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An analytical study of the cultural diversity of secondary school principals from the viewpoint of physical education teachers

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Abstract

The importance of the research lies in identifying the level of cultural diversity enjoyed by secondary school principals and its importance to physical education teachers and their effective and basic role in the school environment and the role of the school principal in creating an atmosphere of creativity, distinction and love of cooperation between teachers in secondary schools. Some references and previous studies related to the subject of the research have recently noticed a decline in the performance of physical education teachers and in curricular and extra-curricular sports activities by following up on sports activities in schools, because one of the researchers is a specialized supervisor in the Ministry of Education, and their work is no longer as active and influential in the totality of sports activities and events and highlighting the impact of school sports, so the two researchers decided to study the cultural diversity of secondary school principals who enjoy their administrative decisions in managing sports and school activities and their role in understanding cultural diversity that leads to avoiding problems in order to maintain the development of sports activities and evaluate the efforts of physical education teachers in a correct way, there is no doubt that paying attention to the concept of cultural diversity in institutions is a necessary requirement in light of the trend towards adopting modern administrative concepts, and bypassing all methods that adopt orders and traditional management, and whenever that would cause discrimination between teachers and a violation of work ethics such as lack of justice in management or the bias and inclinations of some workers at the expense of others with different cultures. Cultural diversity leads to an increase in the functional creativity of physical education teachers, and thus the ability to face the challenges and crises of the era and to preserve sports activities and their effective role in the educational environment. The two researchers aimed to build a measure of cultural diversity for physical education teachers in secondary schools from the point of view of teachers of physical education, as well as identifying the measure of cultural diversity among secondary school principals from the point of view of teachers of physical education, The two researchers used the descriptive method in the survey method in building a measure of the cultural diversity of school principals and identifying the research community, who are teachers of physical education in (General Directorates of Baghdad Al-Karkh Governorate (1,2,3), through a statistic obtained of (998) teachers distributed among (3) directorates in the province of Baghdad, and the sample was selected in a simple random way, as the building sample amounted to (400 teachers) with a rate of (40.08%) from the total community, while the application sample amounted to (400 teachers) with a rate of (40.08%)) from the whole society, and for the purpose of determining the areas of the (cultural diversity) scale, the two researchers read many previous literature and references related to the subject of the research (sports management), and after presenting them to experts and specialists, the number of areas became (5) for the measure of cultural diversity, namely (1- Values cultural, 2- work challenges, 3- social normalization, 4- outstanding performance, 5- organizational experiences), and (35) paragraphs were formulated to measure the degree of cultural diversity for secondary school principals distributed over 7 paragraphs for each field, and after completing the building procedures and foundations, the results were classified and treated statistically, then the results were presented and discussed in a scientific manner based on the scientific sources of the research, and through this we reached the achievement of the research objectives, and the two researchers concluded: The sample members are characterized by a degree of cultural diversity. This indicates that interest in the concept of cultural diversity in educational and non-educational institutions is a necessary prerequisite for achieving success in them. The two researchers recommended: making use of the cultural diversity scale, which the researchers built and applied to detect the cultural diversity of secondary school principals, and the development of awareness among school principals of the value of diversity and cultural difference and its importance as a factor of strength and added value, as it is well employed and built on it.

Keywords

cultural diversity, school principals

Introduction:

The presence of cultural diversity that helps in defining the goal and drawing it clearly and explicitly not only provides success for educational institutions, but also returns to the souls of physical education teachers with the flowing enthusiasm and morale that does not know boredom or apathy. Cultural diversity is defined (13) as “all the characteristics and experiences that characterize each individual and distinguishes him from the other.” There is no doubt that interest in the concept of cultural diversity in institutions is a necessary requirement in light of the trend towards adopting modern administrative concepts, and bypassing all methods that depend on traditional commands and management, and whenever there is discrimination between teachers, especially the teacher of physical education, and breach of work ethics, such as lack of justice in management or bias and tendencies of some teachers at the expense of others with different cultures that do not represent the main stream of the school principal, and because the preservation of the educational institution And its continuity is based primarily on searching and exploiting opportunities and strengths. It came as an entry point for cultural diversity, which is one of the most modern approaches, for multicultural institutions to integrate minorities, avoid discrimination and equal opportunities, by creating a comprehensive vision that empowers all members regardless of their affiliations and cultures contribute to achieving their potential in order to win the war over talent.

