

DOI: <https://doi.org/10.54702/ms.v22i4.1213>

The role of administrative creativity in the organizational normalization of physical education supervisors in Baghdad

Sahar Salman Hasan¹, Fatimah Abed Malih², Mehmet Dalkiliç³

1&2 Physical Education and Sport Sciences college for women, University of Baghdad
Karamanoğlu Mehmetbey University – Turkey

Received: 07/08/2023, Accepted: 26/08/2023, Published: 30/12/2023



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). ©Modern Sport

Abstract

The purpose of this paper is to identify the role of administrative creativity in organizational normalization by examining the relationship and the impact of these two variables on the sample studied. The research adopted the descriptive-analytical approach by studying the relationship and effects between the researched variables by collecting relevant data from the research sample individuals and analyzing them. The current research population included supervisors specializing in physical education in Baghdad, and the research sample consisted of (90) supervisors specializing in physical education in Baghdad and a sample of the exploratory experiment, numbering (5) individuals for each measurement. One of the most important results reached by the researchers is that: The attitudes of workers in the supervision apparatus towards administrative creativity are generally positive, the employees of the supervision apparatus paid clear attention to the requirements of organizational normalization and all its dimensions, and the field research data revealed that there is a direct correlation between administrative creativity and organizational normalization, and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education). One of the most important recommendations recommended by the researchers is that: Adopting the administrative leaders in the oversight body administrative creativity as a work platform to overcome difficulties and risks, and need to involve all supervisors of the specialty in training courses and conferences that support organizational normalization in order to advance the reality of administrative creativity.

Keywords

Administrative creativity, organizational normalization, supervisors of the specialty of physical education.

Introduction:

Educational institutions rely on human resources to achieve their vision, mission, and goals and to increase their effectiveness. Therefore, they must be trained, developed, and motivated (financially and morally) in order to achieve goals and objectives. Organizational normalization of specialty supervisors is one of the critical aspects of job rotation and is a factor. It is essential to prepare those enrolled in the Department of Educational Work in the Department of Specialist Supervision in the General Directorates of Education in the Ministry of Education. The specialized supervisor undergoes

many stages, ultimately leading to organizational normalization before joining their new job. He practiced the teaching process before being nominated for educational supervision. This means that they have practiced, and will continue to practice two types of jobs, each with a different job description from the other. The first is executive, which is teaching, and the second is supervisory, which is supervision. The challenge lies in the organizational normalization between teaching and supervision in a way that builds the organizational climate that encourages the improvement and development of

educational performance and may also result in the failure of the educational institution if it produces obstacles and difficulties that prevent the achievement of the efficiency and effectiveness of the system, so the importance of research is highlighted in knowing the role of administrative creativity. It is crucial to identify who works to fill the gaps between various professions ensuring supervisors are proficient and adaptable, which enables them to execute their duties with accuracy and efficiency. Administrative creativity is one of the behaviors adopted by organizations to conduct their business in a way that achieves its goals at the lowest costs (9), serves as a pivotal engine in creating an organizational climate that is founded on development and competition (19).

Research Objective:

Identifying the role of administrative creativity in organizational normalization by identifying the relationship and the impact of the two variables on the sample studied.

Research fields:

- Human field: Supervisors specializing in physical education working in these directorates.
- Time field: (1/1/2023) to (15/4/2023)
- Spatial field: The directorates of education in Baghdad.

In previous studies reviewed by the researchers, it was found that "The creative administrator has the ability to generate a large number of alternatives, synonyms, and ideas through extensive research in the memory stock of knowledge, practices, obstacles, and experiences related to the subject" (7). They explained in their study "Administrative

creativity skills have an effective and influential role in enhancing institutional performance, which is the common denominator of all efforts made by management and employees in institutions" (15). This is what a study by Dawood and Nadeem (2021) recommended regarding "The enhancement of administrative skills among workers and managers in order to improve the efficiency of institutional performance" (1). The study by Alaa and Jawad (2020) proved that "Distinguished supervisors are more creative or innovative in their ideas, more original, and interact with others" (2). As indicated in the study by Malih, Khalil, and Majeed (2018), the teaching competency that the supervisor obtains thanks to organizational normalization gives them good administrative performance within the framework of the training strategy that the educational supervisor proposes and implements in the field and appears in the teacher's teaching behavior within the school, and expresses a certain level of mastery of the supervisor's performance during specialized supervision (3).

