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Constructing administrative power and functional creativity scales for managers of sports and school activities departments

Manal Mohsen Hamoud ¹, Huda Abdul Samie ²

E-mails: manal.mohsen1104a@copew.uobaghdad.edu.iq ¹, hudaa@copew.uobaghdad.edu.iq ²

1&2 Physical Education and Sport Sciences college for women, University of Baghdad

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Abstract

The significance of the research lies in identifying the level of administrative strength that sports and school activities managers possess, and its contribution rate in achieving functional creativity. It also aims to understand the functional creativity that these managers possess, its importance for technical supervisors, the academic role they play, and providing a model of leadership in sports activities directorates. The research problem was focused through the researchers' review of some references and previous studies related to the research topic. They recently noticed a decline in the performance of sports and school activities departments, and their work is no longer as effective and influential as it used to be in overall sports activities and events, and in highlighting the impact of school sports, which is considered the mother and origin of the Iraqi sports movement. Therefore, the researchers decided to study the administrative strength of sports activity managers, who possess decision-making abilities in managing sports and school activities and their leadership role in creating functional creativity, which leads to avoiding problems in order to preserve and develop sports activities. Their efforts are evaluated through the opinions of technical supervisors, and administrative strength, due to its impact on increasing functional creativity in sports and school activities, thus the ability to face the challenges of the era and its crises, and to maintain sports and school activities. The researchers aimed to build and standardize a measure of administrative strength for the managers of sports and school activities departments in the general directorates of education in Baghdad from the perspective of technical supervisors. They also aimed to build and standardize a measure of functional creativity for the managers of sports and school activities departments from the perspective of technical supervisors, as well as to identify the degree of administrative strength and functional creativity among the managers of sports and school activities departments from the perspective of technical supervisors. The researchers used the descriptive method along with a survey method to identify the technical supervisors in sports activities (Directorates of Sports Activities in Baghdad). They defined the research population as the technical supervisors in sports activities from (the Directorates of Sports Activities in Baghdad), using obtained statistics. There are (180) supervisors distributed across (6) directorates in the province of Baghdad. The construction sample consisted of (180) supervisors, representing (80%) of the original population. The researchers recommended utilizing the administrative strength scale, which they constructed and applied to reveal the administrative strength of the directors of the sports and school activities departments. As well as, they suggested using the functional creativity scale, which they constructed and implemented to uncover the functional creativity of the directors of the sports and school activities departments.

Keywords

Administrative strength, functional creativity

Introduction:

The psychological and social factors and variables that significantly organizationally impact institutions have increased and

intertwined in the last two decades, as well as the relationship between these factors and variables has become overlapped, even though they all

seek to develop and enhance performance and human resources to achieve organizational, individual, and societal goals together. Administrative strength is a natural process in any group or institution, and it's essential to understand how to acquire and exercise it if we want to comprehend the behaviour of the institution. In reality, organized life requires strength, and it cannot be avoided. This is what motivates managers of sports and school activities to be highly effective. This is what enhances the ability of managers in many educational institutions to influence behaviour, change the course of events, and overcome resistance. Al-Louzi affirmed that "making individuals do things in a different way" (2). Functional creativity is a major goal of any institution or organization as it drives, supports, and builds a promising future for the organization, distinguishing it from other institutions. Creativity only emerges when a suitable work environment is provided for the technical supervisor that enhances his/her style for the better. A study by Samar and Bushra affirmed that "he/she could innovate and show his/her abilities and skills that meet the needs of the institution and increase its efficiency" (15). The significance of the research lies in identifying the degree of administrative strength that sports and school activities managers possess, and understanding the functional creativity they have. This research is significant for technical supervisors and their academic role they fulfil. The research problem was crystallized by the researchers looking at some references and previous studies related to the subject of the research. Recently, they noticed a decline in the performance of the sports and school activities departments, and their work is no longer as effective and influential in all sports activities and events, a study by Haider Muhammed confirmed that "highlighting the

