



## Organizational laxity of middle and secondary school principals in the Dhi Qar Education Directorate and its impact on the professional affiliation of physical education teachers from their point of view

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### Abstract

The current study aimed to know the reality of organizational laxity among school principals and its reflection on physical education teachers and the correlation between them, on a sample of physical education teachers in middle and preparatory schools affiliated with the Dhi Qar Education Directorate, numbering (200) teachers, who were randomly distributed into three samples (exploratory experiment (14), construction (123), application (63)), using the descriptive analytical approach and correlational relationships, through building and applying the organizational laxity scale consisting of three areas (laziness at work, alienation commitment, job frustration) distributed over (19) phrases, and the professional affiliation scale consisting of three areas (professional loyalty, continuity at work, job commitment) distributed over (17) phrases, and the results were processed through the statistical system (spss), and the most important conclusions were that the existence of organizational laxity among school principals shows limited practices that weaken administrative support for sports activities, which contributes to accumulations that affect the sustainability of the effective application of the sports curriculum. School principals' greater emphasis on academics than on sports indicates lax administrative control over coordination and the full implementation of educational curricula throughout the school year. The study recommended that administrative oversight be activated by the Educational Supervision Directorate to continuously monitor physical education lessons. School principals should also pay attention to the psychological and professional conditions of physical education teachers to maintain their commitment to their profession.

**Keywords:** organizational slack, professional affiliation, physical education teachers

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## Introduction

The process of social communication, cognitive, scientific and technological convergence, multiple means of communication, the acceleration towards improvement, development and organizational competition have shown the world in an intertwined and converging circle that includes in its general nature diverse and interconnected systems and programs revolving around challenges and conflicts affected by all the surrounding circumstances, including educational systems, under the framework of which falls the school administration, which is responsible for educational affairs and school curricula and is often affected by the administrative and skill competence of its directors and their ability to exercise their powers and their behavioral influences on the performance of teachers, including physical education teachers and the educational role they play in activating the physical education lesson in middle and preparatory schools in Dhi Qar Governorate. The physical education lesson is one of the important lessons and an integral part of the educational system with its social, educational, physical and health goals and a major factor in achieving mental balance, physical growth and psychological stability, which is greatly reflected in the formation of students' personalities. This reflects the interest of the school administration represented by its directors and the extent of interest in providing material and moral requirements, sports equipment and spaces allocated for them, and how to activate sports curricula within the daily lesson schedule with direct guidance to physical education teachers and monitoring their professional performance, which shows School principals are on a dividing line between making progress or laxity in implementing physical education lessons. Organizational laxity is a phenomenon that affects the educational process and a negative factor in the event of weak administrative practice by school principals. It is easy for them to adopt organizational plans, but their difficulty appears in how to implement them positively. Knowing the level of laxity helps provide information about the type of negligence and areas of weakness in interacting with physical education lessons, and their future effects on students, on the one hand, and the sense of professional belonging possessed by physical education teachers, and their feelings of frustration, isolation, and lack of job harmony, which places them in a cycle of routine, monotony, and indifference. This may create a gap between school principals and physical education teachers and a negative intersection in achieving the goals of school sports. Therefore, change and development is a major goal adopted by school principals. The opposite of this is the process of organizational laxity and administrative weakness in performing administrative duties or obligations towards the physical education lesson and lack of interest in the sports aspect. Consequently, procrastination in professional life and psychological impact on performance and job results occur, which shows the process of professional affiliation and its importance in the professional life of physical education teachers and its role in consolidating the principles of work and effective affiliation to their profession, as it is a motive for administrative performance and an aspect of assistance in solving behavioral and psychological problems, relying on his firm belief in his professional job.

By following the theoretical frameworks, previous studies and research and what expresses organizational laxity, (Ali Hassan, 2022) quoting (127, 2019, Symeou at al) states that "it is the manager's administrative weakness in interacting with resources and their lack of use in the organization's activities and the impact on employees in their time, behaviors and the extent to



which they accomplish work tasks” (Ali Hassan, 2022, 218-219). Many studies have been summarized that have been referred to in organizational laxity, the lack of untapped capabilities and the impact on the level of performance and competitive advantages in the quality of institutional work. The study (Rateb and Abba, 2020) aimed to identify the prevalence of organizational procrastination behavior among secondary school principals in Jordan and its relationship to organizational slackness behavior among teachers on a sample of (90) principals and (350) teachers using the descriptive analytical approach with a scale consisting of three axes distributed among them (38) paragraphs. The results showed the prevalence of organizational procrastination behavior among secondary school principals and the existence of a correlation between organizational procrastination behavior and organizational slackness among teachers. It recommended that school principals pay attention to the plans agreed upon in the curriculum and provide all material and moral capabilities to avoid organizational slackness among teachers and spread the administrative culture in order to develop performance and raise the level of education in the future (Rateb Salama Al-Saud and Abba Jasser Al-Khattaba, 2020, pp. 6-7). The study (2019, AL-Krameen & AL-Amarat) aimed to identify the relationship between organizational slackness and leadership styles among secondary school principals in the Tafilah Directorate. From the point of view of the teachers, numbering (158) teachers, using the descriptive approach through a questionnaire consisting of (70) paragraphs, the results showed that the level of organizational laxity was average among school principals, and showed a correlation between the levels of organizational laxity and the prevailing leadership styles, and recommended the necessity of school principals’ commitment to administrative tasks and accommodating all parties and dealing with them with leadership styles that indicate success in administrative organization. The study (Aisha and Rateb, 2013) aimed to identify the level of organizational laxity among secondary school principals in Jordan and its relationship to job satisfaction among teachers on a sample of (285) principals and (2936) male and female teachers, using the descriptive approach with the analytical method and correlational relationships through two separate scales. The results showed the presence of a high level of organizational laxity and an average level of job satisfaction among male and female teachers and the presence of a statistically significant correlation, which shows the impact of organizational laxity on the degree of satisfaction among male and female teachers. It recommended finding appropriate mechanisms for selecting school administration leadership according to precise standards and controls and using means that gain the satisfaction of male and female teachers and increase their belonging to their job (Aisha Abu Hamdeh and Rateb Al-Saud, 2011, 394) (Easa et al., 2022)