Research Methodology and Field Procedures:

Research Methodology:

The research adopted a descriptive-analytical approach, studying the relationship and effect between the researched variables by collecting relevant data from the research sample individuals and analyzing this data.

Community and Sample Research:

The current research community included supervisors specializing in physical education in Baghdad. Table (1) shows the distribution of the sample members included in the research.

Table (1)
shows the distribution of the sample included in the research

Target group	Sample of the population	Exploratory sample	Application sample	Total
Supervisors' specialization in physical education in Baghdad	30	5	60	95

Research tool:

The research tool is defined as "the means or method by which the researcher can solve a problem, utilizing whichever tools (data or devices) are necessary" (12). The nature of the current research and its objectives require the availability of two tools, or scales:

- 1- Measure of administrative creativity.
- 2- Measure of organizational normalization.

Although the researchers were unable to obtain the two scales, which had been previously prepared by other researchers in the sports field for the researched sample, to the best of their knowledge, they developed these scales according to the scientific steps for preparing the educational and psychological scales. They constructed the (organizational normalization) scale, as per previous research (Appendix 3). Conversely, the (administrative creativity) scale will be prepared in the current research (Appendix 2) as follows:

Defining the concept of administrative creativity:

Through the researchers' review of some literature and previous studies (18), (13), (8), (4), (10) dealt with this concept, the researchers defined the concept, particularly applicable in the field of the athlete.

Preparing scale paragraphs:

The researchers formulated the items of the scale in the form of a self-report and in declarative terms consisting of (21) items and five-graded alternatives for the answer (always, often,

sometimes, rarely, never) and grades (5, 4, 3, 2, 1) are given upon correction, respectively. This

was for the following reasons: This was for the following reasons:

- 1- To provide a more homogeneous scale.
- 2- To allow the respondents to indicate the degree and intensity of their feelings (25).
- 3- To enable the greatest variation between individuals.
- 4- To ensure high sincerity and Stability (17).

Logical analysis of paragraphs (validity of paragraphs):

Mahmoud (16) and Allam (14) both indicate that logical analysis is an essential step in building standards. The best way to ensure the apparent validity of the paragraphs is to have a number of experts and specialists evaluate them, ensuring they accurately measure the characteristic for which they were developed (5). Based on this, and after formulating (21) paragraphs measuring administrative creativity, the researchers presented them to (9) experts (Appendix 1) specializing in sports management, testing, measurement, and psychology, and asked them to study each paragraph and give their opinions regarding its validity. Consequently, the researchers produced the scale in its initial form, settling on (21) items, with a 100% agreement rate among the experts.

Psychometric (standard) characteristics of the scale:

Discriminatory power of the scale items:

The discriminatory power of the scale items helps identify the distinction between individuals with high scores and those with low scores in the characteristic it measures. To calculate the discriminatory power of the items for measuring administrative creativity, the researcher collected

responses from a (construction sample) of (30) individuals and then determined the degree. The total score for each of the respondents' questionnaires, as well as the scores of the sample, were arranged from the highest total score to the lowest total score. Subsequently, the two extreme groups in the total score were determined by 50%, with (15) questionnaires for the upper group compared to (15) for the lower group. Measurement and evaluation specialists point out that this percentage is adopted if the sample size is small, i.e., less than (80) individuals (6).

