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Studying the level of organizational commitment of physical education teachers in Iraq

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Abstract

The purpose of this paper is to build and apply a scale to measure the level of organizational engagement among teachers, and identify the level of this correlation this is based on the lack of awareness of most educational institutions in Iraq of the importance of organizational engagement and its impact on the educational process, and the failure to reach a satisfactory level of organizational engagement among teachers. The researcher used the descriptive approach in her study, which is an approach that fits the nature of the research problem, as it is used to describe a specific phenomenon or problem. The research aims to study a specific phenomenon in a particular society, and the study population has been chosen to be physical education teachers in Iraq, who number about (4726) people, according to statistics issued by the Ministry of Education for the current year. A sample representing the whole community was selected and divided randomly using scientific rules and principles. The main sample consisted of 740 teachers, representing 15.6% of the community, and was divided into three samples. The reconnaissance sample consisted of 20 teachers, representing 0.4%, and the construction sample consisted of 320 teachers, representing 6.5%. The application sample consisted of 400 teachers with a ratio of 8.3, and the scale was applied to the application sample that was randomly selected from the total community. One of the most important results reached by the researcher is that: The study concluded that physical education teachers in Iraq have an average level of organizational engagement compared to their colleagues in the academic field. One of the most important recommendations recommended by the researchers is that: Improving the organizational correlation for teachers of physical education in Iraq, enhancing the efficiency of teachers' performance in physical education in Iraq to improve the level of organizational engagement, adoption of the study by the Ministry of Education, and conducting similar field studies on other samples.

Introduction:

Progress in all fields of science also included the humanities related to sports, including sports management, which contributed to the emergence of great challenges facing all institutions as well as educational institutions, which calls for researchers to meet and continuous research to face these challenges and problems by creating a functional environment

that contributes to the development of quality performance as well On the availability of organizational commitment among workers. (Fadel and Lazim, 2021, p. 76).

Organizational commitment is one of the important sources for the field of sports management, and resorting to it is important for all educational and educational institutions and sports in light of the acceleration of the sciences used in sports, especially in the acceleration of the flow of information and data in service of educational institutions in particular, as well as keeping pace with scientific progress and technological development. (Shadhan and Ali, 2012).

The superiority of the administrative and educational performance of the educational institutions is due to the presence of a capable and developed administration to keep pace with modernity in all fields of education and administration, being in direct contact with the educational and administrative cadres as well as the students who represent the labor market, which called for attention to the need to create a functional environment supportive of the organizational and functional commitment to the fields and jobs Administrative and educational institutions in order to improve general performance. (Abboud and Salman, 2022).

Physical education teachers in Iraq depend on modern educational concepts in the field of sports management, management and reading in general. The concept of organizational correlation was used to improve the management of the quality of performance in sports schools and to promote growth and development in this field. Sports management constitutes an essential process in developing the educational process. The success of this management depends on improving and raising the morale of workers, improving educational and administrative practices in a distinctive way, and improving performance within the classroom. Organizational engagement is one of the modern management methods that are used to develop educational institutions, which aims to activate the power of organizational attraction among individuals and at various organizational levels, to create institutions capable of competition and organizational success. Therefore, the educational structures, frameworks, and objectives must be reviewed on an ongoing basis, in order to find out what is new in the world, and to address the obstacles facing the process of teaching and upbringing.

Organizational engagements can help improve performance and increase productivity by enhancing satisfaction and loyalty to the organization and motivating workers to achieve common goals. The application of the organizational correlation helps in creating a positive work environment that enhances effective interaction and communication between the employees and the school, and enhances belonging to the team and a sense of cohesion and belonging to the institution. In addition, the application of the organizational correlation helps to improve the school's reputation and increase its correlation with students, parents and the local community, which leads to an increase in the number of students and an improvement in the academic performance of the school. Thus, it can be said that organizational liaison plays a crucial role in achieving the organizational and academic success of the school in general. It can be said that the application of organizational liaison in the Department of Physical Education represents an important step in improving the quality of sports education and training in Iraq, and enhancing the athletic performance of educational and sports institutions. This requires providing the necessary framework and continuous training for administrators, trainers and teachers, in addition to activating the role of the local and civil society in supporting this work and achieving common goals.

