

An Analytical Study of Administrative Communications Methods Related to the Quality of Institutional Performance Among Some Physical Education Teachers in Secondary Schools in Baghdad Al-Karkh

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ABSTRACT Community understanding requires the exchange of understanding and understanding on the subject of reaching the goal, and this requires both parties of communication who achieve a common understanding, especially in administrative work, which is an essential function in creating a common understanding among workers in programming the work to be implemented. Therefore, the study aimed to study the reality of administrative communications related to the quality of institutional performance. Administrators of some colleges and departments of physical education and sports sciences have chosen, and in order to do this, the descriptive approach using the survey method was chosen as a way to solve the problem and the use of a random sample of some physical education teachers in secondary schools in Baghdad Al-Karkh, numbering (532) teachers, in addition to the use of several methods and tests that contributed to the implementation of procedures. The research included the use of two measures of the quality of institutional performance and means of communication. After conducting statistical treatments and analyzing and discussing the results, several conclusions were reached, including that there is a deficiency in institutional performance, especially in the field of available relationships and human capital. As for the recommendations, the most important of them was to conduct a review in the use of communications related to the technological aspect. To implement community service.

Keywords: Communications Means, Quality of Institutional Performance, Secondary School Principals

1 INTRODUCTION

Communication is one of the necessities of life. In fact, the first behavior that a person performs at the beginning of his life is communication to express his needs. Ideas, opinions, and proposals do not exist in reality except by transmitting them to others through communication. Communication is therefore a social phenomenon that transforms a static group into a moving and interactive group. It is Likewise, for some physical education teachers in secondary schools, it is considered the driving force behind all their systems. Motivation, leadership, decision-making, planning, coordination, control, etc., have no value without their continuous implementation. The best means of communication within institutions is face-to-face communication, because of its speed, ability to persuade, and delivery accuracy. Physical

education teachers may also use the telephone in managing the affairs of their schools, as a result of the nature of their tasks that require speed. This does not mean that they do not use letters. Physical education teachers may write a memo, even if it is on a small piece of paper, and request its implementation. Communication usually takes a descending or ascending form in harmony with the organizational hierarchy in the school, and communication is the vital nerve that is practiced, but administrations rarely pay attention to the patterns of communication within them. Although the communication tasks are basic, they are supposed to realize the importance of communication for human life dealings with society (Barns, 2020). Without effective communication, it cannot succeed, even if it has excellent strategies and wise plans. Therefore, we see that physical education teachers always focus on effective communication and its skills, considering that it is one of the important elements in the administrative process. The importance of the study lies in the fact that administrative communication in secondary schools is of a special nature due to its spread throughout Iraqi educational institutions and that administrative communication has a role in all administrative processes, including organization, planning, control, coordination, and decision-making. It is no wonder that most of the problems in schools are due to misunderstandings in the practice of communication. Administrative between management and associates.

Administrative communication has an important and vital role in the work of educational institutions in general and secondary schools in particular. This is because the effectiveness of the administrative process in them depends on the effectiveness and efficiency of the various communication channels that link their various internal administrative units (Salama, et al 2018). Therefore, this study attempts to find out the relationship of administrative communication methods to the quality of institutional performance in some physical education teachers in secondary schools in Baghdad Al-Karkh. The research aims to build and apply a measure of the relationship of administrative communication means and apply a measure of the quality of institutional performance, and identify the relationship between administrative communication means and the quality of institutional performance of student activities departments in Iraqi universities from the point of view of their members, and identify the relationship between the relationship of administrative communication means and the quality of institutional performance of departments. Student activities in Iraqi universities.

2 Methodology

The researchers used the descriptive method in a manner that is considered the best method to achieve the objectives of the study and its suitability to the nature of the research problem. The research community consisted of some physical education teachers in secondary schools (preparatory, middle, vocational preparatory, teachers' institutes, and private high schools), numbering (539) physical education teachers for the academic year (2015-2016), as shown in **Table 1**.

