generation capable of building and developing the civilizational renaissance of society. Countries strive earnestly and diligently to develop education and make it a right for every member of society in order to eliminate the specter of illiteracy and backwardness, and to create an educated and cultured society capable of advancing development and progress in various fields of life, thus enhancing the prestige and greatness of the state (Al-Jubouri, 2017, p. 2). Furthermore, a society that does not value and appreciate science, learning, and knowledge in various scientific fields is characterized by low productivity and a

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clear deficiency in human development and all resources (United Nations Development Programme, 2003, p. 37). Therefore, an educated society has a far greater capacity for development and productivity than underdeveloped and uneducated societies. Education empowers individuals to achieve fundamental gains such as earning power and active social participation. It equips individuals with diverse skills, including linguistic, technical, and social skills, which facilitate their economic and social integration (United Nations Development Programme, 2009, p. 57). Therefore, attention must be paid to the workforce to remove obstacles hindering its continuous development and keeping pace with scientific and productive advancements globally and locally. For example, the optimal use of social media platforms depends on the workforce in the education sector to teach the younger generation how to use them correctly and effectively. This section will examine the numerical and proportional distribution of the workforce in the education services sector according to educational stage, as follows:

1- The workforce in kindergartens:

Table (1)clearly show a disparity in the distribution of kindergarten staff among the urban centers of Dhi Qar Governorate. In some urban centers, kindergarten services are unavailable, depriving many children of access to this crucial stage in their lives, which is essential for their character development. This situation is reflected in the availability of staff in the available kindergartens. The total workforce reached approximately 450 kindergarten teachers, with the highest number recorded in the Nasiriyah district center (112 teachers), representing 27.7% of the total workforce in this educational stage in the study area. The lowest number was recorded in Sayyid Dakhil (6 teachers), representing 1.5% of the total kindergarten workforce in the urban centers of Dhi Qar Governorate. No kindergarten teachers were recorded in the urban centers of Ur, Al-Islah, Al-Tar, and Al-Manar, due to the absence of any government-run kindergartens in these urban centers.

Table (1) The numerical and relative distribution of the workforce in kindergartens in the urban centers of Dhi Qar Governorate for the year (2024)

%	numerical distribution	Administrative units
27.7	112	M Q Al-Nasiriyah
0.0	0	Or
2.5	10	Al-Bathaa
1.5	6	Mr. Dakhil
0.0	0	reform
19.8	80	M Q Al-Shatra
6.7	27	inkwell
4.0	16	The graph
6.4	26	M. Q. Al-Rifai
3.7	15	Victory
5.9	24	Sugar Castle
3.2	13	dawn
4.9	20	M Q Souq Al-Shuyoukh
1.7	7	The cake
2.5	10	Karamah Bani Saeed
2.7	11	Al-Fadhliya
0.0	0	Tar
2.2	9	M Q Al-Jubayish
0.0	0	Al-Manar
4.7	19	Cheetahs
1.00	405	the total

Source: Republic of Iraq, Ministry of Education, Directorate General of Education of Dhi Qar, Department of Educational Planning, Statistics Division, Unpublished Data, 2025

2- The workforce in primary education:

The total workforce for each urban center in this educational stage, the primary education stage, for the urban centers in Dhi Qar Governorate for the academic year 2024, as it appears from the analysis of the data in Table (8) and Figure () that there is a large difference between the urban centers of the administrative units in terms of the number of workforces, as the total of these workforces reached about (15067), with the Nasiriyah District Center coming in first place with a number of (5594) and a percentage of (37.1%), while in last place came the Al-Manar Urban Center with a number of (53) of workforces and a percentage of (0.4%).

Table (2) The numerical distribution of the workforce in primary education in the urban centers of Dhi Qar Governorate for the year (2024)

%	numerical distribution	Administrative units
37.1	5594	M Q Al-Nasiriyah
3.1	465	Or
2.7	404	Al-Bathaa
2.3	341	Mr. Dakhil
0.9	138	reform
15.4	2315	M Q Al-Shatra
2.2	335	inkwell
2.9	433	The graph
5.6	839	M. Q. Al-Rifai
4.6	697	Victory
3.4	515	Sugar Castle
2.2	334	dawn
7.9	1196	M Q Souq Al-Shuyoukh
0.8	114	The cake
1.4	218	Karamah Bani Saeed
1.5	224	Al-Fadhliya
0.7	105	Tar
2.6	394	M Q Al-Jubayish
0.4	53	Al-Manar
2.3	353	Cheetahs
100	15067	the total

Source: Republic of Iraq, Ministry of Education, General Directorate of Education of Dhi Qar, Department of Educational Planning, Statistics Division, Unpublished Data, 2025.