The research revolves around the organizational correlation and its role in motivating teachers of physical education in Iraq, as the organizational correlation represents the positive belief or feeling towards work when employees believe that it has achieved justice and validity at work. Organizational attachment affects teachers' beliefs, feelings, and their emotional reactions towards work, and also affects their external behavior and society's view of their profession. Belief in organizational attachment leads to an increase in self-confidence and the ability to succeed at work. Hence, the importance of research in studying the reality of organizational attachment for teachers of physical education in Iraq becomes clear. . It is possible to overcome the obstacles facing them and achieve the ability to survive and continue in this field by reconsidering plans and programs and restructuring by efficient management, with the aim of reaching the stage of excellence, creativity and the ability to compete on the educational process in achieving the required level of organization. The problem of the study revolves around

Answer the following questions:

- 1- What is the level of organizational engagement for teachers of physical education in Iraq?
- 2- Have physical education teachers in Iraq reached the level of required organizational engagement? This comes based on what was previously mentioned about the importance of organizational engagement in achieving job satisfaction, increasing efficiency and competitiveness. Therefore, educational institutions in Iraq should seriously consider this issue and take the necessary measures to strengthen the organizational correlation between teachers of physical education.

Research problem:

The focus of this study revolves around the organizational correlation and its impact on the performance of teachers in the field of physical education in Iraq.

Research objective:

- Build and apply a scale to measure the level of organizational engagement among teachers.
- Identify the level of this correlation. This is based on the lack of awareness of most educational institutions in Iraq of the importance of organizational engagement and its impact on the educational process, and the failure to reach a satisfactory level of organizational engagement among teachers.

Research fields:

- Human field: Physical education teachers in Iraq
- Time field: (12/9/2022) to (12/1/2023)
- Spatial field: Iraqi directorates of education.

Previous studies:

The study of (Hamza Abdel-Hussein and Ali Makki), "The organizational affiliation of the coaches of the Premier League clubs in football for the 2020-2021 season from the players' point of view" (Khudair and Mahdi, 2021). The objectives of the research were to build a measure of organizational affiliation among the coaches of Premier League clubs in football from the point of view of the players and to identify the reality of organizational affiliation among the coaches of Premier League clubs in football from the point of view of the players 370 players , Distributed to 14 clubs, the researchers used the descriptive survey method, and the conclusions of the research were the level of organizational affiliation is good by dealing

with the work environment and indicating the validity of the scale for the coaches of the Premier League football clubs.

The study of (Ibtisam Salman Jalal), "The organizational affiliation of teachers in public schools in the capital, Amman, and its relationship to their job performance from the point of view of principals and assistants" (Jalal.2020)). The point of view of managers and their assistants the research sample consisted of 301 principals and assistants in public schools in Amman, the method used was the descriptive survey method, and the researcher used two questionnaires, the first to measure organizational affiliation and the second to measure job performance.

The study of (Mustafa Hassoun Kazem and Farqad Abdul-Jabbar Kazem), "The measure of the organizational culture of the formations of the Popular Mobilization Forces from the point of view of physical training teachers." physical, the research sample consisted of 300 physical training teachers of the Popular Mobilization Authority, and the researchers used the descriptive approach using the survey method. The recommendations of the research were to encourage members of the (Hashd Ash-Shabi) Organization to compete to obtain more knowledge to serve the organizational culture and administrative performance, to supervise all members of the Organization in training courses on a regular basis, and to inform them of modern administrative methods, including organizational culture and administrative performance. (Kazem and Kazem, 2020).

Research methodology and field procedures:

Research Methodology:

The researcher used the descriptive approach in her study, which is an approach that fits the nature of the research problem, as it is used to describe a specific phenomenon or problem, and portray it in numbers, by collecting data and information, then analyzing and interpreting it in an accurate scientific way (Al-Kateb, et al. 1986)

Community and sample research:

The research aims to study a specific phenomenon in a particular society, and the study population has been chosen to be physical education teachers in Iraq, who number about (4726) people, according to statistics issued by the Ministry of Education for the current year. This community is considered appropriate to the nature of the phenomenon being studied in the research (Mahgoub. , 2005).

