

The Impact of Training Needs on the Success of Strategic Leadership

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Abstract: The aim of the research is to know the level of understanding and realization the concept of training and strategic leadership and its requirements and the impact that it can have on the practices of strategic leadership in schools under survey and the extent of the ability to take responsibility to face challenges and change. As well as identifying the extent of the difference in the opinions of the respondents towards the role of training requirements for human resources in developing strategic leadership practices. To achieve the goal of the paper, we used a questionnaire covered the requirements of training and strategic leadership, we used (SPSS) program to analyze the data by "Lekert" Measure to find different statistical measures, all results explain in tables and discussion.

Keywords: Training Needs, Strategic Leadership, Liekert Measure, Participatory strategic leadership, Transformational strategic leadership, Executive Strategic Leadership.

I. Introduction

Training has attracted a great deal of interest in relation to the results achieved, as today it has become the cornerstone and the main solution for providing the large capabilities that can assume responsibility for performing tasks and duties. Knowledge and skills commensurate with the desired changes, whether in the current job tasks or the emerging jobs or developing the employee's performance and capabilities in performing these tasks.

The issue of leadership is also an important and striking issue in the roots of the emergence of human societies, as it has formed an important axis on which all private and public organizations alike depend. Learning and focusing on formulating the structures and operations of the organization, in a way that actually helps to develop organizations in light of the accelerating changes in the organizations environment, but this leadership is no longer sufficient with the intellectual acceleration and psychological openness of the producers and consumers or the stakeholders of different types and their relationships need today's organizations need a strategic leadership entrance to explain their role in developing the performance of workers through their practices within the organization through specific training programs in accordance with the training and career paths, for the importance of human resources training is to develop orientation and training programs and develop them to fit with the targeted activity or even expected. The main think to studying in this paper is do training programs offer a distinct role that may have an impact on strategic leadership practices by transferring the required expertise from those programs?, which of the training requirements has the most important role in achieving and enhancing the desired results for strategic leaders? To what extent do the training requirements affect the administrative position compared to the non-managerial position? How do the dimensions of training requirements affect the dimensions of strategic leadership practices?

This paper gaining its importance from the importance of the topics it contains. Many studies have been exposed to training and the effect it can have on workers in organizations, and what leaders with capabilities and energies need from training programs that enhance the behavior of subordinates and their attitudes within the organization, as this research seeks to define with two variables that have recently captured the attention of researchers, especially strategic leadership and its practices, which may have a coldness in dealing with this concept and to address it to the degree of lack of agreement on various aspects regarding it, compared to the concept of training.

The paper seeks to many goals, including knowledge of the level of understanding and awareness of workers in (Educational sample survey) with the concept of training and strategic leadership and its requirements and the impact that it can have on strategic leadership practices, the extent of the ability and ability to take responsibility for facing challenges and changes, as well as identifying the extent of the difference the opinions of the respondents regarding the role of training requirements for human resources in developing strategic leadership practices.

II. Training

Training has come to the fore in the priorities of a large number of developed countries in general and developing countries in particular, as it represents one of the important ways to build a capable administrative apparatus and bridge the deficit and deficiencies in administrative competencies to bear the burdens of economic and social development in these countries.

There is a continuous relationship of mutual effect, between the individual and the work that he performs, that needs revitalization and renewal. It is that left spinning in the same circle, at the same level that may result in the disability of the information and skills of the individual, its invalidity, and perhaps its contraction and contraction, freezes and loses his credibility. Then the two parties become obsolete.

2.1 Training Concept

Training has a prominent place among activities aimed at raising productive efficiency and improving work methods, training is (that organized effort that aims to provide members of the organization with specific knowledge and try to make positive changes in their skills and capabilities on the one hand, and in their behavior and directions on the other hand). As the individual's sense of his need for training is considered a correct feeling, and the fact that he feels the need for training to raise his efficiency indicates only two behavioral phenomena of great importance: (Desanzu: 2009: 174)^[12].

- a. Ability to analyze its susceptibility and efficiency.
- b. Learning ability to change his behavior in the desired direction in terms of efficiency.