Professional affiliation has been shown to impact physical education teachers through several factors, including direct educational management and the future vision it provides for the physical education lesson and the teaching staff responsible for it. Hence, the choice is either motivation, excitement, and development, or isolation and procrastination without paying attention to school sports. Professional affiliation is "the state in which an individual identifies with the values and goals of the institution and desires to maintain his affiliation with it and facilitate the achievement of his professional goals without regard to material benefits" (Salama, 2003, 37). Some studies have demonstrated the aims of professional affiliation with its characteristics and

advantages in fulfilling professional duties. The study (Khawla Musaed, 2016) aimed to know the extent of the availability of transformational leadership traits for secondary school principals in Gaza Governorate and its relationship to the professional affiliation of their teachers on a sample of (387) teachers using two separate scales, transformational leadership with (4) areas including (50) paragraphs, and the professional affiliation scale with (27) paragraphs. The results showed the presence of transformational leadership traits for school principals to a high degree and the level of teachers' satisfaction and professional affiliation to a high degree. There is a positive correlation with statistical significance between the study variables. It recommended improving the conditions for selecting principals and spreading the culture of professional affiliation and working with a team spirit, increasing the activation of human relations between school principals and their teachers (Khawla Musaed, 2016, 10). The study (Idris, 2014) aimed to know the extent to which the assistant principal possesses planning competencies in the schools of the International Relief Agency in the Gaza Strip and its relationship to professional affiliation on a sample of (198) male and female principals, using the questionnaire as a study tool with (24) paragraphs. The results showed that there is a medium degree of professional affiliation for the assistant principal and there is a correlation between planning competencies and professional affiliation. It recommended spreading the culture of professional affiliation among principals and assistants and attaching the performance value to planning competencies to improve the level of international relief schools (Idris Hammad, 2014, 13). The study (Nizal Abdul Halim, 2014) aimed to build a scale of professional affiliation for physical education teachers on a sample of (624) physical education teachers in Basra Governorate. The results showed that part of the problems facing the professional affiliation of physical education teachers represents the burdens of school principals and the Education Directorate in the type of actual interest in school sports. It recommended that school principals seek to know the importance of professional affiliation. Among physical education teachers (Nizal Abdel Halim Jabr, 2014, 27) and (Ibrahim et al., 2006)

The research problem lies in the special view of the physical education lesson and its future effects on students, the exceptional circumstances that have passed over the past years, the challenges of the educational reality, how the school administration deals with the physical education lesson, the available capabilities and the scope of actual application of the physical education lesson curriculum, which included delving into the study of the phenomenon of the reality of organizational laxity of middle and preparatory school principals and its relationship to the professional affiliation of physical education teachers, and determining their level of performance and the extent of their affiliation to their work tasks and benefiting from it in improving the administrative interaction of middle and preparatory school principals and physical education teachers. (Issa et al., 2024)

Hence, the importance of the research emerges to know the administrative practice of school principals and the extent of organizational laxity towards the physical education lesson and its reflection on the effectiveness of physical education teachers, their professional affiliation and their feeling towards raising the value of school sports in light of the capabilities available from the school administration, as the educational environment is affected by aspects of organizational laxity and the nature of the professional affiliation of teachers and revealing the administrative gap

in how to deal with internal and external participation and the type of support provided to them and the level of professional affiliation they have. (Al-Azawi & Kathom, 2012)

Method and tools:

In order to follow up the research problem and its objectives, the descriptive analytical approach was adopted using the correlational method that deals with phenomena in the reality of the situation in which they are proceeding. The descriptive approach is “the process of identifying the circumstances, values, multiple human relationships, and the method that leads the individual from one point to another, or the dominant feature of a group of behavioral phenomena” (Nouri Ibrahim Al-Shawk, 2004, 51). The research community was deliberately determined from the physical education teachers in the schools affiliated with Dhi Qar Governorate, numbering (308) teachers. A percentage of (64.93) was adopted as a sample for the research from the original community, amounting to (200) teachers, who were randomly divided into three samples (exploratory experiment, scientific transactions experiment, application experiment), as in Table (1).

