Study to develop leadership skills and administrative in colleges of physical education and sports science according to the comprehensive quality system

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Abstract

Administrative leadership skills became an important necessity in building state institutions in general and educational institutions in particular. So the institutions and organizations became urgently in need of being led rather than managed, then the administrative leadership has become the indicator and the true criterion for the success of these institutions and organizations, this requires the selection of conscious youth leaders to lead and manage these educational institutions. Research problem lies through the administration requires availability of people who manage the administrative organizations in educational institutions more than just practitioners of power, as the Administrative regulations need people who have a lot of leadership and administrative skills that help them in managing the institutions to achieve the desired goals. The aim of the research, is to identify the leadership and administrative skills for faculty of some colleges of physical education and sports science in Iraq. As for the research methodology, the researcher used the descriptive method in the survey method, the research community and its sample consist of (160) members of the faculty, it was divided into two groups control and experimental groups. For the research tool, a questionnaire was designed for leadership and administrative skills to collect data, as it consisted of (4) topics and (40) terms. The questionnaire was subject to the scientific foundations of honesty and persistence. The experimental and basic experiments were conducted. After collecting data and statistically processing them, the results of the study revealed significant differences in leadership administrative skills in educational institutions. Study conclusions, showed that the administrative leaders have human, administrative, technical and intellectual skills. The recommendations of the study summarized the necessity of developing leadership skills in the study fields through participation in leadership courses and establishing a developing skills center in educational institutions.

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Introduction

The world has witnessed great development lately, globalization has emerged and spread its ideas, which has affected all aspects of modern life, including educational and non-educational organizations and institutions which are now in a great struggle with change and development, especially with technological progress, globalization and privatization, and other things that surround us currently, therefore, it has become necessary to change to achieve the goals effectively and efficiently, which requires the availability of creative administrative leadership, innovative organizational methods, strategic plans characterized by clarity and high flexibility, and a leader characterized by special features that enable him to apply all of the above, to achieve compatibility, and a great vision that includes many changes in its content radically and inclusive. The administrative leadership has become an important necessity in building state institutions in general and educational institutions in particular. Therefore, institutions and organizations have become an urgent need to be led, not to be managed, so that administrative leadership has become the indicator and the true criterion for institutions and organizations success, this requires the selection of conscious youth leaders to lead and manage these educational institutions. Since the rapid change to keep pace with the development in the administrative leadership work requires establishing programs to develop leadership and management skills, these programs must be comprehensive in building leadership and management skills and this is what (Novan Kanaan, 2007, p. 86) confirmed : the self-skills that include personality features, mental abilities, innovation, self-control, technical and human skills. As well as mental skills that include two types are political and administrative skills. Since educational institutions are one of the sober institutions that require conscious administrative leaders with skills in managing this institution and its aspects to advance the education reality and improve its outcomes, a bright future. Because education is the beating nerve in the state's body, and it is the artery that nourishes all state institutions with specialized scientific stuffs in all life fields. Hence the importance of the study lies in developing leadership and management skills in educational institutions. This was confirmed by (Muhammad Al Rashaideh, 2009, p. 330) that the administrative skills represented by the leader's ability to understand currency and practice activity within the organization he leads, in addition to knowing the relationship of that organization to the surrounding community and his relationship to employees. The problem of the study lies in the fact that educational institutions are the beating and flowing heart that supplies the state with all specialties for its public institutions, so the leaders of these institutions must have a high degree of leadership and management experiences, through the experience of researchers in the leadership and administrative work in these institutions. It was noted that there is an important necessity in developing the administrative leaders' skills in educational institutions. Therefore, the researchers decided to study this phenomenon by designing a questionnaire to develop leadership and administrative work in educational institutions. The aim of the research, comes through the identification of leadership, human, administrative, artistic and intellectual skills prevailing among the faculty members in the colleges of physical education and sports science.

