



Administrative Transparency of Middle and Preparatory School Principals in the Karbala Governorate Education Directorate from the Perspective of Physical Education Teachers

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Abstract

The research aims to identify the administrative transparency of school principals from the perspective of physical education teachers in Karbala Governorate. The experiment was conducted to apply the scale to a sample of (408) physical education teachers in middle, preparatory, and secondary schools for boys. The researchers used the descriptive approach with a survey method to suit the nature of the problem to be solved. The statistical package (SPSS) was used to extract the results of the arithmetic mean (Mean), standard deviation (Std-Deviation), and the statistical (t) test for two independent samples. The Spearman-Brown equation and the simple correlation coefficient (Pearson) were used. The result was the construction of a scale of administrative transparency among school principals in Karbala Governorate. The process of constructing the research scale is of great importance in revealing the administrative transparency of school principals, the motivation of physical education teachers, and the extent of their administrative interaction in managing the school and teaching sports in a proficient manner. The researchers recommend the necessity of formulating a future vision for the school based on administrative transparency practices to explore good opportunities and the reasons for the decline in students' academic, athletic and psychological levels, which would enable it to support teachers' motivation. The school administration must rely on the dimensions of administrative transparency (information, participation, accountability, work systems and procedures, communication, performance evaluation), to work on enhancing the school's reputation, to contribute to shaping

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its future, conducting assessments of the risks surrounding it and monitoring the changes that affect its activities

Keywords: Administrative Transparency, Middle and Preparatory School Principals, Karbala Education Directorate, Physical Education Teachers.

Introduction

Today, sport has become an essential part of many people's lives, characterized by excitement and enjoyment in its practice in one form or another, particularly for physical education teachers. This has strengthened its connection to practical life through various programs aimed at developing and improving sport within society in general. Beyond being a hobby, sport has become closely linked to the educational sector, contributing to the formation of generations physically, health-wise, psychologically, and motorically. Consequently, it has gained significant attention from countries seeking to sustain the educational community by investing in school sports as an effective outlet for developing abilities, ideas, and sports programs.

This places a responsibility on school administrations to provide appropriate conditions that allow the implementation of sports work requirements through specific time schedules, structured lessons, and continuous participation by specialists—namely physical education teachers in intermediate and secondary schools—who serve as the main link in shaping these conditions and available resources. Administrative transparency is considered one of the modern management approaches and a key factor in sustaining administrative work within educational institutions in the context of the ongoing information revolution. This is reflected in school management practices and how their requirements are implemented in relation to school sports and physical education teachers in particular. As an administrative concept, transparency enables cooperation and the provision of the best possible practices, striving for clarity in management and openness toward developing the sports field while enhancing the principle of quality performance at work.

Administrative transparency holds great importance in this educational context, particularly in its influence on providing material and moral support services to physical education teachers and strengthening their motivation. School administration represents the central axis in managing work, organizing and coordinating duties and tasks, and promoting a culture of administrative transparency based on information and data related to sports programs. It also involves shaping internal and external factors and maintaining open communication to foster cooperation among principals, teachers, and students, as well as implementing policies and procedures that ensure integrity and transparency in dealing with everyone. Furthermore, efforts



must be made to address the problems facing school administrations, as routine practices, delays, and reliance on traditional administrative methods have necessitated the adoption of administrative transparency as a distinguishing approach that encourages principals to adopt responsive methods and motivates teachers to accept and implement work plans. Increasing the level of transparency contributes to strengthening trust among stakeholders and reinforces acceptance of higher administration. Therefore, administrative transparency has become a vital issue in the educational community, centering on teachers' rights, the clarification of duties, and commitment to professional and ethical responsibilities toward all.

From this standpoint, the importance of the study lies in understanding the relationship and the strength of functional association in applying administrative transparency by school principals to enhance motivation among physical education teachers and reflect their professional behaviors toward work tasks. It also seeks to explore how school administration can improve its performance and effectiveness in achieving its goals through the application of administrative transparency principles in its daily activities, as an important aspect in building a positive work environment and ensuring collective participation in the success of school work in general and sport in particular.

Methodology

The researchers used the descriptive approach with a survey method due to its suitability for the nature of the problem to be addressed. The research population consisted of physical education teachers in intermediate, preparatory, and secondary schools for boys in Karbala Governorate, totaling 171 schools and 438 teachers, according to the official facilitation letter (Appendix 1). A percentage of 50.22% of the total population was adopted, representing 220 teachers, as shown in Tables (1, 2, and 3).

The pilot sample consisted of 30 teachers selected randomly from the original population but outside the construction and application samples. The pilot study was conducted on Monday (10/2/2025). The scale construction sample consisted of 100 physical education teachers from intermediate, preparatory, and secondary schools for boys in Karbala Governorate, selected randomly from the original population. The application sample of the scale was also selected randomly and included 90 teachers from the research population.