The researchers used the t-test for two independent samples to calculate the significance of the difference in each paragraph between the two extreme groups, focusing on the total score of the scale. This was based on the premise that the calculated t-value represents the discriminatory power of the paragraph. Since all the paragraphs in the scale have the ability to discriminate with statistical significance below the significant level (0.05), therefore, no paragraph was omitted. Thus, it can be said that the scale has good discriminatory power as shown in Table (2).

Table (2)
shows the characteristic power of the items in the measure of administrative creativity

No. of item	Lower Group		Upper Group		T-value calculated	Discriminatory power of the items
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	4.13	0.640	4.20	0.561	2.303	characteristic
2	3.93	0.594	4.27	0.594	4.303	characteristic
3	3.93	0.594	4.27	0.594	2.538	characteristic
4	3.47	0.516	4.53	0.640	4.538	characteristic
5	3.80	0.561	4.60	0.507	2.538	characteristic
6	3.80	0.561	4.33	0.900	3.538	characteristic
7	4.20	0.414	4.33	0.617	2.024	characteristic
8	3.67	0.976	4.60	0.632	3.024	characteristic
9	3.67	0.617	3.80	1.014	4.099	characteristic
10	3.60	0.632	4.13	1.060	2.099	characteristic
11	3.73	0.458	4.33	0.617	3.948	characteristic
12	3.27	0.799	4.27	0.594	2.948	characteristic
13	3.73	0.704	4.33	0.617	2.695	characteristic
14	3.60	0.507	4.07	0.704	3.695	characteristic
15	3.73	0.799	4.67	0.488	2.508	characteristic
16	3.67	0.724	4.13	0.743	4.108	characteristic
17	3.60	0.507	4.33	0.488	3.435	characteristic
18	3.67	0.488	4.53	0.516	5.435	characteristic
19	3.73	0.458	4.33	0.488	2.673	characteristic
20	3.73	0.458	4.27	0.884	4.273	characteristic
21	3.40	0.307	4.33	0.388	2.653	characteristic

The coefficient of internal consistency of the items of the scale:

The researchers used the Pearson correlation coefficient to determine the correlation between each item and the total score of the scale, using the statistical software (SPSS).

Wimmer and Dominick (2001) confirm that "The greater the correlation coefficient of the paragraph with the total sum, the more its inclusion in the scale increases the probability of

obtaining a more homogeneous scale" (11). Since all the items retained in the scale exhibit coefficients of consistency and the ability to distinguish with statistical significance below the significance level (0.05), therefore no item was dropped. Thus, the scale demonstrates good constructive validity. Table (3) shows the coefficient of internal consistency of the scale items with the scale as a whole.

Table (3)
shows the coefficient of internal consistency of the items of the measure of administrative creativity

Items	R-value	Items	R-value	Items	R-value
1	0.638**	8	0.368*	15	0.605**
2	0.458*	9	0.442*	16	0.387*
3	0.600**	10	0.533*	17	0.518*
4	0.757**	11	0.399*	18	0.661**
5	0.452*	12	0.577**	19	0.477**
6	0.452*	13	0.480*	20	0.470**
7	0.460*	14	0.485*	21	0.606**

Scale Stability:

For the purpose of knowing the stability of the scale and because there are several methods for calculating it, the researchers relied on using the method of analyzing the stability using the (alpha-Cronbach) equation from the grades of the (construction sample) of (30) individuals to obtain the stability of the scale because it is one of the most used methods of stability. Respondent: The (alpha-Cronbach) equation was used, so the stability coefficient was (0.785), which is a good stability coefficient according to Foran's opinion.

Application of the scale on the main sample (application sample):

The researchers began distributing the questionnaire to individuals (the application sample), who are supervisors specializing in physical education in Baghdad, numbering 60. These supervisors were requested to respond to the scales of administrative creativity and organizational normalization. After completing the implementation of the research steps, the

researchers collected data from all individuals in the research sample and organized it into tables in preparation for statistical processing, presentation, and analysis of the results.

Statistical Methods: The search data were processed through the Statistical Package for the Social Sciences (SPSS).