Table 1: Distribution of the research sample

No	Samples	Number	Percentage
1	Construction samples	239	%44,34
2	Pilot Samples	34	%6,18
3	Excluded Samples	6	%1,09
4	Application Samples	260	%47,27
5	Total	539	%100

The following devices, tools, and methods were used to collect information: (paper forms, a laptop, an electronic calculator, Arab and foreign sources, field visits to collect information, the information network (the Internet), and personal interviews).

To complete the steps of building the study scale, scientific foundations were used to build the scale, as the researcher carried out the process of statistical analysis of the scale's statements. Through the statistical process, the availability of scientific conditions for the scale is confirmed, which are validity and reliability (Shaker & Rahim, 2023).

In constructing the initial version of the two scales, the researchers relied on reviewing the literature related to the subject of the research and reviewing previous studies. Through this, they sought to put their axes in their initial form, and the fields and paragraphs were presented to a group of experts and specialists to demonstrate their validity, and to ensure the applicability of each paragraph in terms of vocabulary and how to formulate it. And the extent of its clarity through each of the alternatives and knowing the extent of its validity or not, along with finding the proposed amendment, and after collecting the forms and conducting statistical operations, all areas and paragraphs were agreed upon.

After preparing the measurement questionnaire and specifying the fields and items to judge the extent of its suitability in measuring the characteristic to be measured, the two researchers distributed the questionnaire for the scale to a group of experts to indicate its suitability for the research sample, and according to obtaining the opinions of the experts, and finding their percentage of agreement, which amounted to (75%) and above. In accepting the domains and their paragraphs, some items were modified and deleted in light of their comments on the modified scale questionnaire, "as any item that does not achieve this goal should be excluded or modified and tested again (Shaker & Rahim, 2023). After making the amendments, the number of topics and paragraphs became five. (25) items. Thus, the measurement questionnaire achieved content validity as shown in **Table 2**.

Table 2: The number of original, modified, excluded, and added items to the questionnaire measuring the relationship between administrative communication means and physical education teachers

No	Scale standards	Number of original statements	Excluded statements	Excluded statements numbers	Final statements
1	The effect of administrative communications on speed of performance	8	3	6-5-2	5
2	The impact of administrative communications In making decisions	6	1	6	5
3	The impact of administrative communications In the availability and processing of information	6	1	1	5
4	The impact of administrative communications In positive interaction between employees	6	1	6	5
5	The impact of administrative communications In achieving the organization's goals	9	4	8-7-2	5
Total		35	10	9	25

After that, the exploratory experiment was conducted, and the purpose of conducting it was to ensure the suitability of the scale for the sample and the clarity of the instructions and paragraphs that it had developed. The experiment was conducted on Sunday, February 14, 2021, by the assistant work team and under the supervision of the researchers.

After that, the main experiment was conducted on the scale, and the purpose of conducting it was to apply the scale for the purpose of analyzing the items statistically, finding their discriminatory power and degree of internal consistency, excluding non-distinctive items, and finding its validity and reliability, so that the scale becomes ready for application.

To find the discriminatory power of the scale (administrative communication means) on a sample of (200) physical education teachers, which is a sample excluded from the main experiment sample.

It depends on comparing the scores of the upper group with the scores of the lower group on the scale. This comparison is made through: the statistical significance of the difference between the two means. If there is statistical significance between the two means, the scale is considered valid. Accordingly, the measurement questionnaire was distributed in its final form to (200) individuals with an explanation. How to answer them, then the questionnaires were collected, the answers were corrected, and grades were given for each questionnaire. The questionnaires were arranged descending from the highest grade to the lowest grade, and (27%) of the questionnaires with the highest grades on the scale were selected, and (27%) Of the questionnaires that obtained the lowest scores, the number of questionnaires in each group reached (54) questionnaires, meaning that the number of questionnaires subject to analysis is (108) questionnaires. The t-test for two independent samples was used to determine the differences between the averages of the upper and lower groups on each item, and it was counted. The T-value calculated according to the level of error is an indicator of distinguishing each item by comparing it with a level of significance (0.05). It turned out that all items of the measurement questionnaire were distinctive, as the value of the level of error was less than the level of significance (0.05), as shown in **Table 3**.