effect of mother and origin school sport in the movement of Iraqi sport" (17). Therefore, the researchers decided to study the administrative strength of the sports activity managers who are known for their administrative decisions in managing sports and school activities, and their leadership role in creating functional creativity that avoids running into problems in order to preserve and develop sports activities. They also assess their efforts through the opinions of technical supervisors, as administrative strength has an effect on increasing functional creativity in sports and school activities, "and thus the ability to confront the challenges of the era and its crises, and to preserve sports and school activities" (16), according to what was confirmed by the study of (Mazin and et al). The research aimed to: construct and standardize a scale of administrative strength for the managers of sports and school activities departments in the general directorates of education in Baghdad from the perspective of technical supervisors, as well as construct and standardize a scale of administrative functional creativity for the managers of sports and school activities departments from the perspective of technical supervisors. Moreover, it aimed to understand the scale of administrative strength and functional creativity for the managers of sports and school activities departments from the perspective of technical supervisors. The researchers aimed to construct and standardize a scale of administrative strength for the managers of sports and school activities departments in the general directorates of education in Baghdad from the perspective of technical supervisors. They also aimed to construct and standardize a scale of administrative functional creativity for the managers of sports and school activities departments from the perspective of technical supervisors.

Method and Procedures:

The researchers used the descriptive method along with the survey method to construct two scales: the administrative strength scale and the functional creativity scale for the managers of sports and school activity departments. They defined the research population as the technical supervisors in sports activities from (the Directorates of Sports Activities in Baghdad), using obtained statistics. The total number of supervisors was (180), distributed across (6)

directorates in the province of Baghdad. As the construction sample consisted of (180) supervisors, representing (80%) of the original population. The application sample also comprised (180) supervisors, representing (100%) of the original population. The samples were selected using the simple random method. Table (1) illustrates the research population and its samples.

Table (1)
It shows the description of the research sample

Research population	Construction sample		Application sample	
	The number	The percentage	The number	The percentage
180	180	% 80	180	%100

In order to obtain the research results and achieve the objectives that have been drawn, it is necessary to have tools to measure the studied variables. Therefore, the researchers needed to construct two scales (administrative strength, functional creativity), that the research sample individuals (technical supervisors) would respond to. This is for the purpose of "identifying the proposed model that suits and achieves the research objectives of the managers of sports and school activities departments, based on scientific foundations and consistent with the current reality in the Iraqi environment, and for the purpose of defining the areas of the two scales: administrative strength and functional creativity" (7), as confirmed by Salem.

The researchers reviewed many previous literature and references related to the research

topic (management and organization), such as what was presented in the study by (Aya and Hasnaa). "By reviewing the sources in psychological sciences, where it was possible to collect (6) fields for the administrative strength scale" (14). These are (1-Planning, 2-Organization, 3-Decision-making, 4-Coordination, 5- Monitoring, 6-Information management), and (6) fields for the functional creativity scale (1-Originality, 2-Fluency, 3-Flexibility, 4-Problem Solving, 5-Risk and Challenge, 6-Analysis and Connection). To determine the validity of the fields of the two scales of administrative strength and functional creativity, the researchers presented the scales to a group of experts and specialists. The goal was to ascertain the validity of the two scales, as shown in Tables 3 and 4.

Table(2)
It shows the validity of the fields of the administrative strength scale.

Seq.	Field Name	Experts		χ^2	Acceptable Percentage	Significance
		suitable	Not suitable			
1	Planning	14	1	11.267	93.333	Significant
2	Organization	12	3	5.4	80	Significant

3	Decision-making	15	0	15	% 100	Significant
4	Coordination	14	1	11.267	93.333	Significant
5	Monitoring	13	2	8.067	86.667	Significant
6	Communication	7	8	0.067	46.667	Not significant
7	Leadership	10	5	1.667	66.667	Not significant
8	Information management	15	0	15	% 100	Significant

Table (3)

It shows the validity of the fields of the functional creativity scale.

Seq.	Field Name	Experts		χ^2	Acceptable Percentage	Significance
		suitable	Not suitable			
1	Originality	13	2	8.067	86.667	Significant
2	Fluency	13	2	8.067	86.667	Significant
3	Flexibility	14	1	11.267	93.333	Significant
4	Problem-solving	15	0	15	% 100	Significant
5	Risk-taking and challenge	15	0	15	% 100	Significant
6	Analysis and connectic	12	3	5.4	80	Significant

