

Administrative Requirements for Managers of Secondary Schools in the Province of Baghdad

Dr. Alaa Hakim Naser¹, Dr. May Faisal Ahmad²

¹Assistant Professor, Baghdad University -College of Education for Pure Sciences/Ibn Al-Haytham- Department of Educational and Psychological Sciences

²Baghdad University -College of Education for Pure Sciences/Ibn Al-Haytham- Department of Educational and Psychological Sciences

Abstract: *The research aims to identify the administrative needs required for the secondary school principals in the province of Baghdad, as descriptive and analytical approach was adopted. Research community was identified which consisted of 249 principals, and selected a simple research sample by random way with (38%) of the research community, as the number of respondents reached (94) male and female principals in secondary schools. A questionnaire was built which included 50 items distributed among the fields of study, and the validity and reliability was verified. The research data were analyzed using software (SPSS). The questionnaire was applied in the academic year 2015-2016. The research found the following findings: that the greatest need was demonstrated by managers was technology administrative communication and came high, and planning as a need for training came in their last needs. The researchers made a number of recommendations and proposals related research.*

Keywords: administrative needs, managers, secondary schools

1. Research Problem

It is known that secondary schools are the main humanity and social organization which have a great significant impact in building society and its development. And the manager of high school has important and essential role in achieving the objectives of his school and his community through having the skills and abilities of the successful management of administrative needs required in administrative work and how to deal with others and behave perfectly as well as how to solve problems, which is essential for a successful manager in his school.

Many the studies and research carried out in this area to find out the factors and issues affecting the poor performance of these departments to manage educational institutions, secondary schools, but also to know what are the factors that increase and help to build their capacity and ability for the better.

And when you take a quick look at the reality of high school departments in Baghdad Province in General, we find that there are many studies that identified many weaknesses in performance, but did not achieve the desired objectives and basic and comprehensive knowledge of these aspects because there is weakness and decline in school performance management managers of secondary schools, which they felt, what justifies us there are needy and inadequate administrative needs required in their school administrative jobs. So the researchers felt that there is a problem is that managers in much high schools are a number of training needs required to develop and improve their performance in high schools, which sought to achieve this search.

2. Research Importance

Importance of research can be summarized in a set of the following points:

- 1) The importance and need for research being dealt with an important segment of workers in the field of education, secondary school principals who assigned major responsibilities and functions in the management of these schools to achieve the desired goals.
- 2) The importance of the role played by the manager of high school on the entire educational process, the urgent and important to highlight the needs of administrative work.
- 3) This research complements previous research and preparation for subsequent studies might it results in achieving the desired objectives of the educational process.
- 4) Lack of research studies conducted on this subject by science researchers.
- 5) This research can contribute to the rehabilitation and the preparation of educational and administrative leader of the high school through the search results to know the most important administrative requirements required school managers.
- 6) This research represents a real response to one of the main issues of pedagogy and educational institution faces challenges head home.

Objectives of the Research

The research aims to identify the following:

- 1) To identify the main administrative needs required for the managers of secondary schools in Baghdad.
- 2) To check the differences statistically significant at the level indication (0.05) among managers of schools at the level of the required administrative requirements according to variables (gender, experience)

Research Scope

- Spatial boundaries: secondary schools in school districts in Baghdad Province (Resafa1, Resafa 2, Resafa3, Karkh1, karkh2, karkh3),.
- Human boundaries: The managers (male and female) of high schools.

- Temporal boundaries: the academic year 2015-2016.

Terms definition

- 1) Administration needs: Is a group of administrative requirements needed by the managers of the school including administrative and technical and human skills help raise functionality in school administration.
Procedural definition: A set of administrative requirements needed by high school principals to make them more efficient and effective in performing their tasks required, sample answer specific search on paragraphs questionnaire prepared for this purpose.
- 2) The manager of secondary school: The person who manages the high school, the this person should have at least five years' experience in teaching, there is enough scientific and pedagogical and physical susceptibility to administration and management, preferably those who associate work). (Secondary school system (2) the amended Act 1977).
- 3) Secondary school: is the stage that follows the primary school phase and precedes undergraduate and six years of age (12-17 years) divided into two levels I three-year average and the other three-year apprenticeship. (MoE, 1988)

3. Theoretical Background

School administration: school administration became an important issue in today's society and that developments in various other fields, which is the latest huge change in the educational system and in special education. So he became the administrative and educational work in school administration complex and difficult process, which acquired the functions and responsibilities as a result of the growing complexity and other community systems associated with them. And interest in research disciplines related to the development of school management in developed countries decades of what this administration of importance and necessity in building societies. The school administration and became specialized in itself but to the branches and more precise details in school work.

