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The reality of the distributed academic leadership of the councils of colleges of physical education and sports sciences in Iraq from the point of view of their teachers

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Abstract

Many theories related to leadership we find emphasize the activation of democratic policy in the leadership of institutions, especially educational ones, in order to expand the circle of participation in the leadership of this institution to include a larger number of employees in this institution, as distributed leadership centers on the idea of distributing leadership tasks among individuals within the institution. The study aimed to build, codify, and apply a measure of academic leadership distributed to the councils of colleges of physical education and sports sciences from the point of view of their teachers, and to identify the degree of academic leadership distributed to the councils of colleges of physical education and sports sciences from the point of view of their teachers. The two researchers followed the descriptive approach in the style of a comprehensive survey to suit the nature of the problem and its objectives. It represented the study community, while it represented the research community and was recruited by the teaching staff in the colleges of physical education and sports sciences in Iraq. The two researchers followed all the scientific steps in building the distributed academic leadership scale, which included 28 items distributed over four areas (vision, mission, goals, and practices). Leadership, shared responsibility, academic culture, and after applying it to the application sample, the two researchers came out with conclusions, the most important of which is that the councils of the colleges of physical education and sports sciences in Iraq have distributed academic leadership in their administrative behavior, in addition to their possession of the clear vision and goals and belief in the college's mission, making them possess academic leadership, and thus the college has an academic culture, and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education). Providing everyone with the opportunity and freedom to present ideas and participate in performing duties contributed to everyone's belief in the necessity of having shared responsibility and the interest of the college above private interests.

Keywords

distributed academic leadership, councils of colleges of physical education and sports sciences

Introduction:

The main concern of any administrative institution in general, and educational institution in particular, is to achieve its goals in the best way and to be able to perform its tasks to achieve excellence, and it is not possible to reach it except through a complete understanding of the senior leadership, and in colleges, it is represented by members of the college councils for various

administrative methods, by selecting methods. The administrative methods that suit the type of institution, its size, the nature of its activity, its components, its resources and its objectives. Among these administrative methods that have emerged in our present time is the leadership behavior of these leaders and some of the goals and plans that the institution seeks, such as administrative development, which is one of the

healthy aspects that many departments of organizations and institutions follow to reach management. Distinguished by the influence this method provides on the college's individuals and members in their values, skills, and behavior patterns, as a path taken by the college in developing and growing its human and material resources, in a way that serves its goals in order to achieve them.

(Saba Qais) Points that "leadership success within educational institutions depends on the extent to which they achieve their set goals that fall on the responsibility of their leadership, as the importance of leadership centers on the extent to which the leader possesses leadership skills that contribute to the possibility of improvement, development, creativity, and reform within his institution" (1) Therefore, it highlights the importance of the role played by this leadership and its direct and indirect influence on aspects of the administrative process. The modern concept of leadership focuses on the importance of the leadership behavior that comes from the leader because of its influence and great impact on the leadership process on the one hand and on the organization's members on the other hand.

(Azhar Mohammed) indicates "There are many theories related to leadership that we find stressing the activation of democratic policy in the leadership of institutions, especially educational ones, in order to expand the circle of participation in the leadership of this institution to include a larger number of workers in this institution, as distributed leadership is the centers on the idea of distributing leadership tasks among individuals within the institution" (2) At the same time, the idea of distributed academic leadership does not mean only that the participants are those who hold senior administrative and leadership positions within the institution, but it boils down to the fact that leadership can be exercised by any individual. Individuals of the institution and at any location in the educational institution.

Distributed leadership means that it limits the centralization of the leader, avoids tyranny of opinion, and gives greater opportunity to other individuals in some leadership practices within the educational institution.

(Iman Bebbba) points out, "The distributed academic leadership is summarized in three main axes, represented by collective, not individual, production, and that the limits of its achievement in practice are open, in addition to the diversity of experiences among members of one team, due to the process of diversity in duties and responsibilities" (3)

(Heba Abdel Jalil and Maysaa Nadeem) indicate that (achieving successful administrative performance depends on the leader's success in his leadership, which in turn works to create the appropriate climate for work, develop a group spirit among employees, and give them the opportunity to participate in decision-making) (4) Hence the importance of the study lies in the two researchers' efforts to shed light on the employment of modern concepts that modern administration has imposed in the management of institutions and organizations, especially the important institutions in the country represented by educational institutions, as colleges are distinguished by members who possess academic qualifications, field experience and the ability to manage them, as an example. Based on these concepts, it is to follow leadership behavior that is compatible with the nature of the institution and the individuals it possesses, which is represented by distributed academic leadership.