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3- The workforce in secondary education:

Analysis of the data in Table (3) reveals a clear disparity between the urban centers of the administrative units in the number of workers in this educational stage, as the total workforce amounted to about (14774), the largest number of which was in the centers of Nasiriyah and Shatra districts, with (4650) and a percentage of (31.5%) and (1752) and a percentage of (11.9%) respectively.

Table (3) The numerical distribution of the workforce in secondary education in the urban centers of Dhi Qar Governorate for the year (2024)

%	numerical distribution	Administrative units
31.5	4650	M Q Al-Nasiriyah
3.5	515	Or
2.3	345	Al-Bathaa
2.7	400	Mr. Dakhil
0.9	137	reform
11.9	1752	M Q Al-Shatra
1.4	211	inkwell
2.0	299	The graph
7.4	1091	M. Q. Al-Rifai
6.1	894	Victory
6.2	913	Sugar Castle
4.3	633	dawn
5.9	877	M Q Souq Al-Shuyoukh
2.1	311	The cake
3.1	457	Karamah Bani Saeed
3.3	493	Al-Fadhliya
1.0	151	Tar
1.5	227	M Q Al-Jubayish
0.5	74	Al-Manar
2.3	344	Cheetahs
100	14774	the total

Source: Republic of Iraq, Ministry of Education, General Directorate of Education of Dhi Qar, Department of Educational Planning, Statistics Division, Unpublished Data, 2025.

4- The workforce in vocational education:

The total workforce for each urban center in this educational stage, the vocational education stage, for the urban centers in Dhi Qar Governorate for the academic year 2024, as it was limited to (8) urban centers, namely (Nasiriyah District, Shatra District, Rifa'i District, Nasr, Qalat Sukkar, Suq Al-Shuyukh District, Al-Jubayish District, Al-Fahoud), while vocational schools were not present in the rest of the districts. It is evident from the analysis of the data in Table (4) that there is a clear disparity between the centers of the administrative units in the number of workforces in vocational education, as the total of these workforces in the urban centers of Dhi Qar Governorate reached about (750), with Nasiriyah District having the highest number at about (320) and a percentage of (42.7%), while Al-Fahoud came in last place with (4) and a percentage of (0.5%).

table(4) The numerical distribution of the workforce in vocational education in the urban centers of Dhi Qar Governorate for the year (2024)

%	numerical distribution	Administrative units
42.7	320	M Q Al-Nasiriyah
0	0	Or
0	0	Al-Bathaa
0	0	Mr. Dakhil
0	0	reform
22.0	165	M Q Al-Shatra
0	0	inkwell
0	0	The graph
9.1	68	M. Q. Al-Rifai
3.3	25	Victory
7.1	53	Sugar Castle
0	0	dawn
14.3	107	M Q Souq Al-Shuyoukh
0	0	The cake
0	0	Karamah Bani Saeed
0	0	Al-Fadhliya
0	0	Tar
1.1	8	M Q Al-Jubayish
0	0	Al-Manar
0.5	4	Cheetahs
100	750	the total

Source: Republic of Iraq, Ministry of Education, General Directorate of Education of Dhi Qar, Department of Educational Planning, Statistics Division, Unpublished Data, 2025.

Second: Economic obstacles (monthly income) for the workforce in the educational services sector

Studying the economic obstacles facing the workforce in the education services sector is among the most prominent problems affecting the efficiency, effectiveness, and vitality of this sector. The educational process is directly linked to the availability of the necessary economic and financial resources for teacher training and providing them with a suitable work environment. Economic factors can be used to determine the level of population participation, which indicates the relative importance of the available workforce in various economic sectors (Republic of Iraq, 2012, p. 112). Insufficient government budgets, weak financial incentives, and low salaries compared to the cost of living are key obstacles that limit the stability of the workforce in the education sector. These obstacles also lead to low enrollment in the teaching profession, increased job turnover rates, and job changes, in addition to their negative impact on performance levels and the quality of services provided to students. Hence, the importance

