

Degree of practice of transformational leadership of the deans of faculties of Physical Education and Sports Sciences from the standpoint of the teachers

Rawia Abdulfatah Atoof Mohammed

Mustansiriyah University, Iraq

* Correspondence: Rawia Abdulfatah Atoof Mohammed; rawiaatof1972@gmail.com

ABSTRACT

The primary aim of the present study was to build a questionnaire to know the degree to which the deans of the faculties of physical education and sports sciences practice transformational leadership from the standpoint of their teachers. The teachers of the faculties of physical education and sports sciences in the universities of the Kurdistan region constituted the research community for the present study. A total of 192 teachers were selected as sample for the study. Out of 192, 18 teachers were recruited as participants for conducting a pilot trial. A total of 174 teachers were recruited for the primary experiment. In the present study, statistical analysis was done using Statistical Package for the Social Sciences (SPSS) by computing arithmetic mean, standard deviation and t test. The results were presented, analyzed and discussed through the procedures carried out by the researcher to design the questionnaire.

KEYWORDS

Physical Education; Sports Sciences; Transformational leadership

1. INTRODUCTION

Leadership is one of the most effective tools of guidance. It provides solution to the administrative problems and also puts barriers in front of them so that they do not re-occur. The leadership has received the attention of many researchers, those who were interested and were officials in the administrative work because of their abilities, capabilities and preparations, which enable them to influence others to achieve the desired goals.

Educational institutions are most closely related and influential in the social environment in the surroundings. Their inputs, operations and outputs are affected to a large degree by administrative

theories, practices of educational leaders, and their ability to motivate workers and raising the degree of their affiliation and organizational behavior, which creates a comfortable atmosphere for work. It also helps subordinates to understand the nature of the tasks assigned to them, and carry out as many administrative operations and practices as possible that reflect their attitudes and values towards work.

Perhaps the emergence of transformational leadership calls for achieving effectiveness in the performance of institutions has great impact in reforming educational institutions, especially those institutions having poor performance. Transformational leadership is more effective and appropriate in the environment of academic and educational institutions by granting greater freedom to workers, and working to crystallize their creative ideas. Through transformational leadership, a leader seeks to bring positive changes in the work performance of the teachers rather than just giving those rewards or punishment for their work. But the educational reality reflects the difference of educational leaders in their leadership patterns, which no longer satisfy practitioners and theorists. Transformational leadership, is one of modern methods of leadership. It represents a sensitive process for building institutions with participatory visions, in terms of the distribution of leadership tasks, and the development of institutions. There is strong need of the educational institutions to have the presence of dean of faculties who possess leadership skills and competencies, which enable them to perform their roles and tasks well, and work to meet the administrative and technical needs of faculties in line with the educational policy of the Ministry of Higher Education. The findings of the present study may benefit the degree of the practice of the deans of the faculties of physical education and sports sciences, through their knowledge of the reality of their practices of transformational leadership.

2. METHODS

2.1. Design

In the present study, the researcher adopted the descriptive approach by conducting a survey. Survey is as a descriptive research with the current state of the phenomenon with respect to the nature of conditions, practices and current trends that attempts to predict future events (Al-Kilani & Al-Sharifin, 2011).

2.2. Participants

The teachers of the faculties of physical education and sports sciences in the universities of the Kurdistan region constituted the research community for the present study. A total of 192

teachers were selected as sample for the study. Out of 192 teachers, 33 teachers belonged to University of Dohuk, 5 teachers were recruited from Zakho University Physical Education Department, 64 teachers were recruited from Salah al-Din University in Erbil, 48 teachers belonged to Sulaymaniyah University, 24 teachers were recruited from the University of Koya and 18 teachers were recruited from Soran University. Out of 192 teachers, 174 teachers were recruited as sample for primary experiment and 18 teachers were recruited as sample for conducting the exploratory

2.3. Means of collecting information and data

A set of different methods were adopted by the researcher in the form of interview sessions, method of observation, and reviewing the scientific literature utilizing the global information network.