**Table No. (1)**  
**shows the details of the community and sample for the research.**  
**TResearch community and sample Research sample divisions**

Research community and sample Research sample divisions												
T	Research community and sample						Research sample divisions					
	Directorate name	T ype of schools	Number of schools	Community number	The excluded	Sample number	pilot study sample		Buildin g sample		Sample applicat ion	
							number	% rate	number	% rate	number	% rate
1	Dhi Qar Govern orate Educati on	Interme diate	165	216	36	145	8	5.19	92	63.44	45	31.03
2		Prepara tory	84	92	18	55	6	10.90	31	56.36	18	32.72
the total			249	308	54	200	14	0.07	123	61.5	63	31.5

After defining the sample's features and requirements, the theoretical concepts of organizational slack and professional affiliation were addressed, and their theoretical frameworks were identified. Then, several methods were adopted to obtain the required information through previous and interconnected sources, publications, and studies, in addition to field visits to the governorate, personal interviews with some school principals and physical education teachers, and delving into research questions to uncover some facts that serve the research. The researcher built a scale of organizational laxity with (3) fields distributed over (27) phrases, and the dimensions of the scale of professional affiliation with (3) fields distributed over (24) phrases, taking into account the scientific and research formulation in it in order to be familiar with all the details related to the research variables and the required goal, and presented the two scales to a group of (17) experts with experience and specialization to evaluate the two scales with the research formula and scientific solidity, as he took into account their opinions in amending some phrases and adding some scientific terms that increase the solidity of the meaning of the phrases in a way that serves the research and facilitates the answer by the research sample, as the equation (Ka2) was applied to the opinions of the experts, as in Table No. (2).

**Table No. (2)**  
**shows the experts' opinions on the validity of the domains and phrases of the**  
**organizational laxity and professional affiliation scales.**

		Fields	Number of phrases	We agree	Disagree	$\chi^2$ Value (Ka calculated)	value significance	significance
<b>Regulatory laxity</b>	<b>1</b>	<b>Laziness at work</b>		<b>17</b>	<b>0</b>	<b>17</b>	<b>0.000</b>	<b>function</b>
	<b>2</b>	<b>expatriate commitment</b>		<b>16</b>	<b>1</b>	<b>13.24</b>	<b>0.000</b>	<b>function</b>
	<b>3</b>	<b>job frustration</b>		<b>17</b>	<b>0</b>	<b>17</b>	<b>0.000</b>	<b>function</b>
	<b>1</b>	<b>Professional loyalty</b>		<b>17</b>	<b>0</b>	<b>17</b>	<b>0.000</b>	<b>function</b>



<b>Professional affiliation</b>	<b>2</b>	<b>Continuity of work</b>		<b>17</b>	<b>0</b>	<b>17</b>	<b>0.000</b>	<b>function</b>
	<b>3</b>	<b>Job commitment</b>		<b>17</b>	<b>0</b>	<b>17</b>	<b>0.000</b>	<b>function</b>

After the experts' procedure, the phrases that did not obtain the required percentage of significance value (0.05) were deleted, so that the number of phrases as a result of the apparent validity process for the organizational laxity scale became (24) phrases, and the professional affiliation scale (21) phrases. Then, the exploratory experiment process was conducted on a group of physical education teachers, numbering (14) teachers, who were randomly selected from middle and preparatory schools in Dhi Qar Governorate, to learn about the nature of the two scales, how to answer them, the time taken, the degree of clarity in understanding, and the ease of the phrases, as they are important processes in supporting the research work.

Characteristics of scientific transactions for research scales:

In order to adjust the two scales, discriminant validity and internal consistency validity were adopted to reveal the statistical features in the validation of the two scales through the characteristics of their phrases, as "phrase analysis indicates that it is the study that depends on the logical statistical analysis of the test units for the purpose of knowing their characteristics through deletion, modification, addition and rearrangement in order to reach a valid, stable and suitable test for work" (Salah Al-Kubaisy, 2002, 43).

Validity of the two scales:

Face validity was adopted as one of the most important types of validity in educational scales, which expresses the relevance of the item to the phenomenon it is intended to measure. This was achieved by presenting the scale to a group of experienced and specialized experts to demonstrate the validity of the domains and phrases.

Discriminating ability of the scale:

Through which it is possible to identify the distinction between the highest and lowest degrees of the sample's answers in the characteristic it measures. The sources indicate that "the main goal of the analysis process is to keep the questionnaire phrases with high discrimination that show their quality in the test" (Bassam Al-Umary & Fuad Al-Salman, 1996, 68). The total score was determined for each questionnaire of the two scales from the sample members, numbering (92) teachers, to apply the (T) test for equal unrelated samples, and the scores were arranged from highest to lowest, adopting a ratio of (0.27) to indicate the degree of discrimination, which this ratio was determined by statistical processing for the sample (33.21) at a significance level of (0.05) and a degree of freedom of (1), and it was shown that it has high discrimination, as in Table (3, 4).

