



The Reality Of The Administrative Application Of The Heads Of Scientific Branches From The Point Of View Of The Teachers

Mohammed Tareq Raheem
Ministry of Education - Misan Education Directorate, Iraq
Email: mtrh@yahoo.com

Abstract

This research sought to develop and implement a scale for administrative application for the leaders of scientific departments and to ascertain its normative levels from the perspective of the educators in the Faculty of Physical Education and Sport Sciences. The investigator employed a descriptive approach utilising the survey technique, with a research population of 102 educators, categorised into a scale development sample (60 teachers), an application sample (30 teachers), and a survey sample (6 teachers). Upon deriving the principles of integrity, internal coherence, evaluative capacity, and uniformity, the finalised scale has 56 items categorised into four domains: (administration experience, decision-making, knowledge and information, and the organisational sector). The findings indicated the efficacy of constructing the scale and disseminating the research sample across five standard categories (excellent 11.66%, good 20%, average 41.66%, acceptable 16.66%, and poor 10%), with the highest proportion observed in the medium level and above. This commendable performance is ascribed to the amassed management expertise, intrinsic drive, and reciprocal trust between branch leaders and educators. The research advocated for the implementation of the proposed scale as a scientific instrument for assessing administrative efficacy, emphasising the necessity of conducting training programs to enhance the leadership and innovative capabilities of branch managers and supplying contemporary technologies to bolster administrative operations.

(Keywords): Administrative Application, Heads of Scientific Branches, Teaching Staff, Faculty of Physical Education and Sport Sciences.

Introduction

Management is a modern science that has become everything in our lives, so we find it represented in various forms and shapes because it is our only way to solve work problems, especially in the commercial, industrial, and selfish aspects, and to study the different situations in it (Abdulrazzaq, 2025). and it is astonishing that management has become a science and art after it was able to break into the disciplines of research and knowledge, and thus management has become a resource of the society's resources Pedersen and Thibault (2022) and it has become the most essential of these resources, due to its immediate and tangible impact on accomplishing institutional, national and international goals, where it is manifested (Chelladurai



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& Kim, 2022). The role of management is of great importance in achieving community service, satisfying the desires of individuals and ensuring their safety, and therefore management is considered one of the most comprehensive and important human activities, which is the criterion of success and failure, through the application of the administrative process with its correct scientific foundations (Woods, Woods & Butler, 2025). It helps to reach the desired goal of researchers in the area of sports. We observe that the application process is part of this aspect because it plays a significant part in many aspects and directions in an effort to achieve favourable outcomes (Jones, 2022). The administrative application process is important, and has a great role in different administrative situations by working on guiding the administrators during the process of application especially in the management of scientific branches by the heads of the branches that are held in the Faculty of Physical Education and Sport Sciences to get a better work environment and better production. The process of administrative application of scientific branches is one of the vital and important aspects through reaching creativity during administrative application and through the procedures carried out by the administrator, as the management of scientific branches needs high requirements in how to apply management with high skill in the ability to be creative, the creative administrator is the one who understands the administrative process and is able to reflect it positively through his way of thinking, as well as being able to be able to have a state of high harmony between his thinking and the way he performs in the administrative process. So, the importance of the research is clear in the fact that the administrative application of the management of the scientific branches is one of the strategies used by the administrators, which helps in determining the extent of the success of these branches through their management, then taking advantage of the possibilities to reach the required levels in the extent of what the administrator provides, which is reflected in knowing the positive or negative results.

Research Problem

The administrative function is a crucial component of the administrative process, necessitating significant qualifications to ensure success in management tasks and the capacity to contemplate the management of administrative issues within the scientific domain (Lussier & Kimball, 2023). The challenge of appointing the suitable administrator to the correct position constitutes a significant issue faced by officials in the Faculty of Physical Education (Valiyev et al., 2025), as this often pertains to certain influential administrators, irrespective of their experience, competence, or creative skills in implementation, coupled with a disregard for the scientific dimension (Matic et al., 2022). Via knowledge, encounters, and interpersonal connections among individuals. The administrator is regarded as a unique figure due to his specialised expertise in administration, which he attains through a combination of theoretical knowledge and practical experience in his area of specialisation; consequently, this issue is evident in the examination of the administrative practices of heads of scientific branches from the teachers' perspective.