2.4. Instrument

In the present study, researcher selected a questionnaire as a tool for data collection in order to achieve the objectives of the research. The tool of a study is defined as “the preparation of the researcher and his or her team in the initial phase of the study in the form of tests, assessment lists and questionnaires, including repetitive revision of the written statements or items until a testable picture is reached”. The questionnaire provided an opportunity for the examinees to express their opinions freely, which consisted of 24 phrases.

The phrases in the questionnaire were formulated. Under the sources, available to the researcher, it was possible to formulate 24 paragraphs of transformational leadership in an initial way. The weights of the responses were calculated in the positive direction from (1-5). The responses were presented to the experts to take their opinions. The answers obtained were 100% in agreement according to the alternatives shown in Table 1.

Table 1. Answer alternatives in the transformational leadership questionnaire

No.	Alternatives	Degree
1	Very agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Very disagree	1

The phrases of the questionnaire were presented to a group of experts, who had specialization in the field of sports administration and public administration, listed in Appendix 1. All the experts

were asked to express their opinions with the aim to establish the validity of the phrases. They were asked to suggest modifications in the form of addition or deletion of the phrases. Their opinions were taken on a five-point scale (Appendix 2). The statements that obtained an approval rate of (80%) or more were retained.

2.5. Scientific foundations

2.5.1. Honesty of the content

Honesty is one of the key characteristics of educational and psychological tests and standards. Ebel (1979) stated that “the best way to establish the apparent validity of a questionnaire is to calculate the responses of number of experts and specialists in the field of specialization, to estimate the extent to which the scale expressions represent the characteristic to be measured.” The statements that obtained an approval rate of (80%) or more are taken. It means that the majority agrees on the validity of its statements, and (80%) and above are taken for the agreement of the experts. The experts worked to agree on many statements i.e. analysis of the content of the test and this is known as the validity of the content or (Specific honesty) (Wahib, 2010).

2.5.2. Constructive honesty

Constructive honesty is considered as one of the most suitable types of honesty (Gay, 1986). It depends on the empirical verification of the extent to which the degrees of the statements correspond with the property or concept to be measured, as well as the degree to which the scale measures a hypothetical construct. In the present study, the researcher relied on some theoretical concepts in constructing the research questionnaire (the questionnaire form), so it achieved this type of honesty through the following indicators:

- Internal consistency coefficient (paragraphs honesty)

Stanley & Hopkins (1972) considered the correlation of the degree of the statement with the total score of the scale as an indicator of the validity of the statement. Internal consistency coefficient is an indicator of the homogeneity of the statements in their behavioral measure. In the present study, the researcher correlated the scores of the sample members on each phrase and their total scores on the research questionnaire and calculated the Pearson’s simple correlation coefficient, as shown in the Table 2.

Table 2. The internal consistency of the questionnaire

No. of paragraphs	Correlation coefficient	Type sig	No. of paragraphs	Correlation coefficient	Type sig
1	0.933	sig	13	0.933	sig
2	0.963	sig	14	0.930	sig
3	0.842	sig	15	0.940	sig
4	0.850	sig	16	0.968	sig
5	0.938	sig	17	0.918	sig
6	0.950	sig	18	0.959	sig
7	0.955	sig	19	0.943	sig
8	0.969	sig	20	0.951	sig
9	0.931	sig	21	0.960	sig
10	0.916	sig	22	0.836	sig
11	0.925	sig	23	0.933	sig
12	0.868	sig	24	0.917	sig

- Stability

Stability is defined as "the extent of accuracy and homogeneity of the scale's degrees in measuring what must be measured" (Salah, 2000). Stability of the questionnaire the established by conducting an exploratory experiment. 18 participants, other than the participants of the primary experiment were recruited for the exploratory experiment. The method implemented by the researcher in order to establish the stability was the split- half method.

2.5.3. Split-half method

In the present study, the split-half method was adopted. Al-Hakim (2004) stated that "it is one of the most widely used methods of reliability, as the researcher may not be able to collect the sample again to re-apply the test." The questionnaire phrases were split into two equal parts. Followed by which, the researcher unloaded the scores obtained, it was divided into two halves, the first half included the scores of the phrases bearing odd numbers, and the second half included the scores of the phrases carrying even numbers. At the end of this, the researcher calculated the Pearson's simple correlation coefficient and correcting the reliability coefficient by using the Spearman-Brown equation, as shown in Table 3.