The alternatives for the answers to the two scales were (applies to a very large degree, applies to a large degree, applies to a medium degree, applies to a small degree, applies to a very small degree) and with degrees (5, 4, 3, 2, 1). The researchers decided to present them in two questionnaire forms to a group of experts and specialists in (sports management specialization). Based on the results of the statistical analysis, the researchers chose to collect the fields for the scales. After taking into account the opinions of the experts and specialists, the number of fields for the administrative strength and functional creativity scales became (6) fields each. Then, the researchers, with the help of the support team, conducted the exploratory experiment, as (Al-Assaf) confirmed "to verify the clarity of the instructions and items of the scales, their accuracy, the suitability of alternatives, and the degree to which technical supervisors comprehend the scales, diagnose ambiguity, and identify errors in advance before conducting the

main experiment," (1). The researchers conducted the experiment on a sample of (20) technical supervisors from Baghdad Governorate. After the scales of administrative strength and functional creativity for the directors of sports and school activities departments became ready for application from the perspective of technical supervisors, with their instructions and items in their initial form, the researchers, along with the assistant team, began applying the two scales to the research sample (construction sample), totalling (180) technical supervisors, representing for (100%) of the research population. After the completion of the main experiment, the researchers tabulated the data related to the members of the construction sample after collecting and organizing it in preparation for statistical analysis.

Results:

Table(4)

It shows the identification of administrative strength and functional creativity and their fields for directors of sports and school activities departments

Seq.	Variable	Arithmetic mean	Standard deviation	hypothetical mean	Calculated t-value	Degrees of freedom	Error Rate	Significance
1	Planning	40.378	9.922	36	5.920	179	0.000	Significant
2	Organization	39.133	8.257	33	9.965	179	0.000	Significant
3	Decision-making	45.233	9.938	33	16.514	179	0.000	Significant
4	Coordination	34.839	7.606	30	8.535	179	0.000	Significant
5	Monitoring	35.350	8.073	30	8.892	179	0.000	Significant
6	Information management	32.389	7.170	24	15.697	179	0.000	Significant
7	Administrative strength	227.322	34.732	186	15.962	179	0.000	Significant
1	Originality perspective	38.583	7.088	33	10.568	179	0.000	Significant
2	Fluency perspective	36.250	6.736	33	6.472	179	0.000	Significant
3	Flexibility perspective	29.867	5.672	27	6.781	179	0.000	Significant
4	Problem-solving perspective	37.117	6.711	33	8.320	179	0.000	Significant
5	Risk-taking and challenge perspective	30.828	5.491	27	9.352	179	0.000	Significant
6	Analysis and connection perspective	40.083	7.594	30	17.815	179	0.000	Significant
7	Functional creativity	212.728	22.454	183	17.763	179	0.000	Significant

Discussions:

We note from the foregoing that all the calculated values for the t-test are greater than the critical values at a significance level of (0.05) and with degrees of freedom (179). This indicates that all the differences are statistically significant. If this implies anything, it suggests that the sample individuals met the required level of managerial competence and functional creativity, as confirmed by the study conducted by Asia and Luma “the reason behind this can be attributed to the availability of resources and requirements in business management, as well as the ability to engage in teamwork with a spirit of unity to face different situations. Additionally, providing a suitable environment for creativity resulting from their balanced and leadership-

oriented behaviours" (13). As the study conducted by (Abbas Fadel and Abbas Ali) emphasized the significance of "high confidence in achieving the desired goals" (12). It indicates that managers of sports and school activity departments have good administrative strength. The researchers attribute this to the fact that strength is a requirement in any field of life, and management is one of those fields. As mentioned earlier, the topic of strength is relevant to all organizational levels because it is a phenomenon experienced by all organizations and surrounded by various influences. Therefore, administrative strength is a social concept, meaning it is linked to individuals and their relationships with each other, since managers of sports and school activity departments work continuously with teachers and technical supervisors and among

themselves, they require relationships and interdependence between the parties, as emphasized by a study conducted by (Areej and Israa Fouad) "each party can influence the other, and each party can help or hinder the other party based on freedom and willingness to respond. Individuals also use force to defend their interests (3). The administrative strength is the influence of one party or entity on another party or multiple parties. Since employees work as a unified unit, there must be mutual influence, as indicated by the results regarding the overall scale. As (Asmaa) confirmed that "strategic work decisions and plans made by any organization or specific department are carried out through activities undertaken by the superiors in co-operation with other individuals" (4). (Al-Zyoud and Nader) confirmed that "individuals derive their legitimate strength from their official presence within the institution they work for. The response of individuals to this type of strength is not driven by fear of their managers or superiors to obtain rewards, but rather by their belief that these individuals possess legal authorities, because these instructions and orders are part of the institution or organization's work" (5). Regarding the significant differences in functional creativity and the results that appeared through the comparison between arithmetic means and the hypothetical mean, this confirms that the sample level is good in functional creativity. The researchers attribute this to the employees' vision of the workplace and their constant effort to develop their skills and innovate in their work. They strive for excellence and uniqueness in their creative and innovative achievements compared to their peers, as well as achieving several specific goals. Furthermore, the sample is characterized by functional creativity in its flexible and productive practice, as confirmed by the study conducted by (Noor and Huda) "they emphasized that their focus is directed towards achieving job tasks according to an established methodology" (18). Therefore, creativity was