Table 1. *Number of schools in Karbala Governorate, its districts, and subdistricts*

Area	Intermediate Schools	Secondary Schools	Preparatory Schools
Governorate Center	47	5	21
Al-Husseiniya District	13	3	5
Al-Hurr District	13	5	5
Al-Hindiya District	31	12	7
Ain Al-Tamr District	2	1	1
Total	106	26	39

Table 2. *Number of physical education teachers in each area*

Area	Number of Teachers
Governorate Center	172
Al-Husseiniya District	79
Al-Hurr District	50
Al-Hindiya District	133
Ain Al-Tamr District	4
Total	438

Table 3. *Distribution of the research population and samples*

Area	No. of Teachers	Excluded	Remaining	Pilot Sample	Construction Sample	Application Sample
Governorate Center	172	67	105	15	50	40
Al-Husseiniya District	79	49	30	5	10	15
Al-Hurr District	50	17	33	5	20	8



Al-Hindiya District	133	85	48	3	20	25
Ain Al-Tamr District	4	–	–	2	–	2
Total	438			30	100	90

Determining the Idea and Objective of the Scale

This represents the first step in constructing and designing the scale and is of great importance, as it is linked to defining the research topic in terms of its concept and the aspects required for investigation. By reviewing previous studies and available information, the researchers clearly defined the idea of the scale to represent the phenomenon under study, namely constructing a scale of administrative transparency among school principals as perceived by physical education teachers. After defining the scale’s concept, its objective was determined as adopting a scientific tool to identify the reality of administrative transparency among school principals and its relationship with physical education teachers (Ahmed, 2006).

Determining the Domains of the Scale

After reviewing the research procedures, consulting experts’ opinions, and examining the theoretical framework, the main dimensions of the research variable were adopted. Seven domains were initially proposed for the administrative transparency scale. These domains were presented to 25 experts and specialists in sports administration and teaching methods, in addition to faculty members from colleges of physical education and sports sciences. Based on the chi-square (χ^2) value at a significance level of (0.05), two domains were excluded and five domains were retained.

Table 4. Domains of the administrative transparency scale

No.	Scale	Domains
1		Administrative Communication
2		Participation in Work
3		Promotion of Justice
4	Administrative Transparency	Financial Transparency
5		Trust Enhancement
6		Integrity at Work
7		Organizational Follow-up



Preparation of Scale Items

After defining the domains, a questionnaire was prepared that included the proposed domains and their items. The questionnaire contained a set of statements distributed across the approved domains according to their operational definitions. The initial version of the administrative transparency scale consisted of 45 items.

A five-point Likert scale was used according to Anastasi (1979): (Strongly Agree, Agree, Sometimes, Disagree, Strongly Disagree).

Scores were assigned as follows:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Sometimes
- 2 = Disagree
- 1 = Strongly Disagree

This was adopted in a positive direction (Al-Khaikani & Al-Jubouri, 2016).

Procedures for Constructing the Administrative Transparency Scale

The researchers reviewed scientific literature related to measuring administrative transparency and relied on previous studies, including Al-Momani (2019). The initial questionnaire consisted of seven domains. Experts evaluated their suitability, and five domains were approved:

- Administrative communication
- Participation in work
- Financial transparency
- Promotion of justice
- Integrity at work

Another questionnaire was then developed based on previous studies, including Al-Mutairi (2016), consisting of 45 items distributed across the five domains as follows:

- Administrative communication: 10 items
- Participation in work: 10 items
- Financial transparency: 7 items
- Promotion of justice: 8 items
- Integrity at work: 10 items



Validity of the Administrative Transparency Scale Domains

Table 5. Chi-square (χ^2) analysis of expert agreement on the domains

Domains	Experts Agree	%	Experts Disagree	%	Calculated χ^2	Statistical Significance
Administrative Communication	24	96	1	4	21.16	Significant
Participation in Work	20	80	5	20	9.00	Significant
Promotion of Justice	18	72	7	28	4.84	Significant
Financial Transparency	21	84	4	16	11.56	Significant
Trust Enhancement	17	68	8	32	3.24	Not significant
Integrity at Work	22	88	3	12	14.44	Significant
Organizational Follow-up	13	52	12	48	0.04	Not significant

Validity of the Administrative Transparency Scale Items

Table 6. Chi-square (χ^2) analysis of expert agreement on scale items

Domain	Item No.	Experts Agree	%	Experts Disagree	%	χ^2	Significance
Administrative Communication	1	25	100	0	0	25	Significant
	2	23	92	2	8	17.64	Significant
	3	19	76	6	24	6.76	Significant
	4	21	84	4	16	11.56	Significant
	5	18	72	7	28	4.84	Significant
	6	16	64	9	34	1.96	Not significant
	7	24	96	1	4	21.16	Significant
	8	19	76	6	24	6.76	Significant