Research Objectives



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1. Building, codifying, and applying the scale of administrative application for the heads of scientific branches from the point of view of the teachers in the Faculty of Physical Education and Sport Sciences.
2. Setting standard levels for the administrative application scale of the heads of scientific branches from the point of view of the teachers at the Faculty of Physical Education and Sport Sciences.
3. Identify the level of administrative application of the heads of scientific branches from the point of view of the teachers in the Faculty of Physical Education and Sport Sciences.

Research Areas

Human Area : It is represented by the administrators of the Faculty of Physical Education and Sport Sciences.

Temporal Area: Period from 1/2025 to 1//2025

Spatial Area: Teachers in Scientific Branches – Faculty of Physical Education and Sport Sciences.

Methodology

Research Methodology

In scientific research, the selection of the research methodology is contingent upon the characteristics of the issue at hand; thus, the descriptive method has been employed in the survey approach to address the problem, as descriptive studies enhance the understanding of the present state of diverse sports phenomena that influence the sports domain both positively and negatively.

Sample Community

The goals that the researcher sets for his research and the procedures he uses will determine the nature of the sample he will choose. On this basis, the research population was selected by the deliberate method, represented by the heads of the scientific branches from the point of view of the teachers in the Faculty of Physical Education and Sport Sciences, as the total number of those who underwent the experiment was (90) teachers, and (6) teachers for the exploratory experiment, and on this basis, the sample was divided into two sections, the first section for the procedures of designing and building the scale and the second for the purpose of applying the scale, as follows:

First: The sample of the scale construction : It included a number of (60) teachers of the Faculty of Physical Education and Sport Sciences, where their percentage reached (58.82%) of the research population.

Second: Sample of the application of the scale: It included (30) teachers of the Faculty of Physical Education and Sport Sciences, where their percentage reached (29.41%) of the research population as shown in Table (1).



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Table 1: Showing the distribution of the research sample and their percentages

No	University	Total number of teachers	Sample Construction	Sample Application	Sample Initial Application
1	Faculty of Physical Education and Sport Sciences	102	60	30	6
Percentage		100%	58.82%	29.41%	5.88%

Means of Information Collection and Devices Used

- 1- Arab and foreign references and sources.
- 2- Personal interviews.
- 3- Field visits.
- 4- Questionnaire.
5. A computer (1) type (Pentium 4).
- 6- Electronic calculator (1) Casio type.

Steps of design, construction and field procedures

Preparing the initial formula for the Administrative Application Scale

The researcher reviewed the literature on management and organization and the sources of the research problem, the researcher identified (6) areas, namely: the field of administrative experience, the field of decision-making, the field of knowledge and information, the organizational field, the field of the manager's personality, and the field of social relations.

Scale Domains

The fields of the scale were presented to those with experience and specialization in physical education, management science, psychology, tests and measurement, and they numbered (20) experts and specialists, in order to identify the main areas for building the scale (administrative application), and to indicate the validity of the fields and make any observations. After analyzing the answers, using the percentage of expert opinion agreement, the areas of the mentioned scale were determined, and through this, the researcher relied on the acceptance rate of the experts' opinion on the fields (75%) or more, and on this basis, the two fields (Adari personality and social relations) were excluded because they obtained a rejection rate of more than (75%).

- 1- Administrative Expertise (18 paragraphs).
- 2- The field of decision-making (19 paragraphs).
- 3- The field of information knowledge (18 paragraphs).
- 4- Organizational field (19 paragraphs).

