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An Evaluative Study of the Administrative Performance of Supervisors in the Sports Activity Departments of the General Directorates of Education in Baghdad from the Perspective of Physical Education Teachers

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Abstract

The current research aims to construct a scale for evaluating the administrative performance of the sports activity departments within the general directorates of education in Baghdad Province from the perspective of physical education teachers. Additionally, it seeks to determine the level of administrative performance of these departments from the same perspective. The researchers adopted the descriptive method using a survey approach due to its suitability for the nature and objectives of the study. Selecting the sample is considered one of the crucial stages in research, as it must accurately represent the original population and align with the characteristics of the case under investigation. Therefore, the research population included physical education teachers within the educational directorates of Baghdad, totaling 9,184 individuals across six directorates affiliated with the Ministry of Education: Rusafa I, Rusafa II, Rusafa III, Karkh I, Karkh II, and Karkh III for the academic year 2023-2024. The researchers purposefully selected the sample through comprehensive enumeration by identifying the research population's characteristics. They then proceeded to choose a suitable sample in preparation for applying the study, based on Steven Thompson's formula. Therefore, the researchers selected a sample of 369 teachers, representing 100% of the research population, using the comprehensive enumeration method. Among the key conclusions were that the supervisor should organize regular seminars and meetings with teachers to discuss planned objectives, involve physical education teachers in formulating and designing competition plans, maintain good social relationships with teachers, and avoid displaying any arbitrariness in their work. As for the recommendations, the researchers advise using the study's scales in diagnosing, measuring, and assessing the administrative performance of supervisors and teachers in the sports activity departments. Additionally, they recommend equipping government institutions with all technological tools and modern communication methods to stay updated with the latest developments, thus supporting administrative performance and achieving all targeted objectives. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords | **Administrative Performance, Sports Activity Departments, Physical Education Teachers.**

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Introduction:

The development and rapid succession of events that occurred in the mid-20th century brought numerous changes to all aspects of life, including social, economic, cultural, sports, political, agricultural, and commercial domains. These changes left their mark on these facets of society, not only in our country but also in any nation fundamentally reliant on administrative work, particularly those that harness all forms of knowledge and science to foster progress in various fields of life, such as social, economic, and sports sectors, among others. The foundation of such progress is rooted in effective administration and the meticulous, well-planned application of its elements. Administration is considered the cornerstone of work across all fields and represents the lifeblood of institutions. It permeates all aspects of institutional operations without exception and serves as the foundation upon which all scientific concepts of institutional work are built and planned, both for the present and future.

Education, in its general context, is an integral part of the overall administrative process. The process of education is essentially the organization and structuring of student behaviour, preparing them to become more engaged with their community. The success of administration is measured by the extent to which it achieves the objectives of the activities undertaken by human development institutions, with educational institutions being at the forefront.

The educational and instructional goals of physical education classes are achieved through this process. The role of educational supervision within the Ministry of Education requires the guidance and oversight of teachers' work by educational and technical supervisors in secondary and intermediate schools. Teachers often face challenges and educational situations that necessitate support, and the technical supervisor provides opportunities for teachers to achieve their goals and develop themselves. This is accomplished through the distinguished performance of the technical supervisor and the leadership skills that qualify them to practice their profession effectively, thereby enhancing the administrative performance level of educational and technical supervisors. This performance acts as a supportive and protective pillar for teachers and students alike. Hence, the significance of this research lies in identifying the current state of administrative performance and its relationship to the leadership skills of technical supervisors from the perspective of physical education teachers in Baghdad.

Administrative performance is an essential process in any group or institution that must be understood and practiced to comprehend the behaviour of the organization. In reality, an organized life requires strength and cannot be avoided. This necessity motivates directors of sports and school activities to be highly effective, which, in turn, enhances their ability to lead educational institutions and influence behaviour to change the course of events, overcome challenges, and inspire individuals to approach tasks in different and innovative ways.

Research Problem:

School sports have maintained a significant and impactful presence through activities and the organization of individual and team sports tournaments and competitions, playing a vital role in the development of national teams. The sports activity departments within the educational directorates across Iraq, comprising administrative and technical staff as well as coaches, are considered among the best resources available. These departments are staffed by physical education teachers referred to as technical supervisors, who bear substantial responsibilities. These include the preparation of sports teams representing the educational directorates, the organization of tournaments and festivals, participation in competitions, and oversight of these events.

Moreover, their role and impact in organizing and conducting sports tournaments and competitions

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have diminished compared to previous times, and these specialized institutions have not served as a vital source of national team players as they once did. The study of the administrative performance of technical supervisors in the general directorates of education in Baghdad Province is an essential area that requires attention due to the scarcity of research in this field. There is currently no specific scale addressing this aspect, despite its significance for their administrative, technical, educational, and academic contributions. The absence of a specialized scale for assessing the administrative and technical performance within the sports activity departments of the general directorates of education in Baghdad poses a challenge in evaluating their performance levels. To address this issue, the researchers aim to develop and standardize such a scale.

Their administrative performance, therefore, requires the availability of a scale, which the researchers will develop and standardize to address this issue. The research problem is defined through the following questions:

- What is the current level of administrative performance of the sports activity departments for supervisors in the general directorates of education in Baghdad from the perspective of physical education teachers?
- What are the main factors that have contributed to either the positive or negative performance of the sports activity departments for supervisors in the general directorates of education in Baghdad?
- Is the evaluation of the administrative performance of the sports activity departments in the general directorates of education in Baghdad Province effective in categorizing this performance to assess its level?

Research Objectives:

- To develop a scale for assessing the administrative performance of the sports activity departments within the general directorates of education in Baghdad Province from the perspective of physical education teachers.
- To identify the level of administrative performance of the sports activity departments within the general directorates of education in Baghdad Province from the perspective of physical education teachers.

Research Fields:

- **Human Field:** Physical education teachers in the general directorates of education in Baghdad Province.
- **Temporal Field:** The period from 6/3/2024 to 18/9/2024.
- **Spatial Field:** Intermediate schools within the general directorates of education in Baghdad Province.

Definition of Terms:

- **Evaluation**: It refers to understanding the change that has occurred in the learner's behaviour and determining the degree of that change (Qalada) (1). This applies to all sources. Evaluation involves making judgments about the value of things, people, or subjects. In Arabic, "taqweem" means to correct or adjust something.
- **Performance Evaluation**: "Performance evaluation represents an organized process of assessing an employee's current work performance and the potential for future assessment" (Shakir) (2).
- **Sports Activity**: A department affiliated with the general directorates within the Ministry of Education, responsible for organizing sports events and festivals specific to its educational jurisdiction.