The world is witnessing what we can call training revolution in the sense that there are many training programs organized by different organizations, large budgets, in addition to the manifestations of the revolution represented by multiple modern approaches, methods and techniques that must be used if the training is to achieve its goals effectively.

Noe, et al (2006: 124)^[21] defined the training as "structured efforts that contribute to teaching job-related knowledge, skills, and employee behavior"

Abbas (186: 2006) defined training as "the process of providing workers with the knowledge, theoretical information, and practical skills affecting their future behavior."

Melhem (2009: 85)^[20] believes that training is "a learning process that is organized in a regular way to provide the employee with the knowledge, skills and directions required to carry out his duties and improve his current work performance."

Yaghi (2010: 6)^[23] sees training as "the process of teaching knowledge and learning advanced methods of doing work, to bring about changes in behavior, habits, knowledge, skills and capabilities of individuals needed to do their work in order to reach both their goals and the goals of the organization in which they work."

Mejia & others (2012: 259)^[19] believes that training is "the process of providing workers with special skills or helping them to correct deficiencies in their current level of performance."

We believes that the training (the process or efforts made by one or several parties aiming at the end result to provide and equip the individuals subject to the training process with knowledge, skills and attempting positive behaviors required by their actions in order to improve the quality of the work submitted by them).

2.2 Training Importance

A trained workforce that aligns with the organization's strategies and feels satisfied with its work is a valuable asset for the organization for several years without the need for newcomers to be present and invest again in their training (Bidmeshgipour: 2009: 31)^[11]. As organizations are interested in training, because what is spent in it represents an investment in human resources that may have a return that appears in the form of increasing total productivity (Maher: 2011: 319).

The process of training workers and administrators working in different organizations contributes to eliminating the weaknesses of workers, and works to strengthen them and raise their scientific and cultural levels (Hariri: 2012: 83)^[4&5].

Training has become a major issue for many organizations in all sectors as a result of changing performance standards in them, which are no longer limited to just providing the service or product but rather by ensuring that quality is provided that meets the customer's needs and desires and therefore training has become of great importance and the focus of attention of many researchers and specialists in the field management, as training has a fundamental role in the life of contemporary organizations

through the set of goals that it seeks to achieve, which are represented by the following (Baldwin: 2018: 360)^[9].

- a. Developing the skills and knowledge of workers in a specific field of work.
- b. Raising the efficiency and effectiveness of workers, and hence the efficiency and effectiveness of the organization, by achieving its set goals.
- c. The training helps to provide the workers with the required skills in order to involve them in the decision-making process.
- d. Providing workers with the required expertise to keep abreast of scientific developments.
- e- Making workers qualified and able to use modern management concepts.
- f. Building human and social intellectual capital.
- g- Developing leadership skills and encouraging the creativity of the trainees.

We believes that the high efficiency of the individual through the training programs to which he is subject, and its growth is reflected in the efficiency of the organization as a whole, and that is reflected in the impact and development and progress of society, as it results in training, the maturity of human wealth, its development, and its possession of the necessary ingredients to exploit the available resources, develop it and raise its productivity. And, in this way, society reaches its various goals in the short and long term, which includes a major goal, which is to achieve human well-being for all members of society.

2.3 Training Aims

In light of the training concepts and opinions presented, one can find a set of goals that are represented by Al-Anazi (2017: 7)^[2].

- a. Increasing participants' knowledge and information and giving them some skills necessary to develop their capabilities and develop their positive attitudes towards work, colleagues and the organization.
- b. Increasing the stability of working individuals by increasing their mastery of work in addition to the skills they acquire.
- c. Increasing opportunities for innovation and creativity at work and raising production and productivity.
- d. Developing the spirit of human relations in the organization and improving the type of work supervision.
- e. Keep abreast of workers in the field of work-related knowledge.
- f. Make the most of the human resources and tools used
- g. Reducing employee grumbling, reducing their mistakes, and reducing maintenance costs for machinery and equipment.

2.3 Benefits of training

The training process has the following benefits (Skarna: 2010)^[7].