Table 3: The discriminatory ability of the items of the communication media scale for physical education teachers

No	Groups	Mean	Std.	T-value	Sig.
1	Lower	2.58	0.57	23.63	0.000
	Upper	4.7	0.45		
2	Lower	2.54	0.55	22.8	0.000
	Upper	4.6	0.49		
3	Lower	2.3	0.65	25.34	0.000
	Upper	4.73	0.44		
4	Lower	2.32	0.65	21.27	0.000
	Upper	4.45	0.5		
5	Lower	2.63	0.57	30.11	0.000
	Upper	4.92	0.26		
6	Lower	2.51	0.65	25.76	0.000

continued

	Upper	4.85	0.35		
7	Lower	2.51	0.61	27.73	0.000
	Upper	4.86	0.34		
8	Lower	2.02	0.69	25.21	0.000
	Upper	4.61	0.48		
9	Lower	2.41	0.62	23.52	0.000
	Upper	4.66	0.47		
10	Lower	2.44	0.69	21.63	0.000
	Upper	4.66	0.47		
11	Lower	2.32	0.65	24	0.000
	Upper	4.67	0.47		
12	Lower	2.38	0.66	26.07	0.000
	Upper	4.82	0.38		
13	Lower	2.27	0.61	28.37	0.000
	Upper	4.8	0.39		
14	Lower	2.5	0.68	27.94	0.000
	Upper	4.94	0.23		
15	Lower	2.64	0.64	25.65	0.000
	Upper	4.88	0.32		
16	Lower	2.6	0.52	31.97	0.000
	Upper	4.91	0.28		
17	Lower	2.64	0.48	29.14	0.000
	Upper	4.82	0.38		
18	Lower	2.1	0.64	25.27	0.000
	Upper	4.6	0.49		
19	Lower	2.64	0.53	22.79	0.000
	Upper	4.64	0.48		
20	Lower	2.6	0.55	24.86	0.000
	Upper	4.73	0.44		
21	Lower	2.57	0.63	20.52	0.000
	Upper	4.57	0.49		
22	Lower	2.51	0.61	23.1	0.000
	Upper	4.67	0.47		
23	Lower	1.92	0.6	29.82	0.000

continued

	Upper	4.69	0.46		
24	Lower	2.66	0.47	24.16	0.000
	Upper	4.64	0.48		
25	Lower	2.61	0.57	21.42	0.000
	Upper	4.58	0.49		

After that, honesty (internal consistency coefficient) was found. This type of honesty is achieved by the correlation of the axis score to the total scale score. This means that the axis measures the same concept that the total score of the scale measures according to the answers of the sample members (construct), which numbered (200) individuals, where the value was the internal consistency coefficient for all axes is acceptable because the error level values for the correlation values are less than the significance level (0.05). **Table 4** shows this.

Table 4: Values of the reliability coefficient (internal consistency coefficient) for the axes of the relationship scale of administrative communication methods for physical education teachers

Questionnaire for measuring administrative communications methods	Number of statements	value	Sig.
The 1st axis	5	0,51	0,000
The 2nd axis	5	0,38	0,000
The 3rd axis	5	0,46	0,000
The 4th axis	5	0,52	0,000

2.1 Scientific Foundations for the Two Scales

Validity of the scale

The best way to achieve the validity of the two scales is to present them to a number of experts and specialists to evaluate their validity to measure the trait for which they were developed, which means: “the extent to which the test represents the behavioral field of the trait measured” (Boateng, et al 2018).