Results and Discussion:

Analysis of the Research Sample Responses: -

The average score for administrative creativity among the research sample was (77.22), which is higher than the theoretical mean for the scale of (63) and with a standard deviation (7.440). The difference was statistically significant at the level of significance (0.001), as the calculated T-value of (80.388) was greater than the tabular value with a degree of freedom (59).

The average score of organizational normalization among the research sample is (74.72), which is higher than the theoretical mean of the scale of (63) with a standard deviation of (9.910). This difference was statistically significant at the significance level

of (0.001), as the calculated t-value of (58.401) exceeded the tabular value with (59) degrees of

freedom. Table (4) illustrates this.

Table (4)
shows the arithmetic mean and standard deviation of the two measures within the research sample

Scale	Sample number	Arithmetic mean	Standard deviation	Calculated t-value	Significance level
administration creativity	60	77.22	7.440	80.388	0.000
organizational normalization	60	74.72	9.910	58.401	0.000

Correlation Analysis:

As a complement to the descriptive and diagnostic processes based on the data of the descriptive analysis, correlations were identified between the research variables, and it was indicated that there are positive statistical correlations with significant significance between the independent variable (administrative creativity) and the dependent variable (organizational normalization), where the correlation coefficient was (0.967**) under a significance level (0.001).

Analysis of the impact of administrative creativity on organizational normalization:

The results of the (Durbin-Watson) test indicate that we have one independent variable, which is administrative creativity, and the dependent variable is represented by organizational normalization. Furthermore, the obtained results clearly demonstrate that administrative creativity plays a significant and positive role in organizational normalization at a significance level of (0.001). This is evident from the regression coefficient (B1) with a value of (1.288) and the calculated T-values (28.797), which are highly significant at the 0.001

significance level, highlighting the model's significance.

Table (5) also shows the analysis of variance, through which it is clear that the calculated (F) value is (829.276), which is significant at the level of significance (0.001), and that the

explanatory ability of this model is excellent, as the coefficient of determination reached (0.935) and the corrective coefficient of determination (0.934). This indicates the ability of the independent variable (administrative creativity) to explain (93.4%) of the changes occurring in the dependent variable (organizational normalization) . In other words, (93.4%) of the behavior of the dependent variable (organizational normalization) is determined based on the independent variable (administrative creativity). Additionally, about (6.6%) of the changes in the dependent variable (organizational normalization) are attributed to other variables that were not included in the research model. The researchers believe that these variables could include factors such as the length of service and the number of training courses.

The study by (Ashwaq and Abeer) indicated, "The secret of interest in career commitment in educational institutions is due to the importance of the role of teachers, as the success of the school and the achievement of its goals is directly related to the extent of individuals' belief in the goals of the school, their interaction in them, their striving to reach them, and their feeling that they are at least close to their personal and subjective goals. Career commitment contributes to improving and developing job performance" (21).

The study by (Zainab Jabbar) confirmed that "Increasingly holding training and development courses for physical education teachers on a

regular basis, and getting acquainted with all new matters related to teaching methods and directing the physical education lesson to keep pace with scientific progress” (22).

The study by (Sabbar Mahmoud) concluded, "To supervise an effective and positive role in the development of teaching skills, the continuous development of the educational process in all its aspects, and the refinement of teaching abilities and competencies is vital for male and female teachers of physical education" (23).

The study by (Salam Hantoush and Safaa Sahib) confirmed that "strategic planning is a method, that has proven successful in various contemporary institutions and systems. It

achieves impressive benefits that often exceed expectations, making it one of the most important fundamental concepts in modern administration" (24).