The teacher of physical education is considered the cornerstone in the educational process in educational institutions, as he has many educational opportunities that are not achieved by many teachers in various academic subjects, and through the teacher, learners can be taken to a socially acceptable path, and education places a huge burden on his shoulders that makes him responsible to an extent Great and directly about preparing a healthy generation

for the homeland (4), This great and dangerous responsibility at the same time requires him to be worthy of that responsibility, and that is through continuous work in order to prepare his students in the various stages of education for a sound future, and this is therefore reflected in the progress of the country as it is considered the main pillar in the educational process (6) and without the teacher there is no Any curriculum for physical education, no matter how tightly the fabric of its planning and construction of its content, can fulfil its role and its desired and desired goal without there being an engine for this curriculum, and of course it is the teacher who must be aware, comprehend and apply it (15). Therefore, the interest in studying cultural diversity is due to its importance in educational institutions because it needs principals who possess cultural diversity in the scientific, cultural, social and environmental fields and the ability to improve the educational work environment and develop relations and cooperation between teachers in it and their feeling of enthusiasm and drive towards work (2), therefore the problem crystallized when the two researchers found a decline in the classroom and extra-curricular sports activities by following up the sports activities in schools, because one of the researchers is a specialized supervisor in the Ministry of Education. Creativity and creating relationships of respect and appreciation between teachers and administration, which gives physical education teachers an important role in the education and training process and the success and support of all sports activities.

Research objective: constructing a measure of cultural diversity for school principals from the point of view of teachers of physical education, and to identify the degree of cultural diversity of school principals from the point of view of teachers of physical education.

Method and procedures:

The two researchers used the descriptive survey method for its suitability to solve the research problem, and the research community was identified as physical education teachers in (General Directorates of Baghdad Al-Karkh Governorate 1,2,3), through statistics obtained from the Planning Department in the three directorates, whose number is (998). Teachers

distributed over (3) directorates in the province of Baghdad, as the building sample amounted to (400 teachers) at a rate of (40.08%) from the total community, while the application sample amounted to (400 teachers) at a rate of (40.08%) from the total community. The sample was chosen by simple random method. Table (1) shows the research community and its samples

Table (1)

Description of the research sample

Total research community	construction sample		Application sample	
	Number	Percentage	Number	Percentage
998	400	%40,08	400	%40,08

For the purpose of obtaining the results of the research and achieving the goals that have been drawn, there must be means to measure the studied variables. And achieve the objectives of the research among school principals based on scientific foundations and commensurate with the reality of the situation in the educational environment. For the purpose of determining the areas of the measure (cultural diversity), the two researchers examined many previous literature

and references related to the subject of the research (sports management), where it was possible to collect (6) areas for the measure of cultural diversity, which are (1- cultural values, 2- work challenges, 3- social normalization, 4- outstanding performance, 5- organizational expertise, 6- competitiveness). In order to determine the validity of the areas of the cultural diversity scale, the two researchers presented the scale to a group of experts and specialists to determine the validity of the scale, as shown in Table (2)

Table (2)

Shows the validity of the axes of the cultural diversity scale

Seq.	Suggested axes	validity		Chi square value	Significance
		Valid	Invalid		
1	cultural values	16	1	13.23	Sign
2	Work challenges	15	2	9.94	Sign
3	social normalization	14	3	7.11	Sign
4	Outstanding performance	14	3	7.11	Sign
5	Organizational experiences	14	3	7.11	Sign
6	competitiveness	12	5	2.88	Unsign

The tabular value of (chi 2) at a degree of freedom (1) and a level of significance (0.05) is (3.84).