Table 3. Simple and corrected correlation coefficient to measure stability by the split-half method.

Scale	Simple correlation coefficient	Corrected Correlation Coefficient (Spearman-Brown)
Transformational Leadership	0.978	0.988

2.5.4. Cronbach's alpha coefficient method

Cronbach's alpha stability coefficient is used to measure the extent of the tool's stability in terms of the internal consistency of the tool's statements (Judeh, 2008). The reliability coefficient of the Transformational Leadership Form was found to be 0.992, which indicated high-reliability i.e. no statement from the questionnaire, both with a negative mark or a value less than 0.19, appeared in this test to be cancelled and thus all the questionnaire statements were adopted in the present study.

2.5.5. Exploratory experience

The researchers conducted an exploratory experiment. 18 teachers were recruited as the participants, other than the participants of the primary experiment for the exploratory experiment. All the participants were asked to write down their notes in writing on the phrases that are not understood. Al-Kilani & Al-Sharifin (2011) stated that exploratory experiment includes "the application of the revised initial image of the tool to an experimental sample that has the main sample specifications on which the tool will be applied to collect research data". The purpose of conducting the exploratory experiment was to know the difficulties, that the researcher may encounter in the phase of primary experiment, as well as to identify the time taken to fill out the questionnaire and the research tools to ensure the validity of the sample, and the extent to which the research can be carried out.

2.6. Main application

After establishing the validity and stability of the tool, the researcher applied the questionnaire to the research sample of 174 teachers. The study was conducted within the time frame of two months in which the researcher accomplished the task of questionnaire distribution in all the respective universities. A total of 174 questionnaires were retrieved. A total of 12 questionnaires were not valid for analysis, while 162 questionnaires (93% of the total questionnaires) remained valid

for analysis. This is considered as one of the high acceptance rates for the purposes of generalizing the results. In order to determine the degree to which the deans of the faculties of physical education and sports sciences practice transformational leadership, and after dividing the degree of practice into three levels (low, medium and high), it relied on the following equation as in Table 4:

Table 4. The equation and degrees of practice

Equation	Poor degree of practice	Intermediate degree of practice	High degree of practice
The upper limit of the alternative - the lower limit of the alternative/number of levels $1-5/3= 1.3$ Category length	1 – 2.33	2.33 – 3.66	3.66 – 5

2.7. Statistical methods

In the present study, the statistical analyses were carried out using the statistical software SPSS (Statistical Package for the Social Sciences) by computing arithmetic mean, standard deviation and t test.

3. RESULTS AND DISCUSSION

Presenting the results in this section will contribute to achieve the first objective of the study, which is to build a questionnaire and answer the questionnaire questions in each of its phrases, in order to know what is the degree to which the deans of the faculties of physical education and sports sciences practice transformational leadership from the standpoint of the teachers. In the present study, the researcher computed the arithmetic means and standard deviations of all research variables, and used them in analyzing and drawing the conclusions, after analyzing the statistical data, as shown in Table 5.

In the following paragraphs, the author will discuss the two statements of the questionnaire that received the highest scores and the two statements of the questionnaire that received the lowest scores, according to the results presented in Table 5.

Table 5. Degree of practice of transformational leadership of the deans of faculties of Physical Education and Sports Sciences from the standpoint of the teachers

No. Paragraph	Arithmetic mean	Standard deviation	Rank	Degree of practice
1	4.47	0.63	3	High
2	3.73	1.01	13	High
3	3.00	0.81	19	Intermediate
4	3.81	0.81	10	High
5	2.77	1.06	23	Intermediate
6	2.28	1.15	24	Poor
7	4.63	0.59	1	High
8	4.50	0.63	2	High
9	4.43	0.64	4	High
10	4.35	0.66	5	High
11	2.96	1.03	21	Intermediate
12	4.07	0.69	6	High
13	3.92	0.72	7	High
14	3.80	0.83	11	High
15	3.79	0.95	12	High
16	3.71	0.96	14	High
17	3.70	0.97	15	High
18	3.32	0.94	18	Intermediate
19	2.94	1.05	22	Intermediate
20	3.91	0.68	8	High
21	3.87	0.83	9	High
22	3.63	0.97	17	Intermediate
23	3.20	1.06	20	Intermediate
24	3.65	0.87	16	Intermediate

