Ethical Leadership and Its Role in Organizational Acuity Among Physical Education Teachers in Baghdad Education Directorates

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Abstract

The research aims to develop an Ethical Leadership Scale for physical education teachers in the Baghdad Education Directorates, and to prepare an Organizational Agility Scale for the same group. It also seeks to explore the relationship between ethical leadership and organizational agility among these teachers. The researchers employed a descriptive methodology using correlational techniques, as it suits the objectives of the study to address the research problem. This approach allows for the examination of the extent to which ethical leadership qualities and organizational agility are interrelated and how they manifest in the educational context of Baghdad. The researchers chose the study population deliberately, consisting of physical education teachers in the Baghdad Education Directorates, totaling 4,271 teachers, representing 100% of this group. The main study sample comprised 221 teachers from these directorates, divided into groups for preparation, application, and a pilot study from the research community. The researchers concluded that the sample members possessed varying degrees of ethical leadership, depending on each teacher's specific goals. Furthermore, the teachers demonstrated the ability to exhibit organizational agility under various conditions in order to achieve their objectives and strive for better performance through the use of modern methods and techniques. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education)

Introduction:

Management, in general, is the fundamental pillar of any work built on correct and effective scientific principles and relies on modern managerial methods that ensure the provision of public services in the shortest possible time and at the lowest possible cost. If we want sports to flourish and progress, it must follow the path of science and management, which are among the essential scientific pillars that all advanced countries and their institutions rely on to advance sports and physical education. Leadership has received attention from researchers, officials, and those interested in administrative work, as leadership exists wherever there is a group.

Ethical leadership focuses on the presence of ethical leaders, where ethical leaders have the ability to create an ethical climate that includes the values and behaviors that the organization seeks to instill, especially in physical education teachers. Building those values and implementing those behaviors can be achieved through constant communication between supervisors and teachers. Moreover, the ethical leadership practices of sports teachers build trust and commitment at the student level, where a teacher who follows ethical behaviors shows respect for students and works to achieve their goals and aspirations. Ethical leaders are characterized by fairness, altruism, and making fair decisions that

Published 30/06/2024   **Open Access**

benefit the organization and society as a whole. Organizational agility is considered one of the important variables in educational institutions. Undoubtedly, there are requirements for achieving organizational agility, which include teachers' awareness of the opportunities and risks surrounding them, seizing opportunities to create strategic alternatives, prioritizing, and their ability to reshape educational outputs to align with the local community in the best possible way. Teachers are one of the crucial segments in educational institutions striving for success, sustainability, and continuity. This necessitates that they work on improving the school sports aspect and continuously change for the better. Indeed, a teacher is constantly required to be adept and to exploit the opportunities available to them, as well as to seek new ones that assist in adapting to the environment they work in, achieving goals, and strongly facing the conditions that may occur in institutions, including schools or during activities. Without the presence of teachers, their leadership, their values and behaviors, instilling trust and selflessness, and other principles of ethical leadership, there can be no organizational agility. Excellence occurs when there are ethics in leadership that include instilling values and trust, and the pursuit of achieving desired goals in educational institutions, especially schools within the education sector and in the sports activities department. Thus, the importance of the research lies in understanding the significance of ethical leadership and its role in organizational agility among physical education teachers in the Education Directorates of Baghdad. The research problem is to answer the following question:

- Does ethical leadership play an important role in the organizational agility of physical education teachers in the Education Directorates of Baghdad?

Research objectives:

1. Develop an ethical leadership scale for physical education teachers in the Education Directorates of Baghdad.
2. Develop an organizational agility scale for physical education teachers in the Education Directorates of Baghdad.
3. Explore the relationship between ethical leadership and organizational agility among physical education teachers in the Education Directorates of Baghdad.

Research domains
Human Domain: Physical education teachers in the directorates of education in Baghdad.
Temporal Domain: The period from 8/1/2023 to 5/03/2023.
Spatial Domain: Directorates of education in Baghdad.

