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***Administrative Empowerment and its Role in Developing the Physical Education Lesson from the Perspective of Physical Education Teachers Hit Education Department***

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***ABSTRACT***

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The researcher conducted his current study entitled (Administrative Empowerment and its Role in the Development of the Physical Education Lesson from the Perspective of Physical Education Teachers of the Heet Education Department), which aimed to identify the level of administrative empowerment in the schools affiliated to the Anbar Governorate Education Department, and the extent of its impact on the development of the physical education lesson, and the researcher used the descriptive approach in the analytical method by adopting a scale for administrative empowerment and applying it to a selected sample of the research community, represented by physical education teachers in the directorate and the department The aforementioned aforementioned were 20 teachers, and after the questionnaire was distributed and answered by the examiners, and after conducting the appropriate statistical operations on it.

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## **1- Introducing the research:**

### **1–1 Introduction and Importance of the Research:**

The efforts of all ministries, especially the Ministry of Education, are directed towards the educational and educational fields around the world, where the focus is on the development of educational systems and the qualification of educational cadres represented by teachers and educators. These are responsible for raising the level of generations and developing their scientific and educational knowledge and skills. Hence, the professional and psychological rehabilitation of educators is what they rely on to perform their tasks with high efficiency. As a result of the changes that have taken place in society and the surrounding environment, which have significantly affected human resources, such as the phenomenon of globalization, global competition conditions, and rapid technological advancements, new concepts have emerged in the field of human resource management aimed at making the most of these global transformations. Among these concepts, the concept of managerial empowerment has received increasing attention by human resources workers and professionals, as well as administrative leaders in modern organizations. Enhancing managerial capacity has become a way to improve the skills of employees in all organizations, contributing to productivity and efficiency. (Al-Assaf, 2006: 29).

The topic of managerial empowerment has become a topic of wide interest among various researchers, as studies have been conducted highlighting the interest of specialists in the concept of empowerment, which focuses mainly on building trusting relationships between leadership and employees, encouraging them to participate in decision-making, as well as removing administrative and organizational barriers between leadership and employees. Organizations have realized that focusing on the human element is a path to competitiveness and excellence. (Al-Hiti: 2006: 54)

Managerial empowerment is the opportunity for employees to exercise their discretion and participate in decision-making within the general frameworks and standards determined by the nature of the organization to which they belong. Thus, it provides an opportunity to use managerial and professional thought and creativity. Through empowerment and trust, the flow of information is facilitated and opportunities for dialogue and understanding are enhanced, which helps to create an appropriate organizational environment that positively affects the professional and functional performance of employees. Schools and educational institutions, like other official institutions and bodies, are among the entities that seek to obtain benefits from modern administrative concepts in general, and educational administration in particular. Therefore, educational administrations have worked to apply the concept of administrative

empowerment in schools, which reflects positively on the professional performance of teachers, especially physical education teachers, who play a pivotal role within the school. Hence, the importance of this study, which aims to explore the impact of administrative empowerment when it is provided to the education teacher Sport and its effectiveness in developing the physical education lesson.

### **1-2 Research Problem:**

Many studies and researches in the field of education have dealt with their relationships with various psychological, mental, and social concepts, but they still lack a clear vision regarding the relationship between the administrative field and the development of general lessons and mathematics. Among these administrative concepts, the concept of administrative empowerment stands out, and the consequent benefits it entails on teachers and the educational environment in the physical education lesson. Moreover, it is about how this concept is implemented in their administrations. Through his experience as a physical education teacher, the researcher observed that many school principals do not believe in the importance of change and benefit from the concept of administrative empowerment and its positive benefits on the educational process within the school. They believe that this is a threat to their authority and leadership, which makes them stand in the way of implementing this concept. Therefore, this required the researcher to study this concept in depth, exploring its effects, whether positive or negative. He also had to identify its role in improving the physical education lesson, and answer the main question that constitutes the focus of the research problem, which is: Does administrative empowerment contribute to the development of the physical education teacher, and thus to the improvement of the physical education lesson in school?.

### **1-3 Research Objectives:**

- 1- Identifying the level of administrative empowerment in the schools of the Department of Education of Heet.
- 2- Identifying the role of administrative empowerment in developing the physical education lesson from the point of view of physical education teachers, Hit Education Department.

### **1-4 Research Areas:**

- 1-4-1 Human Field: Physical Education Teachers, Anbar Provincial Education Directorate, Hit Education Department.
- 1-4-2 Temporal Domain: From 9/2/2025 to 16/3/2025.
- 1-4-3 Spatial Field: Schools in Heet District – Anbar Province.

### **1-5 Defining Terms:**

**Managerial Empowerment:** It is a process related to awareness and capacity development that contributes to enhancing participation and increasing the ability to make decisions and bring about change. This process includes negotiation skills and the ability to influence the quality of relationships and decisions made within those relationships. ( Karl : 1995: 22) .