Previous Studies:

1. The study by Falah Abdul Hassan Yusuf Al-Kilabi (3) aimed to develop a scale for innovative leadership and administrative performance and to examine their relationship with decision-making among the heads of administrative bodies of football clubs participating in the first division league within the central governorates, from the

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perspective of football coaches. The study involved the preparation of scales for administrative performance and decision-making for the heads of administrative bodies of these clubs in certain Iraqi governorates, as perceived by the coaches, and sought to identify the relationship between innovative leadership and administrative performance in decision-making for the heads of these administrative bodies. The researcher employed the descriptive method using a survey approach (current status), studying equations and interrelationships. The research population consisted of football coaches in the central Euphrates governorates, with a sample size of 210 coaches. To achieve the study's objectives, the researcher aimed to construct a scale for innovative leadership and develop a scale for administrative performance and decision-making by following scientifically based procedures and steps. The main findings indicated that, from the perspective of football coaches in certain governorates, the heads of sports clubs possess a good level of innovative leadership and administrative performance. Furthermore, there is a strong positive correlation between innovative leadership, administrative performance, and decision-making among the heads of sports clubs, as perceived by the football coaches in those governorates. The study recommends adopting the innovative leadership scale and emphasizes its use as a scientific research tool for the heads of sports clubs, according to the perspective of football coaches in some Iraqi governorates.

2. The study by Hashem Abd Zaid Hamza Al-Ardhi (4) aims to develop scales for administrative performance, total quality management, and organizational environment within youth and sports centers. It seeks to examine the current state of administrative performance, total quality management, and the organizational environment in these centers from the perspective of sports supervisors. The researcher employed the descriptive method using a survey approach, along with correlational and predictive studies, as it aligns with the research specifications and fulfills the objectives of the study. The research population consisted of sports supervisors in youth and sports centers in the central Euphrates and southern regions of Iraq, totaling 230 supervisors across the provinces of Babylon, Al-Qadisiyah, Najaf Al-Ashraf, Karbala Al-Muqaddasa, Basra, Maysan, Dhi Qar, Kut, and Muthanna. After defining the characteristics of the research population, the researcher selected a suitable sample to facilitate the application of the study. The main experimental sample included 100 sports supervisors from the research population. The scales developed by the researcher (administrative performance, total quality management, and organizational environment) are effective in revealing the areas for which they were designed. Managers in youth and sports centers in the central Euphrates and southern Iraq regions demonstrate a good level of administrative performance, total quality management, and organizational environment. Additionally, there is potential for predicting administrative performance through total quality management and organizational environment factors. The study recommends that attention be given to managers in these centers by engaging them in developmental training programs aimed at enhancing professional awareness and organizational creativity, which would positively contribute to improving their administrative performance. It also suggests applying the scales from this study to other samples across genders for broader insights (4).

Research Methodology and Field Procedures:
Research Methodology:

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The researchers adopted the descriptive method using a survey approach due to its suitability for the nature and objectives of the study. "The descriptive method aims to identify conditions, values, and various human relationships, or the predominant characteristics of groups of phenomena, whether astronomical or behavioral" (Al-Shawk) (18).

Research Population and Sample:

Research Population:

The selection of the sample by the researchers is a critical stage in the research process, as the sample must accurately represent the original population and align with the characteristics of the case under study. Therefore, the research population comprised 9,184 physical education teachers within the educational directorates of Baghdad, distributed across six directorates affiliated with the Ministry of Education: Rusafa I, Rusafa II, Rusafa III, Karkh I, Karkh II, and Karkh III for the academic year 2023-2024. The researchers selected this population purposefully, using a comprehensive enumeration approach.

Research Samples:

By identifying the characteristics of the research population, the researchers selected a suitable sample to apply the study, using Stephen Thompson's formula. Consequently, they selected a sample of 369 teachers, representing 100% of the research population, through comprehensive enumeration, as shown in Table 1. Thus, the research sample was divided as follows:

Pilot Study Sample:

The pilot study sample for the study's scale included 60 physical education teachers from the Rusafa II Directorate of Education, selected purposefully.

Construction Sample:

The construction sample for the study's scale consisted of 100 physical education teachers from the research population, selected purposefully.

Application Sample:

The application sample for the study's scale included 200 physical education teachers from the research population, selected purposefully.

Table (1)
Illustrates the Research Population and Its Samples.

Seq	Governorate	Population	Pilot Study	Construction	Application
1	Rusafa I	1638	10	20	40
2	Rusafa II	1827	10	20	40
3	Rusafa III	1353	10	15	30
4	Karkh I	1454	10	15	30
5	Karkh II	1934	10	20	40
6	Karkh III	978	10	10	20
Total		9184	60	100	200

Instruments, Tools, and Devices Used in the Research:

The research instruments and tools represent the methods or mechanisms used by the researchers to collect data and evidence and to analyze them. These serve as the means for implementing the methodology selected by the researchers. The type, number, and format of tools chosen depend on the material and the nature of the subject (Shia) (19). The researchers require various data to complete their study, and therefore must select the appropriate tools for data collection, knowing that numerous data collection instruments are available, allowing the researcher to choose the most suitable (Odeh & Youssef) (22).

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Thus, the researchers utilized the following instruments, tools, and devices to gather their data:

Research Instruments Used:

- International Information Network (Internet)
- Arabic and Foreign Sources and References
- Data Collection and Entry Form
- Field Visits for Information Gathering
- Interview
- Observation
- Questionnaire for Expert Opinion Survey
- Scale Used by the Researchers (Administrative Performance)
- Supporting Team

Devices and Tools Used in the Research:

- Electronic calculator, CASIO model, quantity: 1
- Laptop, DELL model, quantity: 1
- Stopwatch, quantity: 1
- Wristwatch, quantity: 1
- Microsoft Excel software
- Office supplies (stationery)
- Laser printer, Canon model, quantity: 1

Main Research Procedures:

Among the essential requirements for conducting the study is the availability of the study sample and comprehensive, direct knowledge of the study population. The selection of the sample must be accessible, as its absence can weaken the generalization of the results (Al-Kadhimi) (26).

Procedures for Constructing the Study Scale:

The procedures for constructing a scale are defined as a set of fundamental steps that can be followed when developing a test or scale, and how to link measurement units to assess overall aspects, skills, traits, or characteristics (Allawi & Nasr El-Din) (21). Therefore, the two researchers endeavoured to design the study scale in alignment with the scientific principles underlying the research topic, relying on relevant literature and specialized references.

Objective of Constructing the Study Scale:

The objective of constructing the study scale (administrative performance) is to assess its current status.

Defining the Domains of the Administrative Performance Scale:

To ensure a robust and objective construction of the scale, the researchers require a process of preparation and planning that provides them with a clear understanding and comprehensive knowledge of certain critical domains relevant to the study. In scale construction, it is essential for the scale developer to apply the principle of analyzing the phenomenon under study into its fundamental elements, where each element represents a specific domain or reference framework for the scale (Al-Nabhan) (30). To define the domains of the Administrative Performance Scale, the researchers reviewed numerous previous studies, literature, academic references, sources, and internet research related to sports management, public administration, and various scales concerning the topic of (administrative performance of technical supervisors). They also incorporated the opinions of experts through personal interviews, which the researchers conducted to discuss the study's domains and achieve its objectives.