Methodology and Procedures:
Abdullah Falah Al-Munizel defines the descriptive method as "one of the forms of scientific analysis and interpretation. It describes a specific phenomenon or problem and depicts it in detail through collecting data and information, analyzing it, and interpreting it in a precise scientific manner" (2). Wajeeh Mahjoub, citing Dania Salman Hassan, Nuhad Muhammad Alwan, Ameer Abbas, Rawaa Abdul, and others, mentions that the method relies on what is present in reality, focusing on describing it accurately. Studying any phenomenon or problem first requires a description of this phenomenon specifically in terms of type and quantity (11), (6), and (10). The nature of the problem and the methods of solving it determine the methodology that the researcher chooses to reach the research results. Therefore, the researchers used the descriptive method with a correlational approach because it aligns with the study's objectives to solve the research problem.

Research population and sample:
Choosing the research sample is a fundamental aspect of the research process. Therefore, the research sample must truly represent the original

population. Thus, the researchers selected the research population intentionally, consisting of physical education teachers in the education directorates in Baghdad, totalling 4271 teachers (100%). The number of research sample in the main study reached 221 teachers from the education directorates in Baghdad, divided into samples for preparation, application, and pilot study from the research population. Table (1) shows the distribution of the research sample.

Table .1 Distribution of the Research Population

Research Population	4271	Research Sample	Preparation Sample	Application Sample	Pilot Study
		221	100	100	21
Percentage	%100	%5.174	%45.248	%45.248	%9.502

The tools and methods used for data collection in the research:
The success of the research in achieving its objectives depends on several factors, with the most important being the proper and suitable selection of tools to obtain data. This is affirmed by (Yousif Al-Anzi et al.) who stated, "choosing appropriate tools is a fundamental factor in research" (5), for the purpose of obtaining the required information and data to solve the research problem. Therefore, the researchers utilized several methods and tools, including:
1. Arabic and foreign sources
2. World Wide Web
3. Iraqi Virtual Library
4. Data recording and transcription forms
5. Ethical leadership scale
6. Organizational agility scale
7. Personal computer (Dell)

Field Research Procedures:
Preparation Procedures for the Ethical Leadership and Organizational Agility Scales:
Instructions for the scales:
The researchers aim to ensure that the scale instructions are clear and precise for the 50 items. They request respondents to read the items carefully and mark one of the alternatives on the Ethical Leadership scale, and respond with honesty, sincerity, and objectivity. These procedures are for scientific research purposes, and it is noted that there are no right or wrong answers as much as they reflect your opinion. There is no need to mention your name, as no one except the researchers will view the responses. A random sample consisting of 21 physical education teachers from the research community was selected. The forms specific to the scale were distributed among them. It was observed that the instructions were clear, and the average time taken to respond to the scale was 17 minutes.

Face Validity (Item Suitability) for the Ethical Leadership and Organizational Agility Scales:
To determine the suitability of the scale items and measure their face validity, the researchers presented the initial version of the Ethical Leadership Scale, consisting of 50 items, and the Organizational Agility Scale, in its initial form with 13 items, to 20 expert judges from the fields of educational sciences, psychology, measurement and evaluation, and physical education. These experts were asked to provide their opinions and observations on the scale, assessing its appropriateness for the intended purpose. Based on the judges' recommendations, some of the items were modified accordingly. The researchers relied on the calculated chi-square value and compared it with the table value of 3.84 at a significance level of 0.05. This comparison reflects an agreement rate of 80% or higher from the judges' opinions, considered as a consensus on the suitability of the items. Based on the judges' feedback, the final versions of the scales applied to the statistical analysis sample consisted of 50 items for Ethical Leadership and 13 items for Organizational Agility. Tables 2 and 3 in the study document the judges' opinions on the validity of the items.

Table .2 The percentage and chi-square values for the judges' opinions on the validity of the Ethical Leadership Scale items.

Domains	Item Number	Agree		Disagree		chi-square value		Significance level
		Count	Percentage	Count	Percentage	Calculated	Tabulated	
Respect	1,2,3,7,8,9	20	%100	0	%0	20	3.84	Significant
	4,5,6	19	%95	1	%5	18.05		Significant
Honesty and Integrity	10,11,12,13,14	20	%100	0	%0	20	3.84	Significant
Justice	15,16,17,18,19	20	%100	0	%0	20	3.84	Significant
Organization	20,21,22,23,24,25,26,27	20	100%	0	0%	20	3.84	Significant
Service to Others	28,30,32	20	100%	0	0%	20	3.84	Significant
	29,31	19	95%	1	5%	18.05		Significant
Community Building	33,34,35,36,37,38	20	100%	0	0%	20	3.84	Significant
Concern for Human Relations	39,40,41,42,43,44 45	20	100%	0	0%	20	3.84	Significant
Emotion Regulation	46,47,48,49,50	20	100%	0	0%	20	3.84	Significant

(Domain label at left: Ethical leadership)

Table .3 The percentage and chi-square values for the judges' opinions on the validity of the Organizational Agility Scale items.