**Table (3) shows the discriminatory ability of the organizational laxity scale.**  
**Continuity**

Continuity phrases	Top Group		lower group		Calculated value of (T)	Significance level	significance
	Q	A	Q	A			
1	3.4242	.50189	1.7273	.45227	14.429	.000	Dal
2	3.5758	.50189	1.4848	.50752	16.828	.000	Dal
3	3.4545	.50565	1.8182	.39167	14.697	.000	Dal
4	3.4848	.50752	1.6061	.49620	15.206	.000	Dal
5	3.4545	.50565	1.6667	.47871	14.750	.000	Dal
6	3.3333	.47871	1.5758	.50189	14.557	.000	Dal
7	3.2121	.41515	1.3333	.47871	17.033	.000	Dal
8	3.3333	.54006	1.5152	.50752	14.093	.000	Dal
9	3.2121	.41515	1.7879	.41515	13.935	.000	Dal
19	3.4242	.56071	1.6061	.49620	13.950	.000	Dal
11	3.1515	.36411	1.4545	.50565	15.645	.000	Dal
12	3.2424	.43519	1.4848	.50752	15.102	.000	Dal



13	3.2121	.41515	1.4848	.50752	15.133	.000	Dal
14	3.1515	.36411	1.6061	.49620	14.425	.000	Dal
15	3.2424	.43519	1.2424	.43519	18.668	.000	Dal
16	3.2121	.41515	1.2424	.43519	18.813	.000	Dal
17	3.1818	.39167	1.1515	.36411	21.810	.000	Dal
18	3.2121	.41515	1.5152	.50752	14.867	.000	Dal
19	3.3030	.46669	1.3939	.49620	16.100	.000	Dal
20	3.3636	.48850	1.4242	.50189	15.907	.000	Dal
21	3.6061	.55562	1.5455	.50565	15.757	.000	Dal
22	3.8788	.41515	1.9091	.38435	20.000	.000	Dal
23	3.9394	.34816	1.9091	.57899	17.263	.000	Dal
24	4.1818	.39167	2.1212	.69631	14.817	.000	Dal

- Significant of (0.05) degree of freedom (64).

Table (4) shows the discriminatory ability of the professional affiliation scale.

sequence of phrases	Top Group		lower group		Calculated value of (T)	Significance level	significance
	Q	A	Q	A			
1	4.0000	0.00000	2.6458	.48332	19.411	.000	Dal
2	4.0000	0.00000	2.5833	.49822	19.700	.000	Dal
3	4.0000	0.00000	2.3125	.46842	24.959	.000	Dal
4	4.0000	0.00000	2.5625	.50133	19.866	.000	Dal
5	4.0000	0.00000	2.3958	.49420	22.489	.000	Dal
6	4.0000	0.00000	2.5208	.50485	20.299	.000	Dal
7	4.0000	0.00000	2.5000	.50529	20.567	.000	Dal
8	4.0000	0.00000	2.4167	.49822	22.018	.000	Dal
9	4.0000	0.00000	2.4583	.50353	21.212	.000	Dal
10	4.0000	0.00000	2.5417	.50353	20.065	.000	Dal
11	4.0000	0.00000	2.6042	.49420	19.568	.000	Dal
12	4.0000	0.00000	2.6250	.48925	19.471	.000	Dal

13	4.0000	0.00000	2.4583	.50353	21.212	.000	Dal
14	4.0000	0.00000	2.6042	.49420	19.568	.000	Dal
15	4.0000	0.00000	2.5208	.50485	20.299	.000	Dal
16	4.0000	0.00000	2.4792	.50485	20.871	.000	Dal
17	4.0000	0.00000	2.6250	.48925	19.471	.000	Dal
18	4.0000	0.00000	2.5417	.50353	20.065	.000	Dal
19	4.0000	0.00000	2.7083	.45934	19.482	.000	Dal
20	4.0000	0.00000	2.4583	.50353	21.212	.000	Dal
21	4.0000	0.00000	2.5625	.50133	19.866	.000	Dal

• **Significant of (0.05) degree of freedom (64).**

Internal consistency coefficient of the scale:

To identify the correlation of each statement with the total score for each scale by extracting the internal consistency coefficient (Pearson) between the scores of the scientific transactions sample results, the statistical results showed the validity of each scale and deleting what did not obtain a value less than (0.05) and keeping (19) statements for the organizational slackness scale and (17) statements for the professional affiliation scale. Some sources state that "the higher the correlation coefficient of the paragraph with the total, the more likely it is to be included in the scale to obtain a more homogeneous scale" (Allen, M.J. & Yen, W.M., 1979, 77). As in Tables (5, 6).

Table No. (5) shows the internal consistency coefficient of the organizational laxity scale.

T	Correlation coefficient	moral value	significance	T	Correlation coefficient	moral value	significance
1	.409**	.000	Dal	13	.305**	.001	Dal
2	.438**	.000	Dal	14	.453**	.000	Dal
3	.249**	.005	Dal	15	.389**	.000	Dal
4	.011	.900	Not significant	16	.200*	.026	Dal
5	.354**	.000	Dal	17	.256**	.004	Dal
6	.332**	.000	Dal	18	.352**	.000	Dal
7	.215*	.017	Dal	19	.290**	.001	Dal
8	.182*	.043	Dal	20	.139	.123	Not significant
9	.124	.171	Not significant	21	.488**	.000	Dal
10	.289**	.001	Dal	22	.501**	.000	Dal
11	.127	.159	Not significant	23	.017	.853	Not significant
12	.270**	.002	Dal	24	.345**	.000	Dal

- Significant of (0.05) degree of freedom (122).

