THE ROLE OF THE MEDIA IN FORMULATING EDUCATIONAL POLICIES AND DEVELOPING EDUCATION IN IRAQ : A Survey Study

[1] Dr. Amina Al Mir,

[2] Researcher Zainab Tariq Sarheed Al Khafaji,

[1,2] Jinan University, College of Medi, Lebanon

Abstract

This study was carried out in the State of Iraq during the academic year 2022-2023. It aimed to clarify the participation of the Iraqi media in identifying educational problems, and in defining the educational priorities of the Iraqi public in terms of cognitive, emotional and behavioral dimensions, and in determining the extent to which the media helped in drawing up educational policies and following up on their implementation. The research followed the analytical descriptive approach based on a questionnaire consisting of four axes and 27 phrases distributed to a sample of 390 individuals. "Neutral" at 27.3% of the respondents. With regard to the axis of setting priorities, the opinion was "neutral" by 45.9% and "agree" by 33% in the cognitive dimension, and the opinion was "disagreed" by 42.4% and "neutral" by 36.1% in the emotional dimension, and the opinion was "neutral" by 43.1 % and "agree" by 35.5% in the behavioral dimension, while the policy-making axis recorded "neutral" by 46.8% and "agreed" by 33.2%. As for the results of hypothesis testing, it was clear that there was a statistically significant difference at the level of 0.05 between each of the averages. The studied axes and dimensions and between the neutral tested value (3). The study concluded that the role of the Iraqi media was either partial or insufficient in identifying educational problems, in defining educational priorities, and in drawing up educational policies, to the extent that the public opinion decides its direction. Cognitive, emotional and behavioral among the Iraqi public, and the need for coordination between the media and educational sectors in order for each of them to exercise its role effectively to raise the efficiency of the education process.

Keywords: Media - Educational Policies - Education Development - Media Education.

Introduction

The media, with its various means, plays multiple roles in human life. It is initially a means of communication and communication that contributes to the transfer of information, ideas and news among the masses of the public in order to keep them in constant contact with the latest developments at all levels. The media also plays an educational role through the opinions it presents to confront disease. What or wrong social phenomenon or problem that a particular region or country may be exposed to. . The educational role played by the media is one of the most important and most directly exposed to the public, through which ideas, customs, traditions and societal values are transmitted from one generation to the next, with its various educational contents broadcast through its various means targeting segments of low age groups in order to nurture and educate them and influence them. their general behaviour. The educational media also contributes to reducing the negative manifestations that students and pupils are exposed to by shedding light on them and indicating the aspects of harm that may result from them, and proposing appropriate solutions to them by providing consultations of the specialists concerned with them and presenting similar cases and the experiences of others about them. . The

1421

educational role of the media has made educational theorists classify the media as the third institution of socialization after both the family and the school, as many countries seek to coordinate between educational and media institutions in order to ensure the integration of their roles in child education and upbringing. The necessities of the media in the educational process also necessitated the establishment of an independent scientific approach under the name of educational media, which aims to study ways of harnessing media technologies and the secretions of the communication revolution in the educational system, which contributes to the consolidation and development of societal upbringing, since building on the secrets of technology in the areas of communication and its educational consolidation can be To give effective results, whether through the educational techniques and means of explanation it provides, or through its adaptive ability to emergency educational situations. . Among these practical applications of the role of the media in the educational process is what the world witnessed during the outbreak of the Covid-19 epidemic, as most countries of the world turned to distance education, and the media was harnessed to form an alternative environment for the regular education system with the aim of continuing the educational process during this period. In line with the foregoing, it is possible for the media to play a more profound role in planning the educational process by defining the educational priorities that must be taken into consideration when planning educational procedures, while ensuring attention to the demands of society towards the educational process and its actual needs, because the media possesses the appropriate tools. To explore this and determine it through a number of hypotheses and determinants approved in today's environment, which is in dire need of such studies that were tested in the second Karkh Education Directorate. In order to achieve the objectives of the study, it was structured into five chapters. The first chapter deals with the general framework of the study and some previous knowledge efforts and areas of benefit from them, while the second chapter was devoted to the theoretical framework with two sections. The third chapter has two sections, the first to present concepts and backgrounds, while the second is concerned with the levels of media planning in education. While the fourth chapter went to the methodology and tools of the study, and finally the fifth chapter presented the most important conclusions reached by the study in preparation for the formulation of recommendations.

THE GENERAL FRAMEWORK OF THE STUDY First. Research Significance

The small number of studies that dealt with the educational dimensions of the media in Iraq, and they were limited to research that dealt with the concepts of educational media only.

The current study looks at the media from the perspective of the social and educational role in a way that helps to achieve its social role.

The current study adds to scientific libraries research derived from field professionalism that could be a reference for students and researchers in this sector.

The current study lays the foundations through which the media role is employed in drawing up Iraqi educational policies.

Second. Research objectives
The current study seeks to achieve the following:

Clarifying the legal controls that link the Iraqi media with educational facilities.

Clarifying the professional controls that link the Iraqi media to educational facilities.

Determining the requirements for developing the education process in Iraq from a media perspective.

Investigating the contributions of the Iraqi media in drawing up educational policies in Iraq.

Listing the obstacles that prevent the Iraqi media from contributing to the education process.

