



The Contribution of Dialogical-Based Leadership to Sustainable Development in Youth and Sports Forums from the Perspective of Employees

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DOI:

[https://doi.org/10.37359/JOPE.V38\(2\)2026.2340](https://doi.org/10.37359/JOPE.V38(2)2026.2340)

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Article history: Received 16/ July/2025 Accepted 30/ October/2025 Available online 28/ June/2026

Abstract

The study aimed to construct two measurement scales—one for dialogical leadership and another for sustainable development—in youth and sports forums in Baghdad, and to identify the levels of both variables as perceived by employees. It also examined the contribution and effect of dialogical leadership on sustainable development. The researcher hypothesized that the results of the dialogical leadership scale would be significantly correlated with and positively influence the results of the sustainable development scale. A descriptive correlational approach was adopted, with a population of 1,161 employees from three youth and sports forums in Baghdad (Al-Karkh, Al-Rusafa, and Sadr City). The main sample was purposively selected from the Al-Rusafa Forum, consisting of 431 employees (37.12% of the population). After excluding non-relevant participants, the final sample included 225 employees (19.38%), divided into three subsamples: 10 for the exploratory sample, 120 for scale construction, and 95 for the main application. Data were collected between February 9 and 27, 2025, and analyzed using SPSS. The results showed acceptable levels of both dialogical leadership and sustainable development, confirming their measurable nature in the context of sports management. The findings also indicated that enhancing dialogical leadership positively contributes to sustainable development. The study recommends periodic evaluation of these two variables and involving employees in administrative development programs to strengthen dialogue and promote sustainability in youth and sports forums.

Keywords: dialogic leadership, sustainable development, youth forums.

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Introduction

The lack of continuity in administrative and technical operations of youth forums along with taking over leadership responsibilities have demanded to cope with developments in both the fields of administration and leadership. Making a difference here depends on being able to manage but, critically, also lead youth forums up to the standards of institutions in developed countries. There cannot be leadership without millions of followers who trust and support their leader. So while every leader manages, not every manager leads. While managers depend on their formal authority as outlined in laws and regulations, administrative leaders also rely on their personal, psychological and social traits to build relationships with their subordinates (Sulaiman & Al-Kathairi, 2013, p.12). Administrative leaders need to build a good social environment that encourages creativity and innovation in the organization because leaders who make employees feel valued help improve their morale, self-confidence and motivation towards exerting greater effort and innovativeness (Shadhan & Ali, 2021:127). Management seeks to progress in the management strategy from conventional methods of thinking and beyond it since this could lead towards creativity, technology, innovation and global level quality standards (Ghareeb:2019,p.85). Control over which decision making mechanisms are blocked, where authority can be delegated, and internal coalitions formed around them in the name of collective collaboration to achieve excellence (Čirjevskis, 2021, p.385). If we define leadership as a social role or function that individuals (the leader) perform through interaction with members of a group, the most important of which is its ability to influence others, guide their behavioral performances, improve social interaction among its members and retain the cohesiveness of society in order for the group to actualize common goals(Siham 2018,p.22). The definition in sports context of sport leadership is that it is the individual responsible for the action of athletes as they pursue a common goal (Naomi, 2020, p.213)

It is impossible for an administrative head to achieve institutional progress unless they communicate directly with all employees and make the effort to reach dialog even with those who oppose their views. General Definition of Dialogue: It involves free and honest discussion between leadership and employees, openness to discuss new ideas (Al-Fatlawi & Saleh, 2021, p.7). Administrative leaders who want to enhance mutual trust follow dialogical-led ways based on openness, understanding and creativity in their way of working toward management (Fathi, 2019, p.121). Listening significantly contributes to developing trust and creating composition between leaders and subordinates, as it is known that listening attentively, empathically, or actively strengthens the relationship (Khorakian et al., 2018 p.219). Focused on real dialog, key components of dialogical leadership include self-awareness, transparency, ethics, balanced processing and self-regulation with morality at its centre (Van & Dijk 2015 p64). It has four



defining characteristics: conjuring authentic voices, deep listening, honouring the legitimacy of others' opinions and broadening consciousness by suspending preconceptions (Al-Ansari, 2019, p.101). This kind of leadership promotes mutual understanding, respect and cooperation in order to minimize conflict and at the same time to achieve the purposes of an organisation (Soni & Shukla, 2019, p.872). Furthermore, leaders' personal characteristics and competencies greatly impact the willingness of others to engage in positive interactions (Robbins et al., 2013, p.27). The very future events can never be predicted with full certainty, meaning administrative leaders also need preparing plans based on foresight and crisis data (Fendi, 2013, p.89). Management effectively sets priorities, strategies and policies for the use of an organization's resources in order to achieve its objectives (Mahmoud, 2012, pp.10–11).