## **2– Research methodology and field procedures:**

### **2–1 Research Methodology:**

The method is defined as the method that the researcher relies on to achieve the desired goals. In the field of administrative sciences, its function is to explore the principles that govern social and administrative phenomena related to human beings in general, which leads to their emergence, which enables the researcher to interpret them and organize and control the results (Kazim, 2011: 200), and the researcher has relied in his current study on the descriptive method with the analytical method that includes the field method in collecting data through the questionnaire and analyzing it statistically.

### **2–2 Research Population and Sample:**

The researcher deliberately identified the study population, where the target was physical education teachers in Anbar Education in Heet district, which totals (65) teachers. Applying the questionnaire to them as the main sample of the study..

### **2–3 Devices, Tools and Means Used in the Research:**

The researcher must identify the appropriate tools for his research and achieve his goals, as "the appropriate tool is determined in the light of the research objectives, its hypotheses, the questions that he seeks to answer, and the tools are the means used by the researcher to obtain information (Abbas et al., 2011: 237), so the researcher used the following tools and means:

- 1– Arab and foreign sources, references and studies.
- 2– Personal interviews with experts and specialists.
- 3– Administrative Empowerment Questionnaire
- 4– Data Dumping Form.
- 5– Laptop.
- 6– International Information Network .

## **2.4 Field Research Procedures:**

### **2.4.1 Defining the Scale of the Research:**

Since the aim of this study is to understand the concept of administrative empowerment and its role in improving the physical education lesson from the perspective of physical education teachers in the Department of Education in the District of Heit, the researcher has identified the appropriate scale for this variable in line with the required research objectives. Accordingly, through his review of the literature and sources related to the subject of administrative empowerment, the researcher found that there are previous studies that have relied on a specific scale for this administrative variable. Same sample and under similar conditions. After presenting it to experts and specialists to get their opinions on the validity of the scale, the researcher began to conduct field research.

#### 2.4.1.1 Managerial Empowerment Scale:

In his current study, the researcher worked on adopting the administrative empowerment scale used in the study of (Muhammad Suleiman Al-Balawi) (Administrative Empowerment and its Relationship with Job Performance among Teachers of Public Schools) (Al-Balawi: 2008: 63), and the scale may consist of (53) items, distributed on two axes, the first was related to administrative empowerment and the number of its paragraphs was (21), while the second axis was related to the development of work in the physical education lesson, and the number of its paragraphs was (32) after the scale was presented to a group of experts and specialists in the fields of management. As well as the field of tests and measurement, some paragraphs that did not find sufficient relative weight from the opinions of experts and specialists in fixing them were amended and canceled, as (7) paragraphs of the first axis were canceled and the final number of its paragraphs became (14) paragraphs, while the second axis was canceled (12) paragraphs to make the number of its final paragraphs (20) paragraphs, and the scale in its two parts is (34) paragraphs, Table (1) shows this. The alternatives to the answer were as follows (strongly agree, agree, neutral, disagree, strongly disagree) in grades and respectively (5, 4, 3, 2, 1).

**Table (1)**

**Indicate the opinions of experts in the proposed terms of the Managerial Empowerment Scale and the percentage of their approval.**

Administrative Empowerment Questionnaire					
Decision	Percentage	Don't fix	you fix	Paragraphs	Axis

you prove	77.77%	2	7	1-2-3-6-7-10-11-12-15-16-18-19-20-21	Administrative Empowerment
you exclude	44.44%	5	4	4-5-8-9-13-14-17	
you prove	88.88%	1	8	1-2-4-5-6-8-9-11-13-17-20-21-22-23-25-26-27-29-30-32	Lesson Development Focus
you exclude	55.55%	4	5	3-7-10-12-14-15-16-18-19-24-28-31	

#### 2.4.2 Calculation of the Grade of Paragraphs:

The researcher relied on the following criterion in calculating the estimation of the questionnaire paragraphs as follows:

- 1- Less than or equal to 2.33 ( Weak ) .
- 2- Greater than 2.33 and less than 3.67 (average).
- 3- Greater than or equal to 3.67 ( High ) .

#### 2.4.3 Exploratory Experiment:

In order to increase the scientific sobriety of the research as well as to ensure its tool, which is represented by the Administrative Empowerment Scale and its suitability for the research objectives, as well as to identify the extent to which the examinees comprehend and understand the paragraphs of the scale used and the clarity of these phrases, in addition to the researcher's knowledge of the time taken to answer these scales by the examinees of the research sample and the problems that they may encounter, for this purpose, he conducted the exploratory experiment on a separate group of the research sample, which was (5) teachers, on Thursday Corresponding to 27/2/2025 After the researcher completed this experiment and made sure that all matters related to the current research were fully prepared, the researcher conducted his main experiment.