Research sample.

A sample representing the whole community was selected and divided randomly using scientific rules and principles. The main sample consisted of 740 teachers, representing 15.6% of the community, and was divided into three samples. The reconnaissance sample consisted of 20 teachers, representing 0.4%, and the construction sample consisted of 320 teachers, representing 6.5%. The application sample consisted of 400 teachers with a ratio of 8.3, and the scale was applied to the application sample that was randomly selected from the total community, and the type of samples was divided based on scientific bases commensurate with the research problem to be consistent with the studied phenomenon (Al-Shafei, 1999)

Means of collecting information and data used, tools and devices in the research:

Means of collecting information and data used in the research.

- Arabic and foreign sources
- International Electronic Information Network (Internet).
- A questionnaire for measuring the expressions of the Organizational Engagement Scale.
- Personal interviews.
- Data dump form.

Devices used in the research.

- Dell laptop computer
- Manual Calculator (Kenko)
- Casio watch

Field research procedures

Procedures for building organizational correlation scales

First: Determine the idea of scale:

Construction an organizational engagement scale requires defining the idea of the scale clearly, and defining the intended use of this scale. This research aims to study the organizational correlation among teachers, so the first step in building the scale is to define this idea and its purpose.

Second: Determine the field of measurement

To determine the field of the two scales, the researcher reviewed the literature, scientific sources, and previous studies in the field of management and organization, especially the issue of organizational correlation. He also consulted 9 experts and specialists in this field and presented a questionnaire to the axes to determine the importance and important field that help build the scale. After presenting 4 axes of organizational correlation, 3 domains were reached: organizational identity, organizational image, and organizational culture, with an acceptance rate of 75% or more.

Third: Preparing the initial formula for paragraphs:

After defining the specific domains of the (organizational engagement) scale, the researcher prepared the appropriate paragraphs for each domain, based on the theoretical definition of each domain and identifying the proposed alternatives for the answer. These paragraphs were presented to the group of experts and specialists on Thursday 9-15-2022 to obtain their opinions, and some paragraphs (5, 11, 24, 34) have been deleted, so that the number of paragraphs in the organizational engagement scale is (36) paragraphs.

Description of the scale and method of correction

The researcher used Likert's method to measure organizational attachment, which is a common method in educational and psychological research. A measure of organizational attachment was presented, which consisted of 40 items, and 4 items were deleted from it after being reviewed by a group of experts and specialists. This method relies on calculating weights in a positive direction. Out of (15) according to the different alternatives for each paragraph, and the total score for each questionnaire can be calculated by adding the scores of the paragraphs, and the score ranges between 1 and 5 for each paragraph.

Exploratory experience:

The researcher conducted a preliminary exploratory experiment using his scale, where a random sample of 20 teachers was selected from the total community. The researcher distributed scale forms on Sunday, March 13, 2022, and collected data from the survey sample. The aim of this experiment was to identify the difficulties and obstacles that can be encountered when applying the scale, to evaluate the clarity of the scale paragraphs and the method of answering, in addition to estimating the time required to fully apply the scale.

Construction experience organizational engagement scale

The researcher prepared a research scale during the period from 12-9-2022 to 12-1-2023, where the scale forms were distributed to a building sample consisting of 320 teachers who were randomly selected from the original community. All answers were collected except for 16 incomplete forms, leaving 304. The researcher and the assistant work team experimented with measurement tools and conducted the necessary scientific transactions to evaluate the scale, and the result of the experiment in building the scale was to obtain an effective and reliable scale, as it was tested on the structural sample and analyzed the data using descriptive statistics and appropriate statistical tests. After analyzing and interpreting the results, the validity and stability of the scale and its ability to accurately and effectively measure the required variable were confirmed.