considered a strategic goal in developing the work of the institutions in which they work, which is the sports and school activity, as well as the environment of sports and educational activities, it encompasses several activities that stimulate employees' creativity. The flow of information and continuous communication nature in problem-solving aligns with the abilities of the employees. The world today is in the midst of the information and communication revolution, which drives organizations towards fostering innovation to enable them to adapt and keep pace with the requirements of the future according to the variables, (Muhammed) indicates that "it is the advanced change and renewal that makes the process of achieving goals more effective" (6). The researchers attribute the ability to innovate as a result of the fear of failure and reprimand by parties and peers involved, as well as the fear of the unknown. However, organizations, institutions, and service entities that do not consider creativity as a strategic goal that often affects the nature of their work, as the main factor in the processes of change, development, and renewal and is a significant determinant in making the process of achieving goals more effective. Difficult and competitive conditions are indeed conducive to highlighting the need for functional innovation due to the circumstances and changes imposed by the work environment and meeting the beneficiaries' desires to choose the best methods and approaches to problem-solving. Functional innovation, as (Suheila) pointed out, works towards "enhancing the interactive relationship between the institution and its working environment and finding unconventional solutions, which helps keep up with developments and challenges" through planning, analysis, and risk-taking (8). Functional creativity at work towards the institution in which they work, because creativity, as confirmed by (Marwa and Sundos) "is the method used by the individual in producing the largest possible number of ideas

about the problem that the individual is exposed to, and these ideas are characterized by diversity, difference, non-repetition, prevalence, and originality" (9), through their possession of new and useful ideas related to solving specific problems sensing the existence of a problem that requires addressing, and their ability to think in a different and creative manner, (Haider Nizar and others) emphasized that it is a process of generating new ideas or real and imaginary things and placing them in new methods (10). Functional creativity is a regeneration process that involves accomplishing all tasks in a distinct and different manner, creating continuous and undefined formations that are not defined by thinking, envisioning, researching, investigating, and even speculating and intuitively understanding things and processes, and establishing connections between them, resulting in the derivation, formation, or production of something new, original, and valuable for both individuals and the institution. According to a study by (Sara and Najla) indicates "the importance of finding appropriate solutions and reassembling familiar patterns in different forms and patterns in order to achieve all the desired goals in the institution" (11).

Conclusions:

Through the presentation, analysis, and discussion of the results of the two scales, the researchers concluded that: the administrative strength scale, consisting of (62) items, which was construct to measure the administrative strength of the managers of sports and school activity departments. Similarly, the functional creativity scale, composed of (61) items, effectively measured the functional creativity of the managers of sports and school activity departments.

Based on the conclusions reached by the researchers, they recommended the following:

Utilizing the scale of administrative strength, which the researchers constructed and applied, to

assess the administrative strength of sports and school activity department managers. Utilizing the functional creativity scale, which the researchers constructed and applied, to assess the functional creativity of sports and school activity department managers

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (February /2023)

Author's contributions:

All contributions of this study were done by the researchers (M.M. and H.A.) who get the idea and work on writing and concluding and made the whole procedures also with number of experts, Habeeb Shakir who did the Performed statistical operations and revised tables, Huda Shamil in revision, Inaam Ghalib in translating, Ahmed Rajab in proofreading

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Appendix (1) Items of the Administrative Strength Elements Scale.