### 2.4.3 Application of the Scale:

The researcher, with the help of the assistant work team, conducted his main experiment, which is to distribute the questionnaires of the scale from Sunday, 9/3/2025 to Tuesday, 11/3/2025, for the purpose of identifying the level of administrative empowerment available in the schools of the Department of Education of Heet District from the point of view of physical education teachers, as the number of questionnaire forms that were distributed under research was (20) forms.

### 2.5 Statistical Methods:

The researcher used the Ready-made Statistical Package (SPSS) to analyze the data and extract the results, through the following statistical sets:

- 1- Arithmetic mean
- 2- Standard deviation
- 3- Pearson's correlation coefficient.
- 4- T-test for one sample
- 5- Percentage

## 3. Presenting, analyzing and discussing the results:

**3-1 Presentation and analysis of the results of the arithmetic mean, standard deviation and estimation of the answers of the administrative empowerment axis of physical education teachers in the Department of Education of Het District:**

**Table (2)**

**It shows the arithmetic mean and standard deviation of the administrative empowerment paragraphs.**

Recognition	Standard deviation	Arithmetic mean	Paragraph Content	Paragraph Number
High	1.02	4.28	Work hard to achieve school goals	6
High	0.85	4.16	Educational legislation and laws are an obstacle to the delegation of authority	3

High	0.39	4.02	The principal allows freedom of opinion to school staff	14
High	0.62	4	The manager gives me enough time to give my opinion on my work matters.	2
High	0.86	3.96	The directors of the Authority delegate me based on the regulations and instructions of the Ministry of Education and the Directorate.	1
High	0.88	3.96	Principal supports teamwork at school	12
High	1.00	3.92	The manager provides me with multiple powers to dispose of the tasks assigned to me	4
High	0.69	3.88	My boss encourages me to take professional responsibility at work	10
High	0.87	3.82	The principal respects my opinion and the decisions of the school committees	13
High	0.65	3.81	The manager provides me with good opportunities for development	9
High	0.72	3.77	My managers appreciate the effort I put in by delegating some of their powers	7
High	0.93	3.75	Some systems and instructions help me develop my work skills.	8
Medium	0.85	3.62	The organizational structure of the school provides clarity of tasks and lines of responsibility	5
Medium	0.87	3.60	Working requires me to collaborate with my colleagues on a continuous basis	11



<b>High</b>	<b>0.8</b>	<b>3.89</b>	<b>Total paragraphs</b>
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Through Table (2), which shows the arithmetic averages and the standard deviation of the paragraphs of the administrative empowerment axis from the point of view of physical education teachers in the Department of Education of Heet District, it was found that the answers that received a high grade as their arithmetic average average was greater than or equal to 3.67, the paragraphs respectively (6, 3, 14, 2, 1, 12, 4, 13, 9, 7, 8), while the paragraphs that received an average grade and whose arithmetic average was greater than 2.33 and less than 3.67, these paragraphs are respectively (5,11), The total number of paragraphs was high in the answers of the target sample of the research.

### **3-1-1 Discussing the results of the research sample answer in the administrative empowerment axis:**

Table (2) shows that there is a high level of administrative empowerment in the schools of the Education Department of Heet District, and according to the answers of the examinees, the researcher attributes that the prevailing tribal and social nature in this district overshadows most of the official and informal dealings between its members, which is based on trust, honesty, and positive community relations of love, respect, etc., so we find that the issue of administrative empowerment in the schools of this district has enjoyed a high and unsurprising level.

### **3-2 Presentation and analysis of the results of the arithmetic mean, standard deviation and estimation of the answers of the axis of the development of the physical education lesson for physical education teachers in the Department of Education of the District of Heit:**

**Table (3)**

**Shows the arithmetic mean and standard deviation of the lesson development paragraphs**

<b>Recognition</b>	<b>Standard deviation</b>	<b>Arithmetic mean</b>	<b>Paragraph Content</b>	<b>Paragraph Number</b>
<b>High</b>	<b>0.76</b>	<b>4.53</b>	<b>Commit to everything that makes the lesson effective</b>	<b>4</b>

High	0.54	4.32	I feel that I have given the lesson a good presentation	15
High	0.96	4.30	I feel that the results of my teaching are reflected outside of the lesson	2
High	0.59	4.18	I work on conducting procedural research that contributes to improving the level of the lesson.	7
High	0.83	4.10	Keep the lessons on schedule	18
High	0.88	4.05	Participate in the various committees formed at the school	9
High	1.00	3.97	Maintain good relations with students' parents	8
High	0.77	3.92	I am fully dedicated to my teaching profession	1
High	0.69	3.88	Mutual respect prevails between me and the students	19
High	1.02	3.86	The manager provides me with good opportunities for development	20
High	0.70	3.81	I work on evaluating my students in a scientific way away from bias	12
High	0.73	3.79	Participate in various educational activities	5
High	0.65	3.76	I work to provide all possible help to my fellow teachers	10
Medium	0.48	3.72	Stimulate and enhance students' motivation to learn	6
Medium	1.00	3.65	Make a great effort to deliver the material you want to teach	11
Medium	0.82	3.63	Collaborate with parents to solve problems facing students	3