Table No. (6) shows the internal consistency coefficient of the professional affiliation scale.

Variable name	T	Fields	Number of phrases	We agree	Disagree	Value ( $\chi^2$ (Ka calculated	value significance	significance
Regulatory laxity	1	Laziness at work		17	0	17	0.000	function
	2	expatriate commitment		16	1	13.24	0.000	function
	3	job frustration		17	0	17	0.000	function
Professional affiliation	1	Professional loyalty		17	0	17	0.000	function
	2	Continuity of work		17	0	17	0.000	function
	3	Job commitment		17	0	17	0.000	function

• **Significant of (0.05) degree of freedom (122).**

Reliability coefficient of the scale:

The split-half method was adopted to determine the reliability coefficient through the (Pearson) equation, which showed a correlation coefficient of (0.652) for the organizational slackness scale, and a value of (0.785) for the professional affiliation scale, which represents half of the scale, as the data were processed using the (Spearman Brown) equation to become the reliability value of the organizational slackness scale (0.741) and the value of the professional affiliation scale (0.879). Then, the (Frankrombach) coefficient was extracted, and its value was (0.821) for the

organizational slackness scale, and a value of (0.890) for the professional affiliation scale, which is a highly reliable value, as shown in Table No. (7).

**Table No. (7)**  
**shows the stability coefficient for the two research scales.**

Scale name	Half-split		Alfacormbach	significance value
	Before correction (Pearson)	After correction (Spearman)		
<b>Regulatory laxity</b>	<b>0.652</b>	<b>0.741</b>	<b>0.821</b>	<b>0.000</b>
<b>Professional affiliation</b>	<b>0.785</b>	<b>0.879</b>	<b>0.890</b>	<b>0.000</b>

• **Significant of (0.05) degree of freedom (122).**

After completing the statistical operations to consolidate the research scales, the organizational slack scale became composed of (19) phrases distributed over (3) main fields, and the professional affiliation scale consisted of (17) phrases distributed over (3) main fields. They were distributed, with the help of the support team, to the application sample, which numbered (63) teachers in middle and preparatory schools affiliated with the Dhi Qar Education Directorate, randomly outside the sample of practical transactions and the exploratory experiment, taking into account raising the main fields and changing the sequence of phrases in order for the sample to focus on all phrases and not on one group without the other. After giving them sufficient time to answer, the scale questionnaires were retrieved in full and then they were emptied into tables prepared for this purpose in order to subject them to statistical processing in the (spss) system and extract the statistical requirements that achieve the research objectives.

**Results:**

The statistical description of the sample answers data was extracted to determine the significance of the two scales, the sample level, and their normal distribution according to the statistical requirements, as shown in Table No. (8).



**Table No. (8) Shows the description of the values of the arithmetic mean, standard deviation, coefficient of skewness, calculated (T) value and mean.**

Scale name	num ber Sample	Num ber of phras es	arithm etic mean	standa rd deviat ion	Coeffici ent of skewne ss	The media tor	Th e lo om	stand error	lowe st degr ee	high est degr ee
Regulat ory laxity	63	19	50.828 1	4.3481 6	0.316	51.000 0	49. 00	0.299	43.0 0	62.0 0
Professi onal affiliatio n		17	57.703 1	3.2400 3	0.470	57.500 0	57. 00	0.299	47.0 0	64.0 0

- Significant at (0.05) at (62) degrees of freedom.

**Table No. (9)**

**Shows the values of the arithmetic mean, standard deviation, calculated T value, and hypothetical mean for the two research measures.**

Scale	numb er Sampl e	Numb er of phras es	arithme tic mean	standa rd deviati on	(T) valu e	Hypotheti cal mean	significa nce value	significa nce
Regulato ry laxity	63	19	50.8281	4.3481 6	- 11.3 55	57	0.000	Dal
Professio nal affiliation		17	57.7031	3.2400 3	16.5 51	51	0.000	Dal

- Significant at (0.05) at (62) degrees of freedom.

Displaying the results of the organizational slack and professional affiliation scale domains:

The researcher presents the results of the work sample in measuring the level of research variables according to each field of the values obtained for the sample's answers and shows the point of comparison between the arithmetic mean and the hypothetical mean, as in Table No. (10, 11).

Table No. (10) shows the sample results through the arithmetic mean and deviation.

Scale type	Fields	arithmet ic mean	standar d deviatio n	Hypothetic al mean	value (t)  The calculat ed	significan ce value	Type of indicatio n
Regulatory laxity	Laziness at work	17.7188	2.51641	21	10.432-	000.	Not significa nt
	expatriate commitme nt	15.1094	2.86255	18	8.078-	000.	Not significa nt
	job frustration	17.5625	2.42915	18	1.441-	155.	Not significa nt

- Significant at (0.05) at (62) degrees of freedom.

Table No. (11) shows the sample results through the arithmetic mean and deviation.