Third. Problem of the Study

The research problem lies in seeking to shed light on an important application of the media process represented by the educational media, and the social and human importance of this type of media as it constitutes the framework through which the teaching and education process is supplemented with media technology that contributes to its promotion and development. And in the necessity of linking between the media policies drawn up in Iraq and their educational counterparts in a way that ensures integration and synergy between the two policies.

Fourth. Study Questions

The current research seeks to answer the following main inquiry:

What is the role that the Iraqi media can play in drawing up educational policies in a way that contributes to the development of Iraqi education at all levels?

It raises the following questions:

- What is the relationship between the Iraqi media system and educational institutions in the State of Iraq?
- How are Iraqi educational policies formulated?
- What are the applications of educational media in the Iraqi educational field?
- What are the obstacles that prevent the Iraqi media from contributing to improving the educational process in Iraqi institutions?

Fifth. Research Hypotheses

The media contributes to identifying the problems facing the Iraqi educational sector.

- It is possible to employ the media in determining the educational priorities of the Iraqi society.

- The Iraqi media helps in drawing up educational policies that are adopted in Iraqi educational facilities.

- Employing the Iraqi media in following up the implementation of the educational policies approved in the Iraqi educational institutions.

Sixth. Research methodology

This study relies on the descriptive analytical method by describing the studied phenomenon, which is the impact of the educational media on the development of the student's thought and personality, the importance of the message carried out by the media activities that are held in the school, and the analysis of the relationships between the components that make up it "activities, students, specialized mentors, and the means of these activities." Studying the direction of these relationships and their direct and indirect effects on the recipients in a way that helps to find results and draw generalizations.

Seventh. The Study Theory

The current research is based on the hypothesis of relying on media institutions and their role in spreading the culture of educational media in schools and the impact of its activities on the student's personality and thought.

Eighth. Previous Studies

Hijazi's study (2021) entitled: The role played by educational media programs in the development of self-abilities among secondary public-school students in Jenin Governorate, according to the students' opinion. The aim of the research is to find out the role played by educational media programs in improving the individual abilities of secondary public-school students in Jenin Governorate, according to the students' opinion, and to know the differences due to the variables related to gender, grade, and educational attainment in the full degree and the scale dimensions of the contribution to the educational media programs, and abilities. Personal. The research sample consisted of (330) male and female students, and the means included a measure of contribution to educational media programs, and a measure of the student's self-abilities. The outputs found that the students' contribution to the educational media programs was high in the courses of: school journalism, school broadcasting, and celebrations, and moderate in the field of: the network and social media sites, debates and celebrations, and that one of the most self-abilities and capabilities that the students obtained is: communication and communication and interaction, pride in national identity, self-reliance, the art of personal leadership, decision-making. The outputs also showed that there is a direct correlation between the full score of the contribution to educational programs scale, and the full score of the self-abilities scale. At the end of the outputs, there was a statistically significant difference in the full score of the participation scale in educational programs, and its dimensions: school journalism, school broadcasting, debates and seminars, celebrations, and the Internet due to the gender variables on the female side, and there was a difference in the full score and the dimensions of the self-abilities scale, which were: The skill of communication and interaction, the skill and art of making decisions, the skill of the art of leadership are attributed to the variables of gender on the female side, and the outputs did not indicate a statistically significant difference due to the variables of class and academic averages. Media activities held in schools play an important role in guiding students' behavior and motivating them to interact and participate. Hence the importance of educational media and the role of media in developing the educational process.

Al-Dubayani's study (2019) entitled: Educational Media and its Applications in Educational Institutions, Al-Resala Journal for Media Studies. This study aims to know the nature of educational media programs and their role in schools and teaching facilities, by surveying the opinions of a sample of workers in teaching facilities and their opinion of the impact left by school media activities on the recipients. Education and analysis of the phenomenon of educational media application in schools. It also showed the role of educational media programs as specialized media in the educational and educational aspect and its positive impact on the proper functioning of the educational process, the investment of governmental and private media institutions in what leads to the required educational goals of developing the thought, personality and mental abilities of the recipients, in addition to emphasizing the idea that educational media is an inseparable part About the educational media, which has a great and effective role in serving the proper functioning of the education process, and reaching the desired educational goals that are in the interest of the child, who is the basis of the development process in society. Al-

Khayoun's study (2018) entitled: Educational media and its role in shaping children's awareness. Introducing the role that should be provided to the educational media as an administrative or technical work, or even a curriculum or studies that can be presented to the student at school through radio activities and school journalism, to introduce him to the importance of media upbringing and its role in strengthening the personality and thought of the child, and strengthening the basic educational principles and benefiting as much as possible from its role in raising the child In all aspects, knowing the effects of these educational means on the child and standing and analyzing them in order to avoid their danger in the future. The research concluded with a set of outputs, the most important of which are:

- **Educational media is a discourse that contributes to correcting human behavior and building a social system in the light of the higher goals it contributes to in educating and developing children's awareness.**
- Educational media contributes in its various foundations to building the human personality, by educating the motives by satisfying and refining them, and developing the thought and personality of the human being, as well as the psychological and social aspects, and imbuing them with the qualities that preserve their equality and balance.
- The educational media contributes in its various foundations to the achievement of civilizational renaissance, through its contribution to overcoming the stage of civilizational decline, providing civilized needs, and creating a distinguished civilization based on the child.
- **Ghazali et al. (2018) study entitled: Educational media and its role in consolidating the process of media education in the child between reality and expectation - an analytical study of children's programs on Radio Setif supported by a field study on a group of followers from the final stage students in the city of Setif.**