- a. Raise the morale of employees by increasing the ability of people to perform and achieve themselves.
- b. Qualification of the individual to occupy a higher position and greater responsibilities.
- c. Reducing supervision by reducing errors and exercising self-censorship.
- d. Reducing expenditures by increasing experiences and performance levels.
- e. Cultivating new business ethics, behaviors, and methods of sound thinking.
- f. Securing the individual through safety procedures and improving their efficiency and skills, which reduces work injuries.
- g. Raising and honing the skills and capabilities of workers and improving performance.
- h. Helping the organization to perform its function more effectively by making good use of its human and material resources and making it able to produce more without the need to use new individuals or purchase equipment or use of new technology (Griffin: 2011: 266)^[15].

III. Strategic Leadership

Leadership represented and is still one of the most important variables in the field of management, especially in organizational and strategic studies, and this topic has received great attention from researchers and specialists, seeking to try to explain it, and frame it with different theories and scientific approaches, and as a result of the development taking place in the science of management and in the business environment has looking forward on the concept of strategic leadership, because of its great importance in leading organizations and determining their fate.

3.1 Strategic Leadership Concept

Strategic leadership almost includes the initiative for change and continuity, and it is a highly creative activity because it is based on encouraging initiative and creativity among the people who form their organizations, and it is also a real and essential activity among people, as active leaders spend at least 80% of their time talking to people, they are pretty much well organized in order to achieve this. (Hariri, Darwish: 2017: 34)^[7].

The concept of leadership has gained a lot of attention in recent years, because the achievements are based on the inspiring leader who makes creative plans to make the competition irrelevant by reading it for the future (Suresh: 2012: 3)^[22].

For decades leadership has been mostly studied as a term related to supervision as a process of examining the nature and nature of relationships, to indicate (Greg, 2009: 569)^[14] that only the past twenty years have become strategic leadership as a specialized area of research, despite this the literature of strategic leadership has not taken the issue seriously, due to the different interpretations, the accelerating environmental movement, and the different roles of the strategic leader and the areas of his interaction.

3.2 Strategic Leadership Importance

Today's organizations live in a world where competition has reached its climax as variables have become more numerous and more complex than ever before, and each organization, despite its different size, activity, goals and nature of its work, seeks to survive, continue, and grow, and these goals are not achieved in isolation from the presence of strategic leadership capable of Achieving the organization's aspirations, as successful organizations depend on strategic leadership that is characterized by a future vision, and the ability to read events and developments in a manner that ensures the continuation and growth of the organization (League: 2015: 27).

(Hill & Jones: 2008: 15)^[15] Stresses the importance of strategic leadership as one of the main roles that leaders working in organizations doing regarding their subordinates, and finds (Al-Salem: 2005: 19)^[8] that the reasons for this importance are due to two main factors that interact together.

A. Senior management's belief in strategic leadership and its adoption in the immediate and future framework would bring many benefits to the organization.

B. The adoption of strategic leadership is now a strategic choice for senior management in the organizations due to the many (extraordinary) challenges facing local, regional and global levels. Therefore, thinking about managing the work and achieving the goals of the organization in traditional methods is no longer meaningful in the future.

3.3 Strategic Leadership Mode

It is difficult to achieve ideal leadership in all circumstances and fluctuations, therefore, the roles that leadership works in varying leadership styles, which are determined by the following:

A. Participatory strategic leadership Mode

The participating strategic leadership is distinguished by motivating workers to participate in the development of the organization by participating in formulating the organization's mission with precision and clarity to achieve its goals, and providing feedback to remedy the shortcomings, as well as depend on participation in performing tasks and facing problems based on the experiences of workers in accomplishing new tasks, It favors the formation of working teams that depend on human relationships, and enhance learning processes in general, as well as they tend to enhance self-confidence among workers because of their ability to participate in making the future of the organization. (Box: 2018: 18).

B. Transformational strategic leadership Mode

The leadership style represents an intellectually stimulating and sensitive to the feelings of individuals, it is through this pattern that the leader helps individuals to transcend their own interests in order to see the organization more broadly, inspires others with his vision, creates excitement with his enthusiasm, transcends obsolete assumptions through his determination and determination to reshape the future, and questions suspicious and correct things, and it makes everyone in the organization do these things in order to develop work and discover new and more effective methods (Bass, 2007: 231).