Search procedures:-

First: research method

The researchers used a descriptive method with a survey method so it's appropriate to the nature of the research.

Second: The research community and its sample:

The research community was represented in the faculty members of the colleges of physical education and sports science in Iraqi universities. The research sample consist of faculty members (160) members from the faculties of physical education colleges in a random manner from the research sample under study. The sample was divided into two groups.

The first group was a 30-member exploratory experiment, at rate of (18.75%) from the research sample. The second group, it is the sample of basic experiment, (130) faculty members, at rate of (81.25) from the research sample. As shown in Table (1).

Table (1) shows the distribution of the research sample

Research community members	Research sample	Exploratory sample		The core sample	
		T	%	T	%
Baghdad University	35	6	%17.14	29	%82.86
Diyala University	30	5	%16.67	25	%83.33
Anbar University	25	5	%20.00	20	%80.00
University of Kirkuk	20	4	%20.00	16	%80.00
Albasrah university	15	3	%20.00	12	%80.00
University of Babylon	15	3	%20.00	12	%80.00
University of Kufa	10	2	%20.00	8	%80.00
Al-Qadisiyah University	10	2	%20.00	8	%80.00
Total	160	30	%18.75	130	%81.25

Fourth: Data collection tools

The researchers designed a questionnaire to collect data from research community members as a basic tool for data collection. The researchers also used all data collection tools, means and devices. Scientific sources and personal interviews.

Fifth: The research tool in its preliminary **form**.

The researchers designed a questionnaire to collect data on the research from the research sample members as a basic tool for data collection, in order to identify leadership and management skills for some faculties of some colleges of physical education and sports science. (4) Axes were identified for the questionnaire form, and (40) phrases were distributed with (10) phrases for each axis. They came as follows:

The first topic human skills (10) phrases.

  The second topic: administrative skills (10) phrases.

The third topic: technical skills (10) phrases.

The fourth topic, intellectual skills (10) phrases

Then, the researchers determined the keys to answering the questionnaire, which is a triple estimate scale (yes - to some extent - no).

Sixth: The scientific basis for the validity of the questionnaire.

The researchers conducted the validity of the questionnaire on the leadership and management skills of faculties of some colleges of physical education and sports science, by presenting the questionnaire to a group of experts gentlemen in the field of administration, sports, testing and measurement, whose number (7) experts look at appendix (1-2) for the purpose of letting them free of opinion to accept, delete, amend or add to the questionnaire, after collecting questionnaires from Gentlemen and experts and reviewed it, it turned out that fields and expressions were accepted with some minor modifications. So, the questionnaire is now in its final form.

Seventh: The exploratory experience.

The researchers conducted the exploratory experiment on sample of 30-member.on 13/9/15 to 25/9/2019, the purpose of that is to identify the ease, difficulty and clarity of the questionnaire fields and expressions among respondents and identifying the time of the answers. This is to avoid errors that may occur in the basic experiment.

Seventh: The stability of the questionnaire (retest):

The reliability of the questionnaire was confirmed (retest). The stability of the sample answers was conducted after conducting the exploratory experiment and knowing its results. And after (17) days have passed since the first test, the second retest took place on 20/10/2019. On the same sample of (30) members, after collecting the questionnaires, it was found that all answers are characterized by a high rate of stability. As the stability rate (94) which is very high value in the tests.

Eighth: The basic experience:

The basic experiment was conducted on the research sample of (130) members. On 2/11/2019 until 25/12/2019. After the end of the experiment, the questionnaires were collected and all the questionnaires were complete and error free. Statistical discharging and processing. (spss).