The study by(Maarib, Fatimah)indicated " As the special exercises are a set of physical and kinetic situations and movements that aim to develop various physical abilities and kinetic senses to reach the individual to the highest possible level of skillful, kinesthetic and functional performance in the field of fencing sport, based on the educational and scientific foundations and the correct kinetic paths of the art of movement"(20)

Table (5)

shows the analysis of variance of the regression model and the effect between administrative creativity and organizational normalization

Source of contrast	Sum of squares	Degree of freedom	Mean of squares	Test value (F)	Significance level
Regression	5415.425	1	5415.425	829.276	0.000
Residuals	378.758	58	6.530		
Total	5794.183	59			

Conclusions and Recommendations:

Conclusions:

The researchers reached the following conclusions:

- The attitudes of workers in the supervision apparatus towards administrative creativity are generally positive.
- The employees of the supervision apparatus have paid clear attention to the requirements of organizational normalization and all its dimensions.
- The field research data revealed that there is a direct correlation between administrative creativity and organizational normalization.
- The field research data indicated that the organizational normalization in the research sample was significantly affected by administrative creativity, underscoring the importance of this variable in integrating new supervisors with the work tasks entrusted to them.

- Organizational normalization positively impacts on the supervisors' understanding of the work environment, contributing to the effective utilization of their energies and capabilities.

Recommendations:

The researchers recommended the following:

- Adopting administrative creativity as a work approach for management leadership within the supervisory body to overcome difficulties and risks.
- The need to involve all supervisors of the specialty in training courses and conferences that support organizational normalization in order to advance the reality of administrative creativity.
- Evaluating the work of the supervisors periodically and continuously and rewarding the creators among them to encourage others to provide the best.

- Setting strict criteria for candidacy for supervision, paying attention to gender, rather than quantity.
- Educating principals and teachers on the fact that the supervision profession is part of evaluating the educational process.

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 (S.S., F.A. and M.D.) who get the main idea and work on writing and concluding also with number of experts, Ahmed Dhiab Mutar (Management and Economics College/ Mustansyria University) in Statistics, Maurizio Bertollo in revision, Inaam Ghalib in translating, Khitam Mousa in proofreading.

Facilitate the task: this study was supported by Ministry of Education/ Educational directorate of Baghdad – KarkhI/ Department of Sports and School Activities – Iraq.

References:

1-Hiba Abdul-Jaleel Dawood, & Maysaa Nadeem. (2021). Evaluating the administrative performance of the members of the councils of the faculties of physical education and sports sciences in the universities of the Middle Euphrates from the point of view of the faculty members. *Modern Sport*, 20(4), 0069.
<https://doi.org/10.54702/msj.2021.20.4.0069>

2- Marwa Alaa, & Sondos Musa Jawad (2020). An analytical study of the vitality of the conscience of the senior leaderships in the boards of colleges and departments of physical education and sports science in Baghdad. *Modern Sport*, 19(4), 0086.
<https://doi.org/10.54702/msj.2020.19.4.0086>

3- Fatima Abed Malih, Alaa Ibrahim, Widad Kazem Majeed, (2018) Teaching competencies and Their Relationship with Work Satisfaction of physical educators In Baghdad governorate. *Journal of Physical Education*, 2018, 30.2: 491-507.

[https://doi.org/10.37359/JOPE.V30\(2\)2018.378](https://doi.org/10.37359/JOPE.V30(2)2018.378)

4- Rawaa Abdul Amir Al-Abadi, 2019. The role of strategic vigilance and administrative creativity in the adequacy of performance for members of the Paralympic Committee in Iraq. Baghdad: University of Baghdad, College of Physical Education and Sports Sciences for women, pg. 134.

5- Maarib Jawad Kadhum, & Fatimah Abed Malih. (2022). The effect of mental speed drills on some visual abilities in foil weapon players. *Modern Sport*, 21(4), 0051.

<https://doi.org/10.54702/ms.2022.21.4.0051>

6- Ahmed, M. L., (2006). Personality Scale. Cairo: Egyptian International for Printing and Publishing. Pg. 291.

7- Al-Deeb, A. R., (2007). Creativity and Innovation Strategies. Riyadh, Technical and Vocational Training Corporation, Training and Technology Journal, pp. 32-33.