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of addressing the economic aspects to provide a stable and motivating work environment, which contributes to enhancing the sustainability of the educational process and raising its educational and scientific efficiency. The economic activity undertaken by an individual is defined as the activity carried out by the institution or project in which that individual works, within the diverse fields of work in society (Abu Ayana, 1987, p. 86). There are numerous economic obstacles faced by the workforce in the educational services sector. Monthly income is one of the most important economic and social indicators reflecting the standard of living of individuals, families, and the population as a whole. It represents the total income a person receives in a single month from various sources such as salaries, wages, profits, rent, or other financial resources. Income distribution reflects the pattern of wealth allocation among citizens, serving as an important indicator and revealing aspects of inequality within society (Younes, 2009, p. 32). Monthly income is fundamental in determining individuals' ability to meet their basic needs for food, housing, healthcare, education, transportation, and other essential requirements. It also plays a role in improving well-being and quality of life. Monthly income has a significant impact on the lives of employees and contributes to measuring social disparities between individuals and different groups within society. It is observed that some members of the education workforce are engaged in other income streams outside of education to obtain additional income. This is due to increasing family demands and rising prices of goods and services, leading to insufficient monthly income for those working in the education sector to meet their families' needs. Consequently, the performance of teachers in the teaching profession declines. The obstacles related to the monthly income of the workforce will be studied according to educational level, as follows:

1- Kindergarten:

Table (5) shows that the number of kindergarten staff earning 500 or less was approximately (23) teachers, representing (11.6%). The highest percentage was in the Al-Shatra district center at (22.0%), followed by Nasiriyah and the Al-Rifai district center at (13.0%). The lowest percentage was in Sayyid Dakhil, Al-Nasr, Al-Fajr, and Karma Bani Saeed at (4.0%) each. The number of kindergarten staff earning between 501,000 and 750,000 totaled (73) teachers, representing (36.7%). Nasiriyah had the highest percentage at (27.2%), followed by Al-Shatra at (24.7%). The lowest percentage was (1.4%) in Sayyid Dakhil, Al-Fajr, Al-Akaika, Karma Bani Saeed, Al-Fadhiliya, and Al-Jubayish. The number of kindergarten staff earning 750 or more was [missing information]. (103 nannies) and the percentage of (51.7%), the first stage was occupied by the Nasiriyah district center with a percentage of (26.4%), and the second stage was occupied by the Shatra district center, while the lowest percentage was (1.9%), in all of Al-Bathaa and Sayed Dakhil.

Table (5) Distribution of the workforce in kindergartens according to monthly income (Iraqi dinars) at the level of urban centers in Dhi Qar Governorate for the year 2024

%	the total	%	More than 750,000 dinars	%	501,000 - 750,000 dinars	%	500 or less	Administrative units
25.4	50	26.4	27	27.2	20	130.	3	M Q Al-Nasiriyah
0.0	0	0.0	0	0.0	0	00.	0	Or
3.0	6	1.9	2	2.7	2	90.	2	Al-Bathaa
2.0	4	1.9	2	1.4	1	40.	1	Mr. Dakhil
0.0	0	0.0	0	0.0	0	00.	0	reform
19.6	39	15.5	16	24.7	18	220.	5	M Q Al-Shatra
7.0	14	5.8	6	11.0	8	00.	0	inkwell
4.0	8	5.8	6	0.0	0	90.	2	The graph
6.0	12	2.9	3	8.2	6	130.	3	M. Q. Al-Rifai
4.0	8	3.9	4	4.1	3	40.	1	Victory
6.0	12	5.8	6	5.5	4	90.	2	Sugar Castle
3.0	6	3.9	4	1.4	1	40.	1	dawn
5.0	10	5.8	6	5.5	4	00.	0	M Q Souq Al-Shuyoukh
2.0	4	2.9	3	1.4	1	00.	0	The cake
3.0	6	3.9	4	1.4	1	40.	1	Karamah Bani Saeed
3.0	6	4.9	5	1.4	1	00.	0	Al-Fadhliya
0.0	0	0.0	0	0.0	0	00.	0	Tar
2.0	4	2.9	3	1.4	1	00.	0	M Q Al-Jubayish
0.0	0	0.0	0	0.0	0	00.	0	Al-Manar
5.0	10	5.8	6	2.7	2	90.	2	Cheetahs
100	199	100	103	100	73	100	23	the total
	100	51.7		36.7		11.6		% of the total sample

Source: The researcher based on the questionnaire form.