For the purpose of determining the validity of the domains of the study scale on (administrative performance) for technical supervisors in sports activity departments and teachers, the researchers designed a questionnaire form for the study's scale to identify valid and invalid domains. The questionnaire is a tool for collecting data and information relevant to the research topic, completed by respondents (Al-Chalabi) (8:57). The researchers prepared the Administrative Performance Scale form, consisting of six (6) domains. Through the completed steps, the researchers collected the questionnaire forms and subsequently found that the Administrative Performance Scale form confirmed the validity of six (6) domains out of six: goal setting, planning, organization, control, evaluation, and decision-making.

The researchers applied the Chi-square (χ^2) test specifically after data collection and entry to identify valid versus invalid domains. It was found that the calculated χ^2 value for these domains was greater than its tabled value of 3.84,

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with one degree of freedom (1) and a significance level of 0.05, as shown in Table 2.

Kareem Mahdi Saleh and others indicated that "when the calculated Chi-square (χ^2) value is greater than its table value, it supports the response with the highest frequency among the experts' opinions (valid or invalid). However, if the calculated χ^2 value is less than its table value, the component is not considered reliable, as there is no consensus among the experts regarding its validity" (Saleh) (20:144).

Table (2)

Shows the Calculated Chi-square (χ^2) Values for the Experts' Opinions on the Domains of the Administrative Performance Scale.

Seq	Domain Name	Response		Calculated Chi-square (χ^2)	Nomination Approval	
		Valid	**Not Valid**		**Yes**	**No**
1	Goal Setting	20	1	17.19	√	
2	Planning	19	2	13.76	√	
3	Organization	19	2	13.76	√	
4	Control	18	3	10.71	√	
5	Evaluation	19	2	2.33	√	
6	Decision-Making	19	2	1.19	√	

The table value of Chi-square (χ^2) **with 1 degree of freedom at a significance level of 0.05 is 3.84.**

Determining the Relative Importance of the Domains of the Administrative Performance Scale:

After defining the objective of the study's scale and securing expert approval for the six domains of the administrative performance scale for supervisors, it is possible that these domains differ in their degree of representation or measurement of administrative performance. Some domains may carry greater significance than others in highlighting the administrative performance of technical supervisors. Therefore, it was essential to determine the relative importance of each domain, enabling the exclusion of any domain with relative importance below the acceptable threshold.

This process ensures that the scale items are formulated to measure each domain according to its relative importance. In other words, domains with higher relative importance will contain more items than those with lower relative importance, thereby allowing key domains to have a prominent presence in the scale. Accordingly, the researchers aimed to present a questionnaire for the administrative performance scale to a group of experts and specialists in the field of sports management, totalling 21 experts, to determine the importance of each domain by calculating the relative importance value. This was achieved by summing half of the maximum agreement value of the experts with half the value of the range (importance) indicated in the form. The relative importance value is calculated by dividing the importance value by the maximum agreement value and then multiplying by one hundred (Bahi) (6). The following can be explained through this approach (Al-Sa'dawi) (17).

❖ **Administrative Performance Scale:**

First: Calculating the Scores Accumulated by Each Domain: Total scores are calculated as follows:

Total Score = Sum of (Frequency × Importance Value)

The frequency represents the number of expert responses corresponding to each importance level.

Second: Calculating the Maximum Value of the Score Range (Maximum Agreement Value):

Maximum value of the range = Number of experts × Highest score in the range = 21 × 10 = 210

Third: Calculating the Relative Importance of Each Domain:

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Relative Importance of Domain $= \frac{\text{Total Score of Domain}}{\text{Maximum Value of the Range}} \mathbf{100}\ \%$

Relative importance of the Goal Setting domain = $\frac{\mathbf{186}}{\mathbf{210}} \times \mathbf{100}\ \%$ = 88.517

Relative importance of the Planning domain = $\frac{\mathbf{184}}{\mathbf{210}} \times \mathbf{100}\ \%$ = 87.619

Relative importance of the Organization domain = $\frac{\mathbf{179}}{\mathbf{210}} \times \mathbf{100}\ \%$ = 85.238

Relative importance of the Control domain = $\frac{\mathbf{187}}{\mathbf{210}} \times \mathbf{100}\ \%$ = 89.074

Relative importance of the Evaluation domain = $\frac{\mathbf{181}}{\mathbf{210}} \times \mathbf{100}\ \%$ = 86.190

Relative importance of the Decision-Making domain = $\frac{\mathbf{186}}{\mathbf{210}} \times \mathbf{100}\ \%$ = 88.571

Fourth: Calculating the Acceptable Percentage:

$$\text{Acceptable Percentage } \frac{\mathbf{0.5(Maximum\ Value\ of\ the\ Range + Highest\ Score\ in\ the\ Range)}}{\mathbf{Maximum\ Value\ of\ the\ Range}} \times \mathbf{100}\ \%$$

$$= \frac{\mathbf{0.5\ (210 + 10)}}{\mathbf{210}} \times \mathbf{100\%} = \mathbf{52.380}$$

After collecting the forms, processing, and analyzing the data, the researchers excluded any domains that scored below 52.380% in relative importance. All six domains were retained, as each achieved a percentage higher than the acceptable relative importance threshold. Table 3 shows these results.

Table (3)
Shows the Importance Score and Relative Importance of the Domains of the Administrative Performance Scale.

Seq	Domain Name	Importance Score of Domain	Relative Importance of Domain	Nomination Approval	
				Yes	No
1	Goal Setting	187	89.047	✓	
2	Planning	186	88.571	✓	
3	Organization	184	87.619	✓	
4	Control	179	85.238	✓	
5	Evaluation	181	86.190	✓	
6	Decision-Making	186	88.571	✓	

Preparing the Initial Draft of the Study Scale Items:

To prepare the initial draft of the study scale items (administrative performance), the researchers followed these steps:

1. **Collecting and Preparing the Study Scale Items:**

To collect and prepare the study scale items, the researchers reviewed a range of sources, literature, and studies relevant to the scale. This enabled them to draft items closely related to the research domains. After compiling the items, the researchers analyzed, reviewed, and refined them, then distributed them across the domains specific to the study scale.

2. **Defining the Approach for the Study Scale Response Options:**

The researchers relied on the modified Likert method in formulating the response options for the scale items. This approach is similar to multiple-choice format and is widely used in measurement and research. It requires the respondent to indicate their answer by selecting one option from several

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alternatives, each with different weights (Al-Dosari) (15).
The use of the Likert method is widely recognized and commonly applied in scale construction because it offers several advantages (Al-Yasiri) (32)

1. It does not require a large number of judgments to use.
2. It does not demand extensive effort to calculate item values.
3. It accurately reflects the degree of an individual's orientation toward a specific subject.
4. It is easy to construct and score.
5. It provides a more homogeneous measurement.
6. Its reliability coefficient tends to be high, partly due to the wide range of responses allowed for respondents.

The researchers adopted a selection of response options for the study scale (administrative performance) and presented these to a group of experts. After analyzing the data, a five-point response format was selected: **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**
Each item in the study scale included five response options, with weights assigned as follows: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). Table 4 illustrates this.

Table (4)
Illustrates the Response Options and Scoring Key for the Study Scale Items

Response Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Weight	**5**	**4**	**3**	**2**	**1**

3. Defining the Approach for Formulating the Study Scale Items:

Based on a review of relevant sources and scientific research related to the administrative performance scale and its domains, a total of 50 items were formulated and distributed across six domains. The researchers outlined below the method for calculating the number of items for each domain based on its relative importance.