C. Executive Strategic Leadership Style Mode

It is a pattern, in which the leader motivates individuals primarily by exchanging exceptional rewards, setting goals, and clarifying aspects of spending about what he expects from members of the organization, and how they can be rewarded for their efforts and commitment, while providing it with constructive feedback that contributes to the completion of work and tasks as planned. . (Hitt et al: 2003: 395)^[17].

D. Constraints facing the work of strategic leadership

Hughes & Bialty (2006: 14)^[18] sees that there are three main reasons that they consider, from their point of view, that they represent the most important obstacles that hinder the work of strategic leaders are:

1. Lack of focus: The organizations and strategic leaders who lead them often try to do all the tasks and actions themselves, without relying on other individuals within the organization to help them do so, and from them they lose the appropriate focus on the strategic aspects.
2. Unfair Tactics: Even if there is a common understanding of the strategy, the process of identifying strategic options consistent with the strategy remains difficult, and the process of converting strategies into tactics remains the critical element of success or lack thereof.
3. Limited range: Many strategic leaders feel great pressure on them to achieve advanced performance figures and to implement what is required of them in the short term.

5. Qualities, skills, and qualifications of a strategic leader.

The (successful) active strategic leader has characteristics and advantages. The researchers listed a number of perspectives in this aspect.

- a. Foresight, eloquence, and bravery.
- b. Commitment
- c. Good and full knowledge of work affairs.
- d. Capacity to delegate.
- e. Smart use of power
- f. Emotional intelligence.

We believes that the leader can learn the methods, skills, methods of communication, the like easily, master theories, strategies, methods of leadership through courses and training programs, but what he cannot easily achieve is feelings, intuition, passion, desires, interest, sympathy and the like that make the leader.

IV. Application Aspect

To know the reality of the training process in the researched schools in light of the sample response, it will be relied on the frequency distributions of the answers of the research sample and their percentages up to the mean and the standard deviation of those answers. Because this research has relied on the (Likert) scale in the answers of the research sample for the questionnaire, the level of each variable will be confined between (1-5) with four levels, and it includes two levels in the case of an increase over the hypothetical medium of (3) and it will be high "if it ranges between (4-3) and highly "very" if it exceeds (4), it also includes two levels if it falls below the hypothetical medium (3), then it is weak if it ranges between (3-2) and weak "very" if it falls below (2). To find out the answers of the sample trends for each paragraph and for each of the research axes, ratios, iterations, mean and standard deviations were used.

The statistical hypothesis is;

H_0 : There is not a significant correlation between training requirements and the dimensions of strategic leadership practices in the research community.

H_1 : There is a significant correlation between training requirements and the dimensions of strategic leadership practices in the research community.

The research included some of the schools of the Rusafa Education Directorates, and the importance of choosing this sector as a field of study lies in these directorates include staff with good qualifications and high knowledge value that correspond to the needs of the current research, and as a result facilitating the conduct of research and reaching the most realistic results.

The research was limited to a sample of teachers and employees in six schools that were subject to a training program at the Institute for Educational Development as well as training courses outside the country. The sample included teachers and administrative staff who hold job and administrative positions.

First: Training requirements: The value of the mean for this variable is (3.99) and it is greater than the value of the hypothetical mean of (3). This means that the answers to the sample in this variable are directed towards agreement and complete agreement, and with a standard deviation (0.55), and this variable contains several axes which :

1- Administrative requirements: Through table (1), the mean value of this axis was (4.05), which is greater than the value of the hypothetical mean of (3), which indicates that the answers to the sample in this axis are directed towards agreement and complete agreement, and with a standard deviation (0.71), as the researched schools are caring and providing administrative requirements, which contributes to creating fertile ground for the success of the training process, because (administrative requirements) is an important pillar for achieving the goals of the training process, as it found planning for training needs and designing programs with the availability of training requirements besides assigning an organizational unit that supervises On-the-job training and course, Umm The paragraphs of this axis.