The researchers distributed the questionnaire for the two scales to a group of experts, and in light of obtaining the experts’ opinions regarding the acceptance of the scale’s axes and paragraphs, some items were modified and deleted in light of their observations on the scale, and any paragraph that did not achieve this goal was excluded or modified and tested again, thus creating the measurement questionnaire. It achieved content validity, and that the validity of the scale depends on the validity of its paragraphs and the connection of the item to an external or internal criterion. In addition, the researchers verified the validity of the administrative communication means scale through (discriminatory ability + internal consistency), which they indicated in analyzing the items statistically, as it is one of the most important characteristics. The scale depends largely on the characteristics of its items, which are the discriminating power of the items, and their validity coefficients. Thus, the validity of the scale was achieved. The measure of the quality of institutional performance is codified.

Scale stability

The reliability of the two scales was found through retesting:

A measure is considered stable if we obtain the same results when reapplied to the same individuals under the same conditions. In order to extract reliability, the researchers used the test-retest method, and the test reliability coefficient was applied to members of the exploratory sample, which numbered (18) physical education teachers.

The first application of the scale was conducted on (2/7/2021), and after two weeks had passed, the researchers re-applied the scale again and to the same sample, on (2/21/2021) and in the same conditions in which the scale was applied in the first test as much as possible in order to obtain Correct results, and then the researchers found the correlation coefficient between the results of the two tests using the simple Pearson correlation coefficient, and after comparing the error level values for the correlation coefficients, it was found that they are less than the significance level (0.05). This confirms that the two scales and their axes have a high degree of stability, and tables (6 + 7) show that.

Table 6: the values of the reliability coefficient for the retest of the administrative communication means scale and its axes for physical education teachers

Standard of administrative communications methods and its axes	Statements Number	Stability coefficient value	Sig.
Standard of administrative communications methods	25	0,84	0,000
The first axis: The impact of administrative communications on speed of performance	5	0,83	0,000
The second axis: The impact of administrative communications on decision-making	5	0,79	0,000
The third axis: The impact of administrative communications on the availability and processing of information	5	0,85	0,000
The fourth axis: The impact of administrative communications on positive interaction between employees	5	0,74	0,000
The fifth axis: The impact of administrative communications in achieving the organization's goals	5	0,82	0,000

Table 7: values of the retest reliability coefficient for the institutional performance quality scale and its axes for physical education teachers

The quality of institutional performance and its axes	Statements Number	value	Sig.
The quality of institutional performance	20	0,73	0,000
The first axis: Relationships and resources	5	0,82	0,000
The second axis: developing capital	5	0,70	0,000
The third axis: scientific research	5	0,65	0,000
Fourth axis: community service	5	0,71	0,000

2.2 Scale Correction

After conducting the scientific foundations of the scale, the following was revealed:

First: The Administrative Communications Means Scale: It has become composed of (25) items distributed over five axes. Each axis contains five items, and in front of each item (5) there are five grades of response, which are (very agree - agree - neutral - disagree - very disagree) and grades are given. According to the following (5-4-3-2-1). Accordingly, the score obtained by the individual to whom the scale is applied is the sum of all the scores of the items for each field, and the highest score obtained by the individual is (125) as a maximum, and the lowest score is (25), while the hypothetical mean is (75) degrees.

Second: The institutional performance quality scale: It has become composed of (20) items distributed over four axes. Each axis contains five items, and in front of each item (5) there are five gradations of the answer, which are (always - often - sometimes - rarely - never), and grades are given according to as follows (5-4-3-2-1). Accordingly, the score obtained by the individual to whom the scale is applied is the sum of all the scores of the items for each field, and the highest score obtained by the individual is (100) as a maximum, and the lowest score is (20), while the hypothetical mean is (60) degrees.