A- Discussion of the two statements that received the highest score:

In the seventh paragraph, the statement quoted as ““works to build and develop an effective plan to implement change and ensure that a follow-up plan is found” ranked the highest, with an arithmetic mean of 4.63 and a standard deviation of 0.59, with a high degree of practice here. The researcher attributed this to the fact that the transformational leader takes into account the quality, in addition to the quantity, in order to develop the educational system. The transformational leader takes into account the environment surrounding the institutions. The rapid change in the environment has profound impact on the institutions. Al-Zanfali (2012) stated that the transformational leader is the one who connects the vision and the objectives of the college when developing the strategic plan that it seeks to achieve through the analysis of the environment (internal and external), and then accomplishing its mission and vision, comparing those strategies, choosing the most appropriate amongst them and setting procedures for its implementation, follow-up and evaluation.

In the eighth paragraph, the statement quoted as “the vision of the transformational leader represents the forces that provide meaning and purpose for the work carried out by the institution” ranked very high, with an arithmetic mean of 4.50, a standard deviation of 0.63 and a high degree of practice. The researcher attributed this to the fact that the transformational leader has a clear and distinctive vision in the formulation and implementation of the effective strategy. Al-Sakarna (2010) confirmed that the future vision of the transformational leader has the bright and exciting prospect of the ideal extent that the institution must reach in the future and how to reach it.

B - Discussion of the two statements that received the lowest score:

In the sixth paragraph, the statement quoted as “there is a role for the transformational leader in motivating teachers” ranked the lowest with the twenty-fourth rank, with an arithmetic mean of 2.28, a standard deviation of 1.15, and a low degree of practice. Al-Sakarna (2010) emphasized that motivation is one of the temptations that a transformational leader presents to the workers to urge them to perform certain task.

In the fifth paragraph, the statement quoted as “the transformational leader allows teachers to challenge and question their mission and motivate the middle management to take charge of leadership matters” ranked twenty-third, with an arithmetic mean of 2.77, a standard deviation of 1.06, and a medium degree of practice. The researcher attributed this to the fact that the transformational leader works on motivating teachers to adopt different and distinct ways and methods of learning to refine them and to provide them with experience and renewable knowledge and enable them to continuously renew their work, by linking rewards to the outstanding performance (David, 2001). In this context, Brassion (2003) highlighted the importance of the consensus of the opinions inside and outside the institution about the basic purpose (the institution’s mission) for its existence and its main objectives, and the establishment of a general institutional climate that expresses the spirit and values of work within the institution.

4. REFERENCES

1. Al-Hakim, A. S. J. (2004). *Measurement and Statistics in the Sports Field*. Ministry of Higher Education and Scientific Research, Iraq.
2. Al-Kilani, A. Z., & Al-Sharifin, N. (2011). *Introduction to research in educational and social sciences*. Al-Maseera Publishing, Amman, Jordan.

3. Al-Sakarna, B. (2010). *Strategic planning*. Dar Al-Masirah Publishing and Distribution, Amman, Jordan.
4. Al-Zanfali, A. M. (2012). *Strategic Planning for University Education. Its Role in the Requirements of Sustainable Development*. The Anglo-Egyptian Library, Cairo, Egypt.
5. Brassion, J. (2003). *Strategic Planning for Public and Non-Profit Institutions: A guide to supporting institutional achievement and its sustainability translated into Arabic*. Beirut: Library of Lebanon Publishers.
6. David, F. R. (2001). *Strategic Management, Concepts and Cases. 8th Edition*. Prentice-Hall, New Jersey.
7. Ebel, R. L. (1979). *Essentials of education measurement*. Prentice-Hall, New Jersey.
8. Gay, L. R. (1986). *Educational Evaluation Measurement*. Charles E. Merrill Publishing, Ohio.
9. Judeh, M. A. (2008). *Basic statistical analysis using SPSS. 1st Edition*. Dar Wael for Publishing and Distribution, Amman, Jordan.
10. Salah., E. M. A. (2000). *Educational and psychological measurement and evaluation: its basics, applications and contemporary directives*. Arab Thought House, Cairo, Egypt.
11. Stanley, J. C., & Hopkins, K. D. (1972). *Educational and Psychological Measurement and Evaluation*. Prentice-Hall, New Jersey.
12. Wahib, M. A. (2010). *Applied Statistics in Social Sciences*. Murtada Foundation for Iraqi Books (Iraq) and United International (Lebanon).