1- Calculating the Percentage of Relative Importance:

❖ Administrative Performance Scale:

Calculation of the percentage for relative importance = $\frac{\text{Relative Importance of Domain}}{\textbf{Total Relative Importance of Approved Domains}} \times \mathbf{100}\ \%$

Total relative importance of the approved domains = Relative importance of Domain 1 + Domain 2 + Domain 3 + Domain 4 = 89.047 + 88.571 + 87.619 + 85.238 = 350.475

Percentage of relative importance for the Goal Setting domain = $\frac{\mathbf{88.571}}{\mathbf{350.475}} \times \%\mathbf{100}$ =

Percentage of relative importance for the Planning domain =25.000 %

Percentage of relative importance for the Organization domain = 24.320 %

Percentage of relative importance for the Control domain = 25.815 %

Percentage of relative importance for the Evaluation domain = 25.000 %

Percentage of relative importance for the Decision-Making domain = 25.71 %

Table (5)
Shows the Percentage of Relative Importance for Each Domain and the Number of Items in the Administrative Performance Scale.

Seq.	Domain Name	Percentage of Relative Importance	Number of Items
1	Goal Setting	%25.27	8
2	Planning	% 25.00	8

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3	Organization	% 24.32	8
4	Control	% 25.81	9
5	Evaluation	%25.00	8
6	Decision-Making	% 25.71	9
	Total	%100	50

4. Linguistic Validity of the Study Scale Items:

After the researchers completed drafting the items for the study scale (administrative performance), they were reviewed by an Arabic language specialist to ensure linguistic accuracy and freedom from errors. Any feedback provided was taken into consideration.

5. Determining the Validity of the Study Scale Items:

To assess the validity of the items within the domains of administrative performance, the researchers prepared a questionnaire form that included an operational definition for each domain in the current study and the respective items. This form was then presented to 21 experts specializing in sports management to evaluate the validity of the items, as well as to identify and remove any invalid items, with the option of modifying or transferring some items to another domain. After collecting and processing the forms, the Chi-square (χ^2) test was used to determine the valid items. The results showed that 50 items were valid for the administrative performance scale, as shown in Table (6)

Table (6)

Shows the Experts' Opinions on the Administrative Performance Scale Items and the Calculated and Tabulated Chi-square (χ^2) Values.

Seq.	Domain	Number of Items	Item Numbers in the Scale	Number of Experts		Chi-square (χ^2) Value		Statistical Significance
				Agree	**Disagree**	**Calculated**	**Tabulated**	
1	Goal Setting	8	1،5،6	17	0	17	3.84	Significant
			2،7،8،3	16	1	13.23		Significant
			4	15	2	9.94		Significant
2	Planning	9	1	17	0	17		Significant
			3،4،6،8	16	1	13.23		Significant
			2،5،9،7	15	2	9.94		Significant
3	Organization	8	1،2،3،6،5	16	1	13.23		Significant
			1،4،8	17	0	17		Significant
4	Control	8	3،7،8	16	1	13.23		Significant
			6،1	17	0	17		Significant
			4،2	15	2	9.94		Significant
5	Evaluation	8	1،2،3،4،5،6،7،8	17	0	17		Significant
6	Decision-Making	9	1،2،3،4،5،6،7،8،9	17	0	17		Significant
7	Total			50				

The tabulated Chi-square (χ^2) value at 1 degree of freedom and a significance level of 0.05 is 3.84.

6. Preparing Response Instructions for the Study Scale:

After finalizing the items for the study scale, the researchers followed these procedures:

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- Each item should be read carefully and attentively to fully understand its meaning before responding.
- Choose only one option for each item.
- Place a (√) mark in the field that best applies to each statement, as there are no right or wrong answers—responses should accurately reflect what you feel.
- The purpose of the scale is concealed to ensure honest and genuine responses, as an explicit label could lead respondents to distort or withhold accurate answers (Majid) (28).
- Do not leave any item unanswered; responses should be clear and precise.
- The researchers provide a sample response on the instruction sheet as a guideline for completing the scale.

Pilot Study for the Study Scale:

The pilot study is a small-scale trial conducted on a small sample from the same research population, under conditions similar to those of the main experiment. Its purpose is to (Al-Khafaji) (12):

1. Identify any difficulties the researchers may encounter during the main study.
2. Determine the time required for distributing and collecting the forms.
3. Assess the clarity of the items to ensure linguistic accuracy.
4. Evaluate the extent to which technical supervisors understand the scale items.
5. Examine the effectiveness of the supporting team and research tools.

The study scale was administered with the support team to a sample of 60 physical education teachers, representing 27% of the research population. The scale was presented and administered on Wednesday, March 6, 2024. Participants were asked to read the instructions and statements carefully and inquire about any points of confusion, as well as report any difficulties encountered during completion. After the responses were collected, it was found that the instructions were clear, and the items were well understood by the respondents. The time required to complete the scale ranged between 18 and 25 minutes. Thus, the study scale, with its instructions and items, was ready for application and statistical analysis.

Main Application of the Study Scale (Construction Sample):

The researchers applied the study scale to the construction sample, which consisted of 100 physical education teachers, with the assistance of the supporting team. This was done to conduct an initial statistical analysis from March 6, 2024, to March 10, 2024. The researchers distributed the study scale questionnaires to the sample members identified in the research, providing detailed instructions and steps for completing the questionnaires. Following completion, responses were collected and carefully reviewed to ensure all items were answered accurately.

Scoring the Scale (Study Scale):

After administering the scale to the construction sample and collecting the questionnaires, the total scores for the scale were calculated using the scoring key, which serves as a tool for identifying responses that indicate the measured outcome (Al-Khaikani. 2002) (13). The scoring key was assigned values of 5, 4, 3, 2, and 1, respectively. For positively oriented items, a response of "Strongly Agree" is awarded 5 points, and scores are then summed. The total score for each questionnaire in the construction sample was calculated, allowing for determination of the study scale scores for each teacher in the sample. Since the administrative performance scale consists of 50 items, the maximum possible score is 250, while the minimum possible score is 50. Table (7) illustrates this.

Table (7)
Shows the Number of Items and the Minimum and Maximum Scores for the Study Scale

Scale	Number of Items	Maximum Score	Minimum Score
Administrative Performance	**50**	**250**	**50**

Statistical Analysis of the Study Scale Items:

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The statistical analysis of the study scale items is an essential and crucial requirement in the construction process to obtain quality items that fulfil the purpose of the scale. The researchers followed the following procedures after sorting the response sheets.

