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Developing a scale for administrative leadership skills for the performance of leaders working in sports and youth bodies and institutions in Iraq

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Abstract

The objective of the study is to build a scale for measuring administrative leadership skills for the performance of sports and youth bodies and institutions in Iraq, as well as to introduce new domains to the scale. The problem addressed in the study lies in the absence or scarcity of scales designed in leadership skills, especially for the Olympic Committee or central federations. The researchers used a descriptive methodology with survey research methods. The research sample consisted of leaders and administrators of sports and youth bodies and institutions, including representatives of the Iraqi National Olympic Committee, central federations, some first-class and premier sports clubs, as well as youth and sports directorates in the provinces, totaling 398 individuals. They employed statistical methods such as the mean, standard deviation, simple correlation coefficient, independent samples t-test, and factor analysis using the Hotelling-Principal Components method. They concluded that decision-making skill is the foundation of the entire administrative process and what distinguishes a leader from others in leading the body and the institution when their decisions are scientific and well-thought-out. Additionally, it is a skill that is inherent in the daily work details of the leader, and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education). They recommended that this scale could be used by the Ministry of Youth and Sports, as well as the Iraqi National Olympic Committee, to evaluate the performance level of the leadership of sports and youth bodies and institutions in Iraq. This scale could also be beneficial in selecting leaders to work in the sports and youth field, and there is potential for further refinement of the scale by researchers.

Keywords

Management leadership, sports bodies, sports institutions.

Introduction:

Management is considered one of the important sciences in various fields of life, and it is a necessity for collectively organizing work. It is also a primary means to achieve the goals of various organizations, institutions, and communities through the available resources and capabilities, following the efforts of administrative leadership. Mohammed Abdul Salam Ahmed mentions, "This era has been given various names, such as the era of technology or the era of space. However, the true name for it is the era of management. The field of sports stands out from all other fields as it is a domain of interaction and practice, focused on modifying

the behaviour of human beings in the desired direction and creating good citizens by creating a conducive environment and cultivating positive attitudes among individuals towards the society they live in" (7). Recently, physical education has evolved into a field that relies on scientific facts and principles. Its programs are developed based on coordinated information, supported by various scientific laws and facts. Professionals in this field have employed scientific methods in its management, problem-solving, and the organization of its activities. It is certain that when working within these sports institutions, individuals will face numerous obstacles and

difficulties that hinder the achievement of organizational development. As Ibtisam Saleem mentions, "Transitioning from traditional and familiar educational frameworks to virtual education is not an easy process. It requires a shift towards digital educational content, electronic curricula, teacher training, and preparing them to use digital applications and tools" (2). In the field of sports, a vast sector of sports entities and institutions operates. To ensure the success of any aspect within these domains, it is essential for those involved to have a thorough understanding of the principles and functions that govern their work. This requires knowledge and awareness of the established goals so that individuals at various levels can dedicate themselves to achieving these objectives. Leadership plays a distinctive role in the lives of its people, and the achievements and contributions of a nation to human heritage are a reflection of the lives and accomplishments of its leaders. Therefore, leadership has been a focus of attention since ancient times. The significance of leadership in general is justified, as Ahmed Raad Al-Saqi points out, "It is natural that those seeking to develop the work within these sports institutions will face many obstacles and difficulties that hinder the development of plans and programs for these organizations. It is necessary to involve the staff in administrative development processes" (3). Nouri Ibrahim Al-Shawk mentions, "Institutions, whether educational or sports-related, are linked to some important elements of management. Therefore, satisfaction with the quality of decision-making within youth and sports institutions and others is considered essential for the success of an institution characterized by the quality of work, where correct decisions are made and high-quality administrative values and various types of cultures are embraced" (10). Majid and Waad state, "The components of administrative leadership play a role in guiding teaching and developing its leadership skills, which are based on scientific principles. They also work to ensure that work proceeds smoothly within a well-

structured system without any flaws" (14). Imad et al. mention, "Success or failure at the level of a state or organization is greatly influenced by its administrators. Their decisions make a significant difference in crucial matters, and as society advances and grows, the responsibilities of management expand accordingly" (1). Marwa and Bushra state, "The requirements of modern administrative work involve transitioning from traditional forms of leadership to a new form that means replacing caution and fear with a broad understanding of matters. Most developments cannot be addressed through traditional means" (9). Salah Wahab emphasizes "that working with the content and terminology of management helps overcome emergent problems and improve the current situation, as it is a fundamental requirement for enhancing performance and overcoming obstacles" (5). Israa and Fatima also mention, "It is necessary to improve managerial skills for those responsible for managing these institutions in all their elements. The administrative process is a dynamic one aimed at enhancing organizational performance and must keep pace with change and development, avoiding stagnation and routine" (13). Marwa and Sundus mention, "Conscience alone has the ability to accurately guide our behavior. As long as conscience is present, it can direct any administrator in an institution, whether it's a government organization or any other, towards success and achieving the best results through organized and error-free management planning, which prevents any society from falling into a pitfall" (16).

Sarmad Ahmed mentions, "Institutions, whether educational or otherwise, are associated with some important elements of management. Therefore, satisfaction with the quality of decision-making within educational institutions and others is considered fundamental to the success of an institution characterized by the quality of work" (4). This involves making correct decisions and maintaining high-quality administrative values and various types of

cultures. Hence, the importance of research is highlighted. As for its problem, research is a subject of study for educators and educational leaders who are at the top of the hierarchy in institutions. They have various responsibilities and tasks, so they must possess a high degree of competence and integrity in their duties and performance to achieve educational goals. The research aims to identify the factors affecting administrative leadership in educational institutions from the perspective of educators and to explore the relationship between these leadership factors and the quality of decision-making among educational leaders. The sample consisted of 95 educators, including 30 teaching staff members and 10 participants in the survey. The importance of this research lies in the fact that sports clubs heavily rely on their coaches to achieve their objectives. Coaches play a pivotal role in the training, technical, and administrative aspects of the fencing sport. Therefore, the significance of transformational leadership for coaches is evident in providing substantial efforts to foster creative capabilities and create a conducive environment that empowers coaches in sports clubs practicing fencing at various levels. This empowerment allows coaches to showcase and utilize their skills optimally, ultimately contributing positively to the growth, development, and advancement of the fencing sport. The problem of the research was attempting to answer the question: What is the relationship between transformational leadership and creative abilities and empowerment among coaches of the fencing game in Iraq? The research objectives were as follows: preparing a scale for transformational leadership, creative abilities, and empowerment among coaches of the fencing game in some Iraqi provinces. Identifying the relationship between transformational leadership and creative abilities on one hand, and transformational abilities and empowerment on the other hand, among coaches of the fencing game in some Iraqi provinces.