Scientific Transactions of the Organizational Engagement Scale**1- The validity of the scale.****A: Content Validity.****1- Virtual validity:**

The relevance of the scale paragraphs to the characteristic to be measured is determined, and validity is achieved when a specialized person decides that the scale is appropriate for the characteristic to be measured. The apparent validity of the scale can be achieved when the scale is presented in its initial form to a group of experts to judge the validity of its paragraphs in measuring a particular characteristic. A score of 75% and above can be used to estimate the validity of the paragraph for the study, or to reject it or modify it (Hassanin, 2001).

2- Logical validity

The indicator of validity in the scale can be available at the beginning of its preparation by defining the concept of psychological skills and defining its fields and paragraphs by consulting experts in the field of management science, tests and measurement.

Construction validity.**First: the strength characteristic of the paragraphs.**

This method aimed to measure the test's validity by its ability to distinguish between participants who scored high and those who scored low on the trait or ability that the test measured. To achieve this goal, the researcher analyzed the responses of the experiment sample, which consisted of 304 questionnaires, and arranged the results from highest to lowest, and chose 27% from the highest and lowest to calculate the discrimination coefficient for each item

in the organizational correlation scale and by using the t-test, paragraph (14) was deleted because the calculated level of significance was higher than the value of the approved significance level, and the results showed that all paragraphs in the Organizational Engagement Scale had characteristic power except for the deleted paragraph, and thus the scale became composed of 39 items, and this table shows that (1).

Table (1) shows the following values of the strength characteristic paragraphs of the organizational correlation scale for the construction sample

paragraphs	Groups	Statistical parameters		T value	Level Sig	Type Sig
		Arithmetic mean	Standard deviation			
1	upper group	3.390244	1.115304	6.378656	0.000	Sig
	lower group	2.439024	0.776169			
2	upper group	3.268293	0.775383	5.611513	0.000	Sig
	lower group	2.512195	0.951892			
3	upper group	3.512195	0.925255	8.166667	0.000	Sig
	lower group	2.317073	0.960183			
4	upper group	4.219512	4.730286	5.482483	0.026	Sig
	lower group	2.487805	1.267319			
5	upper group	3.195122	0.980294	5.381991	0.000	Sig
	lower group	2.268293	1.225243			
6	upper group	3.365854	0.968403	7.645754	0.000	Sig
	lower group	2.121951	1.122389			
7	upper group	3.487805	0.977802	6.901182	00.00	Sig
	lower group	2.390244	1.069534			
8	upper group	3.292683	0.749797	5.156164	00.00	Sig
	lower group	2.365854	1.199085			
9	upper group	3.390244	0.702782	6.212633	00.00	Sig
	lower group	2.439024	1.205172			
10	upper group	3.487805	0.809998	7.785583	00.00	Sig

	lower group	2.390244	0.996947			
11	upper group	3.390244	0.945464	8.307732	00.00	Sig
	lower group	2.170732	0.946109			
12	upper group	3.463415	0.951251	10.30906	00.00	Sig
	lower group	1.97561	0.907959			
13	upper group	3.341463	1.063244	7.24608	0.000	Sig
	lower group	2.146341	1.062096			
14	upper group	3.146341	1.15241	4.43971	0.000	Sig
	lower group	2.365854	1.112567			
15	upper group	2.853659	1.038291	3.501273	0.016	Sig
	lower group	2.317073	0.933783			
16	upper group	3.487805	1.098225	7.161829	0.000	Sig
	lower group	2.268293	1.096002			
17	upper group	3.536585	1.097669	6.300114	0.000	Sig
	lower group	2.390244	1.242539			
18	upper group	3.365854	0.942234	5.850513	0.000	Sig
	lower group	2.365854	1.240083			
19	upper group	3.390244	1.021715	5.574867	0.000	Sig
	lower group	2.414634	1.224247			
20	upper group	3.365854	1.112567	5.011061	0.000	Sig
	lower group	2.463415	1.206183			
21	upper group	3.219512	0.962086	3.197126	0.002	Sig
	lower group	2.658537	1.276906			
22	upper group	3.414634	0.94804	5.972227	0.000	Sig
	lower group	2.390244	1.242539			
23	upper group	3.390244	1.021715	3.536524	0.003	Sig