Excellence in leader behavior is only achieved by following all appropriate and effective leadership behaviors for modern management in order to improve the college's performance and develop its efficiency and the competency of its individuals by removing all obstacles that obstruct the management of these colleges. This prompted the two researchers to search for what serves the advancement and development of this institution. Therefore, the problem of the study

arose by noting the lack of studies that dealt with modern variables in the administrative field, especially leadership, according to modern theories of leadership. One of them is distributed academic leadership, which is considered one of the most important modern and fruitful leadership behaviors in the management of educational institutions, which makes its members a source of leadership and responsibility everyone according to his position, he took advantage of managing the details within the organization to reach the main and basic goals in the organization, as it is known that the leader cannot know everything or manage everything. Therefore, the principle of working with one team is better than working alone, and thus the administrative leaders in college councils will be able to seek development and achieve goals by avoiding all previous mistakes and developing solutions to future obstacles by developing all established goals and plans, changing and repairing what conflicts with these goals, and finding alternative plans. And changing what requires changing, and from here the research problem emerged by asking the following question (Do the administrative leaders in the councils of colleges of physical education and sports sciences in Iraq depend on distributed academic leadership in their adopted administrative behavior?) while the study aimed to build, codify, and apply an academic leadership scale distributed to the councils of colleges of physical education and sports sciences from the point of view of their teachers, and to learn about the reality of academic leadership distributed to the councils of colleges of physical education and sports sciences from the point of view of their teachers.

Many educational studies have addressed the topic of distributed academic leadership, such as the study (Mohammed Al-Abadi) “ which dealt with distributed leadership among public secondary school principals and which concluded that school principals enjoy moderate distributed

leadership in their leadership practices" (5)while , the study of (Khalil Al-Harbi) addressed the extent to which academic leadership is practiced by academics at Taibah University. The study concluded that the academic leaders' enjoyment of distributed leadership “and that the role of distributed leadership is highlighted through matters related to the department's vision, mission, goals, and academic culture of the departments, in addition to their shared responsibility" (6). while the study of (Eman and Fayez) dealt with the development of administrative leadership in Saudi universities in light of distributed academic leadership, which concluded, “The development of leaders for their administrative performance is due to the real desire of those leaders to develop their performance and skills and the extent of their need for this development, in addition to the necessity for leaders to have leadership practices of high confidence in assigning some tasks and assuming responsibility" (7).

Method and procedures:

The two researchers followed the descriptive approach in the style of a comprehensive survey to suit the nature of the problem and its objectives, as it represented the study population, while the research community was represented and sampled by the teaching staff in the colleges of physical education and sports sciences in Iraq, who numbered (1154) individuals distributed among (20) government colleges, distributed among (15) governorate, while the study sample was represented by (898) teaching staff, constituting (77.81%) of the total population, while the study sample was distributed by (484) construction sample, representing approximately %42 of the original population, and (305) application sample, constituting The proportion of 26.42% of the original community, while the sample of the exploratory experiment on (24) individuals constituted a proportion of 2.59%. As shown in the following table.