	9	22	88	3	12	14.44	Significant
	10	20	80	5	20	9.00	Significant
	1	25	100	0	0	25	Significant
	2	19	76	6	24	6.76	Significant
	3	21	84	4	16	11.56	Significant
	4	18	72	7	28	4.84	Significant
	5	19	76	6	24	6.76	Significant
Participation in Work	6	20	80	5	20	9.00	Significant
	7	25	100	0	0	25	Significant
	8	23	92	2	8	17.64	Significant
	9	20	80	5	20	9.00	Significant
	10	13	52	12	48	0.04	Not significant
	1	23	92	2	8	17.64	Significant
	2	21	84	4	16	11.56	Significant
	3	20	80	5	20	9.00	Significant
Financial Transparency	4	18	72	7	28	4.84	Significant
	5	23	92	2	8	17.64	Significant
	6	20	80	5	20	9.00	Significant
	7	21	84	4	16	11.56	Significant
	1	19	76	6	24	6.76	Significant
	2	25	100	0	0	25	Significant
	3	23	92	2	8	17.64	Significant
Promotion of Justice	4	19	76	6	24	6.76	Significant
	5	20	80	5	20	9.00	Significant
	6	18	72	7	28	4.84	Significant
	7	23	92	2	8	17.64	Significant



	8	19	76	6	24	6.76	Significant
	1	21	84	4	16	11.56	Significant
	2	23	92	2	8	17.64	Significant
	3	25	100	0	0	25	Significant
	4	19	76	6	24	6.76	Significant
	5	18	72	7	28	4.84	Significant
Integrity at Work	6	14	56	11	44	0.36	Not significant
	7	23	92	2	8	17.64	Significant
	8	19	76	6	24	6.76	Significant
	9	21	84	4	16	11.56	Significant
	10	13	52	12	48	0.04	Not significant

To achieve this, the researchers adopted the extreme groups method to calculate the discriminatory power of the items using the Statistical Package for the Social Sciences (SPSS). The questionnaires were arranged in ascending order from the lowest score to the highest score. Then, 27% of the questionnaires with the highest scores and 27% of those with the lowest scores were selected. The sample size reached 438 teachers. The t-test (T-test) was applied to each of the 45 items of the administrative transparency scale. After analyzing the results, no item was eliminated from the administrative transparency scale because the level of significance was greater than (0.05). Accordingly, the administrative transparency scale consisted of 41 items.

Description of the scale in its final form

Table 7. Shows the administrative transparency scale in its final form consisting of 41 items

Sequence	Domain	Number of Items	Items
1	Administrative Communication	9	(1, 2, 3, 4, 5, 6, 7, 8, 9)
2	Participation in Work	9	(10, 11, 12, 13, 14, 15, 16, 17, 18)
3	Financial Transparency	7	(19, 20, 21, 22, 23, 24, 25)
4	Promotion of Justice	8	(26, 27, 28, 29, 30, 31, 32, 33)
5	Integrity at Work	8	(34, 35, 36, 37, 38, 39, 40, 41)

Methods of Data and Information Collection

Arabic and foreign sources, personal interviews, field visits, the World Wide Web (Internet), information collection forms, data tabulation forms, and questionnaire forms to survey experts' opinions.

Statistical Methods

The statistical data were processed using SPSS, and the following were extracted: Chi-square test (χ^2), arithmetic mean, median, standard deviation, t-test formula for two equal independent samples, independent samples t-test, paired samples t-test, standard deviation, Spearman–Brown equation, Cronbach's alpha coefficient, simple correlation coefficient (Pearson), coefficient of skewness, significance of the correlation coefficient, and the hypothetical mean.

Results

Table 8. Statistical indicators of the Administrative Transparency Scale and comparison between the actual mean and the hypothetical mean

Scale	Number of Items	Hypothetical Mean	Arithmetic Mean	Standard Deviation	Mean Difference	Calculated T-value	Significance Level	Type of Significance
Administrative Transparency	41	123.000	157.0556	9.18763	34.05556	35.165	0.000	Significant



Table 9. Statistical indicators of the domains of the Administrative Transparency Scale and comparison between the arithmetic mean and the hypothetical mean

Domain	Number of Items	Hypothetical Mean	Arithmetic Mean	Standard Deviation	Mean Difference	Calculated T-value	Significance Level	Type of Significance
Administrative Communication	9	27.000	35.5111	3.00653	8.51111	26.856	0.000	Significant
Participation in Work	9	27.000	35.6111	2.85096	8.61111	28.654	0.000	Significant
Promotion of Justice	7	21.000	23.0000	1.69600	2.00000	11.187	0.000	Significant
Financial Transparency	8	24.000	31.1889	3.05711	7.18889	22.309	0.000	Significant
Integrity at Work	8	24.000	31.7444	2.82668	7.74444	25.992	0.000	Significant

Discussion

The results indicated that the arithmetic mean of teachers' scores on the Administrative Transparency Scale (157.0556) was higher than the hypothetical mean (123.000), with a statistically significant t-value (35.165) at a significance level of (0.000), which is lower than (0.05). This demonstrates the presence of statistically significant differences in favor of the arithmetic mean. This finding reflects that school principals possess a high level of administrative transparency in managing their schools.