The research methodology and field procedures involved selecting the research population, preparing the three scales, and presenting them to a group of experts and specialists. Additionally, the research included processing the results using statistical methods. Furthermore, the research involved presenting, analyzing, and discussing the results related to the three scales and the correlational relationships between the research variables. In the conclusion, most of the fencing game coaches agreed that there were some tools and developmental training programs to enhance their performance. These tools and programs also contributed to boosting their self-confidence and developing their creative abilities. One of the key recommendations is to provide coaches with opportunities for learning and knowledge acquisition while boosting their confidence. This can be achieved by building effective communication bridges among them through engaging them in as many meetings and training courses as possible. The research focuses on assessing the impact of strategic orientation on strategic change. The researcher attempts to provide a practical analytical framework for the opinions of a selected sample within the research population. This is particularly important as the independent variable, represented by strategic orientation, has gained widespread interest for its ability to open up new avenues of thinking for senior management. Meanwhile, the dependent variable, strategic change, involves the methodology of change and its management, playing a crucial role in contemporary managerial leadership. The research is based on a research problem that is framed by the following questions:

What is the relationship between strategic orientation and its impact on the sports organization, and do the managers understand the nature of the relationship between it and strategic change?

How can strategic orientation impact areas of strategic change within a sports organization? The researcher examined the correlation and influence

relationship between 'strategic orientation,' representing the behavior of managerial leaders as individuals, and 'strategic change' in the sports institutions they lead. Through this study, several theoretical and practical conclusions were drawn, the most important of which are:

There is a significant correlation and influence relationship between strategic orientation factors and areas of strategic change. Strategic change was found to be significantly affected by strategic orientation both at the overall level and at the level of its constituent sub-factors in the research sample. The researcher recommended the necessity for a sports organization to adopt a specific and well-thought-out policy in the field of strategic change. This should include the presence of plans and action programs for implementing such a policy, as any change should undergo thorough study, planning, and programming rather than being impulsive and random. The research aims to identify managerial skills and their role in organizational performance, employing a descriptive approach with a survey and correlational method to align with the nature of the problem under investigation. The research focused on the population of sports activity directors in Iraqi universities, deliberately selecting 134 directors. Two scales, one for managerial skills and the other for organizational performance, were used. These scales were distributed to the mentioned sample to obtain representative answers from the population on 3/12/2021. All responses were collected, and after statistical analysis using the SPSS software, the research results indicated that Iraqi universities have adopted the concept of managerial skills in all its aspects. Sports activity directors possess a high level of managerial skills and a high level of organizational performance excellence. Furthermore, the research findings showed a significant relationship and role of managerial skills in achieving organizational performance excellence. The researchers recommended that the Ministry of Education should consider sports activity managers in Iraqi

universities and emphasize the importance and role of administrative skills in achieving the desired goals of outstanding institutional performance. Additionally, they stressed the necessity of providing training for sports activity managers in administrative skills by offering training courses for them.

The problem of the study crystallized through research and analysis aimed at improving and developing the performance of one of the sports institutions, namely the Colleges of Physical Education and Sports Sciences. The research objectives included constructing an assessment scale for evaluating the top administrative leaders (administrative officials) in the Colleges of Physical Education and Sports Sciences (Deans, Vice Deans, Department Heads) regarding decision-making. Additionally, the objectives involved identifying the level of competence of the top administrative leaders (administrative officials) in decision-making. The researchers employed a descriptive survey method in their study. They defined the research population as individuals working in the Colleges of Physical Education and Sports Sciences affiliated with Iraqi universities in the Middle Euphrates region, including those in the provinces of Babil, Karbala, Najaf, and Al-Qadisiyah. The research population encompassed all personnel, from the Deans of the colleges to the lowest-ranking employees. The researchers utilized a comprehensive census approach to collect data. The researchers concluded that there is active supervision and continuous monitoring by the administrative leadership in the colleges over the teaching staff. They also suggested that appropriate sanctions be imposed by the Dean of the college against any violations. The researchers recommended that instructors should be assigned tasks within their areas of expertise, not exceeding their legal workload limit.

Method and Procedures:

The researchers used a descriptive approach and survey methods in their study. The descriptive research aims to describe and interpret an object,

focusing on identifying the circumstances and relationships that exist between facts, determining common or prevailing practices, and understanding the beliefs and attitudes of individuals and groups, as well as their methods of growth and development. The survey method seeks to systematically collect organized data and information that can be later analyzed and interpreted, leading to conclusions.

The research sample consisted of leaders and administrators from sports and youth institutions, represented by representatives of the Iraqi National Olympic Committee, central sports

federations, some first-class and premier sports clubs, as well as youth and sports directorates in the provinces. The total sample size was 398 individuals, randomly selected and distributed as follows: sports and youth sector pioneers and experts (20), heads of representations in all provinces (16), heads and members of all central Olympic federations operating in Iraq (168), presidents, vice presidents, secretaries, and managers of some first-class and premier sports clubs (120), directors of youth and sports in all provinces (19), and some directors of youth forums in the provinces (55).

Table .1 It shows sports authorities and institutions and the number of individuals in the sample

| Seq. | The Authority or Institution | Presidents | Secretaries | Managers | Members | Total |
|------|--|------------|-------------|----------|---------|-------|
| 1 | Experts and Pioneers | - | - | - | - | 20 |
| 2 | Olympic Representatives | 16 | - | - | - | 16 |
| 3 | Central Federations | 20 | 18 | | 130 | 168 |
| 4 | Sports Clubs | 30 | 30 | 30 | 30 | 120 |
| 5 | Youth and Sports Directorates in the Provinces | - | - | 19 | - | 19 |
| 6 | Youth Forums in the Provinces | - | - | 55 | - | 55 |
| | Total | 66 | 48 | 104 | 160 | 398 |

Table .2 It shows the central Olympic federations and sports clubs participating in the sample.