Table -1 Mean, Standard Deviation, & Percentage of (Administrative Requirement)

	Figures	Mean	Standard Deviation	Percentage
1	there is training needs planning that takes place according to previously established goals	3.97	1.09	0.79
2	the training programs are designed according to the goals required to achieve them	4.03	0.92	0.81
3	procedures and timings are secured from the beginning of the training process to the end	3.95	0.96	0.79
4	the required training requirements are available from audiovisual training halls and means to complete the training process	4.12	0.94	0.82
5	assigning an organizational unit to supervise the implementation of the training program and an employee takes on the task of overcoming the difficulties facing the training process	4.06	0.91	0.81
6	the logistical requirements are available to complete the training programs (air conditioning, lighting, hospitality ... etc.	4.16	0.86	0.83
General Mean		4.05	0.71	0.81

a- The sample responses were directed to a paragraph (there is training needs planning that takes place according to previously established goals) towards agreement and full agreement at a rate of (72.3%).

b- The responses of the sample to the paragraph (the training programs are designed according to the goals required to achieve them) went towards agreement and full agreement at a rate of (75.7%), and this was confirmed by the arithmetic mean whose value reached (4.03) which is greater than the value of the hypothetical mean.

c- The responses of the sample went to a paragraph (procedures and timings are secured from the beginning of the training process to the end) toward agreement and full agreement at a rate of (71.9%) and this was confirmed by the arithmetic mean, whose value reached (3.95) which is greater than the value of the hypothetical mean.

d- The responses of the sample went to a paragraph (the required training requirements are available from audiovisual training halls and means to complete the training process) towards agreement and full agreement at a rate of (77.2%) and this is confirmed by the arithmetic mean, whose value (4.12) is greater than the value of the hypothetical medium.

e- The responses of the sample went to a paragraph (assigning an organizational unit to supervise the implementation of the training program and an employee takes on the task of overcoming the difficulties facing the training process) towards agreement and full agreement at a rate of (77.2%) and this is confirmed by the arithmetic mean, whose value (4.06) is greater than the value of the medium The premise.

f- The responses of the sample went to a paragraph (the logistical requirements are available to complete the training programs (air conditioning, lighting, hospitality ... etc.) towards agreement and full agreement at a rate of (79.4%) and this is confirmed by the arithmetic mean, whose value (4.16) is greater than the value of the hypothetical medium. Through the values of the standard deviation, which ranged between (0.71-1.09), we conclude from this that the responses of the sample were homogeneous.

Second: Cognitive requirements: Through table No. (2), the mean value of this axis was (4.03) which is greater than the value of the hypothetical mean and (3). This means that the

answers to the sample in this axis are directed towards agreement and complete agreement, and with a standard deviation (0.62) This is due to the fact that the majority of schools are concerned with the availability and preparation of a specific curriculum for cognitive requirements according to a prepared plan through which the training material is selected in which the development of teamwork spirit and the expansion of perceptions and the increase of experiences and knowledge are being transferred in which ideas and proposals of colleagues and trainers are being transmitted. As for the paragraphs of this axis were:

Table -2 Mean, Standard Deviation, & Percentage of (Cognitive Requirements)

Figures		Mean	Standard Deviation	Percentage
1	The scientific material for the training program is chosen in a concentrated manner and with the participation of trainers and trainees	3.87	0.91	0.77
2	Focusing in training programs to develop the spirit of teamwork	4.03	0.94	0.81
3	Training includes in increasing the building of an intellectual balance in the field of strategic decision-making	3.96	0.85	0.79
4	Participation in training programs that included expanding perceptions and increasing expertise and knowledge	4.27	0.76	0.85
5	Employing training in increasing the building of an intellectual balance in the field of strategic decision-making	3.98	0.77	0.74
6	Transmission of ideas and proposals of colleagues and trainers	4.04	0.90	0.81
General Mean		4.03	0.62	0.81

a. The responses of the sample went to a paragraph (the scientific material for the training program is chosen in a concentrated manner and with the participation of trainers and trainees) towards agreement and complete agreement at a rate of (71.2%), and this was confirmed by the arithmetic mean, whose value reached (3.87) which is greater than the value of the hypothetical medium.

b. The responses of the sample to a paragraph (focusing in training programs to develop the spirit of teamwork) went towards agreement and full agreement at a rate of (76.4%), and this was confirmed by the mean, which reached 4.03, which is greater than the value of the hypothetical mean.