Standard, T-value and hypothetical mean for the domains of the professional affiliation scale

Scale type	Fields	arithmet ic mean	standar d deviati on	Hypotheti cal mean	value (t)  The calculat ed	significan ce value	Type of indicati on
Profession al affiliation	Profession al loyalty	16.4531	1.97548	15	5.885	0.000	Dal
	Continuity of work	20.6719	2.20429	18	9.697	0.000	Dal

	<b>Job commitment</b>	<b>20.5781</b>	<b>1.73484</b>	<b>18</b>	<b>11.889</b>	<b>0.000</b>	<b>Dal</b>
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- **Significant at (0.05) at (62) degrees of freedom.**

Through the results of the correlation between the scale fields for the application sample, there appears a correlation between the research variables with a statistically significant value, as in

**Table No. (12).**

**Table (12) shows the level of relationship between the measures of organizational laxity and professional affiliation.**

<b>Scale name</b>	<b>Professional affiliation</b>	<b>significance value</b>	<b>significance</b>
<b>Regulatory laxity</b>	<b>0.117</b>	<b>0.358</b>	<b>Not significant</b>

- **Significant at (0.05) at (62) degrees of freedom.**

### **Discussion of results**

It is evident from the results of the statistical work according to the tables shown according to the answers of the application sample according to the (T) test and after conducting the comparison process between the arithmetic mean and the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the hypothetical mean of the scale at a significance level of (0.05). As the values of the arithmetic mean, which amounted to (50.8281), are smaller than the value of the hypothetical mean, which amounted to (57) for the slackness scale at a significance level of (0.05). This is due to the fact that school principals have a weak commitment to the administrative requirements of their work and deal in an individual manner that expresses their personal opinions about school sports in general and the extent of real interest in it in an effective manner. The general curriculum includes sports plans and programs prepared by the General Directorate in the Ministry of Education, but the reality of the situation, the nature of schools, their structural composition and the weakness of their sports culture features show the sports aspects in a negative direction and its effects are clear in the exploitation of school spaces in buildings, in addition to the lack of provision of sports supplies to support the physical education lesson and the orientation towards other academic subjects without the sports aspect and considering it secondary duties in exchange for theoretical lessons in developing students mentally or scientifically, which shows the process of organizational laxity towards the physical education lesson and the type of dealing in how to contain the administrative systems correctly. This is consistent with the results of previous studies such as (Rateb Salama Al-Saud and Abla Jasser Al-Khattaba, 2020, pp. 206-207), (Al-Krameen & Al-Amarat, 2019), and (Aisha Abu Hamdeh and Rateb Al-Saud, 2011, pp. 394). They emphasized the need for school principals to commit to administrative tasks, accommodate all parties, and deal with them in ways that demonstrate success in administrative organization, pay attention to the



curriculum without discrimination in the subjects studied, and spread the culture of sports to support society in general in the future. Some researchers have pointed out the process of coordination between the objectives of school administration and the method of its actual implementation and the conviction of managers of the fairness of administrative dealings without bias towards one objective at the expense of another objective, that the foundations and methods adopted by school managers to achieve success in the administrative system produce a negative reaction that leads to organizational laxity, which affects the poor achievement of the results of this system and then reflects on the performance of this institution, whether it is educational or otherwise (Wefald, Kaiz, Downey, Rust, 2010, 70-78).

As for the field of (procrastination at work) and the statistical results according to the (T) test, after conducting a comparison between the arithmetic mean and the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the hypothetical mean of the scale at a significance level of (0.05). The values of the arithmetic mean, which amounted to (17.7188), are smaller than the value of the hypothetical mean, which amounted to (21) at a significance level of (0.05). This is attributed to the fact that the efforts exerted by school principals are not at the required level towards the physical education lesson, as the conflict in work tasks and the lack of follow-up by the higher authorities of all schools on an ongoing basis creates a state of job apathy and a feeling of boredom, which is reflected in administrative duties and tasks. The lack of control over the lesson schedule to fulfill the curriculum and the orientation towards theoretical subjects reduces the importance of the physical education lesson and weakens the promotion of skill, (Kadhim, M. J., Shihab, G. M., & Zaqair, 2021) physical and health aspects. Maznah's study indicates that the frequent failure to fulfill school work duties negatively impacts the achievement of the educational environment's objectives and reveals that the work of principals is of a poorly professional nature and inefficient and unable to perform administrative responsibilities, which weakens timely decision-making (Maznah, 2022, 214).

As for the field of (expatriate commitment) and the statistical results according to the (T) test, after comparing the arithmetic mean with the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the hypothetical mean of the scale at a significance level of (0.05). The arithmetic mean value, which is (15.1094), is smaller than the hypothetical mean value, which is (18) at a significance level of (0.05). This is attributed to the fact that school principals exhibit routine and monotony in their work. The sense of professional duty conflicts with investing the time allocated for lessons, and work pressures and the lack of teaching staff in the sports field in the governorate, especially the districts and sub-districts affiliated with it, put school principals in a difficult situation in covering the quota and managing the physical education lesson, despite the influence of regulations and instructions that do not reflect their material and moral data, which reflects the lack of interest in the physical education lesson due to the lack of material requirements in the school, which sometimes shows the dropout of students and their distancing from school sports, (Abdulhussein et al., 2024) thus the lack of sports culture in their community. (MANDOOBMAKKIATI & ABED, 2024) Administrative pressure creates a state of alienation in any individual towards his



work,(Mohsen et al., 2024) as he does not have the means of production, lacks opportunities for creativity and innovation, and finds it difficult to express himself and his administrative ability, and the job routine makes work without real meaning, and shows a lack of control over time in comparison to job requirements, which makes him feel alienated and weak in his commitment to administrative duties (Bouhafs, 2017, 251).