This study reviews the adoption of the mass media to perpetuate education on its rational and beneficial use by the family, especially with the growing danger of the degrading and massive content of modern technology in terms of broadcasting and new media. It does not have the privacy of a specific listener, so it chooses in drawing up its programming policy taking into account all segments of this society, and the most important of these segments is the childhood category, which is the most sensitive on the one hand, as it is still receiving upbringing on the one hand, and on the one hand, the child remains an individual who is unable and independent in sifting what he receives from populist knowledge, whether or not academic or informational. This study attempts to answer the following presidential question: To what extent does the local Radio Sétif contribute to the consolidation of the basics of media education for children through the programs it allocates to them? To answer it, the study adopted the sample survey method. The study concluded that there is a weakness in the formation of children in the media education sector in third world countries. Muqebel (2017) study entitled: Problems of Educational Media to Eliminate the Phenomenon of Linguistic Alienation in Regions with Competing Dialects of the Arabic Language. This study aimed to show the extent of the problems that hinder media education programs to eliminate the phenomenon of linguistic alienation in areas with competing dialects of the Arabic language from the point of view of the elements of the educational media process in the governorates of Al-Mahra and Socotra in the country of Yemen. The research sample consisted of (57) principals and supervisors and (87) teachers in the basic and secondary education stages in Yemen, using a questionnaire that the researcher designed for this purpose, and the arithmetic mean and percentage were used for statistical treatment. The research

concluded that the lack of qualified media cadres represents one of the most important obstacles that stand in the way of developing media education in the two governorates, and that the lack of clarity of education policies in Yemen and the randomness used in financing educational journalism pose other challenges to the development of educational media.

Nasser (2016) study entitled: Media education and its role in building the personality of the teacher.

The educational media plays an important role in resisting the influences of the media and global media penetration, and the consequent impact on the cultural affiliation of the Egyptian teacher, who in turn conveys a lot of his scientific and personal knowledge and different behavior patterns to students at all levels of education for the pre-university teaching stage. Hence, the problem of this research emerges in Knowing the concept of media education, its objectives, its importance, its most important skills, and the role it can play in building the personality of the teacher and developing his understanding of what is related to the media and the media product, in order to then help protect himself and the students he deals with against these risks. The study concluded that there is a deteriorating situation regarding the status of educational and interactive media in the Arab world, and that the level of education is low among young people in the Arab world, which is the most age group that can bring about change in the media of the Arab world. Muhammad (2015) study entitled: Media Education Towards the Contents of Social Networking

Sites: A Proposed Model for Developing Social Responsibility among University Students.

This study aimed to know the effect of the proposed media education model on the contents of social networking sites in developing the social responsibility of university students, by applying it to a sample of (32) students from the second category in the educational media branch of the Faculty of Specific Education, Minia University, and the research methods were embodied in the selection achievement score, social responsibility scale, questionnaire of the credibility of the contents of social networking sites, and a card for analyzing and criticizing the media contents that were produced by students.

The research reached a number of outputs, the most important one of which is: There is a huge impact of the proposed educational media model on the study sample students' achievement of the cognitive aspect of the subject of educational media and social responsibility.

Suleiman's study (2013) entitled: The use of communication technology in spreading the concept of media education in the schools of the United Arab Emirates.

This research aims to measure the impact of the program to include the concept of educational media in the curricula of schools in the United Arab Emirates to improve the perception skill of students by calculating the level of reception, understanding and evaluation they have for the media materials after including them in the context of the content of the school curriculum, and then measuring their critical, analytical and cognitive skills in relation to what they have been exposed to. This is done through the researcher applying a model from this program in the context of one of the subjects of the patriotism curriculum for the ninth-grade students in the schools of the Emirate of Dubai. This research is considered a descriptive and analytical research. In the research, the student used the survey method and the qualitative research method, and relied on the survey sheet to collect study data from the sample, which consisted of (187) male and female students. The study concluded that the technological capabilities and potentials in the study community are available in terms of technological communication tools that are used as auxiliary educational tools for some educational curricula.

1426

Khattab Study (2013) entitled: The Effectiveness of Using a Media Education Program in Perceiving a Sample of Shocked Children of Television Violence.

The study sought to prepare a program to provide children of late childhood with media education skills to understand the manifestations of violence in Egyptian films, and the study relied on the semi-experimental approach. The study concluded that there is a statistically significant difference between the mean scores of the study sample children before applying the educational media programs on the scale of "perceiving cruelty in Egyptian films through media educational skills" and after it in favor of the post application.

Abdel-Azim (2011) study entitled: Media Education Standards and How They Are Applied in Egypt to Television Contents from the Perspective of Experts.

This study aimed to identify the basics and skills on which the educational media is based and how to teach them to the public to have a critical sense towards what they see in order to protect the public, especially children, adolescents and young people, from the negative effects of television programs. Their size is (200) experts in media, education, educational media, and school media, and the researcher relied on a questionnaire in an interview to collect study information.

The study reached a number of outputs, the most important of which are:

1- All the experts in the sample agreed on the need for educational media in the Egyptian reality.

2- Parents came at the forefront of the public categories most in need of media education, as they ranked first with a rate of (59.5%), and children came in second place with a rate of (53%).