View and discuss the results

Presentation of the first topic results "Human skills"

Table (2)

Statistical significance Phrase content	yes		! To some extent		no		Kai square	Signifi cance level	Arithmet ic mean	Ove rall resp onse (Lik art)	Agree ment rate %
	repet ition	Percen tage%	repet ition	Percen tage%	repet ition	Percen tage%					
Build positive	118.00	0.91	12.00	0.09	0.00	0.00	86.43 1*	0.00	2.91	yes	95.38 %
Manages	101.00	0.78	18.00	0.14	11.00	0.08	99.96 *0	0.00	2.69	yes	84.62 %
Encourages	117.00	0.90	13.00	0.10	0.00	0.00	114.4 *02	0.00	2.90	yes	95.00 %
Interested	112.00	0.86	18.00	0.14	0.00	0.00	103.5 08*	0.00	2.86	yes	93.08 %
Faculty	109.00	0.84	12.00	0.09	9.00	0.07	230.9 60*	0.00	2.77	yes	88.46 %
It is allowed	121.00	0.93	9.00	0.07	0.00	0.00	122.1 23*	0.00	2.93	yes	96.54 %
The work required of the faculty	98.00	0.75	22.00	0.17	10.00	0.08	145.4 *00	0.00	2.68	yes	83.85 %
Faculty	100.00	0.77	14.00	0.11	16.00	0.12	86.43 1*	0.00	2.65	yes	82.31 %

| It excites and | 111.00 | 0.85 | 13.00 | 0.10 | 6.00 | 0.05 | 110.769* | 0.00 | 2.81 | yes | 90.38% |
| It takes into account the | 112.00 | 0.86 | 18.00 | 0.14 | 0.00 | 0.00 | 103.508* | 0.00 | 2.86 | yes | 93.08% |

Repetition, percentage, and statistical significance for first-topic phrases (human skills)

* Kai meaning square at the level of 0.05 where the level of significance ≤ 0.05 at the degree of freedom 2 = 5.99, degree of freedom 1 = 3.8,   Likart Scale: Weighted Arithmetic Average with Weights: - 1.00-1.66 (No), 1.67-2.33 (to some extent), 2.34-3.00 (Yes)

Presentation of the second topic results "Administrative skills"

Statistical significance / Phrase content	yes		To some extent		no		Significance level	Arithmetic mean
	repetition	Percentage%	repetition	Percentage%	repetition	Percentage%		
takes the appropriate	114.00	0.88	16.00	0.12	0.00	0.00	0.00	2.88
stimulates faculty members	95.00	0.73	24.00	0.18	11.00	0.08	0.00	2.65
sets a time for	111.00	0.85	13.00	0.10	6.00	0.05	0.00	2.81
distributed to them the	118.00	0.91	12.00	0.09	0.00	0.00	0.00	2.91
It adheres to the regulations laws	123.00	0.95	7.00	0.05	0.00	0.00	0.00	2.95
follows up with	100.00	0.77	14.00	0.011	16.00	0.12	0.00	2.65
Supervises the	96.00	0.74	25.00	0.19	9.00	0.07	0.00	2.67
Contributes with	123.00	0.95	7.00	0.05	0.00	0.00	0.00	2.95
Prepares an	117.00	0.90	13.00	0.10	0.00	0.00	0.00	2.90
implement the annual plan with	101.00	0.78	22.00	0.17	7.00	0.05	0.00	2.72

Table (3) Repetition, percentage, and statistical significance for the second topic phrases (management skills)

* Kai meaning square at the level of 0.05 where the level of significance ≤ 0.05 at the degree of freedom 2 = 5.99, degree of freedom 1 = 3.8   Likart Scale: Weighted Arithmetic Average with Weights: - 1.00-1.66 (No), 1.67-2.33 (to some extent), 2.34-3.00 (Yes)

Presentation of the third topic results "technical skills"

Table (4) Frequency, percentage, and statistical significance for the third topic phrases (technical skills)