The researcher also supports that one of the strategic administrative goals in youth and sports forum should be to endeavor to achieve sustainable development; Therefore, it will lead toward realizing objectives with each Forum's vision and mission. Linguistically, the term "development" suggests growth and increase, which indicates a transition from a simple to more of an advanced and stable state (Mahdawi, 2013, p.4). The concept "development" does not have a single, rigid definition as it may refer to economic, social or environmental growth (Al-Obaidi, 2012:23). Education is referred to as a transformative process whereby learning is recognized—by UNSECO—as the main factor leading to sustainable development in humanity material and moral improvement over an ongoing period (Bourn et al., 2023, p.11) It also means satisfying the needs of the present generation without jeopardizing future generations to satisfy theirs (Mohsen, 2016: 27).

Theoretical significance: This research contributes to sports management literature by highlighting the importance of dialogical leadership and its role in promoting sustainable development in youth and sports forums in Baghdad, enriching academic discourse and providing a foundation for future studies.

Practical significance: It provides two measurement tools for assessing dialogical leadership and sustainable development from employees' perspectives, offering practical guidance to the Iraqi Ministry of Youth and Sports in fostering leadership dialogue and sustainability within its forums.

Based on this extended conceptual framework, the research problem lies in the question of how dialogical leadership and sustainable development coexist and interact within Baghdad's youth and sports forums. This study aims to develop legitimate scale for both variables as prior tool for measurement was not appropriate and to explore the impact of independent variable on dependent variable, so that these can help in enhancing the administrative reality of sports



institutions which are key youth development centers. The research therefore aims to: (1) develop two scales for dialogical leadership and sustainable development, (2) identify their levels from employees’ perspectives, and (3) examine the contribution and effect of dialogical leadership on sustainable development, hypothesizing that dialogical leadership results are positively correlated with and predictive of sustainable development outcomes.

Methodology

The nature of the research problem required the adoption of the descriptive method using the correlational approach, which is defined as “a systematic procedure for measuring two or more variables and determining the relationship between them, based on their natural state without any interference by the researcher in the outcomes of their measurement” (Al-Saleh, 2024, p.199).

The population boundaries of the study included employees working in three youth and sports forums in Baghdad: Al-Karkh, Al-Rusafa, and Sadr City, with a total population of 1,161 individuals. From this population, the main research sample was purposively selected from the Al-Rusafa Forum, which included 431 employees, representing 37.123% of the total population. After excluding individuals not covered by the research procedures—such as technicians and service workers—the final sample size consisted of 225 employees, representing 19.38% of the total population.

The sample was treated as one whole group, which was divided into three subsamples based on the needs and requirements of research. A pilot (exploratory) sample of 10 individuals (0.861% of population size) was randomly selected. Furthermore, 120 subjects (10.336%) were selected randomly to account for the scale-construction sample based on how we subsequently assigned five respondents each to the largest scales with respect to items 1-24 as this would increase accuracy by minimizing possible measurement error. The remaining 95 (8.183 of the total population) had also been residing within the Al-Rusafa Forum; this group constituted the numerically dominant part of the application sample, as shown in Table (1).

Table 1. shows the description of the distribution of the research sample

Characterization of numbers from the total origin community	Total Sample Number	Distribution of the three samples from the parent community		
		Number of Survey Sample	Number of Construction Sample	Application Sample Number



Forum	Research Sample	Excluded (206)					
		On Leave	Service				
Al-Rusafa	431	57	149	225	10	120	95
Percentage (%)	37.123%	17.743%	19.38%	0.861%	10.336%	8.183%	

At the outset of the field procedures, the characteristics of the target sample for measurement were analyzed, revealing that participants’ ages ranged between 22 and 61 years, with actual service durations ranging from 7 months to 39 years, and educational attainment ranging from primary education to doctoral degrees. The specificity of the measurement excluded variables associated with participants’ tenure or work duration in the youth and sports forums in Baghdad. The construction process proceeded procedurally together but analyzed separately statistically.