First perspective	Items	Suitable	Not suitable	Modified
1	Planning: It means predicting what will happen in the future to achieve a desired goal in the sports field, preparing the necessary elements of work, facing implementation obstacles, working to overcome them within a specified timeframe, and monitoring all aspects at the appropriate timing.			
2	I see that a future vision of planning enhances a sense of pride and belonging to the center.			
3	I see that the planning message is comprehensive and realistic.			
4	I see that the planning message aligns with its objectives.			
5	The planning objectives act as good motivators for sports activity managers.			
6	The planning objectives are the foundation upon which sports activity policies are built.			
7	The planning objectives are specific and clear, indicating what needs to be achieved.			
8	Adopting successful planning that achieves the goals of sports activity efficiently and effectively.			
9	Consolidation of planning goals among all the specific basic elements.			
10	Planning and predicting the dimensions and changes that will occur in the future.			
11	I believe that controlling external environmental events helps in the progress of planning.			
12	The future vision and planning mission are characterized by comprehensive.			
Second perspective	Organization: It is a structural gathering of individuals aimed at achieving a common goal. It also means the coordination of relations between parts that complement each other.			
13	The manager delegates powers authority to employees within the sports activity.			
14	The manager relies on his official authority to assign tasks to employees in the sports activity.			
15	The manager uses his previous experiences to influence the employees in the sports activity.			
16	The manager's expertise and knowledge contribute to building strong relationships with employees in the sports activity.			
17	The manager uses his expertise to solve the problems facing employees at work.			
18	The manager always encourages employees to propose new ideas.			
19	The manager rewards individuals with creative ideas.			
20	The manager encourages employees to experiment with new ideas, not to fear failure, and to persevere.			
21	The manager of the sports activity works on implementing changes if there is a possibility to create innovation in performance.			
22	The manager encourages the discovery of future problems with the aim of effective problem-solving.			
23	The manager attempts to address the problems employees face at work using modern scientific methods.			
Third perspective	Decision-making: It is a set of fundamental processes in managing any organization and is considered the heart and essence of management due to the position it holds in management of institutions.			
24	I have the ability to make any decision related to my academic future.			
25	I choose a suitable alternative among several options to solve the problem.			
26	I defend the decision I make.			
27	I tend to make decisions without delay.			
28	It is difficult to change my decisions.			
29	I take responsibility for the decision I make.			
30	I choose the appropriate opportunity to make a decision.			
31	I make important decisions in my life.			
32	I do not back down from decisions that are right.			
33	I follow organized steps in making decisions.			
34	I have the ability to evaluate the outcomes of my decisions.			
Fourth	Coordination: It is the process responsible for facilitating communication between			

perspective	functional levels in the organizational structure vertically and helps integrate functional units horizontally to achieve the set objectives of the administrative organization in positive impact on the external environment.			
35	The broader the scope of work within the sports activity, the greater the need for coordination.			
36	The manager understands the individuals in the sports work within the activity, their goals for sports programs, and their acceptance of them. The more this understanding exists, the easier it becomes to achieve coordination between them.			
37	Coordinating external coordination requires more effort and time from the manager compared to internal coordination in sports activities.			
38	Cooperation within the sports activity is achieved when trust is supported among the employees.			
39	Delegating authority by the manager ensures the achievement of cooperation, which is the foundation of successful coordination.			
40	The manager fosters a spirit of cooperation and harmony among the workers in the sports activity.			
41	The manager coordinates with all institutions and departments to establish a unified policy for developing the necessary curricula and programs to achieve comprehensive care for workers in the sports activity.			
42	Coordination is considered one of the fundamental tasks for those aspiring to be responsible for managing the sports activity.			
43	The manager practices coordination through direct meetings with individuals working in the sports activity.			
44	The manager creates interconnection and integration with other administrative elements in order for coordination to be effective.			
Fifth perspective	Monitoring: It means verifying that work activities are being carried out according to approved plans, instructions, procedures, and established policies. At the same time, it aims to identify areas of failure, address them, and prevent their recurrence.			
45	The manager takes corrective measures when monitoring the plan's implementation in the short, medium and long term.			
46	Monitoring contributes to achieving greater efficiency in less time.			
47	The manager monitors senior management in sports activities.			
48	Monitoring and follow-up work to diagnose obstacles and deviations in the implementation of the plan and to find the necessary solutions.			
49	Monitoring primarily focuses on the outputs of the planning process within the planning operations.			
50	The manager sets the monitor standards in the sports activity.			
51	It uncovers errors and deviations before they occur or at their early stages to expedite their correction.			
52	Analyzing the external and internal environment helps in developing and identifying the required development strategies.			
53	The manager identifies the causes of deviations and analyzes these causes.			
54	The manager conducts research and encourages individuals to perform their roles.			