Table 2: Shows the scale's domains and percentages

No	Domains	Percentage of Expert Opinion Consensus
1	Experience Management	100%
2	Social Relations	35%
3	Decision Making	80%
4	Administrator's Personality	55%
5	Knowledge and Information Technology	95%
6	Regulatory Field	85%

Presentation of the Preliminary Version of the Scale to Experts and Arbitrators



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The researcher presented the initial version of the scale to those with experience and specialization in the field of physical education in management, organization, sports psychology, tests and measurement, and they numbered (20) experts and specialists for the purpose of ascertaining the validity of the paragraphs of the scale in measuring the administrative application of the heads of scientific branches from the point of view of the teachers. In order to know the validity of the paragraphs of the scale in relation to the scale of administrative application, to identify the suitability of the paragraphs for the field for which they were developed, as well as to know the direction of the positive and negative paragraphs and the paragraphs that need to be modified, and after the experts and specialists (Appendix 1) expressed their opinions on the paragraphs of the scale, the paragraphs were treated statistically through the application of (chi-square), noting that the value of the tabular chi-square at a probable level of (0.05) and the degree of freedom (1) is equal to (3.84), and on this basis:

1. The paragraph remains if the percentage of experts agreeing on its validity reaches (75%).
2. The paragraph shall be amended if the opinions of experts differ in the percentage of those who agree and disagree less than (75%).
3. The paragraph shall be deleted if the percentage of those who agree that it is invalid reaches (75%) or more.

The final analysis resulted in the removal of paragraphs whose calculated chi-value was higher than the chi-tabular value, and the number of paragraphs that were raised or deleted for the administrative application scale was (8 paragraphs) as shown in Table 3.

Table 3: Shows the paragraphs of the Administrative Application Scale and their percentages

Paragraph sequence	Percentage	Paragraph sequence	Percentage	Paragraph sequence	Percentage	Paragraph sequence	Percentage
1	*20%	20	85%	39	80%	58	90%
2	80%	21	90%	40	100%	59	85%
3	80%	22	80%	41	90%	60	100%
4	95%	23	100%	42	*35%	61	100%
5	90%	24	*25%	43	85%	62	90%
6	80%	25	*40%	44	85%	63	*35%
7	100%	26	80%	45	80%	64	85%
8	*35%	27	85%	46	90%	65	95%
9	100%	28	85%	47	100%	66	90%
10	90%	29	95%	48	100%	67	90%
11	80%	30	90%	49	85%	68	80%
12	85%	31	90%	50	85%	69	80%
13	95%	32	80%	51	95%	70	*20%
14	80%	33	80%	52	80%	71	85%
15	80%	34	100%	53	85%	72	90%
16	90%	35	80%	54	90%	73	85%
17	100%	36	90%	55	85%	74	85%
18	95%	37	*55%	56	80%	—	—
19	80%	38	80%	57	80%	—	—

Through the percentage, (8) paragraphs were deleted from the Administrative Application Scale according to the areas shown:

- 1- Administrative Expertise, paragraphs (1 and 8).
2. The scope of decision-making, paragraphs (24, 25, and 37).



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3- The field of information knowledge, paragraph (42).

4. Organizational Domain, paragraphs (63 and 70).

Thus, the number of paragraphs of the Administrative Application Scale became (66) paragraphs.

Exploratory experiment of the scale

In order to confirm the correctness of the paragraphs in terms of wording and concept for the sample, and for the purpose of identifying the difficulties and the most important obstacles facing the researcher in the final application process, and to know the sufficient time to answer the paragraphs of the scale, where the researcher applied them to (6) teachers from the Faculty of Physical Education and Sport Sciences.

This was done for the period from 25/12/2023 to 3/1/2024, and through that, the results showed that the paragraphs were clear and understandable to all members of the sample, and all the paragraphs were answered, and the response time on the administrative application scale was determined approximately (15-20 d) to answer the paragraphs of the scale.