As for the field of (job frustration) and the statistical results according to the (T) test, after conducting a comparison between the arithmetic mean and the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the hypothetical mean of the scale at a significance level of (0.05). The values of the arithmetic mean, which amounted to (17.5625) (Kadhim, 2023), are smaller than the value of the hypothetical mean, which amounted to (18) at a significance level of (0.05). This is attributed to the fact that school principals have a state of anxiety about their ability to fulfill the curriculum, which makes them unstable in managing their work and they try to fill the vacancies of theoretical lessons through the physical education lesson, believing it to be the most appropriate solution to cover the remaining theoretical lessons, in addition to the psychological feeling of inability to achieve the goals of the sports aspect due to the lack of sports supplies and the lack of regular playgrounds and the circumstances that the country went through in previous years, which showed their accumulation in moving away from sports participation and trying to manage work according to administrative routine. This indicates that the director feels frustrated as a result of feeling that there is no benefit from the additional efforts without real tools that he can rely on or means of support to carry out their work in an organized manner, (Kazar & Kazim, 2020)and (Abdulhussein & Adnan, 2024) which leads to a slowdown in their job performance and frustration towards the development of school administration and puts them in a negative position due to not carrying out his required role in the job due to the obstacles of the work environment (Easa et al., 2022)(Al-Sarayrah, 2005, 264-266).

It is evident from the results of the statistical work according to the tables shown according to the answers of the application sample according to the (T) test and after conducting the comparison process between the arithmetic mean and the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the arithmetic mean of the scale at a significance level of (0.05). As the values of the arithmetic mean, which amounted to (57.7031), are greater than the value of the hypothetical mean, which amounted to (51) for the professional affiliation scale at a significance level of (0.05). This is attributed to the fact that the sample's answers showed the extent of their commitment to school instructions, regulations and laws, as they are the basis of their belonging to their profession in teaching physical education and their insistence on achieving their goals in the success of school sports. They exert their best efforts to make their work successful and have a constant desire to maintain the reputation of sports and strive to raise its value in a sustainable manner. Despite the current circumstances, the lack of material resources and sports supplies, and the lack of large spaces in schools, they demonstrate their dedication to spreading sports culture and strive to implement the physical education lesson, even if it is at a minimum level. Professional responsibility, the direction of the school and students, loyalty to their work and their job commitment are a motivation to

achieve honesty at work and a love of belonging to their profession as physical education teachers, which makes them feel a sense of family towards the school, where they often spend the entire school day. This is consistent with the study of (Nizal Abdul Halim Jabr, 2014, 27), which demonstrated the burdens of school principals and the Education Directorate in terms of the actual interest in school sports. It recommended that school principals seek to understand the importance of professional belonging among physical education teachers. Some studies have indicated that a sense of professional belonging is a condition for good performance and stability in educational work, as it is one of the foundations of professional values. Instilling and enhancing it in teachers supports their professional role in improving aspects of education. Professional belonging reflects the teacher's commitment and loyalty to the professional values of education and raises his principles and professional ethics, the desire to continue working and do his utmost to achieve its goals (Ali Abdul Rabbah, 2016, 109-113) and (Rashid & Rija, 2024).

As for the field of (professional loyalty) and the statistical results according to the (T) test, after conducting the comparison process between the arithmetic mean and the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the hypothetical mean of the scale at a significance level of (0.05). As the values of the arithmetic mean, which amounted to (16.4531), are greater than the value of the hypothetical mean, which amounted to (15) at a significance level of (0.05). This is attributed to the fact that physical education teachers are a major and important component of the school and are considered effective elements in the social, cultural, and even administrative aspects of sports, which demonstrates their belonging and loyalty to the school, their sense of pride in their position within it, their belief in its values, and their strong desire to achieve its goals. (Rija et al., 2023a) Loyalty is referred to as the essence of professional belonging and an effective supporter of self-identity, group ties, and engagement in work as part of this field, which enhances professional membership, participation in improvement and development, and attention to the needs and desires of work requirements (Hani, 2010, pp. 22-23). Professional loyalty expresses harmony and connection to work, a constant willingness to make exceptional efforts to achieve goals, and a desire to remain in this work (Khalifat & Al-Malahama, 2009) and (Abdulameer & Ismail, 2024). As for the field of (continuity of work) and the statistical results according to the (T) test, after conducting the comparison process between the arithmetic mean and the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the hypothetical mean of the scale at a significance level of (0.05). As the values of the arithmetic mean, which amounted to (20.6719), are greater than the value of the hypothetical mean, which amounted to (18) at a significance level of (0.05). This is due to the desire of physical education teachers to achieve their ambitions and future aspirations, which is an important incentive to continue working. Social relationships with colleagues, officials, and students make him want to continue and participate in achieving the school's goals. Positive future expectations and career growth play a major role in his professional stability, which is an incentive to insist on continuing in it. (Rija et al., 2023b) Continuing to work is part of professional belonging, which is measured by its investment value that he achieves in his field of work and the extent of his influence on the group to which he belongs and positive interaction with them, which



enhances his ability to continue performing his duties despite obstacles and side effects. However, his relevant belief is a motive towards resistance and challenge to continue achieving his personal goals and the goals of the institution to which he belongs (Sami, 2006, 46-47) and (Abdul Wahid, 2018)