3- The measure of "perceiving that the media have influences on the individual and society" came at the forefront of the criteria on which the educational media should be based, followed by the criterion of "critical thinking of what the media broadcasts" in the second place, and in the third place came the criterion of "awareness of the commercial and political aspects The social, cultural and aesthetic of the media message.

4- - The difficulty of applying the educational media in the Egyptian society, where there are many obstacles to work on the spread of the educational media culture in the state of Egypt, where the exhaustion of students with many courses does not allow the acceptance of a new subject at the forefront of the obstacles to spreading awareness of media education in the Egyptian environment.

Al-Shammari (2010) study entitled: The level of educational media in the Kingdom of Saudi Arabia from the point of view of its educational leaders. This study aimed to know the level of educational media in Saudi Arabia, according to the opinion of educational leaders. The research community and its sample consisted of all the educational leaders in the educational departments for boys, whose numbers reached (125) individuals distributed over forty-two educational departments. In order to achieve the objectives of the research, a form was improved for the purpose of data collection, and it consisted of (43) items, and the validity and reliability procedures were confirmed for it, and to analyze the research information, the arithmetic mean, standard deviation, and multiple analysis of variance were used. The research outputs showed the following:

The research indicated that there is a statistically significant difference in the fields of educational media in the State of Saudi Arabia, attributed to the job title, and in favor of the head of the

Educational Media Division; For Assistant Director of Education. The outputs also showed that there was no statistically significant difference between the arithmetic average in the various aspects of the educational media level due to the variable of the degree of educational attainment, and also the absence of a statistically significant difference between the average performance of the sample subjects in the fields of research due to one variable, which is administrative experience, as the lack of professionalism leads to To the failure of the purpose and goal of educational media activities.

Webb, et al (2009) study entitled: Media literacy as a strategy for the prevention of violence The study aimed to reduce the effects of violence in the media in preparatory schools, through a program that provides students with critical thinking skills and provides them with information about the reality of violence presented through the media and violence in reality. The research used the analytical descriptive approach. The research sample included (62) students Preparatory schools in the city of Los Angeles, USA, and the research used the questionnaire as a means of collecting information.

The research concluded: There is a statistically significant difference between the average test scores of the control and experimental groups after applying the program in terms of the experimental group.

Hobbes (2005) study entitled: Enhancing Media Literacy in the Twenty-First Century It aimed at evaluating the educational media in the states of Pennsylvania, Haunted and Minnesota, as well as identifying the extent of the desired benefit from them in the educational sector. And build their skills in communication, creativity, and critical thinking. John Bruce (2002) Study: Education Freedom in Secondary Schools

It sought to know the role of the school press and radio in developing interest in the issue of human rights among secondary school students. In the development of human relations between people and freedom of expression.

The Study Terminology

Media:
,Human behavior that circulates information. Media is the process of collecting, storing processing and disseminating news, data, pictures, facts, messages, opinions and comments in order to understand personal, environmental, national and international conditions and act towards them with knowledge, knowledge and experience to reach a situation or situation that .enables correct and sound decisions to be taken

Definition of Educational Policies :
A national program for the growth and management of the education process in accordance with legally defined principles, objectives, curricula and means.

Iraqi Media:
Iraqi media means all media outlets that broadcast media messages addressed to the Iraqi people whether written, visual or audio.

The concept of educational media
The growing role of the media in our current era, which has acquired its features from the diversity of communication technologies and their development, which makes them constitute an active presence within every component of society and has a positive or negative impact on each of them starting with the individual and passing through the family and society and ending , with the international community .

1428

The current era is witnessing remarkable progress in the technologies and capabilities of the media, whether in terms of effectiveness or ease of use, and the extent of their impact on the recipient according to the capabilities of each medium. With data and professionalism that builds his attitudes, opinions, behaviors, and practices, and through his reliance on them, the media has become an influential tool and has a presence in developing and changing his behaviors and practices .

In this context, when we talk about print or print media, here the importance lies mainly in the word and the fixed image, which developed into radio programs heard on radio stations accompanied by supporting influences such as sound, music, etc. With the advent of radio, the availability of audio media with all its features and ease of access to the largest possible segment of the audience .

The scene developed greatly after the image joined the sound and the production of what was called television, which was a quantum leap in the history of media. The evolution of the image from black and white to color won greater satisfaction from the audience and dominated their minds before their hearts. For long periods of time, watching television has become one of the most important daily routine activities for many audiences, and has gained many hours of follow-up. The competition to attract the audience has become stronger and stronger between television and electronic and digital interactive media after the spread of the Internet and the development of means of communication tremendously over the past years, which revolutionized the world of communication, which was embodied in its most important dimension through the development of communication networks and the emergence of the mobile phone and all the features that it put in serving the customer (the recipient).

Therefore, and in view of this huge technical development in the capabilities of these media outlets, the debate remained intense between those who see their positives and those who see their negatives, and the role that they can play in the life of the individual, the family and society in general, which mainly depends on the adoption of this technology, and how to use it in service receiver.

Educational media site between the sciences of media and education

The existing studies and discussions about the relationship between education and media are not new, and the research and seminars that dealt with research in this relationship in terms of understanding the mechanism of work of each and the similarities and differences between them showed that there are many aspects of similarities and differences between these two sciences and that technological development has led In one way or another, to impose a real need for integration between the media and education, and that the media has become a major stone in the completion of the educational process.