The research problem highlighted the essential need to diagnose and measure the two investigated phenomena through the development of two paper-and-pencil scales, following a scientific methodology to reach the required solutions. Accordingly, the researcher adopted the following procedural steps and statistical treatments:

Clarifying the rationale for scale construction

The specificity of this research in addressing these two phenomena in sports management justified the development of the two scales from the employees’ perspective as a logical basis for their construction.

Adopting the theoretical framework

The definitions and explanations presented in the theoretical frame of the study was taken as a guide for conceptualizing both phenomena relevant to sports management and to formulate scale items appropriate target sample.

Preliminary preparation of scale items

The researcher also followed conditions for item development, taking into account the relevance of each to sports management and to the target sample. The items were constructed in terms of three response options, “Always Agree,” “Sometimes Agree” and “Disagree,” that were rated using a Likert scale (3, 2, 1) respectively.

Face and content validity



To verify these psychometric criteria, a paper-based questionnaire was distributed to 17 experts in sports management, including copies of both scales. Experts unanimously agreed (100%) to retain all items without modification in number or content, during the period from Sunday, January 5, 2025, to Sunday, January 19, 2025, confirming face and content validity.

Pilot testing of the scales

The pilot test was conducted on 10 individuals from the experimental group at the youth and sports forum premises in Baghdad between Tuesday, January 21, 2025, and Thursday, January 23, 2025. The objectives were to identify potential difficulties in administering the scales during the main survey and to calculate the mean response time, which was approximately 8 minutes per scale.

Construct validity (discriminatory power and internal consistency)

To meet this psychometric criterion, the scales were administered to the scale-construction sample of 120 individuals from Sunday, January 26, 2025, to Wednesday, February 5, 2025. Item scores were recorded, and statistical analyses were conducted as follows:

Discriminatory power of the scales

The extreme groups method was applied. After arranging the item scores in descending order, 27% of the total sample was used to define two equal groups, each comprising approximately 33 individuals. Statistical analysis between these independent groups was performed using the t-test for independent samples to determine differences for each item, as presented in Tables 2 and 3.

Table 2. Discriminatory Power Results for the Items of the Dialogical Leadership Scale in Youth and Sports Forums in Baghdad

Item No.	Extreme Group	N	(M)	SD	T value	Sig.	Difference	Discrimination
1	High	33	2.55	0.506	13.533	0.000	Significant	Distinctive
	Low	33	1.12	0.331				
2	High	33	2.52	0.508	14.857	0.000	Significant	Distinctive
	Low	33	1.06	0.242				
3	High	33	2.45	0.506	10.437	0.000	Significant	Distinctive
	Low	33	1.24	0.435				
4	High	33	2.48	0.508	11.676	0.000	Significant	Distinctive
	Low	33	1.18	0.392				
5	High	33	2.52	0.508	12.541	0.000	Significant	Distinctive
	Low	33	1.15	0.364				
6	High	33	2.70	0.467	12.133	0.000	Significant	Distinctive
	Low	33	1.30	0.467				
7	High	33	2.79	0.415	14.761	0.000	Significant	Distinctive
	Low	33	1.24	0.435				



