Measuring the Level of Effective Leadership Styles among Faculty Members in the Faculties of Physical Education and Sport Sciences in the Southern Region

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ABSTRACT

   The study aimed to build, codify and apply the scale of the level of effective leadership styles among faculty members in the Faculty of Physical Education and Sport Sciences in the Southern Region, as well as to identify the level of effective leadership among faculty members in the Faculty of Physical Education and Sport Sciences in the Southern Region, and to derive standards and standard levels for effective leadership among faculty members in the Faculty of Physical Education and Sport Sciences in the Southern **Region.The researcher adopted** the descriptive method by the survey method, relational relationships and normative studies to suit the nature of the problem and achieve the research objectives**, as the research population reached** (420) teachers in the faculties of physical education and sports sciences in the southern region of Iraq, and the sample was selected by the deliberate method, as it consisted of (210) employees and (50%) of the research population. The **study came out with the following conclusions**: that the scale designed by the researcher has the ability to measure the level of effective leadership among faculty members in the faculties of physical education and sport sciences in the southern region, and the scale of effective leadership styles showed that his sample was at a good level**, the researcher recommends** that the scale of effective leadership styles be adopted on other samples

Introduction and Importance of Research

The world has recently witnessed accelerated events, and these events have made a qualitative and great leap in the field of learning and education, through which universities have jumped to global rankings and occupied high ranks, while universities have obtained low rankings that do not deserve their global status, and this is due to the accelerated events in the field of learning and education and the tremendous developments that have negatively reflected on some countries, which negatively affected them. It has become necessary to have wise leaders who are creative and synchronize with these changes in a great way in order to keep pace with them in line with the changes that have occurred and through the effective leadership that the decision-makers have, represented by the academic leaders of the deans of the faculties of physical education and sports sciences.

The importance of the current study conducted by the researcher lies in identifying the impact of effective leadership in achieving job harmony among faculty members in the faculties of physical education and sport sciences in the southern region, as effective leadership is one of the important topics that receive great attention by researchers and academics in the field of leadership, as well as an attempt to enrich scientific research in a way that benefits the community and educational institutions in the southern region with information about effective leadership, by building a scale to measure Effective leadership styles.

Research Problem

The researcher sensed the problem of this research from the difficult reality that universities in general in Iraq live in terms of their general level fluctuations and their weak ability to keep pace with development and enter into advanced scientific repositories. That is, leadership styles that improve the quality of the administrative process and its contribution to the progress and success of the scientific institution.

Research Objectives

The research aims to identify the following:

1- Building , codifying and applying the scale of the level of effective leadership styles among the faculty members in the Faculty of Physical Education and Sport Sciences in the Southern Region

2- Identifying the level of effective leadership styles among the faculty members in the Faculty of Physical Education and Sport Sciences in the Southern Region

3- Deriving standards and standard levels rather than effective leadership styles among faculty members in the Faculty of Physical Education and Sport Sciences in the Southern Region

 Research Areas

Human Field : Faculty Members in the Faculties of Physical Education and Sport Sciences in the Southern Region

Time Domain : Period from (14/10/2024) to (10/4/2025)

Spatial Field : Faculties of Physical Education and Sport Sciences in the Southern Region

Definition of Terms:

Effective Leadership:

Effective leadership is an ongoing process that requires effort and continuous improvement of skills and strategies. An effective leader must be able to manage people well, develop trust and cooperation between them, set clear goals, organize daily operations, and deal with problems in an effective and rational manner. By employing the right strategies and developing the necessary skills, an effective leader can influence the performance of his team and achieve success and excellence. Try to continue to learn and develop yourself through reading, training courses, and skills training necessary. Be patient and committed to improving your level, setting clear goals, and using the right strategies, as this will help you achieve great successes at work and in life. With the right skills and effective strategies, an effective leader can achieve positive results and achieve excellence and success for his team and for himself (Abdul Razzaq Jaafar Al-Amir: 2001, p. 11)