Yalgin defines the integration between education and media as "a broad developmental framework between media and education in various philosophical and practical fields to achieve common goals with the most accurate design, system, follow-up and fulfillment of the necessary administrative demands such as organization, planning, rehabilitation and follow-up .

Education and media share the general goals and the method of achieving those goals. Apart from the precise details of the goals of each, we note that education and media aim to deliver information to the recipient using similar means of communication. suitable .

One of the aspects of the difference between education and media lies in the precise and specific

goals that each seeks to achieve. Where those educational goals specify the behavior required to be reached in a measurable manner. While media professionals do not see much importance in this method, and in the means of transmitting information, as the media exceeds the limits of methodology in transmitting information, the media does not adhere to a specific methodology even if it pursues a limited policy, and the media does not address a specific group of its audience nor does it require a certain level of culture, age or gender.

It is worth mentioning that education in its ancient and modern concept depends on media as its foundation, as educational systems are not correct in terms of their structures, methods, or programs if they are not interacting with everything that is happening in the world in the fields of science and knowledge, as well as in the fields of educational policies and curricula. Varieties of it.

International experiences in the field of educational
media The Experience of the Kingdom of Saudi Arabia

The interest in the science of educational media in Saudi Arabia began in the educational :organization since (1984), as the education and media policy indicated in Article (219) Newspapers and magazines, both public and private, should be consistent with the goals of guidance and education in idea and purpose, and in Article (2) the educational authorities work To benefit from the school newspapers and to issue a special magazine that expresses an honest expression of the society to teach its children the spirit of education, through which it seeks to raise the level of the family of education, and focused in Article (223) on the contribution of the media to publication, awareness and guidance directed to young people, and is subject in its

.means and objectives to politics Education and directed through the Supreme Education Council As for Article (225), it stipulates the media's contribution to public awareness that paves the way

.for achieving the goals of education and removing obstacles that prevent their implementation It also contributes to developing a positive spirit between society and the school in cooperation ,with educational authorities to reach Achieving educational goals, and finally Article (226) which stipulates the cooperation of the media in the education campaign to complete the culture of students on the one hand, and to provide members of the nation with what raises their level.

2. The Egyptian Experience

The beginnings of media education in Egypt were through the use of Misr TV for educational purposes since 1962, when educational programs in languages and sciences were shown on the .small screen. One of the services provided by the Egyptian TV

These programs, with educational content and objectives, revolve around the material they present and treat, and are directly linked to it, so that viewers from the general public and not students can benefit from the data they contain, at a time when students consider them as a source .of enrichment for the curriculum they study in school, and a factor help to comprehend it

The opening of the Department of Educational Media in the faculties of education in the universities of Egypt is one of the most recent and pioneering developments in the Arab world and internationally. It has a supportive role in spreading the culture of educational media and focusing on raising awareness of the culture of proper dealing with the media, and its role indirectly expands to include school learners through field training.

3. The Jordan Experience.

The interest in media education in Jordan came recently, as the media education project was launched in partnership withhg the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the project to introduce educational and informational media to Jordan in 2016 .

In the same context, those in charge of the education process in Jordan determined the teaching of media and informational education in schools and universities after the Jordanian Ministry of Culture announced the introduction of media education concepts and the employment of educational media in the curricula, and building the capacity of three thousand teachers to achieve this goal. A quantum leap in the development of the mechanism and concept of using media in education was with the Jordanian educational authorities launching the National Executive Plan for Media and Information Education, which will last from 2020-2023. This plan includes four basic areas, including the areas of education in schools and universities, which seek ,to integrate media concepts. Education and informatics in the curricula for three grades integrating the concepts and skills of media education in student activities, building the capabilities of about 3,000 teachers over several years, establishing student clubs, and developing .the performance of school radio stations

Experiences of Foreign Countaries
The second requirement: the experiences of foreign countries 1. The Japan Experience

,Educational media arose in Japan in its infancy through the public broadcasting service in Japan in 1925, with the establishment of the Japanese Broadcasting Corporation, which is a non-profit ,or commercial national organization, with autonomy that grants it freedom of expression provided it adheres to the public interest, and the Japanese believe that television has contributed greatly In developing the education process, and making it more efficient, as it gave equal educational opportunities to those who follow the educational courses through television, by giving them books specially prepared for education by correspondence, and includes abstracts of studies, notes and exercises that are broadcast with it, and stands behind this great television and radio effort in Japan Departments for the production of educational programs, which include experts and specialists with high qualifications in planning, production and evaluation. In addition to these departments, there are advisory committees for educational media distributed in fifty regions in Japan, which also include high competencies in the field of educational and .educational technology

2. The United States of America Experience

Educational media in America began in 1967 by creating a children's television workshop outside the education sector, as a new institution in the educational media sector. The Foundation in the world, through its production in this field, which is known as the series (Iftah Ya Simsim.