The school administration as a note, It can benefit from the rest of other sciences such as management science, psychology and others to wear caused by such science which gave them sophisticated and new growth we desperately need us. (Amaireh, 29, 1999)

The school administration is responsible for drawing the plans for implementing the curriculum and create the atmosphere of the school and the General and specific objectives as well as attempting to develop curricula and to contribute to the discussion and creation of teaching and study requirements, not to mention the many tasks and responsibilities that represent the pillars of educational and administrative system in school.

And after all the above, it is evident that the school administration is no longer that traditional management trying things everyday but this exceeded many things imposed by developments in society as a whole.

School Manager

Since the school administration one of the main administration in the education system and educational mission, and it is looked like place which crystallized into policies and actions plans are translated into practice, which fit together and interlinked human relations educationally, scientifically between students, teachers and the surrounding community, thus requiring an administrative presence successful accommodates all these variables takes into account various aspects for workers.

That means the manager's personality on the adoption of sound and effective plans that contribute to the overall objectives. (Shawki, 3, 1995)

It is known that one of the most important roles of school management is directing and coordinating efforts and business planning and performance supervision and follow it, which makes the principal task of major importance in terms of management and planning in light of the available human and material potential.

The Administration in General is a social necessity, a tool or underdeveloped countries, agencies and institutions have found that scientific and technical progress in developed countries is not a technical gap in first class, but rather a management issue and not the backwardness of developing countries lag in talent is as much a failure in management. (Abboud et al, 87, 1994)

The school administration consists of the principal Director is actually must be qualified and capable of creativity and critical thinking and the ability to proper planning and how to organize things and modern updates done.

Director of school today as Commander education ally's direct responsibility for everything that happens in school and workflow, as well as creating cooperation between faculty and among all his works to achieve its goals. (Ahmad, 19, 1999).

And the manager is the one who lead the educational and administrative Assembly work and school education for the implementation of approved policy and objectives (Hamidi, 14, 2002)

And since more education services to human societies, school administration is leading this service and its importance in every community as indispensable. (Solomon, 56, 1994)

Thus it is clear that successful manager is home the fundamental basis and important axis in the development of educational and administrative process, is the cornerstone upon which the daily administrative functions and processes for the management of the school.

Principal Duties and Responsibilities of the School Manager

There are many tasks and responsibilities to the school manager, this subject has become a controversial topic and a debate among specialists in this type of complex functions of the managers and the multiplicity of aspects related to administrative, educational and social work and his

humanitarian, is the anchor and focus of activities and events for the school in terms of coherence with other Community regulations.

The manager today can be considered as nervous system upon which the school, is the axis engine and directed their energies and material and human potential. (Al Badri, 66, 2001)

So that the manager is occupied the principal place in practical administrative and educational system in school, he has many and varied responsibilities and functions, he is responsible for the development and modernization of the educational process, and also responsible for personnel matters with him in terms of motivation and creativity and encourage others to work and the Department of school, as well as the basic administrative functions of planning, organizing, directing and deciding and others to achieve the desired goals.

And the basic tasks and responsibilities can be classified to the managers by fields as (Hariri et al, 2007) as follows:

First: the tasks and responsibilities of the administrative side: is the following:

- 1) Annual and quarterly plans for school.
- 2) Organize school profiles.
- 3) Organization of school related records and files.
- 4) Maintenance of order and discipline.
- 5) Composition of committees and defining their missions.
- 6) Organize informational programs at school.
- 7) Forming and organizing committees the examination Board.
- 8) Organization and time management.
- 9) Daily administrative routine.
- 10) Future planning

Second: tasks and responsibilities for the technical side (supervision), is the following:

- 1) Development of vocational teachers.
- 2) Identify the capacity in management guru.
- 3) Curriculum development.
- 4) Examination and analysis of the plans of study material.
- 5) The development of the calendar followed by the teacher with his students.
- 6) Pursue growth of students and pupils.
- 7) Evaluation of positive trends for teachers.
- 8) Evaluation the work of teachers and school staff (alhariry et a.,2007)

Skills should be available for the manager

It is known that the manager of the school is the first educational leader in his school, which must have a set of characteristics and qualities and skills that enable it to perform the correct image and roles required, therefore necessitating Administrative Director education characterized by these qualities and skills.

The researchers and specialists are varied in the number and types of these skills, since both opinions varied depending on its orientation and type of work in the learning environment, but overall can be identified:

1. Self Skills: the personality of the manager plays an important role in the exercise of leadership and management duties, personal qualities have a significant impact on teachers ' attitudes and responses to aspects of supervisory work, whose own skills in verbal fluency and personal strength and vitality and activity and good conduct and fairness in dealing with others and distance bias and favoritism and refrain from mistrust of others, it is creativity, initiative, poise and behave in critical situations as well as enjoy other mental abilities as a Director of intelligence and perception and prediction and analysis capability Connectivity and conclusion. (Abidin, 39, 2001)

2. Technical Skills: these skills in the techniques and methods used by the Director in the exercise of his work and his treatment of the situations encountered. Professional skills availability requires as much necessary information and scientific and technical assets required for the success of the administrative work. (Asaad, 49, 2005).