First: The Two-Group Approach (Discriminatory Power):

The researchers used the two-group approach, which is considered suitable for distinguishing items and determining the discriminatory power of the study scale items (administrative performance and work environment). For the statistical analysis of the sample, consisting of 100 physical education teachers, the researchers followed these steps:

1. The scale items were administered to the construction sample, and the forms were scored.
2. The total score obtained by each individual was calculated separately.
3. The total scores were ranked in descending order, then the highest and lowest 27% of the total scores for each sub-domain were selected. The top 27% represent the upper group of scores for the items, and the bottom 27% represent the lower group of scores obtained from the teachers.
4. The mean and standard deviation of the scores for both groups were calculated for each domain of the study scale. Then, an independent samples t-test was applied using SPSS software to identify the statistical significance of the differences between the upper and lower groups by comparing them with the tabulated t-value at a significance level of 0.05 for the study scale (administrative performance). The results indicated that the significance level was less than 0.05, meaning that all scale items were statistically significant (discriminatory). Table (8) presents these findings.

Table (8)
Shows the Results of the Discriminatory Power of the Administrative Performance Scale Items.

Seq.	Items	Upper Group		Lower Group		Calculated t-value	Confidence Level	Type of Significance
		-Arithmetic Mean	Standard Deviation	-Arithmetic Mean	Standard Deviation			
Goal Setting Domain								
1	**1**	**4.917**	**0.282**	**2.708**	**1.628**	**6.548**	**0.000**	Significant
2	**2**	**4.750**	**0.442**	**3.125**	**1.329**	**5.683**	**0.000**	Significant
3	**3**	**4.208**	**0.932**	**2.458**	**1.793**	**4.243**	**0.000**	Significant
4	**4**	**4.750**	**0.442**	**3.083**	**1.640**	**4.808**	**0.000**	Significant
5	**5**	**4.917**	**0.282**	**3.167**	**1.761**	**4.807**	**0.000**	Significant
6	**6**	**4.625**	**1.056**	**3.000**	**1.769**	**3.864**	**0.000**	Significant
7	**7**	**4.875**	**0.338**	**2.875**	**1.569**	**6.105**	**0.000**	Significant
8	**8**	**4.208**	**0.932**	**2.458**	**1.793**	**4.243**	**0.000**	Significant
Planning Domain								
Seq.	Items	Upper Group		Lower Group		Calculated t-value	Confidence Level	Type of Significance
		-Arithmetic Mean	Standard Deviation	-Arithmetic Mean	Standard Deviation			
1	**1**	**4.750**	**0.737**	**3.667**	**1.049**	**4.138**	**0.000**	Significant
2	**2**	**4.792**	**0.415**	**3.333**	**1.736**	**4.002**	**0.000**	Significant
3	**3**	**4.917**	**0.282**	**3.083**	**1.558**	**5.672**	**0.000**	Significant
4	**4**	**4.792**	**0.415**	**3.542**	**0.932**	**6.005**	**0.000**	Significant
5	**5**	**4.792**	**0.415**	**2.833**	**1.606**	**5.783**	**0.000**	Significant
6	**6**	**4.750**	**0.847**	**3.292**	**1.334**	**4.520**	**0.000**	Significant
7	**7**	**4.750**	**0.676**	**3.000**	**1.769**	**4.527**	**0.000**	Significant
8	**8**	**4.958**	**0.204**	**2.833**	**1.606**	**6.430**	**0.000**	Significant
Organization Domain								

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Seq.	Items	Upper Group		Lower Group		Calculated t-value	Confidence Level	Type of Significance
		-Arithmetic Mean	Standard Deviation	-Arithmetic Mean	Standard Deviation			
1	**1**	**4.750**	**0.676**	**3.333**	**1.494**	**4.233**	**0.000**	Significant
2	**2**	**4.667**	**0.482**	**2.708**	**1.517**	**6.026**	**0.000**	Significant
3	**3**	**4.958**	**0.204**	**4.083**	**0.717**	**5.748**	**0.000**	Significant
4	**4**	**4.750**	**0.847**	**3.958**	**0.999**	**2.961**	**0.005**	Significant
5	**5**	**4.833**	**0.816**	**3.917**	**0.974**	**3.533**	**0.001**	Significant
6	**6**	**4.958**	**0.204**	**3.375**	**1.245**	**6.150**	**0.000**	Significant
7	**7**	**4.875**	**0.612**	**3.167**	**1.761**	**4.489**	**0.000**	Significant
8	**8**	**4.667**	**0.482**	**2.708**	**1.517**	**6.026**	**0.000**	Significant

Control Domain

Seq.	Items	Upper Group		Lower Group		Calculated t-value	Confidence Level	Type of Significance
		-Arithmetic Mean	Standard Deviation	-Arithmetic Mean	Standard Deviation			
1	**1**	**4.958**	**0.204**	**3.208**	**1.641**	**5.184**	**0.000**	Significant
2	**2**	**4.958**	**0.204**	**3.708**	**0.806**	**7.361**	**0.000**	Significant
3	**3**	**4.917**	**0.282**	**3.958**	**0.550**	**7.594**	**0.000**	Significant
4	**4**	**4.958**	**0.204**	**3.667**	**1.239**	**5.038**	**0.000**	Significant
5	**5**	**4.917**	**0.282**	**3.333**	**1.551**	**4.920**	**0.000**	Significant
6	**6**	**4.917**	**0.408**	**2.958**	**1.429**	**6.456**	**0.000**	Significant
7	**7**	**4.917**	**0.282**	**3.167**	**1.606**	**5.257**	**0.000**	Significant

Evaluation Domain

Seq.	Items	Upper Group		Lower Group		Calculated t-value	Confidence Level	Type of Significance
		-Arithmetic Mean	Standard Deviation	-Arithmetic Mean	Standard Deviation			
1	**1**	**4.958**	**0.204**	**3.000**	**1.063**	**8.862**	**0.000**	Significant
2	**2**	**4.958**	**0.204**	**2.958**	**1.367**	**7.091**	**0.000**	Significant
3	**3**	**4.750**	**0.442**	**3.167**	**1.308**	**5.619**	**0.000**	Significant
4	**4**	**4.833**	**0.381**	**3.333**	**1.494**	**4.766**	**0.000**	Significant
5	**5**	**4.958**	**0.204**	**3.167**	**1.761**	**4.951**	**0.000**	Significant
6	**6**	**4.833**	**0.816**	**3.208**	**1.641**	**4.343**	**0.000**	Significant
7	**7**	**4.875**	**0.612**	**3.625**	**0.711**	**6.526**	**0.000**	Significant
8	**8**	**4.917**	**0.408**	**3.417**	**1.176**	**5.901**	**0.000**	Significant

Decision-Making Domain

Seq.	Items	Upper Group		Lower Group		Calculated t-value	Confidence Level	Type of Significance
		-Arithmetic Mean	Standard Deviation	-Arithmetic Mean	Standard Deviation			
1	**1**	**4.708**	**0.806**	**3.250**	**1.675**	**3.844**	**0.000**	Significant
2	**2**	**4.833**	**0.482**	**3.792**	**0.884**	**5.071**	**0.000**	Significant
3	**3**	**4.875**	**0.338**	**3.625**	**0.875**	**6.526**	**0.000**	Significant
4	**4**	**4.750**	**0.847**	**3.042**	**1.654**	**4.503**	**0.000**	Significant
5	**5**	**4.875**	**0.338**	**2.583**	**1.558**	**7.042**	**0.000**	Significant
6	**6**	**4.667**	**0.917**	**3.833**	**0.917**	**3.149**	**0.000**	Significant
7	**7**	**3.750**	**1.511**	**2.417**	**1.886**	**2.703**	**0.000**	Significant
8	**8**	**4.833**	**0.381**	**3.333**	**1.494**	**4.766**	**0.000**	Significant
9	**9**	**4.958**	**0.204**	**3.167**	**1.761**	**4.951**	**0.000**	Significant