,Recently, educational media in the United States has focused its attention on activities educational methods, and teaching methods that aim to eradicate media illiteracy, and integrate ,theoretical and critical frameworks arising from constructivist learning theory, media studies and cultural studies grants. This work arose from the legacy of the use of media and technology in education throughout the twentieth century and the emergence of interdisciplinary work at the

intersections of scholarly work in media studies and education. This is what has formed common ground for work in the sector, as the Fundamental Principles for Media Literacy Education in the United States were created by a team of scholars and practitioners in 2007. This team works to reconcile the principles of "protection" and "enabling" of the topic of literacy media in the education community, and it also intended to link media literacy education, humanities, arts and other sciences by providing some educational materials via the Internet

3. Singapore Experience

NCB) launched a project to connect schools to the Internet, and the aim was to secure data , sources in schools. In 1993, the project began with six schools, and then the experience led to linking all schools and education supervisors to the Internet. Linking the Ministry of Education The .to this network, and then expanding the project to include intermediate colleges Singaporean government also developed a plan called (Information Technology 2000) to make

.Singapore (the island of intelligence) in the
21st century Study methodology and tools
First: the methodology of the study

In this research, the student used the analytical descriptive method, which is the most suitable method in testing her hypotheses, and in knowing the expected contribution of the Iraqi media in modernizing education policies in the State of Iraq. Then analyze it based on the collected data, then try to know its causes and the factors influencing it, then obtain results that can be generalized. Analyzing the information collected by the descriptive analytical approach, so that an explanation and results can be drawn." Thus, it can be said that in this approach the phenomenon is described from both the qualitative and quantitative sides, by collecting information using tools that are compatible with this approach, then coding and analyzing the

.data, and obtaining on the results thereof, and extract the appropriate
recommendations Second: the study population and its sample

.The study community means "all the vocabulary or units related to the phenomenon to be studied ,The community may consist of residents of a city or country, a group of individuals in a region a group of workers in a specific company, a number of fields in a specific place, a group of animals, or A specific commodity produced by a factory, and therefore the statistical community is a set of clearly defined units, so that these units distinguish the studied community from others." Thus, the statistical community in this research represents the Iraqi public. As for the study sample, it is part of the whole, and it is chosen by the researcher in order to study the phenomenon, due to the impossibility of fully studying the study population, and it can be defined as "a cell from the cells of the basic community for the study that is selected according to special conditions so that it constitutes as much as possible the study complex." The sample is random or non-random, and in this study, the random sample was used because of the inability to determine the numerical number of the study population, and it is of a non-random pattern, and this sample is characterized by the speed of access to research methods, the low cost in terms"

.of time and effort, and the ease of implementation," The sample size studied
was 390 individuals Third: the study tool

The means of collecting information are a major component of practical research, "they are an essential part of the methodological formation of the study, and the author of the research must ".ensure that the method on which he relied will enable him to collect the required information ,There are many tools when following the analytical descriptive method, including observation

interview and questionnaire . For the current research, the questionnaire tool was selected, or it may be called the questionnaire or the survey. The questionnaire is one of the most used tools in ,field research, and it is by definition "a method used to collect the data necessary for the study designed in the form of a set of questions placed in a special form, distributed to a number of The respondents, and the answers of the respondents are recorded by themselves or by the researcher. The questionnaire was built in this study to include four axes, distributed in 27 items (Appendix 1), the first axis includes the characteristics of the demographic sample (indicator gender, age, educational attainment, and marital status), and the second axis is concerned with items that show the extent of the Iraqi media's contribution to Drawing problems that negatively affect the Iraqi educational sector, and the third axis focused on items that show the extent of the Iraqi media's contribution to determining the educational priorities of Iraqi society in terms of the cognitive dimension, the emotional dimension, and the behavioral dimension, while the fourth axis focused on exploring the Iraqi public's opinions about the media's contribution Iraqi .in identifying educational methods and follow-up implementation

Table (1) : Weight, Weighted Average, and Opinion of The Five-Pointed Descartes Scale .

The opinion	Weighted average	The weight
Strongly Disagree	1.79-1	1
not agree	2.59-1.80	2
neutral	3.39-2.60	3
OK	4.19-3.40	4
Strongly Agree	5-4.20	5

The responses to the questionnaire items were designed using a five-dimensional Likert scale (Table 1), with the aim of giving respondents more options to express their opinion.

The responses to the questionnaire items were designed using a five-dimensional Likert scale (Table 1), with the aim of giving respondents more options to express their opinion .

Fourth: Fields of study

Temporal field: represented in the academic year 2022/2023.

Spatial domain: the state of Iraq .

 The human sphere: the people of Iraq, males and females, who have passed twenty years of age or more.

Fifth: The used statistical treatment methods

The information was treated statistically using the application of the statistical package for social sciences(SPSS) version 22).:to implement the following statistical treatment

Corrected item - total correlation coefficient for the structural validity of the .questionnaire

Cronbach's alpha .coefficient to calculate the stability of the form

Frequency, percentage, arithmetic mean, and standard deviation, to estimate the relative weight of the questionnaire items .

The arithmetic mean and the standard inclination for the acceptance of the research sample on each of the questionnaire's expressions, as well as on all its axes and dimensions .

One-samplet- .test to test the hypotheses of the study.

Sixth: the results of the field study
Test validity and reliability

The apparent honesty test was carried out by preparing the first version of the questionnaire, presenting it to the supervising doctor, then amending it according to the corrections, presenting it again to a group of specialists in the field of media, correcting according to their recommendations, then preparing the last version of the questionnaire (Appendix 1), while a test was also carried out. Structural validity by adopting the Pearson correlation coefficient between each sentence of the questionnaire and the average of the total statements (Appendix 2), which is called the modified correction coefficient. 750 for phrase No. 21 (the media highlights the need for students to have a positive attitude towards school and society), and those values exceed the acceptable statistical limit of 0.30, and thus the phrases used are valid to measure what they were designed to measure. With regard to the reliability test, the Cronbach's alpha coefficient was adopted which is a coefficient used to determine the stability of the questionnaire based on a multiple-choice scale in its answers. 0.947 (94.7%), while it ranged between 0.890 (89.0%) for the fourth axis, and for the second axis. In general, these values are high, approaching the value of (%93.5) 0.935 so ,[1] the correct one, and they exceed the minimum statistical limits for such cases. of 0.6 (60%) the questionnaire data can be used for analysis.