| Seq. | Central Federations | Seq. | Club | Seq. | Club |
|------|---------------------|------|-------------------|------|--------------|
| 1 | Athletics | 1 | Al-Sinaa | 22 | Al-Ramadi |
| 2 | Archery | 2 | Al-Talaba | 23 | Erbil |
| 3 | Badminton | 3 | Al-Adhamiya | 24 | Al-Diwaniya |
| 4 | Basketball | 4 | Al-Kadhimiya | 25 | Kirkuk |
| 5 | Boxing | 5 | Al-Sulaikh | 26 | Sulaymaniyah |
| 6 | Cycling | 6 | Al-Quwa Al-Jawiya | 27 | Duhok |
| 7 | Equestrian | 7 | Al-Shabab | 28 | Sirwan |
| 8 | Fencing | 8 | Al-Hurriya | 29 | s |
| 9 | Football (Soccer) | 9 | Al-Naft | 30 | Kirkuk |
| 10 | Gymnastics | 10 | Al-Taji | | |
| 11 | Handball | 11 | Maysan | | |
| 12 | Taekwondo | 12 | Salahaddin | | |
| 13 | Rowing | 13 | Diyala | | |
| 14 | Shooting | 14 | Al-Najaf | | |
| 15 | Swimming | 15 | Karbala | | |
| 16 | Table Tennis | 16 | Al-Samawa | | |

| | | | |
|----|---------------|----|-------------|
| 17 | Tennis | 17 | Al-Hilla |
| 18 | Weightlifting | 18 | Al-Minaa |
| 19 | Wrestling | 19 | Babil |
| 20 | Volleyball | 20 | Al-Nasiriya |
| 21 | Triathlon | 21 | Al-Kut |

The researchers utilized various tools and methods as their research instruments, enabling them to collect data and address the research objectives effectively. These instruments included Arabic and foreign sources, personal interviews, field visits, historical records and documents, data collection forms, data transcription forms, the global information network (Internet), and a personal electronic computer (Lap Top HP).

- **Scale Construction Procedures:**
- **Identifying the Scale Domains:**

Firstly, a review of the available studies, research, and specialized scientific sources in the fields of management, leadership, educational and psychological measurements, and sports education sciences was conducted. Mustafa Hameed's study highlights that "the process of identifying the fundamental considerations for preparing the questionnaire plays a significant role in assisting the researcher in choosing the appropriate procedures for scale construction" (12).

Secondly, the researchers found that most studies and research emphasize that the most important domains through which leadership skills and the evaluation of the performance of sports and youth institutions and authorities can be identified include: (the personal domain, the domain of scientific competence, the domain of technical competence, the domain of social relations, the domain of human relations, the domain of planning, the domain of communication, and the domain of decision-making). This determination was further reinforced by field experiences and personal interviews conducted by the researchers.

Thirdly, a questionnaire was directed to experts to determine the domains of the scale. Fifteen

experts in management, testing, measurement, and psychology were surveyed, and the researchers relied on a percentage of 75% or more of the experts' opinions. Based on the experts' feedback, the researchers decided to merge the domain of scientific competence with the domain of technical competence, creating a single domain titled "Scientific and Technical Competence." Additionally, they combined the domain of social relations with the domain of human relations, resulting in a single domain titled "Social and Human Relations." Furthermore, they added the "Time Management" domain due to its significance for leaders, in accordance with the experts' opinions and the researchers' preferences.

Fourthly, through the previous steps, seven main domains for the scale were identified:

1. Personality.
2. Scientific and Technical Competence.
3. Social and Human Relations.
4. Planning.
5. Communication.
6. Time Management.
7. Decision-Making.

Fifthly, to rank the seven domains that were selected based on their importance, a questionnaire form was presented to the expert panel to assess the importance of each component. After statistically analyzing the experts' responses using the Friedmann equation, the importance of each domain was determined.

- **Preparing the Scale Items:**

Creating the initial formulation of the scale required a set of steps. It began with the process of formulating the scale items following the domains identified, tailored to the research community. Additionally, instructions were developed concerning how to respond to these

items and the correction methodology. These procedures encompassed the following:

Firstly, the researchers reviewed the sources, references, previous studies, and scales/questionnaires in the field of physical education that were related to or resembled the current research.

Secondly, the researchers distributed an open-ended questionnaire to 20 individuals representing leadership and management positions in the Ministry of Youth and Sports, the Olympic Committee, central sports federations, sports clubs, youth and sports directorates, and some youth forums in various provinces. They requested respondents to provide statements suitable for each domain of the scale, hoping to benefit from their expertise and experiences.

Thirdly, the initial scale items were formulated, totaling 111 items distributed across the seven domains. These items were then presented to a group of professors and experts. Based on the opinions and observations of these experts, 9 items were removed due to redundancy or inappropriateness for the leadership skills scale. Consequently, the number of scale items was reduced to 102. The researchers followed the guidelines outlined by Marwan Abdul Majid for formulating these items (8).

1. Each statement should contain a single idea.
 2. Statements should be formulated in the first-person speaker's perspective.
 3. Each statement should only allow for a single interpretation.
 4. Measure the respondent's ability to distinguish between correct and incorrect statements based on accurate judgment.
 5. The statement should be free from any unintended hints towards the correct answer.
 6. The statement should measure one of the study's domains.
- **Determining the method and principles of formulating scale items and their responses:**

The researchers adopted the "Thurstone's Method" in formulating the scale items and their

responses, as mentioned by Sarmad Ahmed because it exhibits high reliability and validity. A three-point scale was used, where (3) points were assigned for answering (Yes), (2) points for answering (Sometimes), and (1) point for answering (No) (4). The total score for the scale is calculated by summing up the scores of correct alternatives that the respondent affects in all scale items.

Based on the organizational and administrative principles found in research and studies related to performance evaluation methods, and after sorting and analyzing the responses of the sample participants in the survey, (11) proposed items representing the scale's domains were formulated. The domain of personality consisted of (20) items, the domain of scientific and technical competence had (20) items, the domain of social and human relations included (26) items, the domain of planning contained (14) items, the domain of communication comprised (10) items, the domain of time management featured (9) items, and the domain of decision-making consisted of (12) items. After formulating the scale items in their initial format, the researchers performed the following steps:

Firstly, the scale items were presented to a group of professors and experts in the fields of physical education and psychology. (9) items were excluded because they did not achieve an agreement rate of (75%) or more among the experts. Aseel and Suha suggest that the agreement of experts can be relied upon with a rate of (80%) or more in this type of validity (6).

Secondly, after the previous step, the researchers distributed the questionnaire, which was one of the methods they used to collect data. It included the agreed-upon items, to a committee of experts and reviewers consisting of professors in the fields of testing, measurement, organization, and management in physical education, educational psychology, and a linguistic assessor to confirm the validity of the modifications made by the researchers to the scale items. The experts

unanimously agreed with a rate of (100%) on the validity of the modified version of the scale.