Domains	Item Number	Agree		Disagree		chi-square value		Significance level
		Count	Percentage	Count	Percentage	Calculated	Tabulated	
Exploitation	1,2,3,4,5,6,7,8	17	%85	3	%15	9,8	3.84	Significant
Exploration	1,2,3,4,5	18	%90	2	%10	12,8	3.84	Significant

(Domain label at left: Organizational Agility)

The pilot study:
Haider Abdul Ridha Al-Khafaji defines the pilot study as "a miniature experiment conducted on a small sample from the same research community under conditions similar to those of the main experiment." The purpose of it is: (1)

- Identifying errors and obstacles.
- Assessing the capabilities of the support staff.

- Evaluating the sample members' ability to administer the test.
After the scales were ready for deployment, the researchers conducted a pilot study before the final implementation of the research at a suitable time. This pilot study took place on Monday, 16/1/2023, with a sample of 21 teachers. The purpose of this preliminary test was to ensure the success of the main test application on the

research sample, to confirm that the sample understood the scale items, and to address any potential errors or difficulties during the main research test.

Calculation of Psychometric Properties for Items:

The two researchers calculated the discriminant validity and internal consistency as follows:

A. Discriminant Validity of Items:

The researchers administered the scale to a sample of (100) teachers and corrected the response sheets. To determine the discriminant validity of the items, they ranked the scores of the sample from the highest total score to the lowest total score. They identified the two extreme groups by the total score, representing (27%) of each group. Specialists suggested that the number of individuals in each group of the extreme groups should be (27) teachers of physical education in the high group and (27) teachers of physical education in the low group when calculating the discriminant validity of the items by (27%) of the sample. The researchers used the independent samples t-test to calculate the significance of differences between the means of the two groups in the scores of each item of the scale. The calculated t-values represent the discriminant validity of each item. Through this procedure, it was found that all items are statistically significant, as their calculated t-values are greater than the critical t-value of (1.99), with 52 degrees of freedom, at a significance level of (0.05).

B. Internal Consistency (Item Validity): The internal consistency was calculated as follows:
- **Relationship of Item Score to Total Score:**
The researchers used Pearson's correlation coefficient to calculate the validity of each item by correlating the scores of each item with the total score. This approach was chosen because the item scores are continuous and graded. It's important to note that the sample for item validity consisted of 100 physical education teachers in the current study. Experts suggest that the correlation of an item with an internal or external criterion is an indicator of its validity. When an appropriate external criterion is not available, the total score of the respondent represents the best internal criterion for calculating this relationship. It was found that all correlation coefficients were statistically significant. The researchers used the t-equation for correlation coefficients and compared the (sig) value with the significance level of 0.05. This indicates that the scales are valid for measuring the phenomena they were designed to measure.

- **Relationship of Item Score to the Dimension it Belongs to:**
The researchers utilized this approach to determine the correlation coefficient between the score of each item and the score of the dimension it belongs to. This was done to verify the validity of the items within each dimension of the scales. The total score of the dimension was used as an internal criterion.

After employing Pearson's correlation coefficient, it was found that all correlation coefficients were statistically significant. The researchers used the t-equation for correlation coefficients and compared the significance (sig) value with the significance level of 0.05. Through this indicator, it became evident that all the items of the scales appropriately represent their respective dimensions, confirming their validity within those specific constructs.