Table (2) : Elfakronbach coefficient for the dimensions and axes of the questionnaire

Cronbach's alpha coefficient	number of phrases	axis/distance	
0.935	5	The second axis	
0.899	5	Cognitive dimension	Third axis
0.928	5	emotional dimension	
0.930	5	behavioral dimension	
0.890	7	fourth Axis	
0.947	27	The total	

Describe the population-specific changes
gender variable

Table 3 : <u>Frequencies and percentages for the sex variable</u>

Cumulative percentage	percentage	Repetition	sex
<u>57.9</u>	<u>57.9</u>	<u>226</u>	<u>male</u>
<u>100.0</u>	<u>42.1</u>	<u>164</u>	<u>feminine</u>
<u>100.0</u>		<u>390</u>	<u>The total</u>
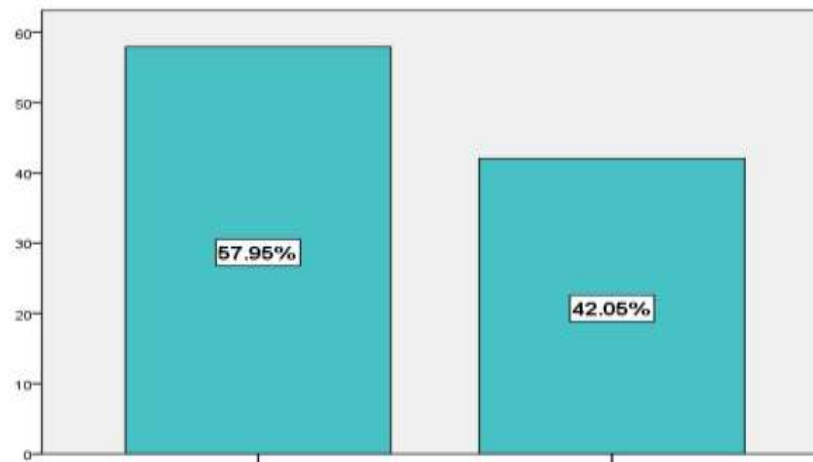
1Figure 1 : Percentages of sample members according to the sex variable

and Figure (1) show that the frequency of males was 226 compared to 164 for females, and (3 that the percentage of males at the level of the study sample was 57.9% compared to 42.1% for females. This difference between the two percentages may be explained by the nature of Iraqi society, as males may enjoy more freedom in Participation and expressing their opinion, in addition to being responsible in the family, and therefore they represent the prevailing opinion in their family, but this explanation may be somewhat logical, as the percentage of female participants 42.1% is not a small percentage, which also indicates the ability of females to express well in some families .

age variable

Table (4) : <u>Frequencies and percentages for the age variable</u>

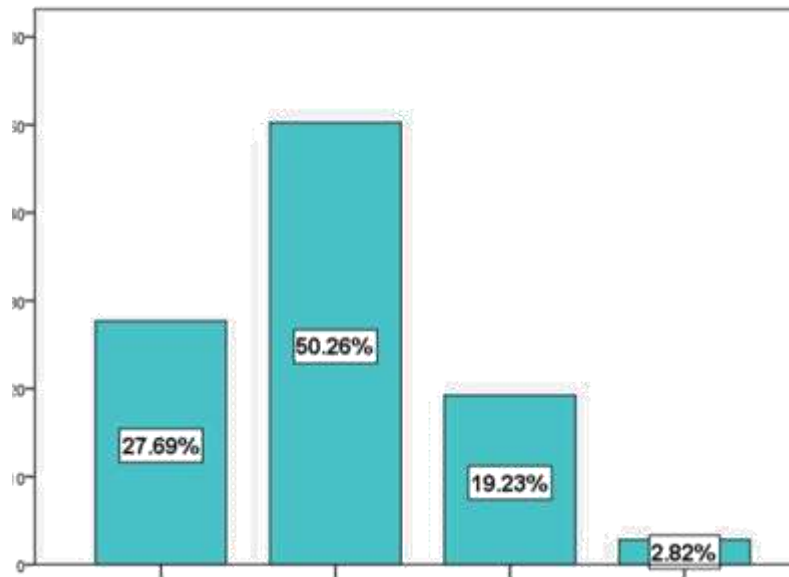| Cumulative percentage	percentage	Repetition	the age
<u>27.7</u>	<u>27.7</u>	<u>108</u>	<u>From20 to30</u>
<u>77.9</u>	<u>50.3</u>	<u>196</u>	<u>From31 to40</u>
<u>97.2</u>	<u>19.2</u>	<u>75</u>	<u>From41 to50</u>
<u>100.0</u>	<u>2.8</u>	<u>11</u>	<u>51 and over</u>
<u>100.0</u>		<u>390</u>	<u>The total</u>