Choosing a Grade Scale

The proposed grading scale for the administrative application scale of the heads of the branches was presented from the point of view of the teachers to the experts and specialists in the field of management, psychology, tests and measurement, as well as for the purpose of expressing their opinions about the proposed (triple) grading scale and giving alternatives to it in case of comments about it, where the answers of most of the experts were in agreement on the proposed rating scale and their percentage of agreement was (85%), i.e. with the approval of (17) experts out of (20) experts, and this is an affirmation of the validity of the proposed triple grading scale.

Method of Correcting the Paragraphs of the Scale

The paragraphs of the scale (the administrative application of the heads of scientific branches from the point of view of the teaching staff) were formulated in two directions, positive and negative, and the weights of the paragraphs were determined from (1 – 3) grades for each of the paragraphs of the scale, and on this basis, three alternatives and graded responses were developed for the purpose of obtaining the total score for each of the sample members and giving appropriate weights to the alternatives of the scale's paragraphs, and through the responses, we get the total score for each of the sample members, and from Table (4) it shows:

Table 4: Shows the weights of alternatives for the paragraphs of the scale

Grade Ladder	Value	Always	Sometimes	Never
Paragraph direction	positive	3	2	1
	Negative	1	2	3

Applying the paragraphs of the scale to the construction sample

The main objective of the experiment of applying the scale to the construction sample (administrative application) is to determine the discriminating power through the use of statistical means in order to obtain accurate paragraphs of the scale. The researcher conducted an



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experiment on the application of the scale on a sample of teachers of the Faculty of Physical Education and Sport Sciences – University of Basra, which consists of (60) teachers, and this was done for the period from 10/1/2024 to 3/2/2024.

Statistical Analysis of Discriminating Power

The purpose of calculating the discriminating power of the paragraphs of the scale is to clarify the paragraphs that are able to identify the different and distinctive levels for the phenomenon to be measured, and after obtaining the answers of the construction sample for the scale, the researcher did the following:

- 1- The total score of the scale was calculated by adding up all the scores obtained by each member of the sample separately for the scale.
- 2- The scores for the scale obtained by the sample members were arranged in descending order.

The scores for the sample members were divided into two groups, the first group represents the individuals who obtained the highest scores with a percentage of (27%) called the upper group, and the second group represents the individuals who obtained the lowest scores with a percentage of (27%), and this is confirmed by Marwan Abdel Majeed (1999) that the percentage of (27%) of the upper group and (27%) of the lower group is the best percentage by which we obtain the highest discrimination coefficients, as the number of forms for the upper group reached (27) forms, and (27) The researcher followed the procedures and steps that reached the researcher to know the discriminating power for each of the paragraphs of the scale and its moderate distribution, and through this, the score was given according to what is in the triple estimation scale for the scale and for each of the paragraphs of the scale, and (T-test) was used for the purpose of calculating the discriminating power coefficient for the paragraphs of the scale and as shown in Table (5).

Table 5: Shows the discriminatory strength of the paragraphs of the Administrative Application Scale

No	Calculated T Value	Statistical significance	No	Calculated T Value	Statistical significance	T	Calculated T value	Statistical significance
1	8,22	Featured	23	2,49	Featured	1	5,19	Featured
2	5,76	Featured	24	5,10	Featured	2	0,23	Unmarked
3	6,54	Featured	25	3,29	Featured	3	3,44	Featured
4	4,57	Featured	26	8,34	Featured	4	4,62	Featured
5	4,31	Featured	27	3,56	Featured	5	2,59	Featured
6	9,62	Featured	28	7,14	Featured	6	8,37	Featured
7	3,89	Featured	29	1,22	Unmarked	7	5,26	Featured
8	4,33	Featured	30	4,37	Featured	8	3,22	Featured
9	5,79	Featured	31	5,11	Featured	9	4,17	Featured
10	3,37	Featured	32	3,55	Featured	10	4,77	Featured
11	5,88	Featured	33	6,11	Featured	11	3,78	Featured
12	4,57	Featured	34	4,28	Featured	12	5,44	Featured
13	7,47	Featured	35	4,37	Featured	13	3,45	Featured
14	4,66	Featured	36	2,33	Featured	14	1,78	Unmarked
15	6,69	Featured	37	4,99	Featured	15	7,43	Featured
16	2,98	Featured	38	3,63	Featured	16	4,53	Featured
17	4,44	Featured	39	5,67	Featured	17	4,23	Featured