These skills to learn in-depth of the managerin stuff, science and knowledge in his profession and aspects of the requirements Manager via experience and training and rehabilitation. (Al-Ajmi, 54, 2007)

These include technical skills specialized knowledge and analytical capacity of things within the field of knowledge enables the use of all professional skills, tools and methods in the area of specialization enable the principals of this skill through training programs specifically designed to rehabilitate and prepare them. (AlAlaq, 27, 1998)

3. Conceptual skills (cognitive): this is one of the most important skills the skills needed for School Director but at the same time is one of the hardest skills for learning and acquisition, the Director in the exercise of his work uses everyday. (Al-Ajmi, 56, 2007)

These skills are concerned with how to analyze things and problems occurring in relation to the principal. It is a skill that measure the efficient of the man educational administration (manager) in the creation of ideas and a sense of mastery and problems with solutions and reach a consensus, it is necessary to assist the Director in success and prioritization and action planning and guidance. (Al Nasser, 14, 2013)

The school manager must possess the conceptual construction of things occurring that will get future preparedness and try to find solutions before they occur, underscoring the difficulty and complexity of such skills.

The author (Altawel, 2001) indicates that cognitive skills mean perceiving relationships between network manager system in which it operates and other social systems associate with him, and his insight to the main elements and important position of facing and dealing with him. (Altawel, 29, 2001)

4. Human skills: skills that the school principal can deal successfully with others and his ability to capture their attention and make them collaborate and qualities to work within the school and can learn these skills as manager of

the school's ability to deal effectively and behavior as a member and an active element in the community. (Asaad, 50, 2005)

Human skills are at the forefront of skills that should be possessed by the principal as a human being first and second career description educationally within the educational and humanitarian framework, which promotes the first daily dealings to be human is to deal with people (humans) as members of the community before they were students or teachers or others.

Previous studies

The researchers will display a number of previous studies on the subject of Arabic and foreign while low explored, as they tried to get the Iraqi studies directly related to the question and did not receive (As to learn). And will be dealt with according to the chronology as follows:

1. Study (alnbiti, 1989): ' educational management needs assessment for managers of State secondary schools in Jordan '

This study aimed to answer a number of questions, including:

- What is the reality of high school principals capabilities to exercise administrative and educational functions
- What is the importance of administrative and educational needs for these managers?
- Are there any significant differences in the abilities of managers to exercise administrative needs: gender, qualifications, and experience?

Research sample consisted of (110) managers, of whom (53) male and (57) female manager, The researcher made a development for a tool (scale) especially prepared for this purpose related to educational management needs assessment for managers after they were sincerity and consistency. Then the researcher analyzes data for the results:

- Low level of administrative practice of a number of educational needs in seven areas important to managers.
- No statistically significant differences between capacity and important variables for a number of educational administrative needs have secondary principals.
- No statistically significant differences due to gender, qualifications, and experience. (Alnbiti, 1989)

2. study (shobash, 2005): "Proposed training plan for the administrative and technical needs of managers of education managers and supervisors as seen by educators in Jordan ' the purpose of this study is to build a proposed training plan for the administrative and technical needs of Directors of education of Jordan by identifying what administrative and technical needs required by managers from the viewpoint of educational supervisors, and priorities.

Research of total community are managers of departments of the Ministry of education of Jordan (33) for the academic year (2003-2004), the number of supervisors (538) supervisor and supervisor of distributors between these departments, accounting research sample size of society itself, which at 100%. Tool was built consisting of (96)

distributed among nine areas, researcher rebuilt after they were sincerity and consistency.

The study found multiple results, the most important to decision making and decision had ranked first in terms of the requirement for a sample search. Then put into a number of conclusions and recommendations and proposals for research. (Shobash, 2005)

3- Alshareja study (Alshareja, 2006): The administrative and technical needs for secondary school principals in the State of Kuwait from the perspective of managers themselves '

The purpose of this study is to identify the level of administrative and technical needs calendar I have secondary principals in public schools in the State of Kuwait from the perspective of managers themselves. Use the Finder tool for research to achieve its goals which included several areas search sample tool was applied in the academic year 2005-2006, the research community was composed of (111) as Director, research sample consisted of (97) by 87%.

The results showed the urgent need for more planning than other needs, whereas showed no statistically significant differences for managers in terms of gender, professional experience, and a set of conclusions and recommendations and proposals for research (Alshareja, 2006).