Statistical	yes		To some	No		Kai	Signifi	Arithmeti	Over	agree

significance Phrase content		extent				square	cance level	c mean	all response (Likart)	ment rate %
	repetition	Percentage%	repetition	percentage	repetition	percentage				
responsible for the	123.00	0.95	7.00	0.05	0.00	0.00	103.508*	0.00	2.95	yes	97.31%
Encourage Faculty	107.00	0.82	23.00	0.18	0.00	0.00	103.508*	0.00	2.82	yes	91.15%
has a future	93.00	0.72	20.00	0.15	17.00	0.13	163.63	0.00	2.58	yes	79.23
See the most	114.0	0.88	16.00	0.12	0.00	0.00	118.27	0.00	2.88	yes	93.85
Creates new ways to do	88.00	0.68	30.00	0.23	12.00	0.09	174.01*5	0.00	2.28	yes	79.23%
Develop his	94.00	0.72	28.00	0.22	8.00	0.06	103.50	0.00	2.66	yes	83.08
Show any success or	89.00	0.68	27.00	0.21	14.00	0.11	174.52*3	0.00	2.28	yes	78.85%
Encourages the exchange	84.00	0.65	22.00	0.17	24.00	0.18	208.815*	0.00	2.46	yes	73.08%
Packages	88.00	0.68	33.00	0.25	9.00	0.07	208.90	0.00	2.61	yes	80.38
believes in the goals of	102.00	0.78	20.00	0.15	8.00	0.06	118.277*	0.00	2.72	yes	86.15%

Kai square meaning at the level 0.05 where the level of significance ≤ 0.05 at the degree of freedom 2 = 5.99, degree of freedom 1 = 3.84

 Likart Scale: Weighted Arithmetic Average with Weights: - 1.00-1.66 (No), 1.67-2.33 (to some extent), 2.34-3.00 (Yes)

Presentation of the results of the fourth axis "Intellectual skills"

Table (5) Frequency, percentage, and statistical significance for the fourth topic phrases (intellectual skills)

* Kai meaning square at the level of 0.05 where the level of significance ≤ 0.05 at the degree of freedom 2 = 5.99, degree of freedom 1 = 3.84

Likart Scale: Weighted Arithmetic Average with Weights: - 1.00-1.66 (No), 1.67-2.33 (to some extent), 2.34-3.00 (Yes)

Presentation and discussion of the results of the first field (human skills)

Table (2) shows frequency, percentage, and statistical significance for the first field phrases (human skills) there are moral differences between responses and these values   for kai significant square at a level of 0.05,   with approval percentage ranging between (82.37% to 96.54%) and in the order of phrases.

The researchers assigned the emergence of these moral differences to the research sample for number of reasons, including

Statistical significance / Phrase content	yes		To some extent		no		Signific ance level	Arithmetic mean	Agree ment rate %
	percen tage	Percenta ge%	repetit ion	Percenta ge%	repetit ion	Percenta ge%			
The work	99.00	0.76	31.00	0.24	0.00	0.00	0.00	2.76	88.08%
Issue orders	106.00	0.82	24.00	0.18	0.00	0.00	0.00	2.82	90.77%
Establishes	95.00	0.73	27.00	0.21	8.00	0.06	0.00	2.67	83.46%
Simplifies	110.00	0.85	20.00	0.15	0.00	0.00	0.00	2.85	92.31%
Verifies that	102.00	0.78	28.00	0.22	0.00	0.00	0.00	2.78	89.23%
Adhere to the	126.00	0.97	4.00	0.03	0.00	0.00	0.00	2.97	98.46%
Meetings are	111.00	0.85	19.00	0.15	0.00	0.00	0.00	2.85	92.69%
Clarifies the	117.00	0.90	13.00	0.10	0.00	0.00	0.00	2.90	95.00%
It focuses on	88.00	0.68	33.00	0.25	9.00	0.07	0.00	2.61	80.38%
Provides	113.00	0.87	17.00	0.13	0.00	0.00	0.00	2.87	93.46%