8	High	33	2.61	0.496	11.408	0.000	Significant	Distinctive
	Low	33	1.27	0.452				
9	High	33	2.73	0.452	11.079	0.000	Significant	Distinctive
	Low	33	1.42	0.502				
10	High	33	2.91	0.292	14.311	0.000	Significant	Distinctive
	Low	33	1.45	0.506				
11	High	33	2.70	0.467	16.760	0.000	Significant	Distinctive
	Low	33	1.09	0.292				
12	High	33	2.82	0.392	20.312	0.000	Significant	Distinctive
	Low	33	1.09	0.292				
13	High	33	2.55	0.506	13.533	0.000	Significant	Distinctive
	Low	33	1.12	0.331				
14	High	33	2.67	0.479	14.471	0.000	Significant	Distinctive
	Low	33	1.15	0.364				
15	High	33	2.73	0.452	14.178	0.000	Significant	Distinctive
	Low	33	1.21	0.415				
16	High	33	2.76	0.435	15.461	0.000	Significant	Distinctive
	Low	33	1.18	0.392				
17	High	33	2.79	0.415	14.761	0.000	Significant	Distinctive
	Low	33	1.24	0.435				
18	High	33	2.58	0.502	9.619	0.000	Significant	Distinctive
	Low	33	1.39	0.496				
19	High	33	2.61	0.496	10.250	0.000	Significant	Distinctive
	Low	33	1.36	0.489				
20	High	33	2.97	0.174	18.454	0.000	Significant	Distinctive
	Low	33	1.33	0.479				
21	High	33	2.15	0.364	3.581	0.001	Significant	Distinctive
	Low	33	1.82	0.392				
22	High	33	2.45	0.506	5.854	0.000	Significant	Distinctive
	Low	33	1.79	0.415				
23	High	33	2.21	0.415	4.537	0.000	Significant	Distinctive
	Low	33	1.73	0.452				
24	High	33	2.39	0.496	5.381	0.000	Significant	Distinctive
	Low	33	1.79	0.415				

Note: Item discrimination: Sig. < 0.05 at the significance level of 0.05 with df = 64

Table 3. Discriminatory Power Results for the Items of the Sustainable Development Scale in Youth and Sports Forums in Baghdad

Item No.	Extreme Group	N	(M)	SD	T value	Sig.	Difference	Discrimination
1	High	33	2.82	0.392	14.286	0.000	Significant	Distinctive
	Low	33	1.30	0.467				
2	High	33	2.79	0.415	12.027	0.000	Significant	Distinctive
	Low	33	1.42	0.502				
3	High	33	2.91	0.292	13.974	0.000	Significant	Distinctive
	Low	33	1.48	0.508				
4	High	33	2.94	0.242	14.548	0.000	Significant	Distinctive
	Low	33	1.52	0.508				
5	High	33	2.58	0.502	13.195	0.000	Significant	Distinctive
	Low	33	1.15	0.364				



6	High	33	2.55	0.506	14.311	0.000	Significant	Distinctive
	Low	33	1.09	0.292				
7	High	33	2.48	0.508	10.243	0.000	Significant	Distinctive
	Low	33	1.27	0.452				
8	High	33	2.52	0.508	11.416	0.000	Significant	Distinctive
	Low	33	1.21	0.415				
9	High	33	2.61	0.496	12.942	0.000	Significant	Distinctive
	Low	33	1.18	0.392				
10	High	33	2.73	0.452	12.159	0.000	Significant	Distinctive
	Low	33	1.33	0.479				
11	High	33	2.82	0.392	14.839	0.000	Significant	Distinctive
	Low	33	1.27	0.452				
12	High	33	2.64	0.489	11.337	0.000	Significant	Distinctive
	Low	33	1.30	0.467				
13	High	33	2.76	0.435	11.220	0.000	Significant	Distinctive
	Low	33	1.45	0.506				
14	High	33	2.94	0.242	14.857	0.000	Significant	Distinctive
	Low	33	1.48	0.508				
15	High	33	2.79	0.415	18.023	0.000	Significant	Distinctive
	Low	33	1.12	0.331				
16	High	33	2.85	0.364	17.903	0.000	Significant	Distinctive
	Low	33	1.18	0.392				
17	High	33	2.58	0.502	13.195	0.000	Significant	Distinctive
	Low	33	1.15	0.364				
18	High	33	2.70	0.467	13.094	0.000	Significant	Distinctive
	Low	33	1.24	0.435				
19	High	33	2.76	0.435	13.590	0.000	Significant	Distinctive
	Low	33	1.27	0.452				
20	High	33	2.79	0.415	15.418	0.000	Significant	Distinctive
	Low	33	1.21	0.415				
21	High	33	2.18	0.392	4.364	0.000	Significant	Distinctive
	Low	33	1.73	0.452				
22	High	33	2.21	0.415	5.381	0.000	Significant	Distinctive
	Low	33	1.61	0.496				
23	High	33	2.30	0.467	6.564	0.000	Significant	Distinctive
	Low	33	1.52	0.508				
24	High	33	2.42	0.502	8.093	0.000	Significant	Distinctive
	Low	33	1.42	0.502				

Note: Item discrimination: Sig. < 0.05 at the significance level of 0.05 with df = 64.