4- Study Llewellyn (1996, Bouillon): ' Administrative requirements for new managers in selected schools in California 'The purpose of this study is to identify the necessary administrative requirements for managers of new schools in California. Researcher building tool for achieving the goals of research, applied on a sample of new managers in this State for the academic year 1995-1996, the results showed a lack of support and help new managers from a few experienced, as well as the results show managers need to training courses in the definition of the functions and administrative processes through curriculum and budgeting plans. The study recommended that training programs for managers is to make the necessary administrative needs and help plan and resolve disputes and administrative decisions. (1996•Bouillon)

4. Research Methodology and Procedures

4.1 Research Methodology

Researcher was adopted a descriptive analytical for achieving its objectives, and this approach of the most common and prevalent curricula, especially in educational and psychological research, and followed a series of actions in terms of description of the research community and appointed, as well as a description of the tool and find the honesty and reliability of the tool, and select the appropriate statistical methods used to analyze the data in order to reach results as follows:

First: the research community and its sample:

The research community is consisted of the high schools managers in Baghdad , their number was (249) as managers, selected a sample search by simple random method (38%)

From the research community, with many respondents (94) as male and female managers.

Secondly: The search tool: The researchers adopted a questionnaire as a primary source for collecting information and data and to complement the requirements of practical side and reach results, questionnaire was designed around the goal of research and requirements.

The researchers relied on sources to gather information, namely:

- 1) The reference books relevant Arabic and foreign.
- 2) Periodicals, essays, reports, research and previous studies that addressed the subject of the study, research and reading on various websites.

The researchers have resorted to collecting initial data by questionnaire as a tool head of research. They consisted of (50) distributed among six areas (planning, organization, coordination, technology, communication, and community service, and monitoring and evaluation), as shown in table 1.

Table 1: Paragraphs distribution depending on the area of questionnaire

Percentage	Paragraphs number	Area	No.
%16	8	planning	-1
%18	9	organization	-2
%14	7	coordination	-3
%14	7	Information technology and administrative communication	-4
%16	8	Community service	-5
%22	11	Monitoring and evaluation	-6
%100	50	Total	

After the completion of the formulation of paragraphs tool triple gauge mode once graded (high, medium, and failing grade) for each paragraph corresponding weights (1, 2, 3) respectively.

Third: honesty gadget: questionnaire submitted to (10) experts of specialization and experience in educational administration, teaching methods and assessment the adoption rate (80%) Above for the purpose of verifying its refereeing, arbitrators and experts showed their views and opinions on the paragraphs of resolution, and suggested modifying certain paragraphs and delete others.

Fourth: persistence of the tool: To ensure stability, the researchers adopted (method of testing and retesting) (test-retest) by applying the tool and reapply after two weeks on the set of (20) as managers, and then calculate the correlation coefficient between their answers both times, with (0.83). Reliability coefficient was calculated in a way that internal consistency by cronbach Alpha formula, (0.92) promised that appropriate values for fortitude.

In regards to the second objective (how statistically significant differences in administrative requirements for managers in high schools Baghdad, areas due to the following variables: (gender, experience) test was adopted (T-test) two separate but equal as shown in search results.

Fifth: application tool: core sample questionnaire applied in the year 2015-2016, with distribution (125) identification, after pursuing serious recovered (94) identifying valid statistical analysis.

4.2 Statistical means

The following statistical methods adopted by the statistical case for Social Sciences (spss)

- 1) Ratio of the agreement: to extract ratio of arbitrators on every paragraph in the search engine, according to the following equation:

$$\text{Ratio of the agreement} = x = \left(\frac{\text{Number of agree persons}}{\text{total number}} \right) * 100$$

- 2) Pearson coefficient factor : to measure the consistency in the stability concept, it is measured by using the following equation:

$$R = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

- 3) Alpha cronpach: to measure the stability factor in the consistency concept:

$$\text{Consistency factor} = (n/n-1) * (1 - k * t^2) * t^2$$

- 4) The fisher equation: to describe each paragraph of the search tool and find out their value and their order relative to other paragraphs within a single domain to view your results by the following law:

$$\text{Mean value} = (t1*3) + (t2*2) + (t3*1) / \text{total } t$$

Where:

T1= first repetition (the first one in the answer of the sample (high degree)

T2= second repetition (the second one in the answer of the sample (medium degree)

T3=third repetition (the third one in the answer of the sample (lowest degree) (nieet,al,1973,p.566)

- 5) Percentage weight = (mean / the maximum value) * 100
The proposed mean is used to find the weight value which is used in questionnaire as follows:
Proposed mean = 1+2+3/3 = 1

- 6) T test is used for two independent samples, as shown is the research results, to find the differences which caused by the gender and experience

5. Results and Discussion

I: what administrative needs required at the secondary principals in Baghdad?