Table .3 It illustrates the domains of the scale, the proposed, excluded, and agreed-upon items, along with their respective percentages

| Seq. | Domains | Number of Proposed Items | Number of Excluded Items | Number of Agreed-Upon Items | Percentage |
|------|--|--------------------------|--------------------------|-----------------------------|------------|
| 1 | Personal qualities | 20 | – | 20 | 19.60 |
| 2 | Scientific and technical competence | 20 | 3 | 17 | 16.66 |
| 3 | Social and interpersonal relationships | 26 | 2 | 24 | 23.52 |
| 4 | Planning | 14 | 2 | 12 | 11.76 |
| 5 | Communication | 10 | – | 10 | 9.80 |
| 6 | Time management | 9 | 1 | 8 | 7.84 |
| 7 | Decision-making | 12 | 1 | 11 | 10.78 |
| | Total | 111 | 9 | 102 | % 100 |

- **Preparing the Scale Instructions in Its Final Format:**

In order to complete the scale for application to the research sample, instructions for the scale were prepared. These instructions specified the method for answering the scale items, emphasized the importance of not mentioning names, and informed participants that their answers would be used for scientific research purposes. The researchers also noted in the instructions that both the Ministry of Youth and Sports and the National Olympic Committee had approved the research topic, as the results could contribute to the development of the performance and work of sports and youth institutions in Iraq. Thus, the scale, with its seven domains and 102 items, was prepared in a comprehensive format without mentioning the domain names, ready for the survey experiment.

The researchers conducted the survey study on a sample of 20 individuals representing various positions, including the President of the Olympic Committee's Representation, the Director of Youth and Sports, three Directors of Youth

Forums in Anbar Province, the President, Vice President, Secretary-General, and Director of the Al-Zawraa Sports Club, as well as an expert professor. The study was conducted on Sunday 6/03/2022, at 10:00 AM. After discussing the scale's instructions and items, it was found that they were clear and understandable, requiring no modification. The time taken to complete the questionnaire ranged from 20 to 25 minutes. Therefore, the scale, with its 102 items and instructions, was ready for implementation.

The primary study for the scale was conducted, and the three response alternatives (Yes, Sometimes, No) were assigned scores (3, 2, 1). The total score in the scale was calculated as the sum of the number of items answered correctly by each individual in the primary study sample.

According to Haider Mohammed, "It is to improve the quality of the scale by discovering the weakness of the statements and then working on either rephrasing them or excluding them if they are not valid" (15). The researchers ensured the construct validity through three indicators, including extreme groups, internal consistency, and factorial validity.

Table .4 It shows the calculated (t) values for the scale items using the extreme groups.

| Seq. of Item | Arithmetic Mean | | Standard Deviation | | Calculated (t) value | Significance |
|--------------|-----------------|-------------|--------------------|-------------|----------------------|--------------|
| | Lower group | Upper group | Lower group | Upper group | | |
| 1 | 1.280 | 2.990 | 0.451 | 0.096 | 38.33 | Significant |
| 2 | 1.626 | 2.981 | 0.486 | 0.193 | 26.80 | Significant |
| 3 | 1.056 | 2.981 | 0.231 | 0.136 | 74.25 | Significant |
| 4 | 1.103 | 2.972 | 0.305 | 0.215 | 51.77 | Significant |
| 5 | 1.243 | 2.972 | 0.431 | 0.166 | 38.73 | Significant |
| 6 | 1.103 | 2.963 | 0.305 | 0.235 | 49.96 | Significant |
| 7 | 1.673 | 2.963 | 0.471 | 0.191 | 26.24 | Significant |
| 8 | 1.533 | 2.953 | 0.501 | 0.288 | 25.43 | Significant |
| 9 | 1.028 | 2.972 | 0.166 | 0.166 | 85.73 | Significant |
| 10 | 1.009 | 2.477 | 0.096 | 0.502 | 29.70 | Significant |
| 11 | 1.019 | 2.794 | 0.136 | 0.406 | 42.89 | Significant |
| 12 | 1.028 | 2.972 | 0.166 | 0.166 | 85.73 | Significant |
| 13 | 1.421 | 2.990 | 0.496 | 0.096 | 32.14 | Significant |
| 14 | 1.290 | 2.981 | 0.456 | 0.136 | 36.79 | Significant |
| 15 | 1.748 | 2.972 | 0.436 | 0.166 | 27.13 | Significant |
| 16 | 1.421 | 2.944 | 0.496 | 0.302 | 27.14 | Significant |
| 17 | 1.729 | 2.981 | 0.447 | 0.193 | 26.62 | Significant |
| 18 | 1.093 | 2.963 | 0.292 | 0.272 | 48.40 | Significant |
| 19 | 1.019 | 2.972 | 0.136 | 0.166 | 94.18 | Significant |
| 20 | 1.150 | 2.981 | 0.358 | 0.193 | 46.54 | Significant |
| 21 | 1.402 | 2.963 | 0.657 | 0.272 | 8.16 | Significant |
| 22 | 1.421 | 2.944 | 0.496 | 0.332 | 26.41 | Significant |
| 23 | 1.019 | 2.925 | 0.136 | 0.264 | 66.35 | Significant |
| 24 | 1.879 | 2.972 | 0.328 | 0.215 | 28.81 | Significant |
| 25 | 1.178 | 2.972 | 0.511 | 0.166 | 15.31 | Significant |
| 26 | 1.897 | 2.972 | 0.305 | 0.215 | 29.77 | Significant |
| 27 | 1.037 | 2.944 | 0.191 | 0.231 | 65.83 | Significant |
| 28 | 1.037 | 2.981 | 0.658 | 0.136 | 14.54 | Significant |
| 29 | 1.869 | 2.990 | 0.391 | 0.096 | 28.83 | Significant |
| 30 | 1.542 | 2.972 | 0.501 | 0.215 | 27.14 | Significant |
| 31 | 1.411 | 2.981 | 0.494 | 0.136 | 31.67 | Significant |
| 32 | 1.243 | 2.972 | 0.431 | 0.215 | 37.13 | Significant |
| 33 | 1.346 | 2.963 | 0.478 | 0.272 | 30.41 | Significant |
| 34 | 1.430 | 3.560 | 0.497 | 2.250 | 9.55 | Significant |
| 35 | 1.336 | 2.981 | 0.475 | 0.136 | 34.45 | Significant |
| 36 | 1.009 | 2.645 | 0.096 | 0.481 | 34.50 | Significant |
| 37 | 1.037 | 2.897 | 0.191 | 0.305 | 53.47 | Significant |
| 38 | 1.393 | 2.869 | 0.491 | 0.339 | 25.62 | Significant |
| 39 | 1.318 | 2.897 | 0.468 | 0.305 | 29.25 | Significant |
| 40 | 1.009 | 2.944 | 0.096 | 0.231 | 79.87 | Significant |
| 41 | 1.019 | 2.804 | 0.136 | 0.399 | 43.80 | Significant |
| 42 | 1.037 | 2.907 | 0.191 | 0.292 | 55.39 | Significant |
| 43 | 1.019 | 2.813 | 0.136 | 0.392 | 44.76 | Significant |
| 44 | 1.514 | 2.981 | 0.502 | 0.193 | 28.21 | Significant |
| 45 | 1.224 | 2.981 | 0.419 | 0.136 | 41.25 | Significant |