Secondly: Internal Consistency of the Two Scales

To fulfill the second psychometric requirement for the construct validity of the scales, the scores of the construction sample were statistically analyzed using the Pearson correlation coefficient. This analysis assessed the correlation between the score of each item and the total score of the scale to which it belongs. The results are presented in Tables (4) and (5) below:

Table 4. *Internal Consistency: Correlation between Each Item and the Total Score of the Dialogic Leadership Scale in Youth and Sports Forums in Baghdad*

Item No.	Correlation with Total Score (r)	Sig.	Item No.	Correlation with Total Score (r)	Sig.
1	0.638*	0.000	13	0.555*	0.000
2	0.642*	0.000	14	0.611*	0.000
3	0.532*	0.000	15	0.445*	0.000
4	0.685*	0.000	16	0.624*	0.000
5	0.553*	0.000	17	0.541*	0.000
6	0.462*	0.000	18	0.529*	0.000
7	0.616*	0.000	19	0.447*	0.000
8	0.524*	0.000	20	0.478*	0.000
9	0.692*	0.000	21	0.511*	0.000
10	0.614*	0.000	22	0.542*	0.000
11	0.572*	0.000	23	0.701*	0.000
12	0.656*	0.000	24	0.682*	0.000

*Item consistency: Sig. < 0.05 at a significance level of 0.05 with df = 118

Table 5. *Internal Consistency: Correlation between Each Item and the Total Score of the Sustainable Development Scale in Youth and Sports Forums in Baghdad*

Item No.	Correlation with Total Score (r)	Sig.	Item No.	Correlation with Total Score (r)	Sig.
1	0.678*	0.000	13	0.575*	0.000
2	0.495*	0.000	14	0.561*	0.000
3	0.823*	0.000	15	0.605*	0.000
4	0.445*	0.000	16	0.482*	0.000
5	0.543*	0.000	17	0.641*	0.000
6	0.402*	0.000	18	0.543*	0.000
7	0.541*	0.000	19	0.647*	0.000
8	0.462*	0.000	20	0.418*	0.000
9	0.472*	0.000	21	0.482*	0.000
10	0.648*	0.000	22	0.545*	0.000
11	0.542*	0.000	23	0.584*	0.000
12	0.433*	0.000	24	0.639*	0.000

*Item consistency: Sig. < 0.05 at a significance level of 0.05 with df = n – 2 = 118

Reliability of the Two Scales

The researcher verified the reliability of the two scales by statistically analyzing the scores obtained from their application to the construction sample in this study using Cronbach's alpha coefficient. The reliability coefficient for the Dialogic Leadership Scale in Youth and Sports Forums in Baghdad was 0.914, while the reliability coefficient for the Sustainable Development



Scale in Youth and Sports Forums in Baghdad was 0.936, with $df = 118$ at a significance level of 0.05.

Normal Distribution of the Two Scales

To ensure the suitability of each scale for the targeted measurement sample, the scores of both scales were statistically analyzed for the construction sample to determine the normal distribution. The results are presented in Table (6):

Table 6. Final Statistical Indicators and Normal Distribution Values for Each Scale

Scale Name	Construction Sample Size	Number of Items	Total Score Range	Mean	Standard Deviation	Skewness
Dialogic Leadership in Youth and Sports Forums in Baghdad	120	24	24–72	51.95	2.397	0.496
Sustainable Development in Youth and Sports Forums in Baghdad	120	24	24–72	54.25	2.639	0.302

Note: The distribution is considered approximately normal if the skewness value lies within ± 1 .

Final Versions of the Scales

Upon completing the construction procedures and statistical analyses on the construction sample, both scales were finalized (Appendices 1 & 2), with a total score range of 24–72 for each scale and a theoretical midpoint of 48. This means that higher scores on each scale indicate a higher perceived level of the respective phenomenon from the perspective of the responding individual.