As for the field of (job commitment) and the statistical results according to the (T) test, after conducting a comparison between the arithmetic mean and the hypothetical mean to identify the significance of the differences, it was found that there are statistically significant differences in favor of the hypothetical mean of the scale at a significance level of (0.05). The values of the arithmetic mean, which amounted to (20.5781), are greater than the value of the hypothetical mean, which amounted to (18) at a significance level of (0.05). This is attributed to the commitment to official working hours, the implementation of duties, and the application of the physical education lesson despite the circumstances and obstacles, in addition to placing the priorities of school work and the sports aspect in particular at the forefront of their goals through their self-monitoring and professional conscience, which imposed on them to perform their duties continuously to preserve their professional reputation and the feeling of a duty to succeed in order to raise the value of the school and achieve its goals. Job commitment is a foundation for adhering to job standards and the ability to harmonize and cooperate with the group towards work and accept it with its difficulties and obstacles and unite in order to overcome them and bear the professional legal and ethical responsibility as they represent belonging and a living conscience towards their professional duties. The process of commitment is the meeting point between the goals of employees and the institution to which they belong and the feeling of belonging to the work environment and commitment to its progress and continuity in achieving its requirements (Ashwaq, 2019, 190-191) and (Hussein & Altay, 2020)

As for the correlation between (organizational laxity) and (professional affiliation) through the statistical results according to the (T) test, and after conducting the comparison process to identify the significance of the correlation, it was found that there is a correlation that is not statistically significant at the significance level (0.05). This is attributed to the fact that the organizational laxity of the principals of middle and preparatory schools in Dhi Qar Education Directorate shows a lack of interest in the physical education lesson and weakens students' movement and sports orientations and the release of their energies during other lessons. This reflects a state of negative evaluation of the performance of the physical education lesson and the weakness of their professional performance during the school year, which affects the enthusiasm and motivation of physical education teachers and their desire to implement the sports curriculum, diverges ideas, shakes confidence in the school administration and reduces their affiliation to it. This phenomenon reflects a general impression of the problem of cooperation, a professional reality in the work environment and a sense of administrative responsibility towards school sports as a major aspect of educational education and community culture, which weakens the sports movement in schools. Therefore, he pointed out that weak school administration or one that reduces its interest in teachers clearly affects the professional affiliation of teachers and the successful and effective principal motivates and supports the teaching staff and students, raises the value of professional affiliation and achieves the desired educational goals (Ashraf, 2009, 23-26). (Khaled, 2014) confirms that the

success of school administration depends on the atmosphere that is spread in the school with freedom of opinion, consultation and cooperation with teachers to achieve educational interests within a human framework according to a flexible administration that looks forward to developments and harnesses energies and capabilities to serve the educational process and create an exciting school environment that achieves a sense of belonging for all teachers and students (Khaled, 2014, 53-55).

### **Conclusions**

1. The sample's answers revealed the importance of organizational laxity and professional affiliation, as well as the extent of the benefit of identifying their circumstances and their dimensions in the dealings of school principals and their impact on physical education teachers.
2. The presence of organizational laxity among school principals reveals limited practices that weaken administrative support for sports activities, contributing to accumulations that affect the sustainability of effective implementation of the sports curriculum.
3. The fact that school principals focus more on academics than on sports indicates lax administrative control over coordination and full implementation of educational curricula throughout the school year.
4. The lack of attention to administrative integration between school principals and physical education teachers weakens organizational policies and teamwork to support sports activities and achieve some aspect of social and educational integration.
5. School principals' view of school sports as a secondary aspect reduces the success of students' psychological, recreational, and skill development, which weakens the role of sports teachers and the discovery of students' athletic potential.
6. The lack of attention to sports infrastructure and equipment negatively affects the professional commitment of physical education teachers.
7. The lack of participation of school principals in training courses on school management and administrative culture reveals routine and monotony in managing the objectives of physical education as a major part of the general curriculum.
8. Physical education teachers have a belief in perseverance, self-confidence, commitment to their job duties and professional affiliation.

### **Recommendations:**

1. School principals should pay attention to the psychological and professional conditions of physical education teachers to maintain their commitment to their profession.
2. Activating administrative oversight by the Educational Supervision Directorate to continuously monitor physical education lessons.
3. Activating annual evaluation standards for physical education teachers and supporting school administration in teaching physical education and adhering to its professional requirements.
4. Enhancing work with material and moral incentives and rewards for physical education teachers in return for the success of physical education lessons and external participation.
5. Achieving organizational justice and equality for physical education teachers with other subjects.



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6. Strengthening teamwork and enhancing communication and positive interaction between school administration and physical education teachers.
  7. Opening the door to participation in the professional development of physical education teachers to learn about the latest developments in the application of physical education lessons.
  8. Strengthening the functional relationship between school principals and physical education teachers to increase the level of professional participation in school events and tournaments on a sustainable basis.

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