| | | | | | | |
|----|-------|-------|-------|-------|-------|-------------|
| 46 | 1.346 | 2.963 | 0.478 | 0.272 | 30.41 | Significant |
| 47 | 1.075 | 2.907 | 0.264 | 0.292 | 48.07 | Significant |
| 48 | 1.019 | 2.738 | 0.136 | 0.442 | 38.49 | Significant |
| 49 | 1.009 | 2.963 | 0.096 | 0.191 | 94.54 | Significant |
| 50 | 1.196 | 2.990 | 0.399 | 0.096 | 45.21 | Significant |
| 51 | 1.009 | 2.907 | 0.096 | 0.292 | 63.72 | Significant |
| 52 | 1.009 | 2.916 | 0.096 | 0.279 | 66.82 | Significant |
| 53 | 1.720 | 2.990 | 0.451 | 0.096 | 28.49 | Significant |
| 54 | 1.196 | 2.981 | 0.399 | 0.193 | 41.64 | Significant |
| 55 | 1.196 | 2.972 | 0.399 | 0.215 | 40.51 | Significant |
| 56 | 1.047 | 2.897 | 0.212 | 0.305 | 51.51 | Significant |
| 57 | 1.019 | 2.972 | 0.136 | 0.215 | 79.32 | Significant |
| 58 | 1.019 | 2.972 | 0.136 | 0.166 | 94.18 | Significant |
| 59 | 1.290 | 2.953 | 0.456 | 0.288 | 31.93 | Significant |
| 60 | 1.215 | 2.953 | 0.413 | 0.212 | 38.75 | Significant |
| 61 | 1.028 | 2.953 | 0.166 | 0.212 | 73.97 | Significant |
| 62 | 1.037 | 2.776 | 0.191 | 0.501 | 33.54 | Significant |
| 63 | 1.150 | 2.794 | 0.358 | 0.406 | 31.42 | Significant |
| 64 | 1.374 | 2.916 | 0.486 | 0.391 | 25.56 | Significant |
| 65 | 1.140 | 2.869 | 0.349 | 0.339 | 36.78 | Significant |
| 66 | 1.168 | 2.860 | 0.376 | 0.349 | 34.13 | Significant |
| 67 | 1.019 | 2.925 | 0.136 | 0.264 | 66.35 | Significant |
| 68 | 1.327 | 2.935 | 0.471 | 0.315 | 29.32 | Significant |
| 69 | 1.037 | 2.720 | 0.235 | 0.451 | 34.20 | Significant |
| 70 | 1.019 | 2.682 | 0.136 | 0.468 | 35.32 | Significant |
| 71 | 1.009 | 2.598 | 0.096 | 0.493 | 32.74 | Significant |
| 72 | 1.346 | 2.794 | 0.478 | 0.406 | 23.90 | Significant |
| 73 | 1.075 | 2.832 | 0.264 | 0.376 | 39.56 | Significant |
| 74 | 1.411 | 2.972 | 0.494 | 0.166 | 30.96 | Significant |
| 75 | 1.364 | 2.953 | 0.484 | 0.288 | 29.21 | Significant |
| 76 | 1.308 | 2.925 | 0.464 | 0.264 | 31.32 | Significant |
| 77 | 1.533 | 2.980 | 0.501 | 0.141 | 28.68 | Significant |
| 78 | 1.196 | 2.944 | 0.399 | 0.231 | 39.20 | Significant |
| 79 | 1.402 | 2.962 | 0.493 | 0.237 | 29.47 | Significant |
| 80 | 1.327 | 3.200 | 0.471 | 2.730 | 6.98 | Significant |
| 81 | 1.075 | 2.925 | 0.264 | 0.264 | 51.22 | Significant |
| 82 | 1.075 | 2.794 | 0.264 | 0.406 | 36.72 | Significant |
| 83 | 1.271 | 2.935 | 0.447 | 0.315 | 31.48 | Significant |
| 84 | 1.009 | 2.748 | 0.096 | 0.436 | 40.23 | Significant |
| 85 | 1.028 | 2.935 | 0.166 | 0.248 | 66.02 | Significant |
| 86 | 1.037 | 2.533 | 0.191 | 0.501 | 28.84 | Significant |
| 87 | 1.075 | 2.701 | 0.264 | 0.460 | 31.71 | Significant |
| 88 | 1.065 | 2.617 | 0.248 | 0.488 | 29.28 | Significant |
| 89 | 1.121 | 2.794 | 0.328 | 0.406 | 33.14 | Significant |
| 90 | 1.065 | 2.907 | 0.248 | 0.351 | 44.28 | Significant |
| 91 | 1.075 | 2.981 | 0.264 | 0.136 | 66.35 | Significant |
| 92 | 1.215 | 2.972 | 0.413 | 0.166 | 40.86 | Significant |
| 93 | 1.009 | 2.879 | 0.096 | 0.328 | 56.50 | Significant |
| 94 | 1.215 | 2.972 | 0.413 | 0.215 | 39.04 | Significant |

| | | | | | | |
|-----|-------|-------|-------|-------|-------|-------------|
| 95 | 1.047 | 2.551 | 0.212 | 0.500 | 28.67 | Significant |
| 96 | 1.056 | 2.664 | 0.231 | 0.475 | 31.49 | Significant |
| 97 | 1.084 | 2.907 | 0.279 | 0.292 | 46.65 | Significant |
| 98 | 1.037 | 2.776 | 0.191 | 0.419 | 39.06 | Significant |
| 99 | 1.430 | 2.953 | 0.497 | 0.288 | 27.43 | Significant |
| 100 | 1.636 | 2.944 | 0.484 | 0.332 | 23.08 | Significant |
| 101 | 1.336 | 2.963 | 0.475 | 0.191 | 32.88 | Significant |
| 102 | 1.196 | 2.879 | 0.399 | 0.470 | 28.22 | Significant |