Second: Internal Consistency of the Study Scale Items:

Internal consistency is the most commonly used type in sports measurement scales. It is achieved

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when the ability or attribute being measured consists of several sub-tests, where the sum of the scores from these sub-tests provides an overall indication of the total test score. The higher the correlation coefficient between the sub-test scores and the total score, the greater the internal consistency of the test as a whole (Hussein) (10). Many studies have justified the use of this method due to its numerous advantages (Al-Khaikani, 2016) (14):

- Ability to highlight the correlation between the scale items.
- Provides researchers with a homogeneous scale in its items, as each statement measures the same behavioural dimension that the scale as a whole measures.
- Conducting internal consistency is a means of assessing item reliability (Halloul) (31).
- Internal consistency is considered one aspect of construct validity.

The researchers calculated the internal consistency coefficient of the study scale items using the construction sample, which consisted of 100 physical education teachers. They employed Pearson's correlation coefficient to assess the relationship between the scores of each item and the total scores on the study scale, using SPSS software.

Internal Consistency Coefficient (Item-to-Total Domain Score Correlation):

Here, Pearson's correlation coefficient is calculated between each item score and the total score for the domains of the administrative performance scale. This involves finding the correlation between each item score and the total score of the domain to which it belongs. The results showed that all correlations were significant, as the significance level was less than 0.05. Table (9) presents these findings.

Table (9)

Shows the Correlation Coefficient between the Item Score and Total Domain Score, and the Statistical Significance for the Items of the Administrative Performance Scale.

Domain Name	Item-to-Domain Correlation	Correlation Coefficient	Sig	Statistical Significance
Goal Setting	**1**	**0.820**	**0.000**	**Significant**
	2	**0.786**	**0.000**	**Significant**
	3	**0.677**	**0.000**	**Significant**
	4	**0.859**	**0.000**	**Significant**
	5	**0.891**	**0.000**	**Significant**
	6	**0.886**	**0.000**	**Significant**
	7	**0.933**	**0.000**	**Significant**
	8	**0.850**	**0.000**	**Significant**
Planning	**1**	**0.863**	**0.000**	**Significant**
	2	**0.857**	**0.000**	**Significant**
	3	**0.795**	**0.000**	**Significant**
	4	**0.798**	**0.000**	**Significant**
	5	**0.879**	**0.000**	**Significant**
	6	**0.844**	**0.000**	**Significant**
	7	**0.829**	**0.000**	**Significant**
	8	**0.821**	**0.000**	**Significant**
Organization	**1**	**0.939**	**0.000**	**Significant**
	2	**0.850**	**0.000**	**Significant**
	3	**0.917**	**0.000**	**Significant**
	4	**0.914**	**0.000**	**Significant**
	5	**0.891**	**0.000**	**Significant**
	6	**0.894**	**0.000**	**Significant**
	7	**0.856**	**0.000**	**Significant**
	8	**0.932**	**0.000**	**Significant**

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Control	1	0.931	0.000	Significant
	2	0.878	0.000	Significant
	3	0.925	0.000	Significant
	4	0.869	0.000	Significant
	5	0.918	0.000	Significant
	6	0.917	0.000	Significant
	7	0.890	0.000	Significant
	8	0.941	0.000	Significant
	9	0.868	0.000	Significant
Evaluation	1	0.892	0.000	Significant
	2	0.917	0.000	Significant
	3	0.903	0.000	Significant
	4	0.902	0.000	Significant
	5	0.907	0.000	Significant
	6	0.932	0.000	Significant
	7	0.930	0.000	Significant
	8	0.817	0.000	Significant
Decision-Making	1	0.895	0.000	Significant
	2	0.925	0.000	Significant
	3	0.942	0.000	Significant
	4	0.926	0.000	Significant
	5	0.917	0.000	Significant
	6	0.919	0.000	Significant
	7	0.896	0.000	Significant
	8	0.915	0.000	Significant
	9	0.912	0.000	Significant

Internal Consistency Coefficient (Item-to-Total Scale Score Correlation):

This step verifies the homogeneity of the scale items in measuring the phenomenon by using Pearson's correlation coefficient between each item score and the total score of the study scale (administrative performance) for the sample of 100 physical education teachers. The results showed that all correlations were significant, as the significance level was less than 0.05. Table (10) presents these findings.

Table (10)

Shows the Correlation Coefficient between Each Item Score and the Total Scale Score, and the Statistical Significance for the Items of the Administrative Performance Scale.

Domain Name	Item-to-Domain Correlation	Correlation Coefficient	Sig	Statistical Significance
Goal Setting	1	0.850	0.000	Significant
	2	0.736	0.000	Significant
	3	0.607	0.000	Significant
	4	0.839	0.000	Significant
	5	0.861	0.000	Significant
	6	0.876	0.000	Significant
	7	0.930	0.000	Significant
	8	0.853	0.000	Significant
Planning	1	0.833	0.000	Significant

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	2	0.837	0.000	Significant
	3	0.705	0.000	Significant
	4	0.778	0.000	Significant
	5	0.899	0.000	Significant
	6	0.804	0.000	Significant
	7	0.839	0.000	Significant
	8	0.801	0.000	Significant
Organization	1	0.959	0.000	Significant
	2	0.852	0.000	Significant
	3	0.910	0.000	Significant
	4	0.912	0.000	Significant
	5	0.890	0.000	Significant
	6	0.892	0.000	Significant
	7	0.853	0.000	Significant
	8	0.930	0.000	Significant
Control	1	0.934	0.000	Significant
	2	0.848	0.000	Significant
	3	0.935	0.000	Significant
	4	0.809	0.000	Significant
	5	0.948	0.000	Significant
	6	0.910	0.000	Significant
	7	0.890	0.000	Significant
	8	0.911	0.000	Significant
	9	0.888	0.000	Significant
Evaluation	1	0.832	0.000	Significant
	2	0.947	0.000	Significant
	3	0.913	0.000	Significant
	4	0.922	0.000	Significant
	5	0.957	0.000	Significant
	6	0.933	0.000	Significant
	7	0.931	0.000	Significant
	8	0.811	0.000	Significant
Decision-Making	1	0.891	0.000	Significant
	2	0.975	0.000	Significant
	3	0.932	0.000	Significant
	4	0.906	0.000	Significant
	5	0.947	0.000	Significant
	6	0.909	0.000	Significant
	7	0.890	0.000	Significant
	8	0.910	0.000	Significant
	9	0.972	0.000	Significant

Presentation and Analysis of the Results of the Three Scales:

Presentation of the Results for the Administrative Performance Scale and Its Domains

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Table (11)
Values of the Arithmetic Means, Hypothetical Means, Standard Deviations, and t-value for the Administrative Performance Scale and Its Domains.