3 Results

Table 8: description of the administrative communication means scale and its axes for physical education teachers

The scale and its axes	Statements Number	Mean	Std.	Hypothetical mean	The highest value achieved by the participant	The lowest value achieved by the participant	Torsion coefficient
Measure of the relationship between administrative communications methods	25	93,12	13,3	75	115	52	-0,78
The first axis: The impact of administrative communications	5	21	3,8	15	22	13	-0,54

continued

on the speed of performance							
The second axis: The impact of administrative communications on decision-making	5	18,2	2,7	15	20	12	0,63
The third axis: The impact of administrative communications on the availability and processing of information	5	19,92	2,92	15	21	10	0,82
The fourth axis: The impact of administrative communications on positive interaction between employees	5	16	2,74	15	19	11	-0,39
The fifth axis: The impact of administrative communications in achieving the organization's goals	5	18	1,14	15	21	10	0,21

The researchers attribute the positive view of some physical education teachers in secondary schools in Baghdad Al-Karkh to their awareness and knowledge of the importance occupied by administrative communications, and also that most of the physical education teachers in these schools had this great awareness and positive view of the role that administrative communication represents in the extent of the success of their work inside and outside their schools. During administrative communication, they were able to communicate among themselves and with others, and this is confirmed by (Saud, 2006): "Effective communication plays an essential role in the success of human relations in various areas of life. Therefore, it is a skill that workers in governmental and non-governmental organizations must acquire and apply in order to be able to achieve their tasks." (Bailey, et al 2009) Effective communication is characterized by perception and awareness, the ability to convey the idea to the opposing party and to achieve goals, and this is what all physical education teachers in schools aspire to. "Because good communication brings many advantages to the educational institution, as the lack of effective means of communication between the administrator and his subordinates makes him live in isolation from them and cannot influence them sufficiently, which deprives him of knowing their reactions. This leads to the disintegration of the educational institution and its inability to achieve the goals that it aspires to" (Hargreaves, 2003). The researchers believe that effective communication is the key to the success of any organization, and its survival depends on it. Without communication, physical education teachers do not know what their colleagues are doing, the administration cannot receive information about the inputs it needs, and the administrator cannot issue directives. And the necessary instructions and guidance, and without communication, coordination between businesses becomes impossible and cooperation cannot be achieved among them because

workers cannot communicate their needs and desires to others, and all of this inevitably leads to the collapse of the educational institution, as “communication is one of the most important elements of the success of management in any institution, because it includes all All data, information, and facts that should be transmitted to all parts of the organization, and the communication process usually includes data, information, facts, opinions, ideas, inquiries, complaints, trends, viewpoints, orders, and instructions that must be communicated and implemented by the physical education teachers working in it” (Zakuan, et al 2012).

Presenting, analyzing and discussing the results of the quality of institutional performance

Table 9: description of the institutional performance quality measure and its axes for physical education teachers

Quality of institutional performance and its axes	Statements Number	Mean	Std.	Hypothetical mean	The highest value achieved by the participant	The lowest value achieved by the participant	Torsion coefficient
quality of institutional performance	20	75,61	11,3	60	87	46	-1,07
The first axis: Relationships and available resources	5	21,8	3,08	15	23	15	0,85
The second axis: developing human capital	5	19,61	2,9	15	21	16	1,31
The third axis: scientific research	5	14	3,07	15	19	10	-0,65
Fourth axis: community service	5	20,3	2,25	15	22	17	0,92

Presenting and analyzing the results of the relationship between administrative communications and the quality of institutional performance and discussing them.

Table 10: the relationship of administrative communication methods to the quality of the institutional performance of physical education teachers

Scale	Correlation coefficient value	Type of correlation	Sig.
The quality of institutional performance. The relationship between administrative communications methods.	0,42	positive	0,000

It is clear from **Table 10** that there is a significant positive correlation relationship that reached (0.42) below the level of error (0.00), and when compared to the level of significance of (0.05), it turns out that it is lower than it. This means that the relationship between administrative communications means has an effective role in Improving the quality of institutional performance, that is, the more distinct the relationship between administrative communications means, the higher the level of quality of institutional performance from the point of view of the members (Al Maani, et al 2020), which is confirmed by (Trivellas & Santouridis, 2016) and they go to what the researchers said in that “it is very important for the success of the institutional performance process to be There is success in the communication process and its completion, and the completion of the entire communication cycle without loss, with all its variables and components, and the communication process is extremely important in the success of administrative work in the organization”.