Research Methodology and Field Procedures:
Research Methodology:
The research methodology is"The method that relies on inductive and deductive thinking, the use of scientific observation methods, the imposition of hypotheses and experiment to solve a certain problem and reach a certain result"(Wajih Mahjoub : 1993, p. 273). Therefore, the researcher adopted the descriptive method with the survey method, correlational relationships and normative studies to suit the nature of the problem and achieve the research objectives, where descriptive studies are used by the relational survey method to determine to what extent the changes in a certain factor are consistent with the changes in another factor, and also to identify the size and type of the existing relationships between the variables, and the variables may be fully or partially related to each other positively or negatively. The existence of a correlation and a high contribution rate provides the opportunity for future prediction. (Haidar Abdul Razzaq Al-Abadi: 2015, p. 80)

The research population and its sample:

The research population is "all the vocabulary of the phenomenon that the researcher is studying"(Sami Mohamed Melhem : 2010, p. 269)**,** The research sample represents a number of individuals or objects that are selected according to a certain rule or style of the statistical community that represents this community."**(** Mohamed Abd El , Hamid :2000, p. 130**)** The research population reached (420) teachers in the faculties of physical education and sport sciences in the southern region of Iraq, and the sample was selected in a deliberate way, as it consisted of (210) employees and (50) percent of the research community, "and here it is necessary to determine the percentages of the sample that represent the research community sufficiently and allow the generalization of the results, and the sufficient sample in quality and number will achieve success in completing the research, and the larger the percentage of the research community, the smaller the research sample, and vice versa, the smaller the percentage of the research community, the larger the sample."**(** Haider Abdul Razzaq Al-Abadi: 2015, p. 97**)** The researcher selected samples from the research community in proportion to the main steps to solve the research problem, and they were as follows:

First: The sample of the initial application (exploratory experiment) of the scale: where the sample of the exploratory experiment of the scale consisted of (10) teachers and (4.76%) of the total research sample.

Second: The construction sample of the scale: it consisted of (110) teachers and (52.38%) of the total research sample.

Third: The main application sample of the scale: The main application sample of the scale consisted of (90) teachers and (42.85%) of the total research sample, as shown in Table (1).

Table (1)
Shows the research community and its sample

Sample Master Experiment	Sample construction of the two scales	Sample of the Survey Experiment for Two Scales	Total Number For the research community	Directorate	t
30	30	-	130	Basra	1
30	-	10	80	Dhi Qar	2
-	30	-	80	Maysan	3
30	30	-	90	Wasit	4
-	20	-	40	, Al Muthanna	5
90	110	10	Total 420		
42.85%	%52.38	%4.76		Percentage	

Field Research Procedures:

To achieve the objectives of the current research, it was required to build a scale of effective leadership styles among faculty members in the faculties of physical education and sport sciences in the southern region for the academic year (2024-2025).

Procedures for building the study scale:

For the purpose of obtaining the results of the research and achieving the goals, there must be a measurement tool, so the researcher had to build a special scale to be answered by the sample members to achieve the research goals on a scientific basis, where the researcher took the following steps:

Determining the purpose of building the scale:

One of the important steps to build a specific scale is to clearly define the purpose (objective) of the scale and what is the intended use of this scale, as the purpose of building the Effective Leadership Styles Scale is to identify the most effective styles in terms of its types, methods and

means used, and to know the obstacles and their impact on the work of the workers in the faculties of physical education, science and sports in the southern region.

Determining the phenomenon to be measured:

Before building the research tool (scale), the purpose of building this tool should be clearly defined and what is the need for this tool, as the purpose of building the scale of this study was to identify the most effective leadership styles among the faculty members in the faculties of physical education and sport sciences in the southern region.

Define the domains for the scale:

By reviewing the scientific sources, references, and previous studies related to the science of public administration, sports management, and some scales, and using the opinions of some experts in this field in order to identify some areas that have a great role in building the scale, the researcher identified (7) areas of effective leadership, which are: **(Directive Leadership, Transformational Leadership, Participatory Leadership, Delegated Leadership, Situational Leadership**, **Service Leadership, Charismatic Leadership,)** and were presented to those with experience and specialization in physical education and in the discipline of management and organization science, and they numbered (17) experts and specialists, in order to identify the main areas for building the effective leadership scale and to make any observations on the validity or modification of the fields, as in Table (2).