Main Survey Procedure (Application of the Scales)

The testing scenario ran from February 9 -February 27, 2025 for the main application sample of 95 subjects. This has been done directly to collect the perceptions of the employees at Al-Rusafa Youth and Sports Forum regarding the two investigated phenomena. Each paper-based scale was coded and entered separately for analysis.

Statistical Methods

The data were processed electronically using SPSS. Analyses included percentages, means, standard deviations, independent-sample t-tests, Pearson’s correlation coefficient, Cronbach’s alpha, Pearson skewness coefficient, one-sample t-tests, and linear regression analysis.

Results

Table 7. Comparison of the Mean Score of Each Scale with Its Theoretical Midpoint

Scale	Total Score	Theoretical Midpoint	Mean	Standard Deviation	Mean Difference	t	Sig.	Significance
Dialogic Leadership in Youth and Sports Forums in Baghdad	72	48	52	2.768	4	14.087	0.000	Significant
Sustainable Development in Youth and Sports Forums in Baghdad	72	48	54.08	2.945	6.08	20.136	0.000	Significant

Unit of measurement: points. The difference is considered significant if (Sig) < 0.05 at df = n-1 = 94 and significance level = 0.05.

Table 8. Correlation between Scale Scores, Simple Linear Regression, Contribution Percentage, and Standard Error

Independent Variable	Dependent Variable	Pearson Correlation (R)	Linear Regression Coefficient	R ² (Coefficient of Determination)	Contribution (%)	Standard Error of Estimate
Dialogic Leadership	Sustainable Development	0.825	0.68	0.677	67.7%	1.674

Table 9. Results of the F-Test for Evaluating the Fit of the Linear Regression Model Between Scale Scores

Independent Variable	Dependent Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Significance
Dialogic Leadership	Sustainable Development	Regression	554.756	1	554.756	197.997	0.000	Significant
		Residual	260.571	93	2.802			

Interpretation: The regression model is considered significant if the Sig. value < 0.05 at a significance level of 0.05.

Table 10. Results of Constant and Slope (Effect) Estimates for the Scale Scores

Dependent Variable	Independent Variables	Beta (β)	Standard Error	t	Sig.	Significance
Sustainable Development	Constant	8.44	3.248	2.598	0.011	Significant
	Dialogic Leadership	0.878	0.062	14.071	0.000	Significant

Interpretation: The effect is considered significant if the Sig. value < 0.05 at a significance level of 0.05.

Discussion

The results in Table (7) indicate that the mean scores of the two investigated phenomena exceeded the hypothetical mean for each respective scale. Moreover, a review of Table (8) demonstrates that an increase in dialogic leadership is positively correlated with sustainable



development, such that higher levels of dialogic leadership correspond to a greater positive effect on sustainable development, as perceived by employees in the Youth and Sports Forums. This relationship was further confirmed by the F-test results in Table (9), which indicated the strong fit of the linear regression model. Subsequently, Table (10) confirmed the significance and effect of dialogic leadership on increasing sustainable development outcomes in the Youth and Sports Forums in Baghdad.

The researcher attributes these findings for the dialogic leadership scale to the participants' perception of the forum director as consistently demonstrating the following behaviors: being decisive in discussing various decisions with employees, reconciling differing employee opinions when making decisions, clearly defining responsibilities with impartiality, implementing the annual plan in a climate of employee satisfaction, avoiding speculation regarding employee responses in various circumstances, maintaining accountability without delay in difficult situations, occasionally correcting employee errors through immediate guidance, relying on trusted intermediaries to convey information, communicating respectfully with employees who disagree, striving to gain the cooperation of all employees rather than engaging in conflict, providing guidance smoothly and logically, delegating certain responsibilities to enhance coordination, simplifying instructions to facilitate understanding, mitigating employee stress in challenging situations, reviewing policies following mistakes, managing complex disagreements constructively, supporting competent human resources, and refraining from biased opinions when evaluating employee input.