It is clear from Table (2) that the number of axes has become five because the (competitiveness) axis is not significant. After taking the opinion of

experts and specialists, (35) paragraphs were formulated Sign distributed over (5) areas for the measure of rhying diversity, and for each area

(7) paragraphs. The paragraphs of the study standards are valid, so the number of paragraphs

remains 35. Table (3) shows the answer alternatives and the correction key

Table (3)
Shows the answer alternatives and the correction key for the items of the cultural diversity scale

.Seq	Items	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1	Item	5	4	3	2	1

After that, the two researchers, with the help of the assistant work team, conducted the exploratory experiment to verify the clarity of the instructions and paragraphs of the measurements, their accuracy, the suitability of the alternatives for the sample of the research, and to identify the errors in advance before conducting the basic experiment. (Al-Karkh 1, 2, and 3), and after the scale of cultural diversity for school principals from the point of view of physical education teachers, with its instructions and paragraphs, became ready for application (the scales in the initial form), the two researchers, with the assistant work team, proceeded to apply the two scales to the research sample (the building sample), which numbered (400). Teacher and school After completing the process of final distribution of the questionnaires and answering them, the researcher obtained the number of questionnaires that were answered, amounting to (393) teachers from the building sample. The responses of the research sample (construction sample) were analyzed and collected in a special form for the purpose of arranging them in preparation for statistical analysis. And after extracting the discriminatory ability using the method of the two end groups and internal consistency (the relationship of the phrase to the total degree of the scale, the relationship of the phrase degree to the total degree of the domain, and the relationship of the domain degree to the total score of the scale using the Pearson correlation coefficient) and

extracting the scientific foundations for the measure of cultural diversity, the validity of the scale (content validity and construction validity), And the stability of the scale by the method of (half-partition, and Cronbach's alpha equation) After completing all the procedures for building the cultural diversity scale and with five alternatives for the answer, the scale is ready in its final form, Annex (1), as the scale in its final form consists of (35) phrases distributed on five axes. The scale is the axis of cultural values, component from (7) phrases, the Work Challenges axis from (7) phrases, the Social Normalization axis from (7) phrases, the Distinguished Performance axis from (7) phrases, and the Organizational Experiences axis from (7). After completing all construction requirements and procedures, standards and procedures, they are ready for implementation. The researcher, with the assistant work team, applied the scale to the application sample of (400) male and female teachers from the Baghdad Karkh Education Directorates. She retrieved (306) valid questionnaires, and after analyzing the responses of the research sample, the data was collected in a special form, as each person in the sample had a score of his own. After completing the implementation of the main experiment, the two researchers tabulated the data of the application sample members after collecting and arranging them in preparation for their statistical analysis, as in Table (4).

Results:

Table (4)

The values of the arithmetic mean, the hypothesis, the standard deviations, and the value of (t) for the measure of cultural diversity and its fields.

Ariables	Arthmatic mean	Standered deviation	hypothetical mean	Dgree of freedom	(T) value		Statistical significance
					Calculated	significance level	
The overall score of the scale	161.98	4.161	105	305	239.556	0.000	Sign
Cultural values	32.77	2.318	21	305	88.839	0.000	Sign
Work challenges	32.73	2.131	21	305	96.298	0.000	Sign
Social normalization	32.32	2.174	21	305	91.131	0.000	Sign
Outstanding performance	32.56	2.192	21	305	92.215	0.000	Sign
Organizational experiences	30.71	2.000	21	305	84.908	0.000	Sign

Discussions:

It is clear that the significance percentage of the t-test for one sample of the cultural diversity scale and its five domains (cultural values, work challenges, social normalization, outstanding performance, organizational experiences) was smaller than the error rate (0.05), and this means that there are significant differences, and through Comparing between the arithmetic mean and the hypothetical mean, we note that the arithmetic mean was higher than the value of the hypothetical mean, which indicates that secondary school principals enjoy cultural diversity. The two researchers believe that school principals have a realization and awareness of the importance of cultural diversity and its impact on the work of physical education teachers, which is necessary for society in general and educational institutions in particular. The results show that the field of (cultural values) was in the first place, and the researchers

attribute this to the awareness of the school principal, who gives the teacher of physical education the freedom to work in the educational environment and works on the principle of equality between teachers (8), because he is aware of the importance of cultures that take various forms through Time and place, (this diversity is reflected in the originality and multiplicity of identities characteristic of the groups and societies that make up humanity, and cultural diversity is described as a source of exchange, renewal, and creativity, necessary for the human race) (7). As for the field (work challenges), it comes Secondly, the researchers attribute that the school principal encourages the physical education teacher to develop his skills and use technology in his work (5), and motivates him to use his maximum energies and capabilities to accomplish sports activities, by respecting the differences in experiences, vital experiences, perceptions associated with them,