The researchers attribute this result to the tendency of school principals to achieve professional self-realization within their schools and social environment. Many studies, such as Ismail (2006), explain that individuals seek social status, appreciation, and recognition by demonstrating competence, achieving ambitions, and satisfying personal and professional needs through transparency and the ability to cope with life pressures. This indicates that school principals exhibit a notable level of administrative transparency.

With respect to the first category, administrative communication, statistically significant differences in favor of the arithmetic mean were obtained. This may be because the school



principal and teachers keep communication with each other through official working channels as well as social media sites, Internet groups. In this way teachers understand ministerial instruction and administrative decision. This is especially significant for physical education teachers, whose role is extremely varied: from managing inside school activities, organizing sports teams and scout groups, running the school celebration of ceremonies (with flags) to preparing the participation form for any sport competition. Administrative Task Administrative work is a unifying factor for school management and physical education teachers and becomes stronger over time by acquiring experience and practice. El-Wahed (2013) specified that managerial skills can be seen in the ability of an educational leader to know job mandates and create compatibility between organizational objectives and the requirements of students on pragmatic grounds.

As for the second domain, work engagement, the authors explain that this result is attributed to successful school leadership being based on working in collaboration with teachers from various specialist areas. This includes organizing development programs, brainstorming and examining the school system's needs to pursue excellence in a theoretical manner as well as practical. Physical Education classes need the support of the school administration especially when it involves forming committees for school events, celebrations and competition. Al-Anzi (2019) also argued that cooperation and involvement contribute to institutional success, as teachers-academic managers' synergy facilitates the optimization of resources and an efficient pursuit of goals.

With respect to the third domain, social justice advocacy, findings underscore the significance of inclusivity and equity within the school. The success of the organization is based on an amalgamation and cooperation performance between school administration, teaching staff and educational directorate as well as parents. The pursuit of justice is a moral buttress and an engine of change. The unique and diverse duties of physical education classes necessitate such support because PE courses play different roles as a mechanism for relaxation, game-developer, and behaviour modifier among students. Al-Otaibi (2018) reported that justice is under-pinned by the mechanism of systematizing processes, which are designed to secure equality, fairness, and objectivity in the administration of affairs.

With respect to the fourth sphere, financial transparency, it has been revealed that school principals are transparent when handling finances allocated to the schools. These resources may be school budgets, school shop incomes, donations from parents, charity groups and also teachers. According to Abu Karim (2005), good governance practices which is characterized by clear and transparent procedure, culture of shared communication and openness fosters value of integrity at the same time reduce corruption that effects teacher's performance and school trust.

Last, in the fifth category working integrity ($d=60$), a significant difference was found in favor for mean. It indicates that school principals may hold the professional and ethical beliefs to



manage schools in an efficient way by making fair use of regulations, avoiding the favoritism through annual evaluations, and compensation for strengths and weaknesses from teachers. They also honor master teachers with recognition and appreciation. Physical educators, as a result, are on the front line and receive significant focus as they may represent gatekeepers in school life. Shahda (2022) also argued that Workplace justice could also be reflected through a transparent provision of an administration, the decisions taken in promotion and instruction as well as other characteristics in the institution.

Conclusions

1. A scale of administrative transparency for principals at 3101 schools in Karbala Governorate proved good.
2. The development of the research scale is important to determine the level of administrative transparency in terms of school principals, physical education teachers' motivation and their administrative interaction relations as an effective management system for school activities, as well as for sports classes.
3. According to the feedback from our research sample, lack of transparency results in low job attachment and organization commitment.
4. PE teachers are more vigilant to administrative fairness in their work (activity, external and less formal feedback procedures) meaning that if administrative bias is evident, it may be easier to detect.

Recommendations

1. To develop an ideal school plan in the aspect of administrative transparency, to determine what constitutes opportunity and cause for students' academic failure and other psychological elements, so as to increase teachers' motivation.
2. Administrative transparency dimensions may be adopted by school administrations that are looking to build the reputation of their schools, participate in shaping its future direction, as well as conducting an audit of risks and monitoring for change which affects it.
3. The necessity of holding seminars, training courses and workshops to improve the level communication between school headed by principals and teachers, participation in decision-making process, future plans of schools.
4. School authorities and administrators should encourage the provision of fields, equipment, and resources for sports since they are significantly affecting in positively inspiring teachers to impart their skills and experiences on students.



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