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18	7,46	Featured	40	9,17	Featured	18	2,83	Featured
19	3,11	Featured	41	2,86	Featured	19	3,42	Featured
20	5,17	Featured	42	5,86	Featured	20	5,15	Featured
21	1,32	Unmarked	43	4,77	Featured	21	7,15	Featured
22	4,55	Featured	44	4,31	Featured	22	3,88	Featured

The tabular value of (v) at the degree of freedom (52) and below the significance level of (0.05) = 2.01.

From the comparison of the calculated (v) with the tabular, if the calculated value is less than the tabular value, the paragraph is deleted, and if the calculated value is greater than the tabular value, the paragraph is considered distinct and remains by measuring the scale, and through this the scale consists of (62) items. According to the existing areas of the measure of administrative application for the deleted paragraphs.

Internal consistency

The internal consistency of the paragraphs is considered to be the stability of the total score of the scale: "The higher the correlation coefficient, the more it indicates the availability of internal consistency... The overall score on the test itself is a test of honesty.

Therefore, the internal consistency coefficient is used to achieve the coherence between the paragraphs to measure the paragraphs to measure the phenomenon to be measured.

On this basis, the researcher used the simple correlation coefficient (Pearson) between the scores of the sample members on each item and their scores on the scale as a whole (Administrative Application Scale) to show the extent to which the paragraphs are related to each other and the extent to which each paragraph is related to the scale as a whole. As shown in Table (6).

Table 6: The internal consistency coefficient of the paragraphs of the Administrative Application Scale

Paragraph Sequence	Correlation Coefficient	Paragraph Sequence	Correlation Coefficient	Paragraph Sequence	Correlation Coefficient	Paragraph Sequence	Correlation Coefficient
1	0.348	17	0.315	33	0.433	49	0.233
2	0.735	18	0.435	34	0.677	50	0.641
3	0.367	19	0.452	35	0.565	51	0.813
4	0.504	20	0.577	36	0.349	52	0.457
5	0.431	21	0.388	37	0.137	53	0.346
6	0.140	22	0.525	38	0.413	54	0.413
7	0.321	23	0.080	39	0.615	55	0.098
8	0.496	24	0.578	40	0.513	56	0.247
9	0.532	25	0.467	41	0.299	57	0.556
10	0.634	26	0.723	42	0.313	58	0.394
11	0.552	27	0.217	43	0.637	59	0.368
12	0.311	28	0.265	44	0.475	60	0.416
13	0.112	29	0.578	45	0.212	61	0.422
14	0.266	30	0.347	46	0.479	62	0.543
15	0.428	31	0.314	47	0.104	—	—
16	0.519	32	0.537	48	0.522	—	—

The tabular value(t) at the significance level of (0.05) and the degree of freedom(105) = 0.190

The paragraphs of the Administrative Application Scale have been deleted according to the areas in the scale:

- 1- The field of administrative expertise, paragraphs (6, 13) and (14) paragraphs.



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2. The scope of decision-making, paragraph (23) (13).
- 3- The field of information knowledge, paragraph (37) (15).
- 4- Organizational Field: Paragraphs (47, 55) and (14) Paragraphs.