First: to present and discuss the overall outcome:

Table 2 indicates that the administrative needs of college class at the discretion of the managers of the research sample total vertebrae most resolution (50) items were weighted Central (212) and weight percentage (73, 733%), moderately, and that means that the need for up to 73%, confirm the need for managers to a lot of skills and experience to perform their duties efficiently, this need for many reasons, including : Poor compliance with the

requirements for the selection of managers, perhaps twice the same conditions, including conditions of service in teaching (5) years and obtain a doctorate degree in educational science or master, well maybe not passing through training courses for administrative work before he took office, as well as weak spirit continue and develop, and preoccupation with minor things away from his school and development itself. And other things.

Secondly, at the level of the overall results for each area:

Table (2) to area (of administrative information technology) got first place in the arithmetic mean of (2, 378) and weight percentage (79, 285%), a result is considered so great, because most managers still need these skills to do their jobs, and that there is a need improving in administrative communication information technology and modern techniques.

The area was ranked second (coordination) with weighted Centre (2, 299) and weight percentage (76, 642%) attributed this result that coordination is not smooth and easy but requires experience and skill, and that's what's lacking an estimated 76% of managers and they need him for herself, and the distribution of tasks and responsibilities between the assistant teachers and meet obligations as set out in the regulations and instructions and achieve balance between responsibilities and powers and rights, and avoids conflicts of authority and rival groups that lead to fragmentation and poor performance Instead of renewing and developing the school.

The area came in last place is (planning) to Center weighted (1, 178) and weight percentage (62, 666%) is low, this result may be attributed to the managers of the importance of the planning function and attention which made them good at work and they do master planning process to a greater extent than in other jobs.

Table 2: Weighted percentage of weight management needs

Percentages	Weighted percentage	Paragraphs number	major	stage	no
79.285	2.378	7	planning	4	1
76.642	2.299	7	organization	3	2
76.424	2.292	11	coordination	6	3
74.833	2.245	8	Information technology and administrative communication	5	4
73.074	2.192	9	Community service	2	5
62.366	1.871	8	Monitoring and evaluation	1	6
73.733	2.212	50	Total		

Third: outcomes at the level of the paragraphs for each area:

It will discuss the results of the first two paragraphs in each area and the last paragraph of the same domain as follows:

The first area: planning: shown in table (3) this guarantee (8) paragraphs.

- Paragraph (2): (planning for school work) came first in the Center-weighted total (2,511) and weight percentage (83, 687%), high degree, due to the fact that managers do not have the skills to take on future planning to develop comprehensive school in all respects within a look cover (3-5) years for example, take into account the human aspects and educational attainment, activities and teaching methods and means and others.
- Paragraph (8): (preparation of monthly, quarterly and annual reports on school work) I have obtained the second place in the Central weighted total (2,436) and weight percentage (81, 205%), a high degree of it

exceeds 80%, this result is due to the difficulty faced by managers in the preparation of reports and the need to train and create firsts and miscellaneous information probably doesn't care about saving to be utilized in the preparation of their reports, and poor literary practice this skill.

- The last paragraph in this area as illustrated by table (3) paragraph (5): (delegation of authority for efficient and competitive elements), got a Center weighted (2, 234) and weight percentage (74, 468%), is the result of a fall in the level of the Centre, and due to the fact that managers are unaware of authority steps in identifying the tasks to be delegated and authorized by the instructions, then choosing the right person and then issuing the administrative order, that authorization does not exempt the Director responsibility delegated to others.

Table 3: Weighted percentage weight of planning

Percentage weight	Weighted percentage	paragraph	Stage	No.
83.687	2.511	Planning for school work with the whole picture.	2	1
81.205	2.436	Prepare monthly, quarterly and annual reports on the work of the school.	8	2
78.388	2.351	School budget distribution between Exchange sections.	4	3
78.368	2.351	Learn about regulations and laws and their application.	1	4
77.304	2.319	Ability to articulate his vision for the future development of the school	6	5
75.177	2.255	Develop plans and programs for school activities and events.	3	6
74.822	2.244	Mastering financial disbursement receipts every fundamentalist in Panda.	7	7
74.468	2.234	Delegating authority for efficient and competitive elements.	5	8

The second area : Organization: Shown in the table (4) this guarantee (9) paragraphs.

- Paragraphs (4) and (5): (Organization of school records and corium work and organization of the examination and

the development level and good performance) came first and second respectively and equally weighted Central total (2,319) and weight percentage (77, 304%) Due to the diversity and records required accuracy and attention supervisors checked and checked and other reasons; make managers are keen to further skill management. So with exams are important, if not more, resulting from the results pertaining to students, so the need for greater precision in organization, management and development of methods and content, yet rarely find courses or

seminars addressing various levels of exam administration.