- **Matrix of Internal Correlations for the Independence of Principal Components:**
To assess the independence of the main dimensions in measuring the concepts of ethical leadership and organizational agility, the researchers calculated the internal correlation coefficients between the total score of the scale and the total scores of the subsidiary dimensions. They relied on Pearson's correlation coefficient because the scores are continuous and graded. These correlations between the dimensions and the total scale score are essential measures of homogeneity, as they help to define the scope of

behavior being measured. Using the previously collected sample forms, it was found that all correlations, whether among the dimensions themselves or their correlation with the total score of the Ethical Leadership and Organizational Agility scales, were statistically significant at the significance level of 0.05, where the critical value was 0.139. This indicates that the dimensions are interrelated and measure a cohesive construct, which can be treated as a single total score. This result supports the structural integrity and coherence of the scales, suggesting that the dimensions are well-defined and contribute effectively to the overall measurement of the constructs.

C. Reliability of the Scale:
To ensure reliability, the researchers employed two methods:
Test-Retest Method:
For the purpose of determining reliability through this method, the scale was reapplied to a stability sample consisting of 100 teachers, with a time interval of 14 days between the first and second applications. Experts suggest that the reapplication of the scales to check their stability should not exceed two weeks from the first application. Pearson's correlation coefficient was then calculated between the scores from the first and second applications. The correlation coefficients were 0.832 for the Ethical Leadership Scale and 0.855 for the Organizational Agility Scale. These values indicate a good level of stability in the individuals' responses to the scales

over time, demonstrating that the scales have a strong temporal reliability.

Cronbach's Alpha Equation:
The reliability of the scales was assessed using Cronbach's Alpha based on the scores from the main sample forms, which included 100 teachers. The calculated Cronbach's Alpha coefficient was 0.919 for the Ethical Leadership Scale and 0.934 for the Organizational Agility Scale, indicating a high level of internal consistency.

Final Version of the Scales:
The Ethical Leadership Scale is composed of eight dimensions: Respect, Honesty and Integrity, Justice, Organization, Service to Others, Community Building, Concern for Human Relations, and Emotion Regulation, spread across 50 statements. The Organizational Agility Scale consists of two dimensions: Exploitation and Exploration, which include 13 statements, each with five response options.

Final Application
After completing all requirements, procedures, and preparations for the scales, both scales were ready for application. The researchers then administered the scales in their final form to a sample size of 100 individuals. This was carried out over the period from Wednesday, 1/02/2023 to Sunday, 5/03/2023. Following the analysis of the sample's responses, the data were collected in a special form, resulting in each individual receiving a personalized score.

Presentation and Discussion of the Results for the Ethical Leadership and Organizational Agility Scales:

Table .4 It shows the results of the Ethical Leadership and Organizational Agility Scales

Variable	Sample Size	Arithmetic Mean	Standard Deviation	T-Value	Sig Value	Significance
Ethical Leadership	100	209,130	27,665	75,591	0,000	Significant
Organizational Agility	100	50,870	9,997	50,882	0,000	Significant

Significant at the 0.05 level

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Presentation of the Results of the Relationship Between Ethical Leadership and Organizational Agility:

Table .5 It illustrates the results of the relationship between Ethical Leadership and Organizational Agility

Variable	Sample Size	The calculated value of (R) Organizational Agility	Sig Value	Significance
Ethical Leadership	100	0,876	0,000	Significant

Significant at the 0.05 level

Discussion of Results:

The results, as indicated by the tables above, show that there is a significant positive and strong correlation between the Ethical Leadership Scale and the Organizational Agility Scale among physical education teachers in all Baghdad education directorates. The researchers attribute this to the teachers' ability to create an organizational sports climate by finding the best means and trying to instill trust in students. Additionally, the researchers note that teachers often strive for constant communication with students and, due to increased ambitions, aim to be at the forefront. As a result, they are always seeking new ways to progress and keep up with developments in the educational environment. Furthermore, the researchers attribute to the sports field teachers the characteristic of ethical leadership due to their role in fostering trust, love, commitment, respect, and fairness, and in making decisions that benefit the sports field in the school and education in general. Al-Masoud defines it (4) as (managing individuals and groups and the resources of work goals in an effective, evolving manner that is based on developing commitment and loyalty to the leader to achieve the best results).