Similarly, the sustainable development scale results are attributed to employees' perception that management consistently encourages participation in decision-making for future planning, clearly explains budgetary details for upcoming activities, avoids speculative assumptions regarding employee task performance, identifies potential delays in implementation, capitalizes on opportunities to support the annual program, sometimes utilizes media to clarify available resources, immediately addresses technical errors, mitigates employee stress during difficult situations, reviews actions following mistakes, handles complex challenges decisively, uses databases to inform annual planning objectives, establishes timelines to facilitate supervision, considers the capabilities of staff in implementation, monitors task execution effectively, expresses goodwill toward employees, assumes non-supervisory responsibilities when necessary, anticipates potential obstacles, communicates ministry evaluations to employees, allows some flexibility in task evaluation, and ensures alignment between supervision and achievement of planned goals. Collectively, these practices demonstrate the positive contribution of dialogic leadership to enhancing sustainable development in the Youth and Sports Forums in Baghdad.

This aligns with previous research indicating that:



Dialogic leadership fosters a healthy work environment, increases positive employee emotions, enhances creativity, and promotes an open climate with improved understanding of human interaction (Lemmetty & Collin, 2020, pp. 197–198).

Successful leadership is a process of influencing a group toward specific goals, requiring polite, persuasive, and practical approaches to gain respect and compliance (Abdulrahman, 2021, p. 26).

Effective administrators must develop their capabilities to contribute to problem-solving (Raja & Ibrahim, 2019, p. 122).

Dialogic leadership promotes mutual understanding, listening, respect, conflict resolution, and cooperative work toward shared administrative goals (Soni & Shukla, 2019, p. 872).

Effective management involves scheduling tasks chronologically and linking them systematically (Al-Ajmi, 2013, p. 66).

Employees perceive distributive justice by comparing their received benefits relative to others' inputs and outputs (Atef, 2011, p. 312).

Achieving institutional objectives requires competent personnel with high scientific, leadership, and administrative capabilities (Nouri, 2017, p. 20).

Senior management bears responsibility for adopting modern technologies and keeping pace with administrative competition (Al-Khasawneh, 2018, p. 23).

Workplace social competencies depend on advanced social skills that allow adaptation to the work environment and practical application of knowledge (Birknerová, 2011, p. 243).

Organizational advancement is hindered if authority overlaps create conflicts with established procedures (Al-Roudan, 2024, p. 173).

Positive work attitudes enhance performance, satisfaction, and reduce turnover, while understanding these attitudes is essential for effective human resource management (Peláez-Fernández et al., 2020, p. 2).

A competent dialogic administrative leader strategically exploits, explores, and responds to implement sustainable practices (Jacobs & Maritz, 2020, p. 3).

Inclusive management integrates diverse employee input into organizational strategy, strengthening relationships and fostering engagement (Brogan, 2018, p. 8).



Journal of Physical Education

Volume 38 – Issue (2) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

<https://jcope.uobaghdad.edu.iq>



Higher levels of sustainable development indicate effective administration, the achievement of vision and goals, and sound planning (Armstrong, 2014, p. 167).

Sustainable development can be achieved by activating mutual understanding between employees and management (Al-Tamimi, 2018, p. 177).

In conclusion, these findings suggest that dialogic leadership positively impacts sustainable development in Youth and Sports Forums by fostering participatory decision-making, systematic planning, and a supportive organizational climate.

Conclusions

1. It can be said that the scales of Dialogic Leadership and Sustainable Development in Youth and Sports Forums in Baghdad are appropriate for their intended purpose (to measure the aspect of employees), as well as having scientific foundations with psychometric properties to assess these two phenomena in sports administration.
2. Employees perceive a moderate level of dialogic leadership in the Youth and Sports Forums in Baghdad.
3. The level of sustainable development that can, according to the employees' point of view, identified in Baghdad Youth and Sports Forums.
4. In the youth and sports forums in Baghdad, an increase is also created with regard to dialogic leadership and contributes positively to sustainable development displaying a positive direct efficiency.
5. Regular measurement and evaluation of dialogic leadership and sustainable development must be improved in the assessment of the status of dialogic leadership and s...
6. The necessity to engage employees in the Youth and Sports Forums in Baghdad with administrative development to prepare employees capable of dialogue with their leaders and promote sustainable development within their respective forums.



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Journal of Physical Education

Volume 38 – Issue (2) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

<https://jcope.uobaghdad.edu.iq>



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