Scientific parameters of the scale

Validity of the scale

Honesty is one of the important scientific parameters, especially in the field of tests and measurement, as the validity of the test" is the extent to which the measurement tool is useful for a specific goal. On this basis, the validity of the test is considered to be the decisive aspect of the measurement process for what it was designed for, and therefore the researcher has determined to verify the validity of the scale through

1- The honesty of the arbitrators

It is the test whose name indicates its truthfulness, i.e. honest in its apparent form, in other words, it is not scientific and statistically honest", and this is shown through the contents of the scale and through its paragraphs in measuring the phenomenon to be measured for the scale (administrative application) by presenting it to experts and specialists in the field of physical education, accepting the paragraphs of the scale, and deleting the paragraphs that are not suitable for the scale and are not true.

2- The Truthfulness of the Construction

This type of honesty depends on the method of the extreme groups, which is shown through the discriminating power of the scale (administrative application), and also depends on the domains of the scale and the vocabulary of the scale, which represent a correct and appropriate measure for the feature to be measured for the scale in order to reach the results on which the scale is designed. This type of honesty is measured by "ensuring that the components of the test together represent the purpose for which the test was designed. This is done through the correlation coefficient (Pearson) between the degrees of the fields and the total score of the scale (administrative application), and this indicates the internal consistency.

Table 7: Shows the correlation coefficients between the score of each domain and the overall score of the scale

No	Scope	(Calculated value (t
1	Management Experience	0.548
2	Decision Making	0.712
3	Cognitive Information	0.634
4	Regulatory	0,822

The tabular value(t) at the significance level of (0.05) and the degree of freedom(105) = 0.190

Stability of the scale

In order to reach the stability coefficient of the scale, one of the methods of finding the stability coefficient was used, which is (the half-segmentation method), where the paragraphs of the scale were divided into two halves and according to the sequence of the paragraphs into odd and even, so that the two paragraphs of the scale (administrative application) became (28) items, and the researcher used the simple correlation coefficient (Pearson) between the two halves of the test and extracted the values for the scale, not that these values represent the coefficient of half of the test, so the researcher worked on correcting the stability coefficient in order to obtain



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the stability of the scale. As a whole, the researcher used the (Spearman-Brown) equation to correct the correlation coefficient and to obtain a high stability of the scale and depend on it according to what is found in (Table 8).

Table 8: The stability coefficient of the scale is shown by the half-segment method

Scale	Doubles		Singles		Simple correlation coefficient (Pearson) before correction	Simple correlation coefficient (Spearman) after correction
Administrative Application	M	SD	M	SD		
	58.3	4.1	56.8	4.4	0.863	0,848

* The tabular value of (t) at degree of freedom (6) and below the significance level of (6) is equal to 0.7

Objectivity

Objectivity means that the judges are not biased in giving the results and reaching the same result, and on this basis, the scale has a triple scale, so the referee has to set the scores for each individual, and on this basis, the judges do not differ in setting these scores. The test has a specific answer and the question has one answer.

Grades and standard levels

One of the important steps in the process of standardization of the scale is to extract the standard scores, because the raw scores are not used in the comparison process because their measurement is considered weak and not after they are converted into standard scores, these are tables used to interpret test scores, as these criteria can be used to show us the level of the testers. The researcher collected the data of the construction sample from the teachers at the Faculty of Physical Education and Sport Sciences - University of Basra, and through this, the researcher obtained the raw scores, which are the grades that express the initial result of the scale, so the researcher converted them into standard scores statistically in order to express the measurement of the scale. After identifying and converting the raw scores into standard scores, the researcher worked to determine the standard levels by using the natural distribution curve and dividing these standard scores into several levels for ease of measurement by scale and as shown in Table (9).

Table 9: Levels, Benchmarks and Raw Scores of the Administrative Application Scale

Degree in the Curve	Levels	Raw Grade	Standard Grade
4,86	Very good	147-168	68-80
24,52	Good	126-146	56-68
40,96	Medium	104-125	44-56
24,52	Acceptable	83-103	32-44
4,86	Weak	Below.82	32- 20

Torsion coefficient

The researcher extracted the torsion coefficient in order to show how close and far the sample answers to the normal distribution, and that the torsion coefficient was in the positive direction, i.e. the natural curve is trending to the right, and the low value indicates that the sample was distributed almost normally, and in relation to the scale and as in Table (10).