Table (1)
Shows the full details of the distribution of the study sample

.Seq	University, college	Total number	Sample distribution details			
			Exploratory	constructing	Application	residual
1	Baghdad / College of Physical Education and Sports Sciences	166	6	80	30	50
	Baghdad / College of Physical Education and Sports Sciences for Girls	45	1	6	30	8
2	Al-Mustansiriya / College of Physical Education and Sports Sciences	58	3	30	8	17
3	Diyala / College of Physical Education and Sports Sciences	90	2	38	19	31
4	Samarra/ College of Physical Education and Sports Sciences	6	0	6	0	0
5	Tikrit/ College of Physical Education and Sports Sciences	28	1	13	8	6
6	Anbar / College of Physical Education and Sports Sciences	29	1	15	8	5
7	Kirkuk / College of Physical Education and Sports Sciences	14	0	6	6	2
8	Mosul / College of Physical Education and Sports Sciences	115	3	34	52	26
9	Al-Hamdaniya / College of Physical Education and Sports Sciences	15	0	8	4	3
10	Babylon / College of Physical Education and Sports Sciences	74	2	38	12	22
11	Al-Qasim Al-Khadra / College of Physical Education and Sports Sciences	14	0	0	14	0
12	Karbala / College of Physical Education and Sports Sciences	48	2	24	18	4
13	Kufa/ College of Physical Education and Sports Sciences	27	0	18	7	2
14	Al-Qadisiyah/ College of Physical Education and Sports Sciences	72	2	40	22	8
15	Al-Muthanna / College of Physical Education and Sports Sciences	24	0	13	10	1
16	Wasit / College of Physical Education and Sports Sciences	30	1	18	9	2
17	Dhi Qar/ College of Physical Education and Sports Sciences	29	1	16	10	2
18	Maysan / College of Physical Education and Sports Sciences	58	2	22	12	22
19	Basra/ College of Physical Education and Sports Sciences	101	3	59	26	13
Total		1043	30	484	305`	224

Percentage of community of origin %	90.38	2.59	41.94	26.42	19.41
Percentage of the study population %	100	2.87	46.40	29.24	21.47

The two researchers conducted a survey of many scientific sources and studies that dealt with distributed academic leadership, but they were unable to find a scale that would suit the study sample. Therefore, the researcher built the scale based on these studies, as this included identifying the areas of the distributed academic leadership scale, which included 5 areas (future vision leadership practices, shared responsibility, academic culture) and after presenting the fields , to a group of 11 experts and specialists in the field of sports management, approval was obtained for the validity of the fields with the integration of the future vision field, goals and mission become the vision, the objectives and message. The two researchers, relying on the theoretical material that dealt with distributed academic leadership, drafted the paragraphs of the study scale and presented them to a group of 17 experts and specialists. The two researchers drafted 40 paragraphs, 10 paragraphs for each field, which were presented to the experts and specialists to demonstrate their validity and the extent of their representation of the field. 8 items were excluded because they did not reach agreement by the experts and specialists, as the Chi-square value did not appear to be significant, so that the number of items in the total scale contains 32 items, which included 7 items for the field of vision, mission, and goals, 10 items for the field of leadership practices, and 8 items for the area of shared responsibility, 7 paragraphs for the area of academic culture.

After completing the drafting of the items and stating their validity, the two researchers wrote the instructions and conditions related to answering the scale, and then presented the questionnaire to 24 teachers representing the colleges of physical education and sports sciences from the University of Baghdad, Al-Mustansiriya, Diyala, and Wasit, as an exploratory sample to learn how to answer the

scale and its most important aspects. The obstacles that the researchers face while applying the scale, in addition to determining the time needed to answer, as the researchers found that the scale is understandable, its paragraphs are clear, and it is possible to answer it by the sample members. The average answer to it was 9 minutes by calculating the minimum answer time is 7 minutes and the largest time is 11 minutes and dividing On 2.

The two researchers applied the scale to the construction sample, which was represented by teaching staff in the colleges of physical education and sports sciences. The construction sample included 428 teaching staff in the colleges of physical education and sports sciences distributed in (Baghdad Al-Jadriyah 72, Baghdad Al-Waziriya 50, Al-Mustansiriya 38, Wasit 29, Diyala 29, Kufa 22, Al-Qadisiyah 39, Basra 44, Maysan 18, Al-Qasim 19, Al-Hamdaniya 17, Samarra 7, Anbar 8, Kirkuk 11, Tikrit 12, Mosul The questionnaires for the scale were .(13 distributed on the official social media platforms for each college, and continued from the beginning of the first week of April to May 2022.

After completing the data transcribing, the two researchers examined the answers to the questionnaire. 14 questionnaires were excluded due to a lack of honesty in the sample's answers, bringing the total number of questionnaires to the total of which was found to be 123.658, ,414 with a standard deviation of 15.583.