	lower group	2.829268	1.0221312			
24	upper group	3.560976	0.743262	8.475496	0.000	Sig
	lower group	2.439024	0.949968			
25	upper group	3.8536659	0.96335	13.44541	0.000	Sig
	lower group	2	0.806226			
26	upper group	3.731707	1.204666	9.605135	0.000	Sig
	lower group	2.04878	1.047645			
27	upper group	3.341463	1.039465	4.79907	0.000	Sig
	lower group	2.536585	1.120213			
28	upper group	2.878049	0.899864	4.732176	0.000	Sig
	lower group	2.170732	1.022312			
29	upper group	3.341463	1.015129	2.691669	0.008	Sig
	lower group	2.317073	1.105419			
30	upper group	3.0488	0.91493	1.613735	0.109	Non sig
	lower group	2.7927	1.10819			
31	upper group	3.146341	0.963353	4.311631	0.003	Sig
	lower group	2.463415	1.074653			
32	upper group	3.390244	0.945464	7.062749	0.000	Sig
	lower group	2.268293	1.096002			
33	upper group	3.487805	1.027666	5.736266	0.000	Sig
	lower group	2.585366	0.99939			
34	upper group	3.439024	0.89579	5.416141	0.000	Sig
	lower group	2.609756	1.069534			
35	upper group	3.512195	0.925255	5.588633	0.000	Sig
	lower group	2.682927	0.985876			
36	upper group	3.878049	0.953811	9.13226	0.000	Sig

	lower group	2.390244	1.137498			
37	upper group	3.243902	0.942881	4.59793	0.000	Sig
	lower group	2.487805	1.164516			
38	upper group	3.195122	0.813004	6.90128	0.000	Sig
	lower group	2.365854	0.733352			
39	upper group	3.390244	1.115304	6.378656	0.000	Sig
	lower group	2.439024	0.776169			

Error level (0.05)

Second: the coefficient of internal consistency (the relationship of the paragraph score with the total score)

The internal consistency coefficient is used to show the homogeneity of the paragraphs, and this coefficient represents the correlation between the scores of each paragraph and the total score (Allawi and Radwan, 2000).

In the organizational correlation measure, the researcher used the simple correlation coefficient to measure the items (38), and excluded two items (14, 15) because the correlation coefficient for each of them was greater than the significance level (0.05). Thus, (36) items remain to measure (organizational correlation). Table (2) shows the coefficient of internal consistency (Bahi, 1999).

Table (2) shows the internal consistency between the responses of each item and the total score of the Pearson simple correlation coefficient scale to examine the validity of the items of the (organizational correlation) scale.

No. paragraphs	correlation coefficient	Level sig	No. paragraphs	correlation coefficient	Level sig
1	0.578	0.000	20	0.243	0.000
2	0.315	0.000	21	0.560	0.000
3	0.577	0.000	22	0.523	0.000
4	0.446	0.000	23	0.235	0.000
5	0.408	0.000	24	0.482	0.000
6	0.355	0.000	25	0.255	0.000
7	0.308	0.000	26	0.529	0.000
8	0.246	0.000	27	0.306	0.000
9	0.383	0.000	28	0.448	0.000
10	0.323	0.000	29	0.233	0.000
11	0.489	0.000	30	0.295	0.000
12	0.493	0.000	31	0.587	0.000

13	0.517	0.000	32	0.558	0.000
14	0.0941	0.168	33	0.486	0.000
15	0.067	0.264	34	0.554	0.000
16	0.349	0.000	35	0.688	0.000
17	0.327	0.000	36	0.680	0.000
18	0.381	0.000	37	0.432	0.000
19	0.306	0.000	38	0.629	0.000

Scale stability:

First: the split half method.