and their reactions that It works to distinguish teachers from each other (9). And the field of (distinguished performance) comes in the third order. The two researchers believe that the school principal gives a high annual evaluation of the distinguished physical education teacher in his performance of sports activities and encourages him to change and continuous development (11). The two researchers agreed with the study (Amal), which believes that drawing cultural diversity is the proper moral path for administrative leaders, (to constitute a common heritage for humanity and a source of renewal, creativity and originality) (1). The field of (social normalization) ranks fourth, and the two researchers attribute this to helping the school principal, the teacher of physical education, to modify his behavior and previous expectations regarding (the school, the supervisor, and the teachers), and it helps him feel comfortable in the school and with his colleagues, and he shares values and habits with them. The cultural development of teachers is not limited to the development of the emotions of brotherhood and the feeling of the other, but extends to include the teacher, preparing and developing him intensively and deeply, theoretically and professionally, to combine all these efforts and work in light of a safe school environment dominated by leadership that works as a supportive change tool for teachers with the aim of creating a society based on justice and equality among all its cultural spectrums. (10). As for the field of (organizational experiences), it ranked fifth, and the two researchers believe that the school principal represents a frame of reference that the teacher of physical education uses when facing problems in sports activities that he cannot solve, and he participates with him in making some decisions related to activities and sports (12). The field of organizational expertise came last, and the two researchers attribute this to the presence of some teachers of physical education who lack the support of their principals for them in general

and the lesson of physical education in particular. As there are teachers in the secondary school with different characteristics, ages, and levels of professional and educational experience, and therefore diversity management is considered an important factor in consolidating confidence in teachers and providing an appropriate work environment that encourages achievement and excellence (14). From the foregoing, the two researchers believe that the school principal plays an important role in the cohesion and harmony of teachers through a common system of values and beliefs in the educational environment and educational institutions, by meeting the individual needs and expectations of teachers to achieve the goal; As the individual needs of teachers differ from each other (3), and thus if the institution can better evaluate and manage these differences between teachers, it will be more effective, especially in today's changing circumstances and competitive environment; It can be said that cultural diversity is a necessity for institutional success.

Conclusions:

By presenting, analyzing and discussing the results, the two researchers concluded:

Principals of secondary schools in the education directorates of Baghdad Governorate (1, 2, and 3) enjoy a degree of cultural diversity. This indicates that interest in the concept of cultural diversity in educational and non-educational institutions is a necessary prerequisite for achieving success in them.

The results showed that the field of cultural values advanced first in arranging the areas of measuring cultural diversity, followed by the field of work challenges secondly, followed by the field of outstanding performance thirdly, the field of social normalization fourthly, and the field of organizational expertise fifthly.

According to the conclusions reached by the two researchers, they recommended the following:

Benefiting from the cultural diversity scale, which the two researchers built and applied to reveal the cultural diversity of secondary school principals, and to develop awareness among school principals of the value of diversity and cultural difference and its importance as a factor of strength and added value, as it is well employed and built on it.

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 (A.J. and S.M.) who get the main idea and work on writing and concluding also with number of experts, Amir Hussein in Statistics, Suaad Sebti in revision, Inaam Ghalib in translating, Mazin Hadi in proofreading

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Appendix (A)

A measure of cultural diversity for secondary school principals

.Seq	Items	Strongly agree	Agree	Not sure	Dis agree	Dis agree
First	cultural values: A set of behaviors and beliefs shared by members of a society or group of people.					
-1	The school principal encourages the physical education teacher to use the scientific method in drawing up future plans for sports activities					
-2	The school principal views the physical education teacher as positive, loves work, and is trustworthy.					
-3	The school principal gives the physical education teacher freedom of action in the educational environment					
-4	The principal of the school takes into account the values of human relations between teachers					
-5	The principal of the school accepts continuous change and development and different opinions so that everyone in the school works in the best conditions					
-6	The principal of the school works on the principle of equality between teachers					
-7	The principal cares about all teachers and respects them despite their different cultures					
Second	Business challenges: All the difficulties, obstacles and problems that individuals and groups face within the work institutions and its various environments, which can lead to a decline in opinions, productivity and job loss.					
-1	The school principal motivates the physical education teacher to use his maximum energies and abilities in the completion of sports activities					