After completing that, the two researchers conducted the scientific foundations of the study scale. The two researchers took into account in conducting these foundations by conducting the validity process, which was represented in two ways: content validity by presenting the areas of study and the scale items to a group of experts and specialists to demonstrate their validity. After confirming their validity, the two

researchers based on the method of validity of the hypothesized construct, which was found by conducting the discriminatory ability of the items using the two-tailed group method and internal

consistency, as shown in Tables(2) , which was applied by relying on the results of the construction sample.

Table (2)
It demonstrates finding the discriminatory ability of the distributed academic leadership scale items

Item	senior group		lower group		T Value	sig	Significance
	-A	STD±	-A	STD±			
1	3.111	1.086	1.370	0.688	7.036	0.000	Sign
2	3.907	0.917	1.556	0.892	10.234	0.000	Sign
3	4.130	0.492	1.370	0.565	17.847	0.000	Sign
4	3.593	0.971	1.481	0.802	8.708	0.000	Sign
5	4.593	0.572	2.037	1.531	8.123	0.000	Sign
6	3.815	0.834	1.296	0.542	11.186	0.000	Sign
7	3.667	0.832	1.519	0.849	9.390	0.000	Sign
8	4.296	0.724	1.741	1.259	9.145	0.000	Sign
9	4.630	0.629	1.963	1.675	7.743	0.000	Sign
10	3.815	1.272	3.481	0.509	0.848	0.981	Unsign
11	3.585	0.736	1.704	0.823	11.677	0.000	Sign
12	4.296	0.775	1.704	0.823	11.911	0.000	Sign
13	3.963	1.126	1.481	0.509	10.434	0.000	Sign
14	4.222	0.801	1.667	0.832	11.500	0.000	Sign
15	4.444	0.698	1.444	0.506	18.077	0.000	Sign
16	3.519	0.580	2.889	1.219	1.119	0.181	Unsign
17	4.481	0.509	1.667	0.832	14.994	0.000	Sign
18	4.333	0.784	1.222	0.424	18.132	0.000	Sign
19	4.481	0.753	1.444	0.847	13.922	0.000	Sign
20	3.667	1.177	1.000	0.000	11.776	0.000	Sign
21	3.704	1.203	1.222	0.424	10.109	0.000	Sign
22	3.926	0.874	3.012	0.000	1.399	0.146	Unsign
23	3.815	1.075	1.000	0.000	13.599	0.000	Sign
24	4.296	0.775	1.222	0.424	18.079	0.000	Sign
25	2.148	1.199	1.667	1.271	1.432	0.158	Unsign
26	4.111	0.934	1.444	0.506	13.045	0.000	Sign
27	3.889	0.974	1.000	0.000	15.411	0.000	Sign
28	3.807	0.747	1.222	0.424	19.267	0.000	Sign
29	4.333	0.679	1.222	0.424	17.480	0.000	Sign
30	4.407	0.636	1.222	0.424	18.595	0.000	Sign
31	3.370	1.245	1.889	1.219	4.417	0.000	Sign
32	4.000	0.832	1.222	0.424	15.459	0.000	Sign

Table (3)
Shows the internal consistency values of paragraphs (paragraph consistency by domain and scale, domain consistency by scale)