8- Al-Zamily, A. N., (2015). Effective communication and its relationship to the administrative creativity of the deans of the faculties of Wasit University from the point of view of department heads and teachers. Baghdad: University of Baghdad, College of Education for Human Sciences (Ibn Rushd), Department of Educational and Psychological Sciences. Pg. 62.

9- Al-Zubaidi, H. K., (2018). Building a comprehensive quality management scale and its relationship to administrative creativity among preparatory school principals in Baghdad governorate. Baghdad: Al-Mustansiriya University, College of Education, Department of Educational and Psychological Sciences, pg. 46.

10- Al-Kubaisi, P., (2002). Knowledge Management and its Impact on Organizational

Creativity: An Exploratory Comparative Study of a Sample of Mixed Industrial Sector Companies, Unpublished PhD Thesis. Baghdad: College of Administration and Economics, Al-Mustansiriya University, pg. 186.

11- R. Roger D. Wimmer & Joseph Dominick, (2001). Introduction to the foundations of scientific research - Methods of scientific research. Amman: Dar Aram for Studies, Publishing and Distribution, 6th edition, pg. 98.

12- Saleh, K., (2000). Evaluation and Measurement. Tripoli: Tobruk Press, pg. 36.

13- Abbas, F. K., (2015). The relationship of crisis management to administrative creativity among heads of scientific departments in Iraqi universities. Baghdad: Al-Mustansiriya University, College of Education, Department of Educational and Psychological Sciences, pg. 273

14-Allam, Salih., (2000). Educational and psychological measurement and evaluation. Cairo: Dar Al-Fikr Al-Arabi, 10th edition, p. 326

15- Israa Jumaa Ali, & Fatima Abid Malih. (2022). Administrative Skills and Their Role in Distinguishing the Institutional Performance of Directors of Sports Activity in Iraqi Universities. *Modern Sport*, 21(1), 0117. <https://doi.org/10.54702/msj.2022.21.1.0117>

16- Mahmoud, Z. B., (2010). The educational methodological rules for building the questionnaire. I: 2. Palestine: Abnaa Al-Jarrah Press, pg. 251.

17-Israa Ali Jumaah & Fatimah Abed Malih (2022). Analytical study of the reality of the application of administrative automation in sports clubs. *SPORT TK-Revista Euro Americana de Ciencias del Deporte*, 11, 56. <https://doi.org/10.6018/sportk.526801>

18- Mahdi, S. p. A., (2013). Administrative creativity and its relationship to the job performance of secondary school principals. Baghdad: Al-Mustansiriya University, College of Basic Education, Department of Educational Administration, pg. 311.

19- Nafila, S. and Falaq, M., (2011). The Impact of Administrative Empowerment and Staff

Creativity - An Intervention Presented to the International Forum on: Creativity and Organizational Change in Modern Organizations. Al-Blida: Saad Dahab University, pg. 256.

20- Maarib Jawad Kadhim, Fatimah Abed Malih (2022). The effect of special exercises on some of the perceptual-kinesthetic abilities of the performance of the counter-attack in the foil weapon for female students, *Revista iberoamericana de psicologia del ejercicio y el. ISSN 1886-8576, Vol. 17, N°. 4, pages 161-164.* <https://dialnet.unirioja.es/servlet/articulo?codigo=8561568>

21- Ashwaq Jassim and Abeer Dakhil. (2019). Job commitment and its relationship to citizenship behavior among physical education teachers, Baghdad Directorate of Education, Karkh III, *Modern Sport*, 18(4). pages 291-303, <https://www.iasj.net/iasj/article/229.665>

22- Zainab Jabbar Muhammad. (2021). Administrative obstacles and their impact on the lesson of physical education in the primary schools of the General Directorate of Education of Baghdad, Karkh II. *Modern Sport*. P:7 <https://jcopew.uobaghdad.edu.iq/index.php/sport/article/view/726>