Al-Shaer views it (3) as (capabilities that a leader possesses to influence the team, enabling them to achieve the organization's desired goals). Reinforcing this view, leadership is considered a social process where the leader draws strength from the cooperation of his subordinates and the subordinates derive their strength from their trusted leader. Nadia and Sundus mention that meeting the subordinates' needs involves prioritizing their service and striving hard to bring about change among the subordinates to keep up with the requirements of the age. (9). Palm and Lilac mention that organizational agility is the ability of an organization to operate effectively in managing its current business while simultaneously adapting to changes in the internal and external environment. This is considered the approach an organization relies on to compete in two directions: exploiting current operations and discovering new ventures (7). Similarly, Smith and Johnson describe it as the ability to achieve both alignment and adaptation, with the organization striving for innovation and achieving short-term operational goals while simultaneously maintaining long-term performance (8).

Conclusion:

Based on the data collected in this study and the statistical analyses used to derive the results, after presenting and discussing the findings, the researchers arrived at the following conclusions:

- The individuals in the research sample exhibit good ethical leadership, with varying levels according to the goals of each teacher.
- The teachers possess the ability to demonstrate organizational agility under various circumstances, aimed at achieving their objectives and striving towards better performance through the use of modern methods and techniques.
- There is a positive relationship between ethical leadership and organizational agility among the individuals in the research sample.

Recommendations:

Based on the findings of the research, the researchers recommend the following:

Published 30/06/2024
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1. It is essential to focus on conducting training workshops to enhance the leaders' awareness of the importance of ethical leadership within the educational environment through achieving organizational agility.
2. Enhance everything that leads to the implementation of mechanisms that help achieve organizational agility by focusing on the selection and training of teachers.
3. Conduct training courses for teachers to introduce them to the concept of organizational agility, its importance for the school and sports activities, and to educate them on developing aspects of agility within the school or sports activities.
4. Conduct a similar study across various sports activities to explore the broader applicability of these findings.

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 (January /2024)

Author's contributions:
All contributions of this study were done by the researchers (M.KH., N. M. and A.M.) who get the main idea and work on writing and concluding also with number of experts, Haider Abbas Jaleel (Mustansirya University) in Statistics, Manal Bayyat in revision, Inaam Ghalib in translating, Nasser Yasser in proofreading
Facilitate the task: this study was supported by Baghdad Education Directorates – Iraq.

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القيادة الأخلاقية ودورها في البراعة التنظيمية لدى مدرسي التربية الرياضية في مديريات تربية بغداد

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تكمن اهمية البحث في معرفة اهمية القيادة الاخلاقية ودروها في البراعة التنظيمية لدى مدرسي التربية الرياضية في مديريات تربية بغداد. وتكمن مشكلة البحث هل للقيادة الأخلاقية دور مهم في البراعة التنظيمية لدى مدرسي التربية الرياضية في مديريات تربية بغداد. يهدف البحث الى بناء مقياس القيادة الأخلاقية لدى مدرسي التربية الرياضية في مديريات تربية بغداد ، واعداد مقياس البراعة التنظيمية لدى مدرسي التربية الرياضية في مديريات تربية بغداد ، التعرف على العلاقة بين القيادة الأخلاقية والبراعة التنظيمية لدى مدرسي التربية الرياضية في مديريات تربية بغداد ، كما استخدمت. الباحثتان المنهج الوصفي بأسلوب العلاقات الارتباطية لأنه يتناسب مع. أهداف الدراسة لحل مشكلة البحث ِ إذ يعرف. المنهج الوصفي ، أختارت الباحثتان مجتمع البحث بالطريقة العمدية وهم مدرسي التربية الرياضية في مديريات التربية في بغداد والبالغ عددهم (4271) مدرسين بنسبة (100)./. وقد بلغ عدد عينة البحث في الدراسة الرئيسية (221) مدرس من مديريات التربية في بغداد مقسمة على عينة الاعداد والتطبيق والتجربة الاستطلاعية من مجتمع البحث ، واستنتجت الباحثتان بتمتع أفراد عينة البحث بالقيادة الاخلاقية.الجيدة وبنسب متفاوتة وحسب هدف كل مدرس او مُدرسة. في القدرة على البراعة التنظيمية بمختلف الظروف من اجل. الوصول الى تحقيق الهدف. والسعي نحو الأداء الأفضل من خلال استخدام الوسائل والأساليب الاحدث. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

الكلمات المفتاحية	القيادة الاخلاقية ، البراعة التنظيمية.