Table .5 It shows the simple correlation coefficients (Pearson) between the scale items using the internal consistency method.

| Item No. | correlation coefficient | Significance | Item No. | correlation coefficient | Significance | Item No. | correlation coefficient | Significance |
|----------|-------------------------|-----------------|----------|-------------------------|-----------------|----------|-------------------------|-----------------|
| 1 | 0.50 | Significant | 35 | 0.48 | Significant | 69 | 0.55 | Significant |
| 2 | 0.54 | Significant | 36 | 0.60 | Significant | 70 | 0.49 | Significant |
| 3 | 0.48 | Significant | 37 | 0.56 | Significant | 71 | 0.71 | Significant |
| 4 | 0.52 | Significant | 38 | 0.49 | Significant | 72 | 0.46 | Significant |
| 5 | 0.40 | Significant | 39 | 0.47 | Significant | 73 | 0.47 | Significant |
| 6 | 0.52 | Significant | 40 | 0.69 | Significant | 74 | 0.54 | Significant |
| 7 | 0.26 | Significant | 41 | 0.50 | Significant | 75 | 0.49 | Significant |
| 8 | 0.42 | Significant | 42 | 0.48 | Significant | 76 | 0.62 | Significant |
| 9 | 0.52 | Significant | 43 | 0.53 | Significant | 77 | 0.56 | Significant |
| 10 | 0.43 | Significant | 44 | 0.53 | Significant | 78 | 0.63 | Significant |
| 11 | 0.49 | Significant | 45 | 0.57 | Significant | 79 | 0.43 | Significant |
| 12 | 0.35 | Significant | 46 | 0.52 | Significant | 80 | 0.27 | Significant |
| 13 | 0.01 | not significant | 47 | 0.67 | Significant | 81 | 0.65 | Significant |
| 14 | 0.06 | not significant | 48 | 0.56 | Significant | 82 | 0.64 | Significant |
| 15 | 0.46 | Significant | 49 | 0.48 | Significant | 83 | 0.62 | Significant |
| 16 | 0.42 | Significant | 50 | 0.58 | Significant | 84 | 0.47 | Significant |
| 17 | 0.39 | Significant | 51 | 0.62 | Significant | 85 | 0.34 | Significant |
| 18 | 0.61 | Significant | 52 | 0.48 | Significant | 86 | 0.35 | Significant |
| 19 | 0.65 | Significant | 53 | 0.63 | Significant | 87 | 0.58 | Significant |
| 20 | 0.46 | Significant | 54 | 0.46 | Significant | 88 | 0.65 | Significant |
| 21 | 0.02 | not significant | 55 | 0.67 | Significant | 89 | 0.47 | Significant |
| 22 | 0.47 | Significant | 56 | 0.56 | Significant | 90 | 0.54 | Significant |
| 23 | 0.60 | Significant | 57 | 0.69 | Significant | 91 | 0.65 | Significant |
| 24 | 0.29 | Significant | 58 | 0.60 | Significant | 92 | 0.65 | Significant |
| 25 | 0.05 | not significant | 59 | 0.59 | Significant | 93 | 0.58 | Significant |
| 26 | 0.04 | not significant | 60 | 0.05 | not significant | 94 | 0.67 | Significant |
| 27 | 0.07 | not significant | 61 | 0.69 | Significant | 95 | 0.56 | Significant |
| 28 | 0.02 | not significant | 62 | 0.70 | Significant | 96 | 0.51 | Significant |
| 29 | 0.04 | not significant | 63 | 0.67 | Significant | 97 | 0.22 | Significant |
| 30 | 0.38 | Significant | 64 | 0.21 | Significant | 98 | 0.44 | Significant |
| 31 | 0.55 | Significant | 65 | 0.54 | Significant | 99 | 0.04 | not significant |
| 32 | 0.38 | Significant | 66 | 0.58 | Significant | 100 | 0.12 | Significant |
| 33 | 0.45 | Significant | 67 | 0.55 | Significant | 101 | 0.42 | Significant |
| 34 | 0.06 | not significant | 68 | 0.52 | Significant | 102 | 0.49 | Significant |

From the table, it can be observed that the correlation coefficient values between the scale items and the total score ranged from 0.01 to 0.71. When referring to the correlation significance tables, with degrees of freedom (396) and a significance level of (0.05), the critical (r) values range from 0.19 to 1.39. Based on this, (11) items were excluded from the scale due to their lack of

statistical significance. These excluded items are (13, 14, 21, 25, 26, 27, 28, 29, 34, 60, 99).

The statistical data was processed using the Statistical Package for the Social Sciences (SPSS), which includes measures such as arithmetic mean, standard deviation, correlation coefficient, T-test for independent samples, and factor analysis using the Hotelling-Principal Components method.

Results:

Table .6 It shows the number of scale items that obtained the highest values in saturation

| Seq. | Factor 1 | | Factor 2 | | Factor 3 | | Factor 4 | | Factor 5 | | Factor 6 | | Factor 7 | |
|------|----------|------------------|----------|------------------|----------|------------------|----------|------------------|----------|------------------|----------|------------------|----------|------------------|
| | Item No. | Saturation Value | Item No. | Saturation Value | Item No. | Saturation Value | Item No. | Saturation Value | Item No. | Saturation Value | Item No. | Saturation Value | Item No. | Saturation Value |
| 1 | 19 | 0.639 | 36 | 0.580 | 61 | 0.701 | 71 | 0.728 | 81 | 0.676 | 88 | 0.681 | 94 | 0.689 |
| 2 | 18 | 0.598 | 23 | 0.567 | 40 | 0.698 | 62 | 0.715 | 78 | 0.629 | 91 | 0.672 | 92 | 0.660 |
| 3 | 2 | 0.538 | 37 | 0.554 | 57 | 0.686 | 63 | 0.678 | 83 | 0.629 | 87 | 0.595 | 93 | 0.568 |
| 4 | 6 | 0.522 | 31 | 0.530 | 55 | 0.673 | 67 | 0.573 | 76 | 0.627 | 90 | 0.537 | 95 | 0.565 |
| 5 | 9 | 0.507 | | | 47 | 0.667 | 66 | 0.570 | 82 | 0.622 | | | 102 | 0.532 |
| 6 | | | | | 53 | 0.623 | 69 | 0.545 | 75 | 0.547 | | | 96 | 0.513 |
| 7 | | | | | 58 | 0.599 | 65 | 0.528 | 74 | 0.545 | | | 101 | 0.507 |
| 8 | | | | | 59 | 0.594 | 68 | 0.510 | 77 | 0.544 | | | | |
| 9 | | | | | 51 | 0.590 | | | | | | | | |
| 10 | | | | | 50 | 0.588 | | | | | | | | |
| 11 | | | | | 45 | 0.572 | | | | | | | | |
| 12 | | | | | 56 | 0.547 | | | | | | | | |
| 13 | | | | | 48 | 0.541 | | | | | | | | |
| 14 | | | | | 46 | 0.530 | | | | | | | | |
| 15 | | | | | 43 | 0.511 | | | | | | | | |
| 16 | | | | | 44 | 0.509 | | | | | | | | |
| 17 | | | | | 38 | 0.507 | | | | | | | | |