- The last paragraphs of this domain as illustrated by table (4) paragraph (7): (decorate draw school entrances and organize its gardens and squares), got a Center weighted (1, 945) and weight percentage (64, 893%) And is the Central degree, such a task is not of interest to managers of at least this long're building schools out of that country and its economic crisis makes the subject that most interests and management school.

Table 4: Weighted percentage of weight management

Percentage weight	Weighted percentage	paragraph	Stage	No.
77.304	2.319	Organization of school records and corium	4	1
77.304	2.319	Organization of the examination and the development level and good performance.	5	2
76.950	2.308	Administrative and regulatory functions in the system.	1	3
75.268	2.258	School meetings management and planning and follow up.	2	4
74.468	2.234	Distribution of hours and scheduling skills.	9	5
73.404	2.202	Composition of committees and boards for teachers and students and activate its activity.	3	6
69.858	2.095	Control and regulate the students ' entry and exit from the evening without morning problems.	8	7
68.085	2.042	Skill preparation for interviews, and implement the outcome.	6	8
64.893	1.946	Decorate draw school and its entrances and organize its gardens and squares.	7	9

The third area: consistency: shown in table (5) this guarantee (7) paragraphs.

- Having obtained under paragraph (1): (sound and substantive decisions at the right time) came first in the Center-weighted total (2, 5) and weight percentage (83, 333%), high degree, due to feeling the need for managers and the importance of training in this skill and permanently on as the Manager makes decisions that a continuous and ongoing guidance and develop work. it is well known that the Administration can be summed up in two words (+ further implementation), and what distinguishes good decisions Director and at every level, decisions are either fatal or flying on to reflect the place of Director Worth it in position.
- Paragraph (7): (organizing conferences and exhibitions and competitions and implementation) it has got second

place amid a weighted total (2, 372) and weight percentage (78, 078%), are moderately, but it touches, and due to the fact that this skill and expertise nobody cares about training or organize programs for managers to raise the competence in organizing, so Director churning out this task to a group of experienced teachers, but he doesn't have much personally, so came the need is high.

- The last paragraphs of this domain as illustrated by table (5) paragraph (5): (morning school radio and column format flag was renewed), got the lowest results weighted Central (2, 138) and weight percentage (71, 276%), middle class, represent the paragraph attributed lower results that line got a semi fixed tradition, and not in the interest of the Manager search experience plus or development.

Table 5: Weighted percentage weight of coordination

Percentage weight	Weighted percentage	paragraph	stage	No.
83.333	2.5	Make a sound and substantive decisions at the right time.	1	1
79.078	2.372	Organizing conferences and exhibitions and competitions and implementation.	7	2
78.014	2.340	School time investment away from wasting time.	3	3
75.886	2.276	Coordination of work between workers and distribute it without problems.	4	4
75.177	2.255	Exercise the powers entrusted in accordance with the job description.	6	5
73.758	2.212	Work within a single group within a cooperative prisoners.	2	6
71.276	2.138	The morning line and radio format and the flag was renewed.	5	7

The fourth area: information and communication technology management: shown in table (6) this guarantee (7) paragraphs.

- Paragraph (5): (computer information base design to manage school) came first in the Center-weighted total (2,659) and weight percentage (88, 256%), a result of high, this means that the need for this paragraph is very high, because most managers don't have experience; it is purely a work of art, but it is not impossible, and the Director can cost a number of teachers to participate in training programs to master these skills.

- Paragraph (4): (activation and maintenance of educational devices) you've got second place amid a weighted total (2,478) and weight percentage (82, 624%), and is high, due to the fact that school districts sometimes schools are equipped with certain devices and equipment for teaching but no train one of the schools to operate and maintain and fix some minor faults.

- The last paragraphs of this domain as illustrated by table (6) paragraph (6): (competence in adoption of communication and communication with others), and got a Center weighted (106) and weight percentage (70, 212%), is moderately came, probably because of a decline

in this paragraph to another ladder to circulating means of communication like cellular phones of all kinds were adopted with this period, and affordable and easy to use,

and is not meant here all kinds of computers, they need more experience to handle.

Table 6: Weighted percentage weight of information and communication technology management

Percentage weight	Weighted percentage	paragraph	stage	No.
88:652	2:659	Design of computer information base for school administration.	5	1
82:624	2:478	Effective use of educational hardware and maintenance.	4	2
81:560	2:446	Use computer in school administrative process.	1	3
79:787	2:393	Preparation of correspondence and administrative correspondence and make reply .	3	4
78:174	2:345	Pursue scientific and technological innovations in the field of management and the school.	2	5
73:758	2:212	Using the modern scientific and technological developments and provide library with all new ones.	7	6
70:212	2:106	Efficient use of media and make a communications with others.	6	7

fifth area: community service: shown in table (7) this area guarantee (7) paragraphs.