23- Sabbar Mahmou. (2021). The role of the specialized supervisor in developing the teaching skills of physical education teachers in secondary schools affiliated to the Diyala Education Directorate. *Modern Sport*, 20(4), p 16, 0010. <https://doi.org/10.54702/msj.2021.20.4.0010>

24- Salam Hantoush Rasheed, & Safaa Sahib Naif. (2021). Strategic planning and its relationship to the administrative performance of the Iraqi Football Association. *Modern Sport*. Retrieved from, p 2. <https://jcopew.uobaghdad.edu.iq/index.php/sport/article/view/721>

25- Fatima Aabed Malih, Alaa Ibrahim Khalil, Widad Kazem Majeed. (2018) Analytical Study of Teaching Efficiency According To Herman Module For Baghdad Governorate Physical

Educators, Journal of Physical Education .2018,
Volume 30, Issue 2, Pages 473-490 .

[https://doi.org/10.37359/JOPE.V30\(2\)2018.377](https://doi.org/10.37359/JOPE.V30(2)2018.377)

Appendix (1) Experts and Specialists

No.	scientific title	Name	Specialization	Affiliations
1	Prof. Dr.	Faris Sami Youssef	Tests and measurements	University of Baghdad/ College of Physical Education and Sports Sciences
2	Prof. Dr.	Hazem Musa Abed	Tests and measurements	Al-Qadisiyah University/ College of Physical Education and Sports Sciences
3	Asst. Prof. Dr.	Ghada Mahmoud Jassim	Tests and measurements	Al-Mustansiriya University / College of Physical Education and Sports Sciences
4	Asst. Prof. Dr.	Mustafa Hamid Hussein	Management and Organization	Al-Imam AL-AAdum University College
5	Asst. Prof. Dr.	Sallam Jabbar Sahib	Tests and measurements	Al-Qadisiyah University/ College of Physical Education and Sports Sciences
6	Asst. Prof. Dr.	Sajit Majeed Jafar	Management and Organization	Al-Qadisiyah University/ College of Physical Education and Sports Sciences
7	Asst. Prof. Dr.	Ali Mutiri Hamidi	Sports psychology	Maysan University / College of Basic Education
8	Asst. Prof. Dr.	Rahim Helou Ali	Sports psychology	Maysan University / College of Basic Education
9	Asst. Prof. Dr.	Muhammed Ali Jalal	Tests and measurements	Al-Mustansiriya University / College of Basic Education

Appendix (2)

Shows the Organizational Normalization Scale

No.	Organizational Normalization Scale (2019:4)	Never	Rarely	often	Sometimes	Always
	Understanding and knowledge	1	2	3	4	5
1	The oversight body has clear and formal codes of ethics.					
2	Supervisors understand how their work complements the work of their peers in the oversight body.					
3	Supervisors are allowed to access information related to their work.					
4	The oversight body measures the importance of the individual through their elaborate and honest work.					
5	The supervisory body accepts new ideas in order to make continuous improvements in its activities and work.					
6	The employees of the supervisory body feel that they are members of work teams with common interests.					
7	Ideas and information about the activities of the					

	supervisory body are transmitted among the employees with complete freedom.					
	Training and development	1	2	3	4	5
8	The supervisory body is interested in improving business performance methods, even if their cost is high.					
9	The training programs focus on the behavioral and cognitive aspects to increase the supervisors' skills.					
10	The challenges faced by supervisors allow them to learn, develop and be creative.					
11	Supports the supervision system (work teams) as the cornerstone of its success.					
12	All supervisors participate in the training process.					
13	The supervisory body maintains and updates the level of performance during the training process.					
14	The supervisory staff provides the training requirements to be fun and exciting.					
	Supporting coworkers	1	2	3	4	5
15	The supervisory body contributes to creating an organizational climate that encourages improvement and development of performance.					
16	The senior management of the oversight body supports radical and comprehensive change processes.					
17	The supervisory body places a strong emphasis on individuals' high values, considering them a significant asset.					
18	The employees of the supervisory body possess knowledge of their rights, duties, and the benefits associated with their work.					
19	Providing personal attention to the supervisor and giving great importance to their complaints and needs.					
20	The senior management of the oversight body is trying to find a compromise to get out of any impasse.					
21	New ways of thinking, working and organizing are routinely incorporated into daily work.					