-2	The principal of the school encourages competition in sports activities, accepts losing once, and strives for success again and again					
-3	The school principal listens to the requests and suggestions of the physical education teacher for the sake of the success of sports activities					
-4	The principal of the school sets fixed times for work and does not have time to rest except when absolutely necessary					
-5	The school principal encourages the physical education teacher to develop his skills and use technology in his work					
-6	The school principal encourages teamwork in the school, especially when crises occur					
-7	The principal of the school encourages the teacher of physical education to respect educational laws and principles to achieve the desired goals in sports activities					
Third	Social normalization: A set of experiences and renewed experiences that combine norms and values of patterns of behavior towards a single piece of paper with the aim of understanding the social and cultural relations to persuade the diverse individual to join a group with unified goals.					
-1	The school principal helps the physical education teacher to define the goals as well as the prevailing cultural values and beliefs and to know the rules for sports activities					
-2	The principal of the school clarifies the physical education teacher with accurate information about working conditions in sports activities					
-3	The school principal reviews the strengths and weaknesses of the physical education teacher related to sports activity					
-4	The school principal assists the physical education teacher to work within the standards used in the annual performance evaluation.					
-5	The school principal helps the physical education teacher to develop cultural skills for the benefit of sports activities					
-6	The school principal assists the physical education teacher in modifying his previous behavior and expectations regarding (the school, the supervisor, and the teachers).					
-7	The school principal helps the physical education teacher to feel comfortable in the school, in his work, and with his colleagues, and understands and shares their opinion.					

Fourth	Outstanding performance: The ability to perform work efficiently and correctly within structural tasks and in a non-routine manner.					
-1	The school principal supports the physical education teacher to be innovative and creative in using modern methods in sports activities.					
-2	The principal of the school urges the teacher of physical education to upgrade the balance of knowledge in the field of sports activities.					
-3	The principal of the school has sufficient knowledge and experience to assist the teacher of physical education in achieving a high level in the performance of sports activities.					
-4	The principal of the school urges the teacher of physical education to move away from the traditional methods of sports activities.					
-5	The school principal encourages the physical education teacher to strive to improve his performance in sports activities.					
-6	A school principal gives a high annual evaluation of the distinguished physical education teacher in his performance of sports activities.					
-7	The principal of the school accepts continuous change and development so that the teacher of physical education works in the best conditions					
Fifth	Organizational experiences: It is the knowledge or skill that an individual acquires through performing a task or seeing or feeling a particular thing.					
-1	The principal of the school represents a frame of reference for the physical education teacher to use when facing problems in sports activities that he cannot solve					
-2	The school principal plays an important role in the teachers' cohesion and harmony through a common system of values and beliefs					
-3	The school principal contributes to achieving stability within the educational institution by taking into account the individual differences between the teachers.					
-4	The school principal participates with the education teacher in decisions regarding sports activities					
-5	The school principal provides a suitable educational environment for the physical education teacher to practice sports activities					
-6	The principal of the school respects all cultures and scientific backgrounds of the employees of					

	the educational institution.				
-7	The school principal's thinking and behavior are consistent with the values and beliefs of the physical education teacher				

دراسة تحليلية للتنوع الثقافي لمدرء المدارس الثانوية من وجهة نظر مدرسي التربية الرياضية