Variables	Arithmetic Mean	Standard Deviation	Hypothetical Mean	Degrees of Freedom	T-value		Statistical Significance
					Calculated	**Significance Level**	
Total Scale Score	193.766	23.298	150	199	26.632	0.000	Significant
Goal Setting	33.025	4.222	24	199	30.306	0.000	Significant
Planning	33.507	4.072	24	199	29.620	0.000	Significant
Organization	32.373	4.042	24	199	29.371	0.000	Significant
Control	32.258	3.989	27	199	18.690	0.000	Significant
Evaluation	31.806	3.899	24	199	28.379	0.000	Significant
Decision-Making	31.796	3.927	27	199	17.314	0.000	Significant

The table shows that the significance level for the one-sample t-test for the administrative performance scale and its six domains (goal setting, planning, organization, control, evaluation, and decision-making) is smaller than the error threshold of 0.05, indicating significant differences. Comparing the means and the hypothetical mean reveals that the mean score is higher than the hypothetical mean, suggesting that the sample possesses administrative performance.

Discussion of Results:

Technical supervisors serve as educational administrative leaders and play a vital role in enhancing the administrative performance of physical education teachers. This positive influence reflects on the educational and developmental preparation of students by fostering appropriate human, social, and educational relationships between supervisors and teachers within educational institutions. This role is based on a solid foundation of knowledge and accumulated experience, which enables supervisors to be influential and effective figures. They guide physical education teachers in implementing various educational programs and providing educational guidance in alignment with the educational philosophy of the state and society.

Considering the significant advancements in the concepts, philosophy, and methods of educational supervision in recent years, driven by efforts to enhance and improve the efficiency of the educational system, it becomes evident that educational supervision has undergone substantial progress. This is affirmed by Nasser Ali, who states: "In light of the evolution of educational supervision from inspection to educational guidance and then to educational supervision, the concept, nature, and relationship of the supervisory process to learning and teaching can be defined. The goal of educational supervision today is to improve the educational process in all its aspects" (Ali) (33).

The researchers believe that, based on the aforementioned points, supervision is a responsibility that encompasses all aspects of the educational process, both technical and administrative. Therefore, it is considered an important tool for enhancing the quality of learning and achieving its goals efficiently and effectively through the cooperation of all parties involved. The technical supervisor is a key element in the educational system, and attention to this role reflects positively on both the educational process and the supervisor. The supervisor plays an effective role in developing the system to keep pace with administrative and supervisory changes and advancements, thus enabling them to fulfil their role in achieving educational goals.

From Table (11), it is evident that in the **Goal Setting** domain, the mean score (33.025) is higher than the hypothetical mean (24), indicating the

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significance of this domain. Setting the required objectives by the institution or technical supervisors is one of the most crucial components of administrative work. Objectives represent what the institution's leaders or program organizers aim to achieve, clarifying for employees what is expected of them. Objectives should be realistic and achievable, as well as flexible and open to change or modification. They must be understandable, clear, and measurable, and should not conflict with the state's general goals but rather complement them. There should be a prioritization of general objectives, followed by specific objectives for each part of the project or plan.

Objectives are the outcomes that the organization strives to accomplish through its activities and the resources it provides (Al-Kawaz) (27). As Al-Murabba states, “Objectives are the endpoints that the institution aims to reach; through them, one can understand what the institution ultimately seeks to achieve” (Al-Murabba) (29).

From Table (11), the arithmetic mean for the **Planning** domain (33.507) exceeds the hypothetical mean (24). Planning is considered one of the main administrative functions and a fundamental step in reforming education and guiding its future direction toward achieving both short- and long-term goals, which is a key feature of modern times (Ibrahim) (5). It takes precedence over all other administrative functions, as it is "the thinking stage that precedes any action, which usually ends with decisions regarding what needs to be done" (Badawi) (7).

Planning skills are an essential component of the technical supervisor's responsibilities, as they are accountable for planning and implementing sports activities in the short, medium, and long terms. Planning involves organizing well-thought-out efforts to achieve a specific goal in the best way possible to ensure the success of their work and achieve their objectives with minimal effort.

Table (11) shows that the arithmetic mean for the **Organization** domain (32.373) is higher than the hypothetical mean (24), signifying its importance from the sample's perspective. Organization is an administrative function focused on arranging and structuring the procedures of the planned strategy, enabling it to be executed effectively by specialized personnel (Al-Jayousi) (9). The researchers believe that organization is a key responsibility of the technical supervisor, who manages and coordinates the administrative work of physical education teachers by distributing tasks, duties, and responsibilities among them to ensure success and achieve the intended goals. Organization leads to coordinated and orderly work, which is purposeful and well-directed to achieve specific goals efficiently and effectively. For work to be organized, it must involve the division and distribution of tasks according to practical principles, assigning them to individuals who meet the necessary qualifications for efficient and effective performance, thereby maximizing the benefits of specialization.

Furthermore, Table (11) indicates that the arithmetic mean for the **Control** domain (32.258) exceeds the hypothetical mean (27), indicating that the Control domain is significant from the sample's perspective. Control focuses on ensuring that what occurs aligns with the established plans and procedures, and that actions are conducted according to the planning strategy. It involves verifying that tasks are completed as intended, which requires setting control standards, measuring performance, and identifying any deviations or discrepancies between actual and desired outcomes. This process involves investigating the causes of such deviations to reinforce positive aspects and address negative ones at the appropriate time (Al-Fara) (24).

Control is one of the primary functions of management and is connected to the organization as a whole, encompassing all areas related to the elements of production (inputs), the administrative process, and the outcomes achieved by the organization (outputs). Fayol defined the function of control as "a continuous process of supervision by an authority to

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understand how tasks are being executed and to ensure that available resources, whether material or human, within the organization are being used effectively according to the established plan. In this sense, control is a comprehensive expression of supervision, monitoring, performance measurement, setting standards, and comparing them to specified outcomes" (Al-Khaikani. 2002) (13). The researchers believe that control is one of the most important administrative functions, as it enables verification of the implementation of the established objectives. It is both a review function and a mechanism to identify weaknesses and reveal errors in the organization so they can be corrected and prevented from recurring. Control is an administrative function required at all management levels and is not limited to upper management, although its application varies by position depending on the level of authority granted.

From Table (11), the arithmetic mean for the **Evaluation** domain (31.806) surpasses the hypothetical mean (24), indicating that the Evaluation domain is statistically significant from the sample's perspective. Performance evaluation is essential in our daily lives and is crucial for the development of administrative work specifically and work in general. Its importance extends beyond educational and sports programs to all aspects of human life. We hope that our institutions, especially those in the sports sector, will adopt a more scientific approach to performance evaluation and encourage researchers to focus on this field, specifically in evaluating employee performance. We need to strive towards reaching the level that advanced countries have achieved in this area (Al-Hakim) (11), (Al-Ghalabi) (23).