Table (2)
Shows the percentage and value of K2 of expert opinions for the areas of the Effective Leadership Scale

Significance	Itself	K2	Percentage	Not fit	Percentage	Fit	domains	t
Moral	0.00	17	Zero %	zero	100%	17	**Guiding Leadership**	1.
Moral	0.00	13.23	%5.88	1	%94.11	16	**Transformational Leadership**	2.
Moral	0.00	7.11	17.64 %	3	%82.35	14	**Participatory Leadership**	3.
Moral	0.00	9.94	11.76 %	2	%88.23	15	**Delegated Leadership**	4.
Moral	0.00	17	Zero %	zero	100%	17	**Situational Leadership**	5.
Insignificant	0.00	0.52	41.17 %	7	%58.82	10	**Charismatic Leadership**	6.
Insignificant	0.00	0.05	52.94 %	9	%47.05	8	**Service Leadership**	7.

Through the answers of the experts, some areas were excluded and some were modified, and the following areas were accepted:

1. Guiding Leadership.
2. Transformational leadership.
3. Participatory Leadership.

4. Delegated leadership.
5. Situational leadership.

Determining the validity of the items of the Effective Leadership Styles Scale

The researcher asked the experts and specialists to give their observations on the validity of the paragraphs of the paragraphs, their content, soundness, the main areas and the relevance of each paragraph to the field in which they were placed, mentioning their observations and suggestions about the scale in general and about the use of the five-point rating scale.

After the experts and specialists expressed their opinions and observations about the paragraphs of the scale, the researcher analyzed the results of the scale by extracting the percentage of the answers and used the (Ka) square as a criterion for the validity of the paragraphs of the scale or not, where the paragraphs whose significance level was less than (0.05) were accepted and the paragraphs whose significance level was more than (0.05) were excluded, and these values represent the opinions of (17) experts regarding the Leadership Scale. As shown in Table 3.

The survey experience of the two scales:

The exploratory experiment is a practical training for the researcher to identify the negatives and positives that he encounters during the test to address them.(Qasim Hassan Al-Mandalawi, 1989, p. 156)After the Effective Leadership Styles Scale was built and ready for application, the researcher conducted a survey experiment of the scale before the final application of the research in an appropriate period, where he distributed the scale (Patterns of Conduct). **Effective Leadership**) on a sample of (10) employees at the Faculty of Physical Education and Sport Sciences in Dhi Qar Governorate on 15/12/2024, and the purpose of the survey experiment was to prepare the reasons for success to apply the main scale and to know the time it takes for the teacher to fill out the form, and it was found that filling out the form takes (10) minutes for each scale, and also for the purpose of ensuring that the sample understands the paragraphs of the scale and in order to avoid any obstacles or difficulties that may face the researcher in the future. The researcher explained how to answer the sample members and allow them to inquire and ensure the efficiency of the assistant staff who was distinguished by their efficiency.

Main Experience:

The researcher applied the main experiment by distributing the questionnaire forms of the scale in order to obtain and record the information on (30/12/2024 to 28/1/2025), and the aim of it was to analyze the paragraphs by identifying the difficulty of the paragraph for each scale, the strength of the paragraph's distinction, and the effectiveness of the alternatives in the paragraphs of the scale, and the main experiment was as follows:

Application of the Effective Leadership Styles Scale to the Construction Sample:

The researcher distributed the Effective Leadership Styles Scale to a sample of (110) teachers in the faculties of physical education and sport sciences in the southern region

Note that the researcher distributed the scale to (120) teachers as a constructive sample, but the retrieved answers were only (110) answers.