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تكمّن أهمية البحث في التعرف على مستوى التنوع الثقافي التي يتمتع بها مدرء المدارس الثانوية واهميته بالنسبة لمدرسي التربية الرياضية ودورهم الفعال والاساسي في البيئة المدرسية ودور مدير المدرسة بخلق جو من الابداع والتميز وحب التعاون بين المدرسين في المدارس الثانوية، وتركزت مشكلة البحث من خلال اطلاع الباحثان على بعض المراجع و الدراسات السابقة التي تخص بموضوع البحث لاحظا في الؤونة الأخيرة تراجع في أداء مدرسي التربية الرياضية وفي النشاطات الرياضية الصفية و اللاصفية من خلال متابعه الأنشطة الرياضية في المدارس وذلك كون احدي الباحثان مشرفة اختصاصية في وزارة التربية، ولم يعد عملهم كما كان فاعل ومؤثر في مجمل النشاطات والفعاليات الرياضية و ابراز أثر الرياضة المدرسية، لذا ارتأت الباحثان دراسة التنوع الثقافي لمدرء المدارس الثانوية الذين يتمتعون بقراراتهم الادارية في ادارت الأنشطة الرياضية و المدرسية ودورهم في فهم التنوع الثقافي الذي يؤدي الى تلافي الوقوع بالمشكلات من اجل الحفاظ على تطور الأنشطة الرياضية وتقييم جهود مدرسي التربية الرياضية بصورة صحيحة ، ولاشك أن الاهتمام بمفهوم التنوع الثقافي في المؤسسات يشكل مطلباً ضروريا في ظل التوجه نحو تبني المفاهيم الإدارية الحديثة ، و تجاوز كل الأساليب التي تعتمد الأوامر و الإدارة التقليدية و كلما من شأنه أن يحدث التمييز بين المدرسين و الاخلال بأخلاقيات العمل كعدم العدالة في التسيير أو الانحياز و الميول لبعض العاملين على حساب الآخرين ذوي الثقافات المختلفة. ويؤدي التنوع الثقافي الى زيادة الابداع الوظيفي لمدرسي التربية الرياضية و بالتالي القدرة على مواجهة التحديات العصر وازماته والحفاظ على الأنشطة الرياضية ودورها الفعال في البيئة التعليمية ، وقد هدفت الباحثان الى بناء مقياس التنوع الثقافي لمدرء المدارس الثانوية من وجهة نظر مدرسي التربية الرياضية ، وايضاً التعرف على مقياس التنوع الثقافي لدى مدرء المدارس الثانوية من وجهة نظر مدرسي التربية الرياضية، واستعملت الباحثان المنهج الوصفي بأسلوب الدراسة المسحية في بناء مقياس التنوع الثقافي لمدرء المدارس و تحدد مجتمع البحث وهم مدرسي التربية الرياضية في (مديريات العامة لمحافظة بغداد الكرخ 3،2،1) ، من خلال إحصائية تم الحصول عليها و البالغ عددهم (998) مدرس موزعين على (3) مديريات في محافظة بغداد ، و تم اختيار العينة بطريقة العشوائية البسيطة، اذ بلغت عينة البناء على (400مدرس) بنسبة (40,08 % من المجتمع الكلي ، اما عينة التطبيق قد بلغت على (400مدرس) بنسبة (40,08 %) من المجتمع الكلي ، ولغرض تحديد مجالات مقياس (التنوع الثقافي) قامت الباحثان بالاطلاع على العديد من الادبيات والمراجع السابقة ذات العلاقة بموضوع البحث (الإدارة الرياضية) وبعد عرضها على الخبراء والمختصين اصبح عدد المجالات (5) لمقياس التنوع الثقافي ، وهي (1- القيم الثقافية ، 2-تحديات العمل، 3-التطبيع الاجتماعي ، 4-الاداء المتميز، 5-الخبرات التنظيمية)، وتم صياغة (35) فقرة تم بنائها لقياس درجة التنوع الثقافي لمدرء المدارس الثانوية موزعة على 7 فقرات لكل مجال ، وبعد الانتهاء من إجراءات البناء والاسس العلمية والمعاملات العلمية، وتطبيق على العينة التجريبية الرئيسة تم تبويب النتائج ومعالجتها احصائياً ثم عرض النتائج ومناقشتها بالأسلوب العلمي المستند الى المصادر العلمية الخاصة بالبحث ومن خلال هذا توصلنا الى تحقيق اهداف البحث ، واستنتجت الباحثان: ان افراد العينة يتسمون بدرجة من التنوع الثقافي. وهذا يدل على ان الاهتمام بمفهوم التنوع الثقافي في المؤسسات التعليمية والغير تعليمية يشكل مطلباً ضروريا لتحقيق النجاح فيها. واوصت الباحثان : الاستفادة من مقياس التنوع الثقافي والذي قام الباحثان بيناهما وتطبيقهما للكشف عن التنوع الثقافي لمدرء المدارس الثانوية ، وتنمية الوعي لدى مدرء المدارس بقيمة التنوع والاختلاف الثقافي واهميته كعامل قوة وقيمة مضافة اذ ما أحسن توظيفه والبناء عليه