2- Primary education:

Table (5) shows that the primary education workforce earning 500 or less numbered approximately (52 teachers), representing (7.2%). The highest percentage of these was in the Nasiriyah district center at (25.1%), followed by Al-Nasr at (13.5%). The lowest percentage was in Sayyid Dakhil and Al-Islah at (1.9%). The primary education workforce earning between 501,000 and 750,000 totaled (255 teachers), representing (35.1%). Nasiriyah had the highest percentage at (32.4%), followed by Suq Al-Shuyukh at (10.6%). The lowest percentage was (1.4%) in Al-Fadhiliyah and Al-Manar. As for the primary education workforce earning 750 or more, their number reached (420 teachers), representing (57.7%). The first stage of this group was in the Nasiriyah district center. (35.3%), and the second reform was (9.0%), while the lowest percentage was (0.7%) in each of Al-Akeika, Al-Tar, and Al-Manar.

Table (6) Distribution of the primary education workforce according to monthly income (Iraqi dinars) at the level of urban centers in Dhi Qar Governorate for the year 2024

%	the total	%	More than 750,000 dinars	%	501,000 - 750,000 dinars	%	500 or less	Administrative units
33.5	244	35.3	148	32.4	83	25.1	13	M Q Al-Nasiriyah
5.0	36	5.7	24	4.7	12	0.0	0	Or
2.6	19	3.1	13	2.4	6	0.0	0	Al-Bathaa
1.5	11	1.2	5	2.0	5	1.9	1	Mr. Dakhil
8.7	63	9.0	38	9.4	24	1.9	1	reform
7.7	56	8.1	34	6.3	16	11.5	6	M Q Al-Shatra
2.6	19	2.4	10	3.5	9	0.0	0	inkwell
3.3	24	1.9	8	3.5	9	13.5	7	The graph
5.0	36	4.3	18	5.9	15	5.8	3	M. Q. Al-Rifai
4.5	33	4.5	19	2.7	7	13.5	7	Victory
3.0	22	2.4	10	3.1	8	7.7	4	Sugar Castle
2.5	18	2.1	9	2.0	5	7.7	4	dawn
8.0	58	7.4	31	10.6	27	0.0	0	M Q Souq Al-Shuyoukh

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1.1	8	0.7	3	2.0	5	0.0	0	The cake
1.5	11	1.9	8	1.2	3	0.0	0	Karamah Bani Saeed
1.5	11	2.4	10	0.4	1	0.0	0	Al-Fadhliya
1.1	8	0.7	3	1.2	3	3.8	2	Tar
3.4	25	3.1	13	3.9	10	3.8	2	M Q Al-Jubayish
0.6	4	0.7	3	0.4	1	0.0	0	Al-Manar
2.9	21	3.1	13	2.4	6	3.8	2	Cheetahs
100	727	100	420	100	255	100	52	the total
	100	57.7		35.1		7.2		% of the total sample

Source: The researcher based on the questionnaire form.

3- Secondary education:

Table (7) shows that the secondary education workforce earning 500 or less numbered approximately (64 teachers), representing (8.6%). The highest percentage of these was in the Al-Shatra district center at (23.4%), followed by the Al-Nasiriyah district center at approximately (15.6%). The lowest percentage was in Al-Fahoud at (1.6%). The secondary education workforce earning between 501,000 and 750,000 totaled (277 teachers), representing (37.2%). The Al-Nasiriyah district center had the highest percentage at (21.8%), followed by the Al-Shatra district center at (11.9%). The lowest percentage was (0.7%) in the Al-Jubayish district center, followed by Al-Manar. As for the secondary education workforce earning 750 or more, their number reached (403 teachers), representing (54.2%). The Al-Shatra district center had the highest percentage. (18.6%), and the second was the Nasiriyah district center with (17.7%), while the lowest percentage was (0.5%) in Al-Manar.

Table (7) Distribution of the secondary education workforce according to monthly income (Iraqi dinars) at the level of urban centers in Dhi Qar Governorate for the year 2024

%	the total	%	More than 750,000 dinars	%	501,000 - 750,000 dinars	%	500 or less	Administrative units
19.0	141	17.7	71	21.8	60	15.6	10	M Q Al-Nasiriyah
8.5	63	9.2	37	9.4	26	0.0	0	Or
3.0	22	3.5	14	2.9	8	0.0	0	Al-Bathaa
4.0	30	2.7	11	5.4	15	6.3	4	Mr. Dakhil
2.0	15	2.5	10	1.8	5	0.0	0	reform
16.5	123	18.6	75	11.9	33	23.4	15	M Q Al-Shatra
2.4	18	2.2	9	3.2	9	0.0	0	inkwell
5.6	42	4.2	17	6.1	17	12.5	8	The graph
5.9	44	6.2	25	4.3	12	10.9	7	M. Q. Al-Rifai
5.1	38	3.7	15	5.1	14	14.1	9	Victory
5.5	41	5.2	21	6.1	17	4.7	3	Sugar Castle
3.9	29	3.7	15	5.1	14	0.0	0	dawn
3.5	26	4.7	19	2.5	7	0.0	0	M Q Souq Al-Shuyoukh
3.0	22	2.5	10	3.6	10	3.1	2	The cake
3.0	22	3.2	13	2.2	6	4.7	3	Karamah Bani Saeed
4.0	30	4.5	18	3.6	10	3.1	2	Al-Fadhliya
1.1	8	1.0	4	1.4	4	0.0	0	Tar
1.5	11	2.2	9	0.7	2	0.0	0	M Q Al-Jubayish
0.5	4	0.5	2	0.7	2	0.0	0	Al-Manar
2.0	15	2.0	8	2.2	6	1.6	1	Cheetahs
100	744	100	403	100	277	100	64	the total
	100	54.2		37.2		8.6		% of the total sample