Item	The relationship	sig value	Significance	Item	The relationship of	sig value	Significance
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	of the field to the scale				the field to the scale		
1	0.913**	0.000	Sign	1	0.719**	0.000	Sign
2	0.729**	0.000	Sign	2	0.776**	0.000	Sign
3	0.887**	0.000	Sign	3	0.853**	0.000	Sign
4	0.835**	0.000	Sign	4	0.542**	0.000	Sign
5	0.659**	0.000	Sign	5	0.828**	0.000	Sign
6	0.894**	0.000	Sign	6	0.780**	0.000	Sign
7	0.635**	0.000	Sign	7	0.881**	0.000	Sign
8	0.659**	0.000	Sign	8	0.878**	0.000	Sign
9	0.846**	0.000	Sign	9	0.714**	0.000	Sign
10	0.714**	0.000	Sign	10	0.771**	0.000	Sign
11	0.637**	0.000	Sign	11	0.851**	0.000	Sign
12	0.574**	0.000	Sign	12	0.461**	0.000	Sign
13	0.740**	0.000	Sign	13	0.697**	0.000	Sign
14	0.843**	0.000	Sign	14	0.880**	0.000	Sign
15	0.808**	0.000	Sign	15	0.884**	0.000	Sign
16	0.779**	0.000	Sign	16	0.533**	0.001	Sign
17	0.583**	0.000	Sign	17	0.800**	0.000	Sign
18	0.667**	0.000	Sign	18	0.697**	0.000	Sign
19	0.766**	0.000	Sign	19	0.795**	0.000	Sign
20	0.748**	0.000	Sign	20	0.681**	0.000	Sign
21	0.568**	0.000	Sign	21	0.465**	0.000	Sign
22	0.655**	0.000	Sign	22	0.650**	0.000	Sign
23	0.681**	0.000	Sign	23	0.761**	0.000	Sign
24	0.828**	0.000	Sign	24	0.574**	0.001	Sign
25	0.799**	0.000	Sign	25	0.403**	0.001	Sign
26	0.675**	0.000	Sign	26	0.627**	0.000	Sign
27	0.770**	0.000	Sign	27	0.665**	0.000	Sign
28	0.308**	0.002	Sign	28	0.807**	0.000	Sign
Domain	The relationship of the field to the scale	sig value	Significance	Domain	The relationship of the field to the scale	sig value	Significance
Vision, mission and goals	0.686	0.000	Sign	Shared responsibility	0.713	0.000	Sign
Leadership practices	0.729	0.000	Sign	Academic culture	0.682	0.000	Sign

As for the reliability value, the researchers followed two methods in calculating reliability, the first of which was the half-split method by dividing the scale items into odd and even and finding the correlation value between them, as the value of the two halves of the correlation was reached based on the simple Pearson correlation

coefficient (0.687) and the total correlation through the Spearman correlation coefficient. The two researchers also calculated the (.0.774) reliability coefficient in a more accurate way, as the specialists indicate, which is calculating reliability through the Cronbach's alpha coefficient, which reached 0.842, which is a very

good reliability value. Thus, the study scale with its 28 items became ready for application.

Results:

Table (4)

shows the arithmetic mean, standard deviation, hypothetical mean, and T-value for the application sample in S the distributed academic leadership scale

.Seq	Variable	Items number	Asthat ic mean	Standered deviation	hypothe tical mean	Calculat ed T value	Sig value	Significance
1	The scale as a whole	28	115.360	13.090	84	22.468	0.000	Sign
2	Mission and future vision	7	28.687	6.695	21	11.694	0.000	Sign
3	Leadership practices	8	34.592	7.845	24	14.695	0.000	Sign
4	Shared responsibility	6	22.597	5.551	18	6.704	0.000	Sign
5	Academic culture	7	29.484	6.009	21	7.795	0.000	Sign

Through the table above, which shows that the responses of the application sample, which represented the teaching bodies in the colleges of physical education and sports sciences in Iraq, regarding the extent to which college councils possess distributed academic leadership in their administrative behavior, which showed that the leaders of the colleges of physical education and sports sciences enjoy good distributed academic leadership, and it was inferred It is determined by comparing the arithmetic mean of the sample responses and their hypothetical mean, the calculated (t) value and the sig value that was less than 0.05.

Discussion:

The two researchers explain the results that appeared in Table (3) that the councils of the colleges of physical education and sports sciences are characterized by their leadership behaviors in college management by the absence of authoritarianism, centralization, and the exclusivity of one person. On the contrary, they are characterized by being available to all workers in the colleges to express their opinion and participate in making some decisions through Leaders have full faith in the abilities of all members because they possess academic

qualifications and field experience in the ability to lead the institution in an optimal manner. This means that the deans of colleges and college councils possess a clear vision and have the ability to convey the institution’s message and objectives in an optimal manner. Thus, the process of clarifying the institution’s message and objectives facilitates the work of individuals. And the possibility of distributing duties and tasks within the institution in a way that suits and serves the culture of the institution. In addition, these leadership practices and the opportunity to distribute tasks and participate in them contributed to the development and increase of the responsibility that falls on all individuals within the institution, and thus all individuals began to share in the responsibility of leading the college, and this is what Confirmed by (Nabil and Sachet) (The management of the dean of the college is not limited to himself or his assistants and making them responsible only, but rather it is to make other members of the college able to perform these tasks with all comfort, dedication and sincerity through the optimal use of those human resources through good human relations to reach the goals determined by the Deanship of the College) (8).