the nature of educational institutions work which are educational institutions that address the human spirit that requires dealing with a high degree of humanity far from using power and pressure in work to achieve the goals, this type of human skills is characterized by high transparency during work. In addition, human skills work on spreading the sense of continuous teamwork and achieve lofty goals that reflect the leader's character in managing work with employees and gain their trust through his effective participation in solving and overcoming problems facing faculty, taking into account their humanitarian conditions and their participation in joys and briefs, all of these help In developing the human skills of the leader. (Medhat Abu Al-Nasr, 2009, p. 91)confirm that, If the technical skills reflect the leader's ability to deal with things, then the human skill reflects his ability to deal with individuals, leader's acquisition of human skills is more difficult than the acquisition of technical skills, despite that, managers are often promoted on their abilities to accomplish the tasks assigned to them, and their technical capabilities in the field of work, assuming that they have human skills, but this assumption is not true, as most administrative problems today are largely due to a lack of human skills in all Managers and Directors.

Presentation and discussion the results of the second field (management skills).

It is clear from Table (3) the frequency, percentage, and statistical significance of the phrases of the second field (administrative skills), that there are significant differences between responses and these values for kai square at level 0.05, with approval percentage ranging from (82.31% to 97.31%) in phrases order. The researchers assigned the emergence of these moral differences in the research sample to the fact that they have high administrative skills as administrative skills play an important role in institution management, through the managerial experience that the leader

has and how to work according to modern scientific management in educational institutions that highlight the role of the leader in Preserving material and human resources. Through time management and putting strategic plans for institutions, these plans addressing realism and high flexibility with implementation. This is confirmed by (Muhammad Al-Serafi, 2006, p. 102) The managerial skills shows the leader how to control the direction, extent and time of change through strategic planning, this requires the skill of monitoring changes in the internal and external work environment, and review the organizational structure periodically, And setting training and qualification plans to develop human resources and develop relationships with the public, the speed of intervention and reorientation, leader's flexibility and acceptance of change is an important element in the success of change management. Also, arrange the organizational structure of the institution according to the precise terms of reference, distribute authorities, delegate authorities, prevent interference between the authorities, and the ability to choose the optimal decision based on accurate information before any decision is issued. As well as continuous monitoring and follow-up of the institution's work, ensuring that the work is progressing according to the plan, avoiding and correcting the mistakes that may occur during the work, directing the work and granting incentives to the distinguished fairly. All these skills help the administrative leader to succeed and shine in working in educational institutions. So it requires developing management skills for the faculties in educational institutions. Also (Tharwat Mashhour, 2010, p. 14) confirms that meetings is running a large area of the leader's work, and the leader's skill in managing meetings, whether on a narrow level such as committees, or an extended level with members of the organization or any department of his administration is one of the administrative skills that must be available In the leaders'.

Presentation and discussion of the third field results (technical skills)

Table (4) showed frequency, percentage, and statistical significance for the third field phrases (technical skills) that there are significant differences between responses and these values for the kai square at level 0.05, and with approval percentage ranged between (73.08% to 97.31%) in the phrases arrangement. The researchers referred to the appearance of these moral differences to the research sample in the field of (technical skills) that administrative leaders have high technical skills, and this is very natural with working in educational institutions is according to the specific specialization of the administrative leader so the administrative leader in educational institutions is characterized by high skills that have been acquired through educational institutions such as medical, engineering and sports skills for sports leaders and sport education teachers. Therefore technical skills are formed through precise specialization and his ability to master his work and familiarity with the work of employees, as well as his ability to process information through his precise specialization and his awareness of the means and methods available in work success, so technical skills are very important to the administrative leader who works according to his specific specialization that helps him to understand the nature of his work and his awareness of all the particles in work details and dealing with them according to the specialization and the accumulated experience in this field. The results showed that the administrative leaders in colleges of physical education and sports science have technical skills, according to their specific specialties. This is confirmed by (Mustafa Bahi, Ahmed Nassari, 2006, p. 156) the development of technical skills is a shared responsibility, so the educational administration man must work continuously to develop technical skills by empowering the practical side of the administrative process and constantly increasing his cognitive skills, which is called self-training or self-growth. At the same time, educational authorities should establish effective programs that help educational administrates on practical grow in their field of work or so-called in-service training. Presentation and discussion of the fourth field results (intellectual skills). Table (5) shows frequency, percentage, and statistical significance for the fourth axis phrases (intellectual skills) there are significant