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Table 10: Shows the torsion coefficient of the Administrative Application Scale

Variables	M	SD	Broker	Torsion coefficient
Administrative Application Scale	114.4	17.9	111	0.18

Final Application of the Scale

After completing the construction and design procedures for the scale, it is ready for the application process, as the administrative application scale has reached a total of (56) paragraphs distributed over (4) areas, namely:

- Administrative experience field (14) paragraphs.
- 2- The scope of decision-making (13) paragraphs.
- 3- The field of information knowledge (15) paragraphs.
- 4- Organizational field (14) paragraphs.

The researcher applied the scale in its final form to the main research sample, which consisted of (30) teachers, for the period from 16/3/2024 to 1/4/2024, and after analyzing the answers of the application sample in the scale forms, the total score was calculated for the sum of the scores obtained by the respondent from the research sample (application), as each administrator became a grade that represents the level of administrative application.

3.11 Statistical Methods

1. Percentage
2. The arithmetic mean
3. Standard deviation
- 4- Chi-square
- 5- Rank correlation coefficient (Spearman)
6. Simple correlation coefficient (Pearson)
7. Standard and Modified Standard Grade
- 8- Torsion coefficient
9. (c) For equal and uncorrelated samples

Presentation and discussion of the results

View and discuss the results of the Administrative Application Scale levels

Table 11: Levels and percentages of the Administrative Application Scale

Raw Grade	Levels	Numbers	Percentage
168-147	Very good	3	11.66%
146-126	Good	6	20%
125-104	Medium	13	41.66%
103-83	Acceptable	5	16.66%
82. Below	Weak	3	10%

The investigator ascribes the rationale behind administrators acquiring multiple levels, from the perspective of the teaching personnel, to the administrative application process, particularly in the contexts faced by administrators in managing academic disciplines, emphasising the significance of fulfilling their responsibilities through critical decision-making. The execution of applications, oversight of operations, direction of the instructional personnel, management of



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diverse situational factors objectively, and promotion of collaborative spirit, alongside the adherence to administrative principles of planning, organising, coordinating, supervising, and implementing these aspects, are pivotal in determining the success or failure of endeavours in scientific disciplines. Hazim (2025), along with Rija, Mohammed, and Kadhlm (2023), affirm that an effective administrator operates through both personal efforts and those of subordinates, executing functions such as planning, organising, directing, and overseeing individuals and activities for which they hold managerial accountability to attain the anticipated outcomes of established objectives. The investigator ascribes this phenomenon to the administrators' extensive administrative expertise and intrinsic motivation, coupled with their latent cognitive abilities, which enhance their proficiency and enable them to excel in their roles, thereby fostering creativity in scientific disciplines through various ancillary effects that significantly influence the administrative execution process, including the interpersonal dynamics between the administrator and the educators, as well as the reciprocal trust that fundamentally aids in accomplishing tasks and realising objectives.

Conclusions

- 1- Building and applying the scale of administrative application for the heads of scientific branches from the point of view of the teachers in the Faculty of Physical Education and Sport Sciences.
- 2- The research sample (application) was distributed at five levels of the administrative application scale for the heads of scientific branches from the point of view of the teaching staff, which are (very good, good, average, acceptable, and weak).
- 4- It appeared that the largest percentage of the application sample in the Administrative Application Scale is from the intermediate level and above.

Recommendations

- 1- Adopting the scale in revealing the administrative application of the heads of scientific branches from the point of view of the teachers in the Faculty of Physical Education and Sport Sciences.
- 2- They gave the process of administrative application great importance and worked to develop it, especially in the management of the scientific branches.
- 3- Working on the development of administrators through qualifying courses for the ability to be creative in their administrative work, especially in the process of administrative application.
4. Providing all the devices and resources used in the process of administrative application for administrators .

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