18 41 0.501

Table .7 It shows the items with saturation (0.50) or more, which make up the Leadership Skills Scale

| Seq. | Item No. | Factors | | | | | | |
|------|----------|-------------|-------------------------------------|----------------------------|----------|----------------|------------------|-----------------|
| | | Personality | Scientific and Technical Competence | Social and Human Relations | Planning | Communi cation | Time Manag ement | Decision Making |
| 1 | 19 | 0.639 | | | | | | |
| 2 | 18 | 0.598 | | | | | | |
| 3 | 2 | 0.538 | | | | | | |
| 4 | 6 | 0.522 | | | | | | |
| 5 | 9 | 0.507 | | | | | | |
| 6 | 36 | | 0.580 | | | | | |
| 7 | 23 | | 0.567 | | | | | |
| 8 | 37 | | 0.554 | | | | | |
| 9 | 31 | | 0.530 | | | | | |
| 10 | 61 | | | 0.701 | | | | |
| 11 | 40 | | | 0.698 | | | | |
| 12 | 57 | | | 0.686 | | | | |
| 13 | 55 | | | 0.673 | | | | |
| 14 | 47 | | | 0.667 | | | | |
| 15 | 53 | | | 0.623 | | | | |
| 16 | 58 | | | 0.599 | | | | |
| 17 | 59 | | | 0.594 | | | | |
| 18 | 51 | | | 0.590 | | | | |
| 19 | 50 | | | 0.588 | | | | |
| 20 | 45 | | | 0.572 | | | | |
| 21 | 56 | | | 0.547 | | | | |
| 22 | 48 | | | 0.541 | | | | |
| 23 | 46 | | | 0.530 | | | | |
| 24 | 43 | | | 0.511 | | | | |
| 25 | 44 | | | 0.509 | | | | |
| 26 | 38 | | | 0.507 | | | | |
| 27 | 41 | | | 0.501 | | | | |
| 28 | 71 | | | | 0.728 | | | |
| 29 | 62 | | | | 0.715 | | | |
| 30 | 63 | | | | 0.678 | | | |
| 31 | 67 | | | | 0.573 | | | |
| 32 | 66 | | | | 0.570 | | | |
| 33 | 69 | | | | 0.545 | | | |
| 34 | 65 | | | | 0.528 | | | |
| 35 | 68 | | | | 0.510 | | | |
| 36 | 81 | | | | | 0.676 | | |
| 37 | 78 | | | | | 0.629 | | |
| 38 | 83 | | | | | 0.629 | | |
| 39 | 76 | | | | | 0.627 | | |

| | | | |
|----|-----|-------|-------|
| 40 | 82 | 0.622 | |
| 41 | 75 | 0.547 | |
| 42 | 74 | 0.545 | |
| 43 | 77 | 0.544 | |
| 44 | 88 | | 0.681 |
| 45 | 91 | | 0.672 |
| 46 | 87 | | 0.595 |
| 47 | 90 | | 0.537 |
| 48 | 94 | | 0.689 |
| 49 | 92 | | 0.660 |
| 50 | 93 | | 0.568 |
| 51 | 95 | | 0.565 |
| 52 | 102 | | 0.532 |
| 53 | 96 | | 0.513 |
| 54 | 101 | | 0.507 |

Discussion:

After successfully accepting seven factors that make up the scale, these results align with the theoretical framework and previous studies on the concept of leadership skills. The factors were interpreted according to the basic conditions for their acceptance, which include following the Thurstone instructions that involve economy in factor description, adhering to the Cattell instructions that involve accepting factors that align with well-known clinical facts, and relying on factor matrices after orthogonal rotation to assist in interpreting the results.

The items with high loadings (0.50 or greater) were selected in each factor, as this value is considered a high indicator of factor acceptance. Based on this criterion, the following items from the factors that were crystallized after orthogonal rotation were accepted, totaling 7 factors.

The first factor consists of the items shown in Table (7), which had the highest loadings according to the established criteria for factor interpretation (loading of 0.50 or greater). There are a total of 5 items that loaded on the first factor. It is observed that the first factor is saturated with variables related to the domain of personality. Therefore, this factor can be named (Personality Domain).

The researchers believe that personal skills are of paramount importance and fundamental in

enabling a sports and youth leader or manager to possess a well-balanced and influential personality within the environment they lead. This positive influence is reflected in the performance of subordinates within the sports or youth organization, especially when the leader's personality embodies the qualities valued by those working with them. Individuals who are not determined to establish order among people and are not inclined to exclude those who are not capable but are eager to be loved by their subordinates tend to become weak leaders.

The second factor is composed of the items shown in Table (7), which had the highest loadings according to the established criteria for factor interpretation (loading of 0.50 or greater). There are a total of 4 items that loaded on the second factor. It is observed that the second factor is saturated with variables related to the domain of scientific and technical competency. Therefore, this factor can be named (Scientific and Technical Competency Domain).

The researchers believe that possessing scientific and technical competency skills is essential for sports and youth leaders. These skills enable them to stay updated with the latest developments in the fields of sports and youth organizations, allowing them to lead effectively. Leaders need to have exceptional cognitive abilities and be capable of strategic planning to excel in their roles.

The third factor consists of the items shown in Table (7), which had the highest loadings according to the established criteria for factor interpretation (loading of 0.50 or greater). There are a total of 18 items that loaded on the third factor. It is observed that the third factor is saturated with variables related to the domain of social and human relations. Therefore, this factor can be named (Social and Human Relations Domain).