The researcher used the half-halves method as a means of measuring stability, and this method relies on dividing the test items into two halves, the first containing items with odd numbers, and the other containing items with even numbers, and the researcher reached a value of the correlation coefficient between the two halves in the organizational correlation scale of (0.819). which is a value denoting the stability that approximates the test. And using the Spearman-Brown reliability equation, the value of the reliability coefficient was modified for half of the test to reach (0.901), and this means that the scale has a high reliability coefficient, which confirms that it can be relied upon in estimating the stability of the test (Saleh, 2010).

Second: the method (Cronbach's alpha coefficient):

This type of stability is called internal homogeneity and refers to the strength of the correlations between the paragraphs in the test, and to calculate the stability with Cronbach's alpha coefficient for the organizational correlation scale it reached (0.722).

2- Objectivity of the scale:

After analyzing the data from the test, it was found that all the statements were clear to the sample members, and the questionnaire was designed to be characterized by high objectivity, as it includes multiple optional alternatives and does not accept multiple answers, and it did not include any statement for the open answer, and accordingly, it is not possible to differ on the scores obtained by the individuals in the sample.

Organizational correlation scale in its final form:

The organizational engagement scale consists of (36) items distributed over (3) domains, as shown in Appendix (2). The scale uses the five-point evaluation system (always, often, sometimes rarely, never), where the lowest score in the scale ranges from (36). to (180), and the degree of impartiality is (108), which enables the response to be accurate and objective.

Scale Levels:

Levels for the scale were found based on the range method according to the estimation of the fifth scale scores (Lickert method). The level was divided as follows:

Table (3) shows the percentage and level

No.	level type	Degree	percentage	level type
1	level one	1 to 1,8	0,2 to 0,36	low
2	Second Level	1,81 to 2,6	0,36 to 0,52	acceptable
3	third level	2,61 to 3,4	0,52 to 0,68	medium
4	fourth level	3,41 to 4,2	0,68 to 0,84	good
5	level five	4,21 to 5	0.84 to 100	high

Scale application (the main experiment).

Using the random method, the researcher applied the organizational correlation measure on a sample of the research community, which consisted of (400) questionnaires. The scale was distributed for the period from Thursday (12/15/2022) to Wednesday (12/15/2022), and after sorting the questionnaires, the number of valid questionnaires for the analysis process was (392), and they were treated statistically to extract the results.

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

Results and discussion:

Presentation of the results of the organizational correlation scale for teachers of physical education in Iraq:

The averages and standard deviations of the scores of the sample's responses were calculated on all terms of the Organizational Engagement Scale, and they were classified according to the three axes: organizational identity, organizational image, and organizational culture. The results were arranged using the stem and branch methods, and this is illustrated in Table (4).

Table (4) shows the presentation of the results for the arithmetic means, standard deviations, percentage, rank and level of scores, the responses of the study sample, and the areas of organizational engagement.

N o.	field	Total degree	Relative importance	arithmetic means	Mediator	standard deviations	hypothetical mean	T value calculated	Level Sig	Type Sig	Level
1	organizational identity	34.479	%37.7	2.652	35	4.013	39	-22.329	0.000	Sig	medium
3	organizational picture	28.035	%30.7	2.336	27	5.015	36	-31.481	0.000	Sig	acceptable
2	Organizational culture	28.632	%31.4	2.603	28	3.916	33	-22.105	0.000	Sig	medium
	scale degree	91.148		2.531	92	7.828	99	-19.884	0.000	Sig	acceptable

Significance level(0.05)

Discussing the results:

The results were discussed and table (4) showed that the level of organizational connection for the three axes was medium, and the value of (t) showed that teachers of physical education in Iraq possess a good level of organizational connection (Jamal Al-Din, 2006, pg. 420) and the null hypothesis was rejected and accepted The alternative hypothesis, as the arithmetic mean of the scale was significantly different from the value of the hypothesis mean, and was higher than the hypothetical mean. From the researcher's point of view, teachers' possession of this level of organizational connection is not sufficient, as there are many tasks and duties that teachers must perform while leading physical education lessons. Therefore, raising the level of organizational engagement for physical education teachers is necessary, as the process of developing physical attributes, skills, and the psychological and educational aspect requires teachers to have scientific and practical experience. (Abdul Majeed, 1984). Therefore, improving the level of organizational correlation age of teachers helps to carry out tasks and duties in modern and diverse teaching methods, and contributes to the administrative process of the lesson and follow-up on the development of various sciences.