Statistical Analysis of Items of the Scale of Effective Leadership Styles

It means "the study that relies on the logical, statistical and empirical analysis of the test units for the purpose of knowing their characteristics and deleting, modifying, substituting, adding or rearranging these paragraphs in order to reach a consistent and honest test in terms of length and difficulty." Mohammed Abdulsalam Ahmed: 1980, p. 43) There are many methods of

statistical analysis, and the researcher relied on the method of the two terminal groups to analyze the paragraphs of the scale.

Discriminating Strength:

The detection of the discriminating power is done by knowing the total score of the sample members' answer in the study, then the forms are arranged in descending order, then two peripheral groups are selected with 29.7% of the total sample that was measured, an upper group represented by the individuals with the highest scores, and a lower group represented by the individuals with the lowest scores, and thus the researcher formed two upper and lower groups with a strength of each (30) Individually, and to calculate the discriminating power of the paragraph, the law (T) was used, and after applying statistical operations to extract the discriminating power of the paragraphs, the following results appeared:

1. The discriminating ability of the Effective Leadership Styles Scale ranged from (21.11) to (56.67)
2. No paragraph was excluded because all the paragraphs have a high degree of distinction, as shown in Table (5).

Table (5)
Indicates the value of (t) calculated to indicate the discriminatory ability of the items of the
Effective Leadership Scale

Statistical Significance	Level of significance	Calculated t-value	Lower Group		Top Group		t
			Standard Deviation	Arithmetic mean	Standard Deviation	Arithmetic mean	
Characteristic	0.00	21.11	0.59	2.09	0.51	3.23	1.
Characteristic	0.00	27.58	0.65	2.05	0.54	3.65	2.
Characteristic	0.00	13.81	0.38	2.45	0.95	3.43	3.
Characteristic	0.00	31.57	0.54	1.22	0.98	3.67	4.
Characteristic	0.00	44.80	0.55	1.99	0.71	4.78	5.
Characteristic	0.00	47.40	0.67	1.56	0.76	4.89	6.
Characteristic	0.00	41.83	0.49	1.89	0.73	4.44	7.
Characteristic	0.00	44.56	0.41	1.78	0.72	4.34	8.
Characteristic	0.00	43.65	0.52	1.22	0.89	4.34	9.

Characteristic	0.00	23.98	0.46	1.78	0.96	3.55
Characteristic	0.00	56.67	0.64	1.12	0.72	4.90
Characteristic	0.00	34.61	0.67	1.65	0.95	4.44
Characteristic	0.00	40.29	0.57	1.76	0.82	4.55
Characteristic	0.00	36.61	0.46	2.22	0.82	4.60
Characteristic	0.00	38.65	0.49	1.88	0.82	4.44
Characteristic	0.00	36.61	0.44	2.23	0.85	4.66
Characteristic	0.00	25.24	0.42	2.11	0.92	3.88
Characteristic	0.00	35.07	0.43	2.02	0.91	4.44
Characteristic	0.00	29.37	0.39	2.67	0.84	4.55
Characteristic	0.00	30.76	0.33	2.98	0.88	4.98
Characteristic	0.00	37.37	0.67	1.77	0.94	4.76
Characteristic	0.00	38.78	0.43	2.23	0.86	4.79
Characteristic	0.00	35.94	0.55	1.67	0.92	4.33
Characteristic	0.00	39.38	0.59	1.54	0.84	4.34
Characteristic	0.00	42.67	0.54	1.95	0.87	4.98
Characteristic	0.00	28.87	0.59	1.56	0.99	3.78
Characteristic	0.00	34.71	0.37	2.45	0.79	4.55
Characteristic	0.00	44.21	0.48	1.93	0.68	4.45
Characteristic	0.00	27.36	0.45	2.89	0.95	4.86

Characteristic	0.00	23.56	0.38	2.16	0.99	3.88	3

Internal consistency coefficient:

The researcher used this method because it shows the homogeneity of the paragraphs, because there are probably duplicate paragraphs but they measure different dimensions, and the correlation coefficient (Pearson) was used between:

1. The scores of the sample members on each paragraph and the score of the field.
2. The score of each item is the total score of the scale

Using the Statistical Package (SPSS), and after completing the statistical analysis process, it was found that all the paragraphs are consistent as shown in Table (6) and Table (7).