Source: The researcher based on the questionnaire form.

4- Vocational education:

Table (8) shows that the vocational education workforce earning 500 or less numbered approximately (23 teachers), representing (6.1%). The highest percentage of these was in the Nasiriyah district center at (47.8%), followed by the Shatra district center at (21.7%). The lowest percentage was in Al-Nasr, Qalat Sukkar, and Al-Fahoud at (4.3%). The vocational education workforce earning between 501 and 750 totaled (133 teachers), representing (35.4%). The Nasiriyah district center had the highest percentage at (51.1%), followed by the Shatra district center at (20.3%). The lowest percentage was (1.5%) in the Al-Jubayish district center. As for the vocational education workforce earning 750 or more, their number reached (218 teachers), representing (58.3%). The Nasiriyah district center had the highest percentage. (37.6%), and the second was the center of Al-Shatra district with (21.1%), while the lowest percentage was (3.2%) in the center of Al-Jubayish district.

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Table (8) Distribution of the vocational education workforce according to monthly income (Iraqi dinars) at the level of urban centers in Dhi Qar Governorate for the year 2024

%	the total	%	More than 750,000 dinars	%	501,000 - 750,000 dinars	%	500 or less	Administrative units
43.0	161	37.6	82	51.1	68	47.8	11	M Q Al-Nasiriyah
0.0	0	0.0	0	0.0	0	0.0	0	Or
0.0	0	0.0	0	0.0	0	0.0	0	Al-Bathaa
0.0	0	0.0	0	0.0	0	0.0	0	Mr. Dakhil
0.0	0	0.0	0	0.0	0	0.0	0	reform
20.9	78	21.1	46	20.3	27	21.7	5	M Q Al-Shatra
0.0	0	0.0	0	0.0	0	0.0	0	inkwell
0.0	0	0.0	0	0.0	0	0.0	0	The graph
8.3	31	8.7	19	6.0	8	17.6	4	M. Q. Al-Rifai
2.9	11	3.7	8	1.5	2	4.3	1	Victory
6.4	24	6.0	13	7.5	10	4.3	1	Sugar Castle
0.0	0	0.0	0	0.0	0	0.0	0	dawn
11.0	41	12.8	28	9.8	13	0.0	0	M Q Souq Al-Shuyoukh
0.0	0	0.0	0	0.0	0	0.0	0	The cake
0.0	0	0.0	0	0.0	0	0.0	0	Karamah Bani Saeed
0.0	0	0.0	0	0.0	0	0.0	0	Al-Fadhliya
0.0	0	0.0	0	0.0	0	0.0	0	Tar
2.4	9	3.2	7	1.5	2	0.0	0	M Q Al-Jubayish
0.0	0	0.0	0	0.0	0	0.0	0	Al-Manar
5.1	19	6.9	15	2.3	3	4.3	1	Cheetahs
100	374	100	218	100	133	100	23	the total
	100	58.3		35.4		6.1		% of the total sample

Source: The researcher based on the questionnaire form.

Conclusions

1- The study concluded that there is a clear disparity in the distribution of the workforce in educational services between the urban centers of Dhi Qar Governorate.

2- The study showed that the Nasiriyah district center ranked first in terms of the size of the workforce across various educational levels, due to it being the center of the governorate and its population density.

3- The field study revealed a clear disparity in the size of the monthly income of the workforce in the educational services sector, which is a clear obstacle for those with low income.

Recommendations

1- The need to distribute the workforce according to actual needs and in a manner that is appropriate to the educational institutions in the urban centers of the governorate.

2- Working to address economic obstacles by improving the monthly income of the workforce in educational services, which will positively impact the overall educational process.

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