The researchers believe that, with the rapid advancement of technology and technological breakthroughs, the process of evaluation has led to several strengths:

1. Modern tools and techniques contribute to accelerating and simplifying evaluation tasks.
2. The development of new and advanced patterns and methods with a dynamic nature, capable of being stored, aims to achieve high levels of accuracy, speed, validity, reliability, and objectivity.
3. Emphasis on adhering to evaluation principles established within the research framework to obtain genuine and accurate results, aimed at improving performance and work efficiency with precision, minimal effort, shorter time, and lower cost.

However, weaknesses include:

1. The absence of modern tools, advanced techniques, and methods with a dynamic and storable nature.
2. Lack of efficiency, accuracy, and high speed, resulting in ambiguous and inaccurate outcomes.
3. Failure to encourage researchers to explore and improve employee performance evaluation to reach the standards of advanced countries.

The researchers believe that performance evaluation is a vital component of the administrative process and serves as a tool for comprehensive administrative control. It involves analyzing employees' performance and behavior in their roles, assessing their efficiency, competence, and suitability for the job by using specific metrics, standards, and levels for evaluation. Based on this analysis, corrective decisions are made to ensure alignment with the intended objectives.

The process of performance evaluation requires continuous monitoring of the evaluated aspects and appropriate decision-making. On this basis, evaluation and monitoring complement each other and are considered positive factors in performance, characterized by continuity.

From Table (11), it is observed that the arithmetic mean for the Decision-Making domain (31.796) is higher than the hypothetical mean (27), indicating that the Decision-Making domain is statistically significant from the sample's perspective.

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The researchers believe that decision-making is the foundation and core of management, as other administrative functions cannot occur without it. Planning, organizing, directing, and controlling are all outcomes of decision-making.

Decision-making is inherently a continuous process and deeply embedded in the essential elements of management. Its presence is a result of decisions that persuade individuals in the sports field that the tasks assigned to them are appropriate for achieving their goals. None of the management components can be effectively applied in sports work without decision-making.

Based on this, planning for an intended task must first establish the methods to be followed to achieve it. Furthermore, decisions define the type of work, allocate responsibilities among employees, provide them with opportunities to perform their duties, and motivate them to work cohesively to enhance their performance. Evaluating their efforts and plans based on outcomes leads to corrective decisions, focusing on strengths and addressing weaknesses (Al-Rubaie) (16).

In reality, the decision-making process did not arise out of nowhere but emerged as a pressing response to the significant complexities and interdependencies resulting from scientific and technological advancements worldwide. These advancements have increased the size of organizations, expanded the workforce, and amplified the effects of internal and external environmental factors. The interconnected nature of these variables and the impact of decisions on them have necessitated the use of quantitative methods that integrate decision-making within scientific approaches.

Such approaches follow the principles of the scientific method in research, offering precision and objectivity while avoiding personal bias and subjective considerations in the decision-making process (Al-Fadhl) (25).

Conclusions:

1. Supervisors actively set objectives to organize seminars and regular meetings with teachers, engaging them in discussions about planned goals.
2. Technical supervisors involve teachers in planning, formulating, and drafting strategies for sports competitions.
3. Technical supervisors maintain strong organizational and social relationships with teachers while avoiding subjectivity and personal biases in their work.
4. Technical supervisors create an educational and athletic environment for teachers, ensuring the monitoring and improvement of procedures while encouraging teachers to express their opinions and ideas.
5. Technical supervisors identify and evaluate the challenges faced by teachers, striving to find solutions through decision-making and judgment to achieve the established goals.

Recommendations:

1. The study's scales can be utilized to diagnose, measure, and assess the extent to which technical supervisors in the Departments of Sports and School Activities possess administrative performance capabilities.
2. All technological and modern communication tools should be made available in governmental institutions to facilitate access to the latest advancements and developments, thereby supporting administrative performance and ensuring the achievement of all required objectives.
3. The findings of this study can be generalized to technical supervisors in the Departments of Sports and School Activities across all provinces of Iraq.

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.

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Author's contributions:

All contributions of this study were done by the researchers (W.G. and H.A.) who get the main idea and work on writing and concluding also with number of experts, the researchers themselves in Statistics, Manal Bayat in revision, Enaam Ghalib in translating, Khitam Mousa in proofreading

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دراسة تقويمية للاداء الاداري للمشرفين في اقسام النشاط الرياضي للمديريات العامة لتربية بغداد من وجهة نظر مدرسوا التربية الرياضية

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مستخلص البحث

هدف البحث الحالي الى بناء مقياس الأداء الاداري لأقسام النشاط الرياضي في المديريات العامة للتربية في محافظة بغداد من وجهة نظر مدرسي التربية الرياضية، ومعرفة مستوى الأداء الاداري لأقسام النشاط الرياضي في المديريات العامة للتربية في محافظة بغداد من وجهة نظر مدرسي التربية الرياضية. اتخذت الباحثتان المنهج الوصفي بالأسلوُب المسحي لملائمتِه مع طبيعة البَحث وأهدافه و إن اختيار الباحثتان للعيّنة يُعد من المراحِل المهمّة في البَحث اذ يَجب أن يكون الإختيار مُمثلاً للمُجتمع الأَصلي تمثيلًا صادِقاً ينسَجم مع طَبيعة الحالة المُراد دراستها ، لِذا اِشتمل مُجتمع البَحث على مدرسي التربية الرياضية في مديريات تربية بغداد والبالغ عَددهم (9184) يتواجدون في (6) مديريات تربية تابعة الى وزارة التربية وهي (الرصافة 1، الرصافة 2 ، الرصافة 3 ، الكرخ 1 ، الكرخ 2، الكرخ 3) للعام الدراسي (2023-2024م) وَتم اختيارهم من قبل الباحثتان بالطريقة العَمدية بأسلوب الحصر الشامل مِن خِلال تحديد ملامح مُجتمع البحث ، لجأ الباحثتان إلى اختيار عينة مُناسبة منها تمهيداً لتطبيق البَحث عليها بالاعتماد على معادلة ستيفن ثامبسون, لِذا اختارت الباحثتان عينة بَحثهما متكونة من (369) مدرسا بنسبة بلغت (100%) مِن مُجتمع البحث بطريقة الحَصر الشامل.ومن اهم الاستنتاجات هي ان يعمل المشرف على تنظيم ندوات واجتماعات دورية مع المدرسين ومناقشتهم بالاهداف المخطط لها ، و يشرك المشرف الفني المدرسيين في صياغة ورسم الخطط للمنافسات الرياضية ، ويمتلك المشرف الفني علاقات اجتماعية جيدة مع المدرسين ويبتعد عن المزاجية في العمل. اما التوصيات فقد توصي الباحثتان الى الاستفادة من مقاييس الدراسة في عملية تشخيص وقياس ومدى امتلاك المشرفين الفنيين في أقسام النشاط الرياضي والمدرسي للاداء الإداري، وتهيئة كافة وسائل التكنلوجيا ووسائل الاتصال الحديثة في المؤسسة الحكومية لغرض الاستفادة منها في الاطلاع على اخر المستجدات والتطورات لدعم الاداء الاداري لتحقيق كافة الأهداف المطلوب تحقيقها. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

الكلمات المفتاحية | **الاداء الإداري، اقسام النشاط الرياضي، مدرسوا التربية الرياضية**