Table (7)

Shows the internal consistency and correlation coefficient between the paragraph score and the field score of the Effective Leadership Scale

Level of significance	Correlation coefficient	Sequence Paragraph	Level of significance	Correlation coefficient	Sequence Paragraph
0.00	0.62	.16	0.00	0.54	1.
0.00	0.54	.17	0.00	0.65	2.
0.00	0.67	.18	0.00	0.53	3.
0.00	0.68	.19	0.00	0.64	4.
0.00	0.55	.20	0.00	0.56	5.
0.00	0.54	.21	0.00	0.61	6.
0.00	0.65	.22	0.00	0.58	7.
0.00	0.68	.23	0.00	0.55	8.
0.00	0.54	.24	0.00	0.66	9.
0.00	0.60	.25	0.00	0.58	10.
0.00	0.54	.26	0.00	0.67	11.
0.00	0.57	.27	0.00	0.61	12.
0.00	0.68	.28	0.00	0.58	13.
0.00	0.58	.29	0.00	0.55	14.
0.00	0.62	.30	0.00	0.57	15.

Table (8)
Shows the internal consistency coefficient between the paragraph score and the overall score of the Effective Leadership Scale

Level of significance	Correlation coefficient	Sequence Paragraph	Level of significance	Correlation coefficient	Sequence Paragraph
0.00	0.48	.16	0.00	0.37	1.

0.00	0.41	.17	0.00	0.43	2.
0.00	0.40	.18	0.00	0.51	3.
0.00	0.39	.19	0.00	0.35	4.
0.00	0.50	.20	0.00	0.43	5.
0.00	0.33	.21	0.00	0.36	6.
0.00	0.46	.22	0.00	0.47	7.
0.00	0.37	.23	0.00	0.35	8.
0.00	0.51	24.	0.00	0.48	9.
0.00	0.49	25.	0.00	0.51	10.
0.00	0.36	26.	0.00	0.50	11.
0.00	0.47	27.	0.00	0.38	12.
0.00	0.44	.28	0.00	0.37	13.
0.00	0.43	.29	0.00	0.46	14.
0.00	0.50	.30	0.00	0.38	15.

Table (9)
The correlation coefficient between the domain score and the overall score of the Effective Leadership Styles Scale

Level of significance	Correlation coefficient	"I don't think it's a good idea," he said.
0.00	0.66	Guiding Leadership
0.00	0.72	Transformational Leadership
0.00	0.77	Participatory Leadership
0.00	0.79	Delegated Leadership
0.00	0.77	Situational Leadership

Scientific Foundations of the Two Scales:
1. Honesty:
Honesty means "that the task of the test is to measure and evaluate the quality for which the test was actually made." Marwan Abdel Majeed Ibrahim: 1990, p. 13)As it is one of the most important test quality standards and is one of the basic characteristics in building tests and scales, where the researcher verified the validity of the two scales through:
First: The honesty of the arbitrators:

This type of honesty means presenting the scale to a group of experts and specialists in the field in which the test is being conducted, and if the experts acknowledge that this test or scale measures the behavior or quality for which it was designed, it is honest and the researcher can rely on it.Mustafa Hussein Bahi: 1999, p. 23) The researcher has verified this kind of honesty by presenting the scale to a group of experts to indicate its validity to measure what it was designed for, and this was achieved after lifting and modifying some paragraphs and keeping the paragraphs that obtained the approval of the experts.

Second: Sincerity of Construction:

The truthfulness of the construction is one of the most appropriate types of honesty for the construction of the scales because it depends on the empirical verification of the extent to which the scores of the paragraphs match the characteristic or concept to be measured (Sarmad Ahmed Moussa: 2003, p. 23), and the researcher has verified the construct honesty of the research scale through (the discriminatory power of the paragraphs) that have been explained above and as in Table (8).