APPENDIX 1

Experts and specialists who evaluated the questionnaire

No.	Scientific title	Name	Specialty	Workplace
1	Prof. Dr	Qusai Fawzy	Sports management	College of Physical Education and Sports Sciences, University of Basra
2	Prof Dr.	Raed Muhammed Mashtaata	Tests	College of Physical Education and Sports Sciences, University of Basra
3	Prof. Dr	Dhurgham Jassim Mohammed	Measurement and evaluation	College of Physical Education, University of Mosul
4	Prof. Dr	Dred Oud yishwa	Measurement and evaluation	College of Physical Education, University of Dohuk
5	Assist. Prof. Dr	Khaled Aswad Laykh	Sports management	College of Physical Education and Sports Science, University of Al-Muthanna

APPENDIX 2

Dear Sir. The researcher is preparing a research about the degree of practice of transformational leadership of the deans of faculties of Physical Education and Sports Sciences from the standpoint of the teachers. In order to carry out this research, we hope that you will read and evaluate the following questionnaire, indicating your opinion about each of the 24 items. Your cooperation will contribute to the success of this research. Researcher: Assist Prof. Dr. Rawia Abdulfatah Atoof Mohammed.

No.	Paragraphs	Very agree	Agree	Neutral	Disagree	Very disagree
1	In the transformational leader, you find nurturing and intensifying the environment for change.					
2	The transformational leader responds to crises.					
3	The leader seeks to develop and change the organizational culture and follow it.					
4	A leader has the ability to communicate their vision.					
5	A transformational leader allows teachers to challenge and question their mission and motivate middle management to take charge of leadership.					
6	There is a role for a transformational leader in motivating teachers.					
7	The leader works on building and developing an effective plan to implement the change and ensure that a follow-up plan is found					
8	The vision of a transformational leader represents the forces that provide meaning and purpose for the work the organization does.					
9	The formulation and communication of a clear vision of the future situation.					
10	The leader presents ideas and models that help solve the problems facing the organization.					
11	The leader helps in linking teachers with each other and unites them in an effective manner					
12	The leader connects the vision to the strategic goals of the college.					
13	The leader has the ability to build and the commitment to implement rational business strategies in light of the future prospects of the college's needs.					
14	Teachers help change by recognizing, recognizing, and rewarding participants.					
15	The transformational leader participates and consults about leadership.					
16	The leader emphasizes the shift from control and orientation to trust and delegation.					
17	The leader focuses on shifting the role of teachers from following instructions and rules to participating in decision-making.					
18	The leader is characterized by adopting methods and behaviors that encourage employee empowerment, such as delegating responsibilities.					
19	The leader enhances the abilities of subordinates to think on their own and encourages them to come up with new and creative ideas.					
20	The leader empowers teachers to help them turn their vision					

into a reality.

21 The leader has the ability to provide the subordinates with energy and inspiration to enable them to act by providing them with a vision for the future rather than relying on punishment and rewards.

22 The leader is characterized by its ability to create inspirational behavior that enhances the self-efficacy of workers to reach the goal.

23 The leader works on developing technical means by bringing in and using the appropriate ones in terms of costs and capabilities.

24 The leader has an offensive strategy based on excellence and complete satisfaction by analyzing opportunities, threats, strengths and weaknesses.

AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

FUNDING

This research received no external funding.

COPYRIGHT

© Copyright 2022: Publication Service of the University of Murcia, Murcia, Spain.