c. The responses of the sample went to a paragraph (training includes in increasing the building of an intellectual balance in the field of strategic decision-making) towards agreement and full agreement at a rate of (72.2%), and this was confirmed by the mean, which has a value of (3.96) which is greater than the value of the hypothetical medium.

d. The responses of the sample to the paragraph (Participation in training programs that included expanding perceptions and increasing expertise and knowledge) went towards agreement and complete agreement at a rate of (86.8%), and this was confirmed by the mean, which reached 4.27, which is greater than the value of the hypothetical medium.

e. The responses of the sample to the paragraph (employing training in increasing the building of an intellectual balance in the field of strategic decision-making) went towards agreement and full agreement at a rate of (76.4%), and this was confirmed by the mean, which reached 3.98, which is greater than the value of the hypothetical mean.

f. The responses of the sample to the paragraph (transmission of ideas and proposals of colleagues and trainers) were directed towards agreement and complete agreement at a rate of (71.6%), and this was confirmed by the mean (4.04) which is greater than the value of the hypothetical mean. And through the values of the standard deviation, which ranged between (0.62- 0.94), we conclude from this that the responses of the sample were homogeneous.

Third: Behavioral Requirements: Through table (3), the mean value of this axis was (3.89), which is greater than the value of the hypothetical mean and (3). This means that the answers to the sample in this axis are directed towards agreement and complete agreement, and with a standard deviation (0.60), This means that the researched schools contribute directly to the development and motivation of the behavioral aspects of the employees for the training process and gain self-confidence through a real learning process that occurred as a result of participating in the training process and this is what affects positively and is reflected on the training program, the best figure was the third one with high percentage, while the paragraphs of this axis were;

Table (3): Mean, Standard Deviation, & Percentage of (Behavioral Requirements)

Figures		Mean	Standard Deviation	Percentage
1	the trainees rush to participate in the training activities and abide by its controls	3.82	0.85	0.76
2	training programs plans are to increase affiliation and loyalty to the organization	3.73	0.93	0.75
3	focusing in training programs to gain self-confidence and the ability to work without relying on others	4.17	0.82	0.83
4	there is a distinguished informal network of relations between the workers that contribute to strengthening the working bonds between them and framing them in the purpose of the organization and its goal	3.69	0.96	0.74
5	the training program is designed to replace the positive trend in the behavior of the individual in word and deed	3.93	0.89	0.79
6	there is a real learning process that occurred as a result of participating in the training process	4.00	0.84	0.80
General Mean		3.89	0.60	0.78

Fourth: Strategic leadership: The value of the mean for this variable is (3.61) and it is greater than the value of the hypothetical mean of (3). This means that the answers to the sample in this variable are directed towards agreement and complete agreement, and with a standard deviation (0.71), and this variable contains several axes which:

a- Empowerment: Through table (4), the mean value for this axis was (3.46), which is greater than the value of the hypothetical mean, which are (3). This means that the answers to the sample in this axis are directed towards agreement and complete agreement, and with a standard deviation (0.84), which It means that the answers and results of the research sample showed that they have a sense of the meaning and concept of empowerment and the organization's keenness to engage workers in setting organizational goals and the manager's belief that empowerment leads to speedy performance and shortening of time and effort and its impact on job performance, while the best figure is the sixth,. As for the paragraphs of this axis, they were:

Table (4): Mean, Standard Deviation, & Percentage of (Empowerment)

Figures		Mean	Standard Deviation	Percentage
1	The organization is keen to involve the workers in setting organizational goals	3.45	1.02	0.69
2	The workers feel that there is support for their capabilities in facing the challenges	3.42	1.17	0.68
3	There is a wide delegation of powers and freedom to perform tasks and duties	3.22	1.21	0.64
4	Administration in the organization seeks to make communication systems open and effective	3.56	0.97	0.71
5	There is financial support in the top management and a motivation system to stimulate workers' abilities and capabilities	3.18	1.18	0.64
6	The manager believes that empowerment leads to speed of performance and shortening in time and effort	3.94	1.03	0.79
General Mean		3.46	0.84	0.69