(Shukria, 1998) confirms what the researchers said when she pointed out, “If the relationship between the means of communication in the educational institution is effective, then the institution’s work will be successful because effective communication is an important element of guidance because it links all members of the workforce in order to modify or move the behavior and motivations of employees.” To work in specific directions set by the administration” (Hamilton, & Pajari 1997).

4 Conclusion and Recommendations

There is a deficiency in institutional performance, particularly in the areas of available relationships and human capital. The measures of the quality of institutional performance and administrative communications prove valid when applied to the sample. Notably, some physical education teachers in secondary schools in Baghdad Al-Karkh demonstrate acceptable institutional performance in the areas of available relationships, human capital, and community service, exceeding the hypothesized average in these axes. To address these issues, it is recommended to conduct a review of the use of technology in community service communications, enhance the role and importance of administrative communications for physical education teachers due to its impact on performance and achieving institutional goals, and activate the Internet as a communication tool to reduce costs and minimize paper correspondence via fax.

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Appendix

A measure of the quality of institutional performance

A	The first axis: Relationships and available resources	Always	Mostly	Sometimes	Rarely	Never
1	Secondary school administrations in Baghdad Al-Karkh are keen to hold activities to increase and activate relationships with suppliers.					
2	Secondary school administrations in Baghdad Al-Karkh communicate positively with all educational institutions.					
3	There are ongoing communications and relationships between secondary school administrations in Baghdad Al-Karkh and all societal parties.					
4	The financial resources available in secondary school administrations in Baghdad Al-Karkh are sufficient to cover their expenses.					
5	Secondary school administrations in Baghdad Al-Karkh are keen to build and strengthen friendly relations with employees					
B	The second axis: developing human capital	Always	Mostly	Sometimes	Rarely	Never
1	Secondary school administrations in Baghdad Al-Karkh are committed to appointing workers according to specific criteria commensurate with the nature of the work required.					
2	Secondary school administrations in Baghdad Al-Karkh are interested in attracting scientific talent.					
3	Secondary school administrations in Baghdad Al-Karkh provide members with all the means that enable them to perform their work to the best of their abilities.					
4	Secondary school administrations in Baghdad Al-Karkh use specific criteria to evaluate the performance of the human resource					

5	Secondary school administrations in Baghdad Al-Karkh work to reward members in exchange for providing additional services.					
C	The third axis: scientific research	Always	Mostly	Sometimes	Rarely	Never
1	Secondary school administrations in Baghdad Al-Karkh encourage scientific research of a theoretical and applied nature.					
2	Secondary school administrations in Baghdad Al-Karkh attach great importance to gaining the trust of the industry through cooperation with them.					
3	Secondary school administrations in Baghdad Al-Karkh provide financial and moral support to researchers.					
4	Secondary school administrations in Baghdad Al-Karkh provide an environment that encourages scientific research, such as (funding, laboratories, etc.).					
5	Secondary school administrations in Baghdad Al-Karkh work to link scientific research with the needs of the local community.					
D	Fourth axis: community service	Always	Mostly	Sometimes	Rarely	Never
1	Secondary school administrations in Baghdad Al-Karkh attach great importance to serving the surrounding local community.					
2	The Secondary School Administration Department in Baghdad Al-Karkh encourages teachers to discuss community problems and issues.					
3	Secondary school administrations in Baghdad Al-Karkh offer specializations and programs that are compatible with the nature and needs of society.					
4	Secondary school administrations in Baghdad Al-Karkh provide conferences, seminars and consultations to the community.					
5	Secondary school administrations in Baghdad					

	Al-Karkh document the contributions of their members to community service annually.					
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