Appendix (2)
Functional Creativity Scale

Seq.	Original item	Modified item	Suitable	Not suitable	Suitable after modification	Item	
						Positive	Negative
1- Originality perspective: It refers to the movement towards producing new and non-repetitive ideas. An idea is considered original if it is not repetitive, and it is characterized by uniqueness and distinctiveness as it does not conform to common ideas.							
1	I employ unconventional methods to perform my job tasks	The technical supervisor employs unconventional methods to perform their job tasks.					
2	I provide my employees with creative solutions to the problems they encounter.	The technical supervisor provides creative solutions to the problems encountered by their team.					
3	I stay away from imitating others	The technical supervisor avoids					

	in accomplishing the tasks assigned to me	imitating others in completing the task assigned to him					
4	I feel bored with the repetitive procedures involved in completing the tasks assigned to me.	The technical supervisor feels bored with the repetitive procedures involved in completing the tasks assigned to him.					
5	I tend to act according to what is conventional in different situations.	The technical supervisor tends to act according to what is familiar in different situations					
6	The trainer is constantly looking for new ideas.	The technical supervisor constantly looking for new ideas and innovations.					
7	The trainer adopts new methods to solve his work-related problems.	The technical supervisor develops new methods for solving work-related problems.					
8	The trainer has the skills in the art of managing discussions with the players.	The technical supervisor has the skill of effectively managing discussions and dialogue among others.					
9	The trainer interacts with the players in a refreshing manner.	The technical supervisor avoids routine methods of work as much as possible.					
10	The trainer has the ability to convince the players of his ideas.	The technical supervisor has the ability to persuade others while dealing with them with new ideas.					
11	The trainer develops the method of performing the players' skills.	The technical supervisor develops new ideas for others regarding methods of accomplishing tasks.					
<p>2- Fluency perspective: It refers to the ability to produce a number of responses (whether they are symbols, numbers, shapes, words, ideas, systems, or appropriate methods) that meet specific criteria within a given timeframe. Fluency can take several forms, including fluency of shapes, fluency of symbols, fluency of meanings, and fluency of ideas.</p>							
12	I offer a lot of alternatives with ease when dealing with different situations.	The technical supervisor offers a lot of alternatives when dealing with different situations.					
13	I suggest quick solutions to address work problems.	The technical supervisor proposes quick solutions to address work problems.					
14	I present a large quantity of ideas in a relatively short time	The technical supervisor presents a large number of ideas in a relatively short period of time.					
15	I have the ability to produce a large number of words with the same meaning to denote a specific idea.	The technical supervisor has the ability to produce the largest possible number of ideas with one meaning to indicate a specific idea					
16	I invest my previous experiences to handle new and different situations.	The technical supervisor invests their previous experiences to handle new and different situations.					
17	The trainer has the ability to propose quick solutions to address work problems.	The technical supervisor has the ability to propose logical solutions to address work problems.					
18	The trainer is able to	The technical supervisor has					

	communicate his ideas.	the ability to employ as many words as possible to denote a specific idea.					
19	The trainer presents more than one idea within a short time frame.	The technical supervisor presents more than one idea within a short period of time.					
20	The trainer presents several proposals to solve a single problem.	The technical supervisor presents several proposals and alternatives to solve a single problem.					
21	The trainer speaks confidently about team-related topics.	The technical supervisor can speak with great and high confidence about work-related topics.					
22	The trainer acts wisely in different circumstances.	The technical supervisor acts wisely in different working conditions.					
3- Flexibility perspective: It refers to the individual's mental flexibility and ease with which an individual changes his mental position and perspective through which they view multiple things and situations. It is simply the ability of an individual to move between different categories of ideas without getting stuck in one category.							
23	I modify my working method to deal with the unexpected situations that the manager encounters.	The technical supervisor modifies his working method to deal with the unexpected situations that the manager encounters.					
24	I make sure to know the dissenting opinion and benefit from it	The technical supervisor is keen on knowing opposing opinions and benefiting from them.					
25	My colleagues have the impression that I am someone who possesses new ideas about work.	My colleagues, including other technical supervisors, have the impression that I am someone who possesses new ideas about work.					
26	I abandon the method of work in light of the different circumstances	The technical supervisor abandons the working style in light of different circumstances.					
27	I have the ability to see things from different angles	The technical supervisor has the ability to see things from different angles.					
28	The trainer accepts everything that is new to develop his work.	The technical supervisor adopts new ideas to develop the work automatically and smoothly.					
29	The trainer gives players the opportunity to express their opinions for the purpose of benefiting from them.	The technical supervisor allows others the opportunity to express their opinions for the purpose of benefiting from them.					
30	The trainer has flexibility in dealing with unexpected situations.	The technical supervisor has the flexibility to adapt to the nature of different situations and unexpected situations in the workplace.					
31	The trainer has the ability to see things from different angles.	The technical supervisor has the ability to see things from different perspectives.					
4- Problem-solving perspective: It refers to the ability to recognize the improvements and modifications needed in different situations and to sense							