2- Organizational learning: Through table (5), the value of the mean for this axis is (3.67) which is greater than the value of the hypothetical mean and (3). This means that the answers to the sample in this axis are directed towards agreement and complete agreement, and with a standard deviation (0.86), The results indicated that organizational learning got to a good level through the answers of the research sample, as the organization adopts solid intellectual indicators to reveal the experiences of workers and the demand and the continuous exchange of knowledge and experiences between workers in the organization and the renewal of administrative and organizational practices which leads to the excitement of creativity in workers, the paragraphs of this axis were:

Table (5): Mean, Standard Deviation, & Percentage of (Organizational learning)

Figures	Mean	Standard Deviation	Percentage
1	3.54	1.08	0.71
2	3.23	1.31	0.65
3	3.76	1.11	0.75
4	3.74	1.07	0.75
5	3.75	1.06	0.75
6	3.99	1.00	0.89
General Mean	3.67	0.86	0.73

3. Organizational structure: Through table (6), the mean value of this axis reached (3.69) which is greater than the value of the hypothetical mean and (3). This means that the answers to the sample in this axis are directed towards agreement and complete agreement, and with a standard deviation (0.67), As this indicates that the organizational structure obtained the highest percentage among other dimensions of strategic leadership practices, there is agreement on the importance of the organizational structure and the effect it has on the nature of the schools researched work. There is clarity in the lines of authority, responsibility and standardization of behaviors, and some ideas are matured through a chain of references which It reflects on the success of the work in it by simplifying the wages, the best was the fifth figure, the paragraphs of this axis were

Table (6): Mean, Standard Deviation, & Percentage of (Organizational structure)

Figures	Mean	Standard Deviation	Percentage
1	3.68	1.12	0.74
2	3.77	0.97	0.75
3	3.69	0.96	0.74
4	3.55	0.99	0.71
5	3.76	1.06	0.75
6	3.70	0.91	0.74
General Mean	3.69	0.67	0.74

After completing the presentation of the sample answers in the researched schools for both variables (training requirements and strategic leadership practices), it is worth building on the arrangement of dimensions for both variables and according to importance according to the answers of that sample according to table (7):

Table (7): Arrange the dimensions of two variables (training requirements, strategic leadership), according to importance according to the Sample answers.

	Training Requirements	Mean	Strategic leadership practices	Mean
1	Management Requirements	4.05	Organizational Structure	3.69
2	Cognitive Requirements	4.03	Organizational Structure	3.67
3	Behavioral Requirements	3.89	Empowerment	3.46

V. Testing of Hypothesis

Through this axis, the hypotheses of impact determined by the research will be tested for the purpose of determining the possibility of judging them by acceptance or rejection, and the main hypothesis of influence (there is a significant significance effect among the training requirements in the dimensions

of strategic leadership practices), as it will be investigated according to the simple regression equation as follows:

(Constant) represents the amount of constant, and this relationship means that strategic leadership practices (Y) is a function of the true value of the dimensions of training requirements (X_1, X_2, X_3). Either estimates of these values and their statistical indicators have been calculated at the level of the research sample of (267) for the research sample, the effect levels between the variables will be analyzed as follows:

Table (8): the values of (F, β, R^2) for linear regression for the training requirements as response variable with leadership practitioner ($n = 267$).

Training Requirements	Training Requirements			Management Requirements			Knowledge Requirements			Behavioral Requirements			%
	F	β	R^2	F	β	R^2	F	β	R^2	F	β	R^2	
Strategic leadership practices	164.44	0.38	0.80	100.21	0.26	0.72	116	.31	.63	88	.25	.66	100%
Empowerment	135.62	0.34	0.89	76.38	0.22	0.66	102	.28	.71	81	.23	.68	100%
Organizational learning	143.15	0.35	0.95	108.10	0.29	0.85	102	.28	.74	61	.19	.72	100%
Organizational Structure	77.66	0.23	0.78	44.69	0.14	0.65	55	.17	.65	57	.18	.67	100%

a. The calculated value of (F) is (76.38) and it is greater than the tabular value (F) of (6.63) at the significance level (0.05). It is a strong percentage and indicates the strength of the impact of administrative requirements on the variable of strategic leadership practices (empowerment). Accordingly, the hypothesis is accepted. This means that there is a statistically significant effect of the dimension of administrative requirements in empowerment at the level (0.05%), i.e. with a degree of confidence (99%).

b. Through the value of the determination coefficient (R^2) of (0.66), it is clear that after the administrative requirements, it is able to explain the rate of (24%) and the changes that occur in the empowerment.

c. This is indicated by the value of the marginal slope coefficient (β) of (0.22). The increase in the administrative requirements dimension by one unit of the standard deviations will lead to an increase after the empowerment by (22%) from one unit of standard deviation.