Distributed academic leadership, in their general sense, is working in a single team spirit and thus contributes to implementing the institution's needs and achieving goals in an optimal way and the possibility of achieving good and high performance of the institution's work and its outputs. This is what was confirmed by the study (Israa and Fatima) "Leaders' possession of administrative skills has a role in the most important and effective factor in the excellence of the institution's performance, and this is reflected in the extent to which administrators and leaders possess positive behaviors by unifying the efforts of all employees in the institution and working together among them by distributing the duties and tasks assigned to them" (9) In addition, a study of (Marwa and Sundos) recommended that It is necessary to promote ethical principles and values and adherence to laws among senior administrations and teachers, and by practicing the behaviors of an ideal administrator and honoring those positive behaviors to enhance and enable the psychological aspects affecting performance (10), while Haider Darwish and others emphasized What leadership theories have indicated is the "necessity of distributing and empowering workers within the organization is evidence of the leadership's ability to invest all its human resources in an optimal manner and work within the principle of everyone is responsible and everyone works to achieve the goals" (11) . In contrast to that, Restricting members, not giving them freedom to perform their tasks and duties, and relying on monopolization of authority and strictness in making decisions will generate confusion and instability among the members and thus contribute to the failure of the institution's management, and this is what was indicated by a study (Rawia Abdul-fattah) "Members who do not enjoy freedom of expression and opinion Failure to participate in some decisions will contribute to not devising solutions to confront some of the obstacles and problems facing their work, and thus the creative

process will be absent and some of the creative abilities possessed by the members will not be exploited" (12).

Conclusions:

In light of the following results, the researchers reached the following conclusions:

- The councils of colleges of physical education and sports sciences in Iraq have distributed academic leadership in their administrative behavior.
- The councils of the colleges of physical education and sports sciences in Iraq have a vision, clear goals, and belief in the college's mission, making them possess academic leadership.
- Providing everyone with the opportunity and freedom to present ideas and participate in performing duties contributed to everyone's belief in the necessity of having shared responsibility and the interest of the college above private interests.
- The councils of the faculties of physical education and sports sciences' possession of the academic culture was the result of the fact that the leaders have high experience, knowledge, and culture that allow for the development and development of the institution's culture in an optimal manner.

Recommendations:

While the researchers recommend:

- The necessity of following the academic leadership distributed among administrative leaders, whether they are colleges of physical education and sports sciences or other institutions.
- It is necessary to believe in the capabilities of the organization's members and not to monopolize authority because it has negative repercussions on the organization's management.

- Distributing power contributes to the ability to achieve goals and improve the organization's performance with less time and effort.

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 (July /2023)

Author's contributions:

All contributions of this study were done by the researchers (D.Z. and B.K.) who get the main idea and work on writing and concluding also with number of experts, Saif Mohammed Kadhim (Wasit Education Directory/ Open Educational College) in Statistics, Haifaa Ahmed in revision, Nour Riadh in translating, Ali Makki in proofreading

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Appendix Distributed Academic Leadership Scale

.Seq	Items	Strongly agree				
		Too much	Highly	middling	A little	A little bit
1	The College Council has a vision, mission, and clear goals for the work of the college.					
2	The college's goals are consistent with the mission set by the College Council.					
3	There is involvement of all individuals and teachers in the college in setting the future vision and goals for it.					
4	The College Council approves an annual development plan that is drawn up in advance and serves as a basis for evaluating achievement according to the goals achieved.					
5	Does the College Council understand all the educational, technical and administrative aspects related to the college and its objectives?					
6	There is clarity and proportionality of the college's mission and objectives with the capabilities of individuals, ensuring that they understand and apply them optimally.					
7	The College Council prepares a detailed annual plan for all activities that work to achieve the vision and mission of the college.					
8	The leadership behavior of College Council members is characterized by a positive leadership style with faculty and college members.					
9	The College Council distributes all administrative tasks to the teachers according to their specializations and their compatibility with the task assigned to them.					
10	The College Council seeks to qualify new teaching staff for leadership tasks in the future.					