these problems. This drives the creative individual to provide diverse solutions to address them.							
32	I have a great ability to anticipate work-related problems before they occur.	The technical supervisor has a great ability to predict work-related problems before they occur					
33	I have a high level of awareness of the deficiencies related to work systems.	The technical supervisor is characterized by a high degree of awareness of the deficiencies related to work systems.					
34	I prepare special plans to face anticipated crises at work.	The technical supervisor prepares special plans to face expected crises at work					
35	I have an accurate vision to discover the problems that others are experiencing at work.	The technical supervisor has an accurate vision to discover the problems that others are experiencing at work					
36	The trainer anticipates problems before they occur.	The technical supervisor predicts work problems before they occur					
37	The trainer monitors the talents of the players to develop them.	The technical supervisor monitors opportunities at work to construct on and develop them in creative ways					
38	The trainer senses the weaknesses in his training activities.	The technical supervisor takes care to identify any deficiencies or weaknesses in their work					
39	The trainer keeps up to date with all the latest training methods.	The technical supervisor stays informed about everything new to enhance their ability to address future challenges.					
40	The trainer puts some future plans to handle unexpected crises.	The technical supervisor conducts preventive studies and future planning to address unexpected situations.					
41	The trainer has the ability to identify players' problems or issues.	The technical supervisor has the ability to discover the problems that others are facing.					
42	The trainer monitors the risks that can impact the team's performance and works to eliminate them.	The technical supervisor monitors the threats that can affect the work and takes measures to eliminate them					
5- Risk-taking and challenge perspective: It refers to the readiness to bear the risks resulting from the actions taken by the individual when adopting new ideas or methods, and assuming responsibility for their results.							
43	I am experimenting with new ideas and ways to solve the problem	The technical supervisor tries new ideas and ways to solve the problem					
44	I am willing to work with specialized teams to solve problems.	The technical supervisor is willing to work with dedicated teams to address and solve problems.					
45	I am willing to try new methods in work, even if there is a possibility of failure.	The technical supervisor wants to try new methods of work even if there is a possibility of failure.					
46	I express my point of view	The technical supervisor					

	frankly, even if it contradicts the point of view of my direct manager.	frankly expresses his point of view even if it contradicts that of his direct manager.					
47	I hesitate to make some decisions out of fear of how it might affect my performance evaluation at work.	The technical supervisor hesitates to make some decisions out of fear of how it might affect his performance evaluation at work.					
48	The trainer bears all the responsibilities of their work.	The technical supervisor takes responsibility for his tasks.					
49	The trainer accepts defeat as a learning experience preceding success.	The technical supervisor accepts failure as a learning experience preceding success.					
50	The trainer expresses his ideas in a realistic and feasible manner.	The technical supervisor expresses his ideas logically.					
51	The trainer encourages the ideas and innovations of the players.	The technical supervisor encourages individual and group innovative and creative initiatives.					
6- Analysis and connection perspective: It refers to the ability to break down compounds into their primary elements and isolate these elements from one another.							
52	I would like to work in a team where the spirit of risk prevails.	The Technical Supervisor desires to work within a risk-taking team					
53	I have the ability to organize my thoughts.	The technical supervisor has the ability to organize his ideas					
54	I have the ability to perceive the relationship between things and compare them.	The technical supervisor has the ability to understand the relationship between things and compare them					
55	I am able to blend different viewpoints to generate new ideas.	The technical supervisor can mix different points of view to generate new ideas					
56	The trainer has the ability to organize his thoughts.	The technical supervisor organizes his thoughts when facing any problem.					
57	The trainer distributes work tasks between the players and the assistants.	The technical supervisor coordinates the roles of supervisors in the work.					
58	The trainer has the ability to identify the causes of problems.	The technical supervisor analyzes problems into their essential elements in different situations.					
59	The trainer develops the relationships among the players	The technical supervisor possesses the ability to perceive and interpret the relationships among things.					
60	The trainer collects sufficient information before starting new exercises.	The technical supervisor seeks to obtain detailed instructions and information before starting work when assigned a new task.					
61	The trainer links the achievements of the players with the motivation to reach the highest levels of performance.	The technical supervisor links the results of the work with the motives of the trend towards change.					