- Paragraph (3): (problem management and conflict within the school successfully) came first in the Center-weighted total (2,372) and weight percentage (79, 078%), representing a high result, due to the conflict management and became an art and experience to succeed in this mission must be necessary for the Director to give the school an atmosphere of love and justice and respect for more productive work instead of wasting effort and time in futile conflicts.
- Paragraph (4): (understanding and interacting with the community for school work) I have obtained the second place in the Central weighted total (2,362) and weight

percentage (78, 327%), which is close in content and grade with the previous paragraph, which expresses great need felt by school administrators to deal with community representatives, parents and district leaders and directors of government departments working to earn and benefit from their services and their efforts to develop his school.

- The last paragraphs of this domain as illustrated by table (7) paragraph (6): (students and issues a complaint and resolve project), got a Center weighted (2, 138) and weight percentage (71, 276%), are moderately, the reason that managers understand some of human relationships with teachers, despite feeling the need for more experience and skill to develop.

Table 7: Weighted percentage weight of the field of community service

Percentage weight	Weighted percentage	paragraph	stage	No.
79:078	2:372	Problem management within the school successfully.	3	1
78:723	2:362	Understand the community and interact with it for school work.	4	2
77:305	2:319	Creating the school to be the center of community activity and radiation.	7	3
73:404	2:202	Interaction and communication with State institutions and the community.	8	4
73:049	2:191	Provide a learning environment that reflected positively on students.	2	5
73:049	2:191	creation of parent-teacher associations, management and development work.	5	6
72:695	2:180	Give an attention to students and issues a complaint and resolve project.	6	7

Area 6: monitoring and evaluation: shown in table (8) to this area included (11).

- Paragraph (1) (benefit from feedback to develop new plans) came first in the Center-weighted total (2,521) and weight percentage (84, 240%), high degree, managers need due to this skill to their ignorance of the concept and results achieved employment contexts of each work to avoid negatives and promote pros to always pay for success and development.
- Paragraph (2): (detecting capacity of teachers and students and invested for school) I have obtained the second place in the Central weighted total (2,457) and weight percentage (81, 915%), high degree, due to the fact that

most managers are ignorant of this skill that represent the greatest achievement by the Director of his school with excellent detection and creators of all categories, because progress not only creates the creators, confessional managers need this experience.

- The last paragraphs of this domain as illustrated by table (8) paragraph (6): (follow office hours for teachers and students and take necessary), got a Center weighted (2, 360) and weight percentage (68, 794%) Moderately, is weak, that managers have mastered this skill, because it represents their authority as embodied in the procedure adopted by the day, so you don't need them from their point of view.

Table 8: Weighted percentage of weight-up evaluation

Percentage weight	Weighted percentage	paragraph	Stage	No.
84.042	2.521	Benefit from feedback to new plans.	1	1
81.915	2.457	Detecting capabilities of teachers and students and invested for the benefit of the school.	2	2
80.851	2.425	Attention to outstanding students and distinguished and creators.	9	3
79.078	2.372	Encourage teachers to develop their abilities and follow up and update scientific and professional.	8	4
76.950	2.308	Follow up student achievement and develop treatments for low-lift.	7	5
75.886	2.276	Follow the directions and instructions of management and implementation.	3	6
74.468	2.234	Motivate teachers and students to interact with the learning resource center.	4	7
73.404	2.202	Follow the work of teachers and the statement notes.	5	8
72.695	2.180	Availability of safety requirements in building and equipment and transportation.	11	9
72.340	2.170	Follow the work of the school guards and their users and permissions on a daily basis.	10	10
68.794	2.063	Follow office hours for teachers and students and take necessary.	6	11

Second objective: is there a statistically significant differences at the (* = 0.05) in average sample results attributable to variables (gender, experience)?

gender Variable:

Table (9) the results of the analysis.

Table 9: Identify differences in the areas of gender variable resolution

Significant	T TEST		Freedom Degree	Standard Deviation	Mean	No.	Gender
	tabular	Calculated					
غير دالة	1.980	1.059	92	13.724	116.590	44	Male
				12.787	113.680	50	Female

Depending on the table (9) evidenced the lack of statistically significant differences in average results due to gender, think that reason is due to the fact that directors and managers are subject to the conditions and procedures for their selection,

qualification and start working without training courses, so gender is even at all.

-A variable level of experience

Table (10) the results of the analysis.