As for the second hypothesis test which states (There is a significant effect of training requirements on the dimensions of strategic leadership practices) the results were as follows:

In the light of the regression equation, the constant for the sample of schools surveyed indicates (a) a value of (0.402), and this means that there is a presence of strategic leadership practices of (0.898) when the value of all dimensions of the training requirements is ($x_1, x_2, x_3 = \text{zero}$).

And the calculated value of (F) is (160.44), which is of course greater than the tabular value (F) which has a value of (6.63) at the level of significance (0.05). This means (there is a statistically significant effect among the training requirements in strategic leadership practices) at a level (0.05%), i.e. with a degree of confidence of (99%). It is also considered to be the highest impact value among training requirements in developing strategic leadership practices. By this, the second hypothesis has been accepted according to the results.

It should be noted that the research hypotheses have been proven, and the numbers indicate that the possibility of influencing training requirements in strategic leadership practices has been achieved, which gives a strong impetus to the necessity of investing the training requirements in the researched schools in the strategic leadership practices of the research sample, thus the process of logical role Have been fulfilled to the fullest.

VI. Discussion

1. The training process has multiple methods and methods through which information is communicated with the skill or knowledge required to the trainees, and these methods doing an active role in the success or failure of the training program.
2. The mechanism for determining the type of training program for a job or specialization depends on the type of activity required and its development and on the amount of skill and knowledge gained from the training program that will increase the amount of benefits accrued to the organization.
3. The leader with strategic thinking is an essential and solid component of building organizations, which is an advanced stage of intellectual development, because he possesses the ability to think, analyze, creativity and innovation by employing knowledge, experience, skill and ability.

4. The analysis of the research results showed the interest of the schools researched with training and its requirements in determining the requirements (administrative, cognitive, and behavioral) that contribute a major contribution in providing fertile ground for the growth of strategic leadership, which has an impact on the performance and practices of leaders in those schools where the answers of the research sample all were towards agreement to remove the training process and strategic leadership practices, while the most agreed variable was the training process variable.
5. The research found that the majority of the administrative requirements needed to implement the training program were at a level of very high interest in terms of identifying training needs and program design as well as securing procedures, timing and training requirements required with an organizational unit for supervision.
6. The response of the respondent sample to the existence of the correct foundations for behavioral requirements in the training process proved by focusing on gaining self-confidence, increasing affiliation and loyalty to the organization and bringing a positive trend in the behavior of the individual with the occurrence of a learning process while participating in the training process.
7. The results of the statistical analysis recorded that all relationships of training requirements with strategic leadership practices were strong and significant, which indicates the role of training and its requirements in developing strategic leadership practices, and that there is a strong relationship between the decline that affects training requirements offset by a decline in the level of leadership practices The strategy.

VII. Conclusion & Recommendation

1. Create a training policy set by senior management in the light of school strategies and goals, on the basis of which annual plans and budgets for training are prepared.
2. Continuous awareness in schools about the training and its importance and generate the conviction of the trainee to the degree of benefiting from the training programs and that it is not a luxury or a means to get rid of the work environment.
3. Developing an organizational culture that supports training activities and is focused on the value of achievement, efficiency and organizational effectiveness, as well as reviewing laws, regulations and instructions to remove the deadlock related to training activities.
4. Follow up on the trainee after returning to work and note the extent of the impact that occurs to him as a result of the training that he got.
5. Establishing appropriate incentives for the trainee and rewards for those excelling in them that give seriousness and exerting utmost efforts to benefit from the training content and apply it in the work environment.
6. Researching the human resources inside the school that possess the inherited leadership qualities, i.e. in the sense that they are created leaders and work on making them as leaders through developmental courses and the optimal investment for them and their maintenance of extinction and career obsolescence.
7. Paying attention and building a base of distinguished new leaders, not completing the school process.

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