Appendix (3)

Scale of administrative creativity

No.	Administrative creativity scale	Never	Rarely	Often	Sometimes	Always
		1	2	3	4	5
1	I carry out the administrative work entrusted to me in innovative and distinctive ways and methods.					

2	I stay away from imitating what others do in solving work problems.					
3	As far as possible, I avoid following administrative routines at work.					
4	I address exceptional circumstances with groundbreaking ideas.					
5	I face work problems with quick and immediate solutions.					
6	I try to provide more than one idea to solve the problem.					
7	I have intuitiveness speed in the face of unexpected circumstances.					
8	I have a high ability to complete the work according to the latest methods.					
9	I take the initiative to present my ideas that aim to develop administrative work.					
10	I value opinions that differ from mine from others to benefit from them.					
11	I work to change my position when I am convinced of its invalidity.					
12	I make changes in work methods from time to time to serve the work.					
13	I have a new vision and perspective at work and from various aspects.					
14	I anticipate problems before they happen in my role as a supervisor.					
15	I have plans in place to deal with problems in my business before they happen.					
16	I constantly try to monitor the obstacles and errors that occur in my work.					
17	I possess the ability to anticipate the problems facing other workers and develop alternatives for them.					
18	I accept criticism and differing opinions if they are in the interest of my work.					
19	I seek to proactively achieve the future goals of the supervisory body.					
20	I am more interested in presenting new ideas than trying to get approval from others.					
21	I get exceptionally excited about recruiting creative people.					

دور الابداع الإداري في التطبيع التنظيمي لدى مشرفي اختصاص التربية الرياضية في بغداد

سحر سلمان حسن¹، فاطمة عبد مالح²، محمد دالكليج³
2&1 جامعة بغداد/ كلية التربية البدنية و علوم الرياضة للبنات
3 جامعة كرمان – اوغلو محمد بيه - تركيا

يهدف هذا البحث إلى التعرف على دور الإبداع الإداري في التطبيع التنظيمي من خلال دراسة العلاقة وتأثير هذين المتغيرين على العينة المدروسة. اعتمد البحث على المنهج الوصفي التحليلي من خلال دراسة العلاقة والتأثيرات بين متغيرات البحث من خلال جمع البيانات ذات الصلة من أفراد عينة البحث وتحليلها. اشتمل مجتمع البحث الحالي على مشرفين متخصصين في التربية الرياضية في بغداد، وتكونت عينة البحث من (90) مشرفاً متخصصاً في التربية الرياضية في بغداد وعينة من التجربة الاستطلاعية. عدد (5) أفراد لكل قياس. ومن أهم النتائج التي توصل إليها الباحثون أن: اتجاهات العاملين في جهاز الإشراف نحو الإبداع الإداري إيجابية بشكل عام، لقد أولى العاملون في جهاز الرقابة اهتماماً واضحاً بمتطلبات التطبيع التنظيمي بكافة أبعاده، وأظهرت بيانات البحث الميداني أن هناك علاقة طردية بين الإبداع الإداري والتطبيع التنظيمي، وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد). ومن أهم التوصيات التي أوصى بها الباحثون ما يلي: اعتماد القيادات الإدارية في هيئة الرقابة على الإبداع الإداري كقاعدة عمل لتذليل الصعوبات والمخاطر، وضرورة إشراك جميع المشرفين على التخصص في الدورات التدريبية والمؤتمرات التي تدعم التطبيع التنظيمي من أجل النهوض بواقع الإبداع الإداري.

الابداع الاداري ، التطبيع التنظيمي ، مشرفي اختصاص التربية الرياضية

الكلمات المفتاحية