2- Stability of the scale

 It is one of the basic elements in preparing tests and relying on their results, and it means the stability of the results when the test is reapplied to individuals, and maintaining the real variance of the test (Essam Al-Nimr: 2008, p. 77). In other words, a test or scale that is characterized by stability is the one that gives the same results if it is repeated to the same individuals and under the same conditions ⟨Muwaffaq Asaad: 2007, p. 22). There are several ways through which the stability coefficient can be extracted, and the researcher chose two methods among them:

First: Internal Consistency Method (Fackernbach):

 It is one of the most common stability scales, and the most suitable for scales with a graded scale, as this method depends on the extent to which the paragraphs are related to each other within the scale, and the correlation of each paragraph with the scale as a whole, as the rate of internal correlation coefficients between the paragraphs determines the (Falkronbach) coefficient. Many sources indicate that the higher the score of Fackernbach (70) and above, the better the plant.⟨Mustafa Bahi: 1999, p. 18)

 The researcher calculated the stability coefficient using the Falkronbach method of the effective leadership styles and job harmony scale for all the members of the (110) construction sample using the statistical bag (SPSS), and the value of the stability coefficient of the effective leadership scale was equal to (0.966), and the value of the stability coefficient of the functional harmony scale was (0.948), which is a high stability value.

Table(10)
The Falkronbach stability coefficient for all areas of effective leadership styles

Stability coefficient (Fackernbach)	domains	t
0.88	**Guiding Leadership**	1
0.89	**Transformational Leadership**	2
0.86	**Participatory Leadership**	3
0.89	**Delegated Leadership**	4
0.85	**Situational Leadership**	5

Second   : The Half- Segmentation Method:

    This method depends on the division of the test required to be fixed into two equal parts, after applying it to one group, and there are several ways to divide the test, the first half of the test may be used against the other half, and questions with individual numbers may be used against questions with even numbers, and this method is characterized by saving effort and time,

as it requires applying the test only once, and it is one of the most used methods in educational and psychological studies to find the plant lab

The researcher adopted the forms of the basic sample of the experiment (construction sample), which are (110) forms, and the paragraphs of the Effective Leadership Scale were (30) paragraphs, of which (15) were even and (15) were individual. The correlation coefficient between these two parts was extracted using the statistical program (SPSS), as shown in my table (11)

Table (11)

Shows the correlation and stability coefficient of the effective driving scale

Cronbach Second Half	Cronbach First Half
0.87	0.88

Torsion coefficient :

Most of the distributions of the samples are not exactly the same, and they may tend to one side for the maximum value at a rate of more than the other, and this deviation from symmetry is called twisting (Wadih Yassin Muhammad and Hassan Mohamed Abed: 1999, p. 137). If the values of the variable are centered towards the small values rather than the large values, then the distribution of this variable is twisted towards the right , and it is called the twisting positive, but if it is the opposite, it is the negative of the twist (Ali Salloum Mazen Hassan Jassim: [2008, p. 137]). In order to identify the extent to which the sample answers are close to or after the normal distribution, the researcher calculated the torsion coefficient, where the value of the torsion coefficient of the effective leadership scale was (0.61) These are positive values, which indicate that the natural curve is moving towards the right and that the value reached by the researcher is a small value, which indicates that the sample was distributed in a way that is almost close to the typical distribution that is equal to (zero) whenever it is close to (+-3).

Table (12)
Shows the torsion coefficient of the effective driving scale

| Minimum Value	Highest Value	Torsion coefficient	Standard Error	Contrast	Standard Deviation	Arithmetic mean	Scale
92	150	0.61	1.181	205.602	12.33	127.56	Effective Leadership

Standard Levels of the Scale:

The researcher has used the natural distribution curve (Kaws) to obtain the curve of the moderate distribution of the data represented by the nature of the sample, its number and the extent of the suitability of the tests for it, the larger the sample size and the more appropriate the tests, the closer we are when distributing the data to the shape of the moderate curve (Wadih Yassin