بناء مقياسي القوة الادارية والأبداع الوظيفي لمدراء أقسام النشاط الرياضي والمدرسي

منال محسن حمود¹، هدى عبد السميع²

جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات

مستخلص البحث

تكمن أهمية البحث في التعرف على مستوى القوة الادارية التي يتمتع بها مدراء النشاط الرياضي و المدرسي و نسبة مساهمتها في تحقيق الابداع الوظيفي والتعرف على الابداع الوظيفي التي يتمتع بها مدراء النشاط الرياضي والمدرسي , واهميته بالنسبة للمشرفين الفنيين ودور هم الاكاديمي الذي يتمتعون به وتقديم نموذج للقيادة في مديريات النشاط الرياضي وتركزت مشكلة البحث من خلال اطلاع الباحثان على بعض المراجع و الدراسات السابقة التي تخص موضوع البحث لاحظا في الأونة الأخيرة تراجع في أداء أقسام النشاطات الرياضية والمدرسية ، ولم يعد عملها كما كانت فاعلة ومؤثرة في مجمل النشاطات والفعاليات الرياضية و ابراز أثر الرياضة المدرسية الأم والأصل في حركة الرياضة العراقية , لذا ارتأت الباحثان دراسة القوة الادارية لمدراء النشاط الرياضي الذين يتمتعون بقراراتهم الادارية في ادارت الانشطة الرياضية والمدرسية ودورهم القيادي في خلق الابداع الوظيفي الذي يؤدي الى تلافي الوقوع بالمشكلات من اجل الحفاظ وتطور الانشطة الرياضية وتقيم جهودهم من خلال اراء المشرفين الفنيين , والقوة الادارية لما لها من أثر على زيادة الابداع الوظيفي في النشاط الرياضي والمدرسي و بالتالي القدرة على مواجهة تحديات العصر وازماته والحفاظ على الانشطة الرياضية والمدرسية , وقد هدفت الباحثان الى بناء وتقنين مقياس القوة الادارية لمدراء أقسام النشاط الرياضي والمدرسي في مديريات العامة لتربية بغداد من وجهة نظر المشرفين الفنيين, كذلك بناء وتقنين مقياس الابداع الوظيفي الادارية لدى مدراء اقسام النشاط الرياضي والمدرسية من وجهة نظر المشرفين الفنيين , فضلا عن التعرف على درجة القوة الادارية والابداع الوظيفي لدى مدراء اقسام النشاط الرياضي والمدرسية من وجهة نظر المشرفين الفنيين ، واستعملت الباحثان المنهج الوصفي بأسلوب الدراسة المسحية للتعرف على المشرفين الفنيين بالنشاط الرياضي (مديريات النشاط الرياضي في بغداد) , وتحدد مجتمع البحث وهم المشرفين الفنيين بالنشاط الرياضي (مديريات النشاط الرياضي في بغداد) ، من خلال إحصائية تم الحصول عليها, والبالغ عددهم (180) مشرفاً موزعين على (6) مديريات في محافظة بغداد ، اذ بلغت عينة البناء(180) مشرفاً بنسبة (80 %) من المجتمع الاصل ، اما عينة التطبيق بلغت (180) مشرفاً بنسبة (100 %) من المجتمع الاصل ، تم اختيار العينات بطريقة العشوائية البسيطة واستنتجت الباحثان على قدرة مقياس القوة الادارية بـ(62) فقرة الذي تم بنائه على قياس القوة الادارية لمدراء أقسام النشاط الرياضي والمدرسي و قدرة مقياس الأبداع الوظيفي بـ(61) فقرة الذي تم بنائه على قياس الأبداع الوظيفي لمدراء أقسام النشاط الرياضي والمدرسي واوصت الباحثان الاستفادة من مقياس القوة الادارية والذي قامت الباحثان بينائهما وتطبيقهما للكشف عن القوة الادارية لمدراء أقسام النشاط الرياضي والمدرسي ، كذلك الاستفادة من مقياس الأبداع الوظيفي والذي قامت الباحثان بينائهما وتطبيقهما للكشف عن الأبداع الوظيفي لمدراء أقسام النشاط الرياضي والمدرسي

القوة الادارية ، الأبداع الوظيفي

الكلمات المفتاحية