11	The College Council is encouraged to exercise some leadership tasks in addition to their academic work.					
12	The College Council delegates to experienced teaching staff the tasks of communicating and coordinating with the local community and some external activities.					
13	The College Council allows teachers to participate in making some critical decisions related to educational matters.					
14	The College Council seeks to enhance the capabilities of all faculty and staff at the college.					
15	The College Council relies on a policy of exchanging leadership roles between faculty members from time to time.					
16	The College Council seeks to hold seminars or meetings to review and evaluate the performance of teachers and individuals working in the college.					
17	The College Council seeks to invest the expertise and capabilities of experienced teachers and workers in developing the capabilities of new teachers and workers.					
18	The College Council seeks to achieve collective goals among its members.					
19	The College Council takes into account the performance of work within the framework of human relations between faculty.					
20	The College Council is keen to provide all appropriate conditions that contribute to demonstrating the creative abilities of its members.					
21	The College Board gives complete freedom to individuals to take responsibility for their decisions made.					
22	The College Council seeks to ensure that interaction between all college members is characterized by the principle of respect and ethical values.					
23	The College Council has full confidence in the capabilities of teaching staff.					
24	The College Council determines a set of shared values and convictions within the college.					
25	The College Council supports the use of all ways and means that support the creative ideas of teachers.					
26	The College Council provides the appropriate environment and climate for exchanging ideas regarding educational issues.					
27	The College Council believes in the importance of change for the sake of development in various aspects of the college.					
28	The College Council seeks to satisfy the material and moral needs of its members.					

واقع القيادة الاكاديمية الموزعة لمجالس كليات التربية البدنية وعلوم الرياضة في العراق من وجهة نظر تدريسيها دعاء زهير تركي¹، بشرى كاظم عبد الرضا² 2&1 جامعة بغداد/ كلية التربية البدنية وعلوم الرياضة للبنات

مستخلص البحث

كثيراً من النظريات المتعلقة بالقيادة نجدها تؤكد على تفعيل السياسة الديمقراطية في قيادة المؤسسات ولاسيما التربوية منها، لأجل توسيع دائرة المشاركة في قيادة هذه المؤسسة لتشمل عدداً أكبر من العاملين في هذه المؤسسة، إذ ان القيادة الموزعة هي تتمحور في فكرة توزيع المهام القيادية بين الافراد داخل المؤسسة، إذ هدفت الدراسة الى بناء وتقنين وتطبيق مقياس القيادة الاكاديمية الموزعة لمجالس كليات التربية البدنية وعلوم الرياضة من وجهة نظر تدريسيها، والتعرف على درجة القيادة الاكاديمية الموزعة لمجالس كليات التربية البدنية وعلوم الرياضة من وجهة نظر تدريسيها، اتبعت الباحثتان المنهج الوصفي بأسلوب المسح الشامل لملائمته طبيعة المشكلة وأهدافها، إذ تمثلت مجتمع الدراسة، فيما تمثل مجتمع البحث وعينة بالهيئات التدريسية في كليات التربية البدنية وعلوم الرياضة في العراق، وقامت الباحثتان باتباع كافة الخطوات العلمية في بناء مقياس القيادة الاكاديمية الموزعة والذي ضم 28 فقرة توزعت على اربع مجالات هي (الروية والرسالة والاهداف، والممارسات القيادية، المسؤولية المشتركة، الثقافة الاكاديمية)، وبعد تطبيقه على عينة التطبيق خرجت الباحثتان باستنتاجات اهمها امتلاك مجالس كليات التربية البدنية وعلوم الرياضة في العراق الى القيادة الاكاديمية الموزعة في سلوكها الإداري، فضلاً عن امتلاكهم للرؤية والاهداف الواضحة والايان برسالة الكلية جعلها تمتلك للقيادة الاكاديمية، وبالتالي امتلكت الكلية للثقافة الاكاديمية، وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد). ان اتاحة الفرصة لدى الجميع والحرية في طرح الأفكار والمشاركة في أداء الواجبات أسهم في ايمان الجميع بضرورة امتلاكهم للمسؤولية المشتركة ومصالحة الكلية فوق المصالح الخاصة.

القيادة الاكاديمية الموزعة، مجالس كليات التربية البدنية وعلوم الرياضة

الكلمات المفتاحية