<b>Medium</b>	<b>0.88</b>	<b>3.52</b>	<b>Work to develop parents' awareness of the importance of physical education lesson</b>	<b>14</b>
<b>Medium</b>	<b>0.79</b>	<b>3.41</b>	<b>I seek to participate in training courses that develop my potential</b>	<b>13</b>
<b>Medium</b>	<b>0.65</b>	<b>3.38</b>	<b>Anime instills a sense of responsibility in students</b>	<b>16</b>
<b>Medium</b>	<b>0.92</b>	<b>3.30</b>	<b>I exchange experiences with other physical education teachers in other schools</b>	<b>17</b>
<b>High</b>	<b>0.78</b>	<b>3.69</b>	<b>Combined paragraphs</b>	

Through Table (3), which shows the arithmetic averages and the standard deviation of the paragraphs of the axis of the development of the physical education lesson from the point of view of the physical education teachers in the Department of Education of Heet District, it was found that the answers that received a high grade as their average was greater than or equal to 3.67, the paragraphs respectively (4,15,2,7,18,9,8,1,19,20,12,5,10), while the paragraphs that received an average grade and whose arithmetic average average was greater than 2.33 and less than 3.67, these paragraphs are respectively (6,11,3,14,13,16,17). The total number of paragraphs obtained a high level in the answers of the target sample of the research

### **3.2.1 Discussing the results of the development axis of the physical education lesson:**

Through what was presented in Table (3), which showed the level of development of the physical education lesson from the teachers' point of view, the results confirmed, according to the answers, that physical education teachers invest the empowerment and powers granted to them by the administrations in developing themselves and their students in the subject of physical education through participation in developmental courses and school sports activities, as well as the use of these powers in employing most of the external resources of the school to provide sports equipment and create the appropriate atmosphere for practicing the lesson, which all of this contributes to Developing the Physical Education Lesson in the Schools of the Education Department of the District of Heet.

### **3–3 Presentation and discussion of the results of the relationship between administrative empowerment and the development of the physical education lesson from the point of view of physical education teachers in the district of Heet.**

To identify the effect of administrative empowerment on the development of the physical education lesson, the researcher used statistical coefficients using the regression coefficient, as he used the correlation coefficient between the two axes, which was (0.643), and then he performed a simple regression analysis, and Table (4) shows that:

**Table (4)**

#### **The Results of the Relationship between Administrative Empowerment and the Development of the Physical Education Lesson from the Perspective of Physical Education Teachers in the District of Heet**

<b>Significance Level</b>	<b>P Value</b>	<b>Fixed slope</b>	<b>Regression coefficient</b>	<b>Correlation Coefficient Box</b>	<b>Correlation coefficient</b>
0.000	177.382	2.079	0.4.32	0.371	0.643

Table (4) shows that administrative empowerment explains (0.371) of the process of developing the physical education lesson, which is a high percentage, i.e., there is a positive relationship between administrative empowerment and the development of the physical education lesson in the schools of the education department of Heet district .

## **4. Conclusions and Recommendations:**

### **4.1 Conclusions:**

Through the results obtained by the researcher after applying the scale of (administrative empowerment) to a sample of physical education teachers in the education department of Heet district, and after statistically processing the data, he reached the following conclusions:

- 1– Administrative empowerment from the point of view of physical education teachers in the Department of Education of Het District is applied at a high level, as shown by the results of applying the scale to the examined sample.

- 2– The researcher found that the level of development of the physical education lesson from the point of view of physical education teachers in the Department of Education of Het District obtained a high level through the results reached by applying the scale of the development axis to the selected sample.
- 3– There is a high and clear correlation between administrative empowerment and the development of the physical education lesson from the point of view of physical education teachers in the education department of Het district.

#### **4.2 Recommendations:**

**In light of the findings of the current study, the researcher recommended the following:**

1. Benefiting from the results of the current research and applying it to the rest of the physical education teachers in all departments of the Anbar Education Directorate. .
- 1– Giving more administrative and moral powers by school administrations and instructions from the directorates to physical education teachers to increase motivation towards creativity and develop their work
- 2– The use of the scale used in this study on the rest of the teachers of other subjects.
- 3– Conducting similar studies related to administrative concepts related to the educational and teaching process.

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