Conclusions and Recommendations:

Conclusions:

According to the research results, the researcher conclusions the following conclusions:

- The study concluded that physical education teachers in Iraq have an average level of organizational engagement compared to their colleagues in the academic field.

Recommendations:

According to the study that was reached, the researcher recommends the following

- Improving the organizational correlation for teachers of physical education in Iraq.
- Enhancing the efficiency of teachers' performance in physical education in Iraq to improve the level of organizational engagement.
- Adoption of the study by the Ministry of Education.
- Conducting similar field studies on other samples.⁷

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Appendix (1)

Personal interviews of experts with specialization

No.	Name	Specialization	Affiliations
2	Prof. Dr. Abdullah Hazaa	Sports management	Al-salam University College
4	Prof. Dr. Ali Youssef	psychology	Al-salam University College
1	Assist. Prof. Dr. Hussein Khamis Rameed	Sports management	University of Baghdad/College of Physical Education and Sports Sciences

3	Assist. Prof. Dr. Muhammad Qusay Muhammad	Sports management	University of Baghdad/College of Physical Education and Sports Sciences
5	Assist. Prof. Dr.. Asaad Abdullah	Test and measure	University of Baghdad/College of Physical Education and Sports Sciences

Appendix (2)

Organizational correlation Scale

No.	Paragraphs	Always	Often	Sometimes	Rarely	Never
	Organizational identity					
1	I make everyone aware of the work and tasks that I do within the competence of my work					
2	I feel my degree qualifications are appropriate for the position I hold					
3	I feel that the position I occupy does not match my professional inclinations					
4	I feel that some people in the school organizational structure do not have the necessary willful experience, which may disrupt the workflow					
5	My school work is always routine					
6	The organizational structure in the school is not clear and precise					
7	The current school organizational structure is not conducive to opportunities for growth and advancement					
8	The administrative system in the school is weak and does not address the problems					
9	The administrative system within the school is characterized by strength and flexibility					
10	The school administration is unable to resolve differences and conflicts at the middle and lower administrative levels					
11	The school organizational structure is appropriate to the needs of work and helps to speed up the completion and quality of work					

12	I do not feel that the school administration is keen on teamwork					
13	I feel that the material and human capabilities required to complete the work are not available					
	organizational picture					
14	I feel respected by everyone for practicing the profession of teaching physical education					
15	Everyone looks at him with moral standards					
16	Everyone has high values for the teaching profession					
17	There is a distorted image towards the physical education lesson					
18	Everyone believes in my primary role in building it					
19	Society considers the profession of teaching a sacred duty that seeks to provide society with science and civilization					
20	The community looks at the role of the physical education teacher as marginal					
21	The community looks at the role of a sports teacher through the financial returns of this profession, as it is the main criterion					
22	The community believes in the role of the teacher of physical education through the health service of students					
23	Society is seen by adhering to decent and good looks					
24	Society looks at the physical education teacher as brave and strong personality					
25	Society views the physical education teacher as not keen on performing duties					
26	The community is always seen to persevere, whatever the circumstances					
27	Society is viewed by giving personal interest over the interest of students					

	Organizational culture					
28	The school is more than a place of work					
29	I tend to work at a higher performance when I feel a sense of belonging to the school					
30	I am proud of my belonging to the teaching profession					
31	I actively participate in completing school tasks because of my high belief in the teaching profession					
32	See job commitment as a moral issue					
33	I believe in the school's laws, instructions and obligations					
34	To practice my profession so as not to lose financial returns					
35	To practice professionally because there are no similar or better job opportunities					
36	I want to continue working in my profession because it is the source of my happiness					
37	I believe the teaching profession is sacred					
38	I feel pride and joy in the practice of teaching physical education					
39	I believe that the lesson of physical education is a physical, moral and psychological building for man					