differences between responses and these values for kai square at level 0.05 , with approval percentage ranged between (80.38% to 98.46%)in the phrases arrangement. The researchers referred that the emergence of these moral differences in the research sample answers in intellectual skills to the fact that the administrative leaders in educational institutions have high intellectual skills, this result is very nature as the educational institutions include administrative leaders who have high degrees and high levels of thought, creativity and mental capabilities that helps them to analyze, think, explain phenomena and predict what the future will be and prepare for it, as well as these administrative leaders are characterized by high ability in fast appropriate reaction based on the speed mental processes of interpretation, that have the ability to visualize and imagine before issuing the decision. In addition, administrative leaders in educational institutions have the ability to come up with ideas that are consistent with the stage requirements. Therefore, the intellectual skills are very important for the administrative leader, which enables him to face various emergency conditions and problems and deal with them smartly, this is what the intellectual skills field showed. This was confirmed by (Hussein Harim, 2006, p. 441) that intellectual skills mean mental abilities, a set of intellectual preparations, mental habits, and scientific attitudes of the person. Intelligence comes at the forefront of mental abilities needed for leaders, the studies on the features necessary for leadership have revealed a relationship between the feature of intelligence and success in leadership, since intelligence and broad horizon capacity are capabilities that help the person in his leadership role.

Conclusion:

In conclusion, the researchers conclude the role of leadership and management skills in educational institutions and the importance of developing these skills that help them advance their leadership role in these institutions through their participation in advanced leadership and management courses at various upper, middle and specialized leadership levels that help them gain administrative, technical, intellectual and human experience. The development of these skills makes them wide areas in work, enhance the intellectual creativity and develop a bright future vision for the institution and predict what will be in future and prepare for it, this is reinforced by the precise technical specialization of the leader in understanding the work nature and how to manage it by setting the organizational structure of the institution and granting authorities , delegation and follow-up to limit its exploitation as a result of lack of continuous oversight, and reduce interference in terms of reference, this depends on mature decisions based on accurate information that works for institution's interest and able to overcome difficulties and problems. Therefore, the development of administrative leaders in educational institutions is very important for the continuation of work performing in these educational institutions and achieving their goals, and this was confirmed by (Mohamed Baghi, 2009, p. 37) Leadership skills among academic leaders are the most fundamental topics that researchers are interested in because of their role In achieving institution goals, raising performance productivity, achieving employees goals, and ensuring a continuous work quality, and permanent organizational administrative activity. The conclusions reached by the study, it was on the point of human skills fields. It was concluded that administrative leaders have human skills in communicating, establishing relationships and encouraging cooperation between the faculties. The study also showed that administrative leaders have an administrative ability to manage and preserve material and human resources, develop strategic plans, define the organizational structure according to the precise specializations, and delegate authorities to the faculty staff. the conclusion reached by the study in

the technical skills fields, the administrative leaders have accurate professional technical skills through their specializations in understanding the nature of work and its issues, while the conclusion of the intellectual skills has reached the study that the administrative leaders in colleges of physical education and sports science have intellectual skills a mentality of imagination, visualization, analysis, forecasting of variables, rapid response in time of work requirements and creativity. As for study recommendations, it was included. Establishing programs to develop leadership skills for all levels of administration in educational institutions. The study recommends the creation of centers in educational institutions to train leadership and management skills. Selection of administrative leaders in the Faculties of Physical Education and Sports Science according to criteria. The study also recommends graduate students to submit studies and research in the development of administrative leaderships.

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