The researchers believe that the art of dealing with others is the foundation of successful leadership. Effective leadership is built on strengthening positive social and human relationships, respecting the opinions of others, accepting and sharing their aspirations and needs, as well as maintaining relationships with other organizations that can enhance the active role of the sports or youth organization led by the leader. The fourth factor consists of the items shown in Table (7), which had the highest loadings according to the established criteria for factor interpretation (loading of 0.50 or greater). There are a total of 8 items that loaded on the fourth factor. It is observed that the fourth factor is saturated with variables related to the planning domain. Therefore, this factor can be named the (Planning Domain).

The fifth factor consists of the items shown in Table (7), which had the highest loadings according to the established criteria for factor interpretation (loading of 0.50 or greater). There are a total of 8 items that loaded on the fifth factor. It is observed that the fifth factor is saturated with variables related to the communication domain. Therefore, this factor can be named the (Communication Domain).

The researchers emphasize the importance of this skill for leaders, as it is human behaviour in their interactions with their subordinates, helping to convey their thoughts to assist in achieving the goals of the organization. Effective communication is vital, and leaders should employ established managerial methods such as official correspondence and meeting

management. A study by Areej and Israa highlights that “leadership has become a critical element for the success of an organization, and the success or failure of school management depends on the quality of leadership, which significantly impacts the performance of teachers” (11).

A leader's focus on performing tasks in the best possible way will not be successful unless they set an example for their subordinates in terms of accuracy and information execution. The right leadership approach stems from achieving harmony and alignment between sports activities and the teachers under their leadership, leading to a unified goal and the organization's highest level of achievement.

The sixth factor consists of the items shown in Table (7), which had the highest loadings according to the established criteria for factor interpretation (loading of 0.50 or greater). There are a total of 4 items that loaded on the sixth factor. It is observed that the sixth factor is saturated with variables related to time management. Therefore, this factor can be named the (Time Management Domain).

The researchers believe that effective time management skills are crucial for leaders to achieve their defined goals within the appropriate timeframe. These skills help in organizing the work of both the leader and their subordinates in sports and youth organization management. This approach ensures that work is structured and planned, instead of being random and improvised, which can waste valuable resources and efforts. Time is considered one of the fundamental resources that should be utilized efficiently in administrative work to achieve success and can be a critical factor in many cases.

The seventh factor consists of the items shown in Table (7), which had the highest loadings according to the established criteria for factor interpretation (loading of 0.05 or greater). There are a total of 7 items that loaded on the seventh factor. It is observed that the seventh factor is saturated with variables related to the decision-

making domain. Therefore, this factor can be named (Decision-Making Domain).

The researchers believe that decision-making skills are fundamental to the entire administrative process, and they distinguish a leader from others in leading the organization or institution they oversee. When a leader's decisions are informed and well-thought-out, it contributes significantly to the success of the organization. Decision-making is not only a skill but also a continuous and integral part of the leader's daily responsibilities.

Conclusions:

The aim was to construct a scale for leadership skills to assess the performance level of leaders in sports and youth organizations in Iraq. The current scale consists of 54 items distributed across seven domains, measuring leadership skills. These domains and their respective items are as follows: the first domain, "Personality," includes 5 items; the second domain, "Scientific and Technical Competency," includes 4 items; the third domain, "Social and Human Relations," includes 18 items; the fourth domain, "Planning," includes 8 items; the fifth domain, "Communication," includes 8 items; the sixth domain, "Time Management," includes 4 items; and the seventh domain, "Decision-Making," includes 7 items.

Recommendations:

Based on the conclusions, the researchers recommend the following:

1. Implement the Administrative Leadership Skills Scale in sports organizations.
2. Consider the leadership skills scale as a scientific tool for evaluating the performance of leaders in sports and youth organizations in Iraq. It can be utilized by the Ministry of Youth and Sports as well as the Iraqi National Olympic Committee to assess the performance of leaders in these organizations.
3. Use this scale in the selection of leaders for positions in sports and youth fields. Further refinement of the current scale by researchers

is recommended. Moreover, researchers, experts, master's, and doctoral students can utilize this scale in their research and studies to evaluate leadership performance in various institutions and organizations.

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 (June /2023)

Author's contributions:

All contributions of this study were done by the researchers (H.B. and I.F.) who get the main idea and work on writing and concluding also with number of experts, Tariq Ali Yousif (Physical Education and Sport Sciences College/ University of Baghdad) in Statistics, Oliver Stoll in revision, Inaam Ghalib in translating, Maurizio Bertollo in proofreading

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بناء مقياس مهارات القيادة الإدارية لأداء القادة العاملين بالهيئات والمؤسسات الرياضية والشبابية في العراق

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2 جامعة بغداد/ كلية التربية البدنية و علوم الرياضة للبنات

ان هدف الدراسة يتحدد ببناء مقياس مهارات القيادة الإدارية لأداء الهيئات والمؤسسات الرياضية والشبابية في العراق. واستحداث مجالات حديثة للمقياس. وكانت مشكلة الدراسة في عدم وجود او قلة المقاييس التي صممت في مجال المهارات القيادية و خصوصا للجنة الأولمبية او الاتحادات المركزية واستعملت الباحثان المنهج الوصفي وبأساليب الدراسات المسحية، وتمثلت عينة البحث بقيادات وإدارات الهيئة والمؤسسات الرياضية والشبابية، المتمثلة في ممثلات اللجنة الأولمبية الوطنية العراقية والاتحادات المركزية وبعض الأندية الرياضية من الدرجة الأولى والممتازة والمديريات الشبابية والرياضية في المحافظات، البالغة (398) فرداً، واستخدمنا الوسائل الاحصائية (الوسط الحسابي، الانحراف المعياري، معامل الارتباط البسيط، اختبار (T) للعينات المستقلة، التحليل العاملي بطريقة (Hotting-Principal Components) واستنتجتاً إن مهارة اتخاذ القرار هي أساس العملية الإدارية بكاملها وهي التي تميز القائد عن غيره في قيادة الهيئة والمؤسسة التي يقودها حين تكون قراراته علمية ومدروسة فضلاً عن كونها مهارة ملازمة ودائمة لتفاصيل العمل اليومي للقائد، وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد). واوصنا بان يُمكن الاستفادة من هذا المقياس من وزارة الشباب والرياضة كذلك من اللجنة الأولمبية الوطنية العراقية في تقويم مستوى أداء قيادات الهيئة والمؤسسات الرياضية والشبابية في العراق، ويُمكن الاستفادة من هذا المقياس في انتقاء القادة للعمل في المجال الرياضي والشبابي، والعمل على تقنين المقياس الحالي من لدن الباحثين.

مستخلص البحث

القيادة الإدارية، الهيئات الرياضية، المؤسسات الرياضية

الكلمات المفتاحية