Table 10: Identify differences in survey areas to experience variable

Significant	T TEST		Freedom Degree	Standard Deviation	Mean	No	Experience
	tabular	Calculated					
غير دالة	1.980	0.299	92	13.119	115.613	32	10-1YEARS
				13.507	114.742	62	MORE THAN 11 YEARS

The table indicates (10) lack of statistically significant differences due to variable experience, the reason some may associate job and learn some management skills, and that experience could eliminate its impact as the difference between a year or two, but it's a classic easy routine.

6. Conclusions

Based on the results the following conclusions can be drawn:

- 1) The administrative requirements for secondary school principals were the result of an average requirement in General.
- 2) Most managers demonstrated need (information and communication technology) and came with a high degree, that chart as training need came in else needs.
- 3) The most need at paragraphs was the need to design computer school management information base, and that the least skilled decorate school entrances and organization, area parks.
- 4) There are no statistically significant differences at a level (0.05) attributable to variables (gender, experience)

7. Recommendations

In the light of the outcome of the results the researchers recommend the following:

- 1) Training courses in information and communication technology evolutionary rules give managers the skills they needed them.
- 2) Organize courses in database design and information and increasing the use of technology and computers in school administrative work rapidly and evolved.
- 3) Provide schools with adequate numbers of computers and modern communication devices.
- 4) To provide school districts with copies of the results of this research to adopt those actors including development and teaching centers for what came from the results and include them in their development.

8. Future Works

Researchers have developed a number of proposals:

- 1) A study on the nature of administrative requirements in handling computers and databases needed by directors of secondary schools.
- 2) A study on the professional and scientific needs of the directors and teacher in Baghdad and other provinces.

- 3) A study of administrative and training requirements for profitable divisions of the Ministry of education at the level of the Baghdad governorate.

References

Arabic Sources:

- [1] Ahmed, Ibrahim Ahmed (1996): towards the development of school management, Arabic literature, Riyadh, Saudi Arabia.
- [2] Assad, Waleed Ahmed (2005): school administration, the Arab community library for publishing and distribution, Oman.
- [3] El-Badri, Tariq Abdul Hamid (2001): leadership styles in educational institutions, FAO, Oman, Jordan.
- [4] Al Hariri, Rafidah, et al (2007): educational planning and management, Dar Al-fikr, Jordan, Oman.
- [5] Hamidi, Fadhela Abbas (2002): evaluation of management efficiency of school administrators from the point of view of professional teacher evening master unpublished, alhazen/College of education, University of Baghdad, Iraq.
- [6] Sulaman, Irfan Abdul Aziz (1978): strategy management in education, Anglo-Egyptian bookshop, Cairo, Egypt.
- [7] Al sharija, Mohamed matir (2006): administrative and technical needs for secondary school principals in the State of Kuwait from the viewpoint of teachers themselves, unpublished Master thesis, University graduate, Arabic Oman Oman, Jordan.
- [8] Shobash, Ibrahim Mustafa Abdel Khalek (2005): a proposed training plan for administrative and technical requirements for directors of education and educational managers and supervisors see education in Jordan, unpublished thesis, graduate school, University of Jordan, Oman, Jordan.
- [9] Shawqi, Naji Jawad (1995): business administration – a quantitative perspective, book printing and publishing, Baghdad, Iraq.
- [10] Al taweel, Hani Abdul Rahman (2001): educational administration: concepts and perspectives, Wael publishing, Oman.
- [11] Abidin, Mohamed Abdel Kader (2001): the modern school administration, Dar El shorouk, Oman, Jordan.
- [12] Abboud, Abdul Ghani (1994): management of elementary school, Arabic Renaissance library, Cairo, Egypt.
- [13] Ajmi, Mohamed Hassanein (2007): school management and age requirements, the new University, Alexandria.
- [14] Al alaq, Bashir (1998): the foundations of modern management, Dar aliarozdi, Beirut, Lebanon.
- [15] Al amayreh Mohamed, Hasan (1999): principles of school management, March, Oman, Jordan.
- [16] alnbiti, Khalid Hassan (1989): educational management needs assessment for managers of State secondary schools in Jordan, unpublished Master thesis, University of Jordan, Oman, Jordan.
- [17] Al-Nasser, ALA-Governor (2013): management and educational supervision and secondary education, Dar Al Manar printing, Baghdad, Iraq.
- [18] Ministry of education (1986): secondary school system in Iraq (2) polluted 1977 (23), Baghdad, Iraq.

Foreign References

- [19] Bouillon. W. Kit (1996) Educational Administration in secondary School in California. New York .Holt printer and Winston. USA.
- [20] Nie and N.H. and et al. (1973): Statistical Decision Making, A logical Approach, Bruce Publishing Co. Milwaukee