Muhammad and Hassan Mohamed Abed: 1999, p. 165), where the researcher chose that there should be five levels of the scale and the standard scores are divided into (5) levels and the modified standard scores consist of (12) scores as shown in Table (12) Figure (1)

Table (12)
Shows standardized and adjusted scores, raw scores, and effective driving scale levels

Percentage	Iteration	Z Degree	Grade T	Raw Grade	Levels
4.54%	5	and 63.33 above	1.33-Above	144-and above	Very good
22.72%	25	62.52-52.78	1.25-0.27	143-131	Good
50%	55	51.97-42.24	0.19 -0.77	130-118	medium
13.64%	15	41.23-31.70	0.85-1.82	117-105	low
9.09%	10	Lower – 30.89	FAQL -1.91	FAQL-104	Very low

Figure (1)
Shows the scores and standard levels of the Effective Leadership Scale
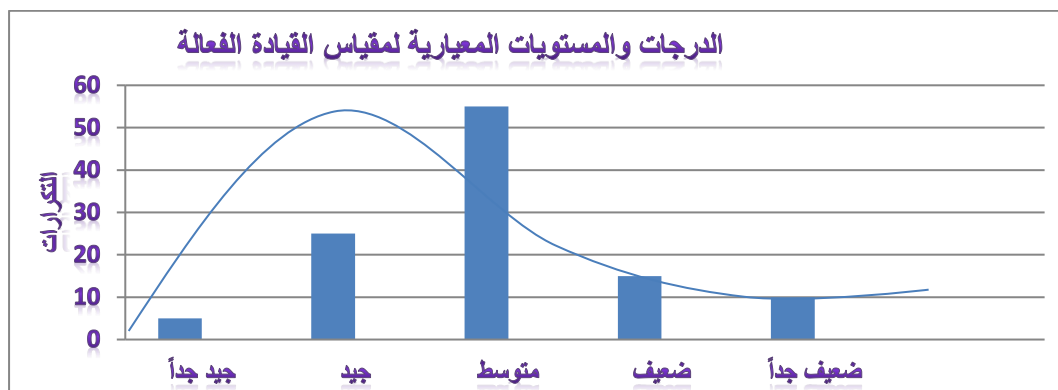
Final Application of the Scale:

    After the construction procedures were completed, the scale became ready for application with (30) paragraphs for the scale of effective leadership styles distributed over five areas, as the researcher applied the scale in its final form to the application sample of the faculty members in the colleges of physical education and sport sciences in the southern region, who are (90) employees for the period from (10/2/2025 to 5/3/2025) After analyzing the answers of the final application sample, the data were collected by a special form , where the final score of the sum of the scores obtained by the respondent from the sample on the paragraphs of the scale was calculated, where each employee had a score that represents his answer on the scale.

Statistical Methods:

The researcher adopted the statistical package (**SPSS**) and Excel program to access the following statistical means:

- Percentage
- Square Kai
- Arithmetic mean
- Broker
- Standard Deviation
- Torsion coefficient
- T. Test Act for Independent Samples

- Pearson correlation coefficient
- Spearman
- Al-Fakronbach
- Standard Grade Z and T

Conclusions:

In light of the results obtained by the researcher as a result of applying the research tools to the main sample in the current study, he reached the following conclusions:

1- The scale designed by the researcher has the ability to measure the effective leadership styles of faculty members in the faculties of physical education and sport sciences in the southern region.

2- The effective leadership scale showed him that his sample was at a good level

3- The study calls for the study of variables related to effective leadership.

 Recommendations:

1- Paying attention and focusing on effective leadership styles in all aspects because of the positive impact on the work atmosphere of the faculty members.

2- Adopting the Effective Leadership Styles Scale as a tool to identify the levels of effective leadership in the faculties of physical education and sport sciences in order to identify the problems and difficulties they face in order to avoid them in order to achieve their desired goals.

3- The need for leadership at various levels to pay attention to the performance process of subordinates periodically and continuously to avoid mistakes among teachers and involve them in new work courses or workshops that serve the educational institution.

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