Figure (4) and Figure (2) indicate that the age group "from 31 to 40" achieved the highest rate with a frequency of 196 and a percentage of 50.26%, and the age group "from 20 to 30" came in the second degree with a frequency of 108 and a percentage of 27.69%, constituting These two groups combined more than three-quarters of the study sample, with a cumulative percentage of In addition, the age group "from 41 to 50" recorded the third rank with a frequency of 75 .%77.9

.and a rate of 19.2%. This category was the category of
least interest Conclusions

This study, entitled "The Role of the Media in Drawing Educational Policies and Developing Education in Iraq/Survey Study", is an experiment to reveal this educational role based on the basic problem of the research, which is to know the role that the Iraqi media can play in achieving the educational necessities through The educational educational process that he adopted to influence the personality of the recipient in Iraqi society, and to assist and participate in drawing up educational policies to reach the development of the educational process and then the educational process in Iraq, according to the opinion of the people of Iraq.

Recommendations
 Based on the findings of this study, the following conclusions are recommended :

1.   The need for the Iraqi media to pay attention to educational problems in order to draw attention to them and motivate those concerned to solve them.

2. Focusing the media on understanding the theory of dependence on the media, and working according to it to bring about changes in the field of knowledge, emotion and behavior related to educational matters.

3. Determine a set of clear duties and objectives for educational media through cooperation between the media and educational sectors .

4. Create a database related to educational media, and update it continuously, so that the competent authorities can monitor and evaluate.

5. Giving wide powers to the educational media in order to carry out its role and tasks more efficiently.

6. Coordination at the highest levels between the media and educational sectors to raise the level and efficiency of the education process .

REFERENCES
the reviewer

[1]. Ibrahim, Ahmed. (2014), "School Administration in the Third Millennium", Modern Knowledge Library, Alexandria.

[2]. Ibrahim, Fahd. (2015), "Responsibilities and Duties of the School Principal in Light of Different Patterns of School Administration", Educational Studies.

[3]. Ibn Manzoor, Jamal Al-Din. "Lisan Al-Arab", Saudi Endowments Edition - Al-Amiriyyah, Part 15, Chapter Al-Ain - Letter M, Linguistic Dictionary Library, Dar Al-Nawader, (1300 AH).

[4]. Abu Maal, Abdel Fattah. (2006), The impact of mass media on children's education and education, Jordan, Dar Al-Shorouk.

[5]. Abu Hilal, Muhammad. (2010), "References in the Principles of Education", Dar Al-Shorouk for Publishing and Distribution, Beirut.

[6]. Ahmed, Ahmed Gohar (2004): Electronic Media: Reality and Prospects, Egypt, Dar Al-Kalima for Publishing and Distribution

[7]. 7. Ahmed, Sana Mohamed. (2010). A proposed program for training kindergarten teachers while serving in the locality of Port Sudan, Red Sea State, in light of contemporary global trends. Ph.D; College of Education, University of Khartoum.

[8]. Ismail, Ribhi, Umm al-Khair, Badawi, Najin, Samira, and Zahani, Rajaa (2007): educational media, a theoretical introduction (, Educational Issue Laboratory Notebooks)

(1) University of Biskra, Algeria.

[9]. 9. Imam, Ibrahim. (1980), "Islamic Media", Anglo Egyptian Bookshop, Cairo, 1980.

[10].   Barakat, Ghassan. Khaddar, Youssef. (2018). "Educational Planning", Tishreen University Publications, Lattakia.

[11].   Bani Mustafa, Hani (2007): Educational Policies and the System

[12].   The politician, Dar Jarir for publication and distribution, 1st edition, Jordan.

[13].   Bani Mustafa, Hani. (2007). "Educational policies and the political system", Dar Jarir for printing and publishing, Amman, Jordan.

[14].   Bulger, Monica. Davison, Patrick. The Promises, Challenges, and Futures of Media Literacy, 2018, p.4.

[15].   Guofang Wan & Dianne M Gut(2008). "Media use by Chinese and U.S Secondar Students: Implications for Media Literacy Education "Theory Into Parclose, No 47 .

[16].   Hobbs, Renee, and Amy Jensen. "The past, present, and future of media literacy education". Journal of media literacy education 1.1 (2009.

[17].   John Bross,(2002). "Freedom of Expression in secondary school" University of Oklahoma Dissertation Abstract International, Vol 98,No 4.

[18]. MacDonald, M. (2008) "Media literacy in action: An exploration of teaching and using media literacy constructs in daily classroom practice" PH.D. Thesis USA: University of California.

[19]. Melvin L. DeFleur and Sandra J. Ball Rockeach: Theories of Mass Communication, 4ed (New York: Longman), 1982, pp. 240-243.

[20]. Renee, Hobbs,(2005) "Strengthening Media Education in The Twenty-First century: Opportunities for the state of Pennsylvania "Arts Education policy Review, Vol 106, no 4, Mar-apr.

[21]. SCHIPEK. D & HOLUBEK. R, 2012- "Model For Successful Media Education". Mediamanual.

[22]. Taber, K. S: The use of Cronbach's alpha when developing and reporting research instruments in science education. Research in Science Education, 2018, 48 (6), 1273-1296.

[23]. Tichenon, P. Donohue, G. and Olien, C: "Mass Media Flow and Differential Growth in Knowledge" Published In: Public Opinion Quarterly, 1970, Vol. 34, P159.