

# The reality of motivational administrative methods for academic decision-makers in the faculties of physical education and sports sciences of Baghdad

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## ABSTRACT

The purpose of this study was to know the reality of motivational administrative methods for academic decision-makers in the faculties of physical education and sports sciences in Baghdad from the perspective of faculty members. To solve the nature of the current problem, the two researchers used the descriptive approach of the survey method. The two researchers determined their research community by limiting the sample to all faculty members in the faculties of physical education and sports sciences in Baghdad (Al-Mustansiriya University, Al-Jadriya Univeristy & Al-Waziriyah University). Their number reached 314 faculty members and the two researchers determined their research community by 90%, so the research sample was 283 faculty members. To achieve the objective of the study, a special and codified questionnaire on the Iraqi environment was identified. The statistical analysis was carried out using the Statistical Package for the Social Sciences (SPSS). It was found that academic leaders have the ability to arouse fear among faculty members from time to time, and academic leaders' decision-makers stay away from the participation of faculty members when crises occur. Furthermore, academic decision-makers have the ability to evoke the principle of encouragement and perseverance in work and give warnings and directions to work well and away from reluctance.

## KEYWORDS

Motivational Administrative Methods; Physical Education and Sports; Faculty Members.

## **1. INTRODUCTION**

Effective administrative leadership is considered one of the most important factors for success, and this leadership, when based on an informed foundation, i.e. by using motivational administrative methods, achieves the required results. Encouraging and respecting your employees and making them respect you often proves effective in achieving success, but when it is not possible to reach the goal in this way, you can resort to temptation and reward. If this endeavor fails, and only then, you can resort to the last remedy: punishment or the threat of it (Atoof Mohammed, 2022).

For this reason, the method of motivation adopted by decision-makers is one of the main reasons for the success of these methods. It is in the nature of human beings to seek reward before punishment and to try to increase the material return before dispensing with it (López et al, 2019; Santos et al, 2022). Therefore, the most important and successful method is using motivation to increase the productivity of the faculty member.

Based on the aforementioned, the goal of this study is to know the reality of motivational administrative methods for academic decision-makers in the faculties of physical education and sports sciences in Baghdad from the perspective of faculty members. The research problem analyzed what was the reality of motivational administrative methods for academic decision-makers in the Faculties of Physical Education and Sports Sciences in Baghdad from the perspective of faculty members.

## **2. METHODS**

### **2.1. Study design**

To solve the nature of the current problem, the two researchers used the descriptive approach of the survey method, as this method corresponds to the nature of the problem solution (Al-Kindi & Al-Dayem, 1999).

### **2.2. Research community and sample**

The two researchers determined their research community by limiting the sample to all faculty members in the faculties of physical education and sports sciences in Baghdad (Al-Mustansiriya University, Al-Jadriya University & Al-Waziriyah University). Their numbers reached 314 faculty members and the two researchers determined their research community by 90%, so the research sample was 283 faculty members. The research sample was divided into an exploratory sample and an application sample, with the exploratory sample comprising 25 faculty members who were

randomly selected and the application sample comprising 258 faculty members (Table 1). The study period was from 05/01/2022 to 13/02/2022.

**Table 1.** The research community and sample

Faculties	Research community	Research sample	Excluded community	Exploratory sample	Application sample
Al-Jadriya	176	159	17	15	144
Al-Waziriyah	60	54	6	5	49
Al-Mustansiriya	78	70	8	5	65
Total	314	283	31	25	258
				8.83%	91.17%
Percentage	100%	90%	10%	100%	

### 2.3. Research instrument and preparation steps

In order to identify the degree of application of motivational leadership styles to administrative decision-makers from the viewpoint of faculty members in the faculties of physical education and sports sciences, a special and codified questionnaire on the Iraqi environment was identified. The two researchers relied on the study by Jawad (2022) applied to the Iraqi environment.

Since the two researchers did not make any changes to the phrases because they fit the required scale, the field consisted of 12 phrases as in Table 2.

**Table 2.** The number of phrases for the motivational leadership methods field

No.	Motivational leadership methods
1	The dean of the college works to stir up fear in us from time to time
2	The dean constantly warns us when crises occur, enter the college with penalties
3	The dean gives us warnings and directions to work well and not to lag behind in work
4	The dean of the college always practices intimidation when giving official notifications
5	The Dean always threatens to issue administrative penalties in case there is a failure to work in the job
6	The Dean of the College honours the distinguished faculty members and punishes the defaulters
7	Adopting equality among faculty members in the use of intimidation and enticement
8	Transparency does not depend on dealing with all faculty members
9	The dean stays away from the method of reward and discrimination for faculty

members and relies on intimidation only	
10	College deans have a strategic vision to properly manage institutions without intimidation
11	The dean of the college works on distributing roles equitably among faculty members
12	Depends on transparency in dealing with faculty members equally

#### 2.4. Exploratory experience

The two researchers conducted an exploratory experiment on a sample of 25 faculty members from the College of Physical Education and Sports Sciences, Al-Jadriya. The purpose of the exploratory experiment was to know the ease and difficulty of the paragraphs, the time required to answer, the clarity and ambiguity of the phrases.

#### 2.5. Academic conditions of the study

In order to obtain honesty, the two researchers presented the questionnaire to a group of arbitrators (N = 7), who have expertise and competence in the field of sports management, so that to know the extent to which the tool is related to the nature of the current research, the appropriateness of the phrases for the objectives of the research and the clarity of the wording of the phrases and their relevance to the sample under it.

#### 2.6. Stability of the tool and response alternatives

The stability is calculated using the equation (Alpha Cronbach) through the statistical program, showing that the stability coefficients of the resolution have reached values for the entire resolution (0.90). The response alternatives were: (1) Applied widely, (2) Applied medium, (3) Sometimes applied, (4) Seldom applied, (5) Not applicable.

#### 2.7. The final application of the scale

After the two researchers obtained the honesty and stability of the scale, they distributed the questionnaire on Wednesday 26/01/2022 to the sample which comprised 258 respondents. The distribution was done in the presence of the colleges and according to the estimated percentage for each college. All statements were retrieved and all were valid for statistical analysis.

#### 2.8. Statistical Analysis

In the present study, statistical analysis was carried out using the Statistical Package for the Social Sciences (SPSS). The analytical methods used in this study were descriptive statistics (mean and percentage).

### 3. RESULTS AND DISCUSSION

The arrangement of the phrases according to the questionnaire used in the study (motivational leadership styles) is shown in Table 4.

**Table 4.** The arrangement of the phrases in the questionnaire shows motivational leadership styles from the point of view of faculty members.

No.	Adequate good health and well-being	Weighted mean	Weight percentile	Rank
1	The dean of the college works to stir up fear in us from time to time	3.865	77.30	6
2	The dean constantly warns us when crises occur, enter the college with penalties	2.798	55.96	12
3	The Dean gives us warnings and directions to work well and not to lag behind in work	3.170	63.40	9
4	The Dean of the college always practices intimidation when giving official notifications	3.690	73.80	7
5	The Dean always threatens to issue administrative penalties in case there is a failure to work in the job	3.955	79.0	3
6	The Dean of the College honours the distinguished faculty members and punishes the defaulters	2.800	56.0	11
7	Adopting equality among faculty members in the use of intimidation and enticement	3.963	79.26	2
8	Transparency does not depend on dealing with all faculty members	3.070	60.40	10
9	The dean stays away from the method of reward and discrimination for faculty members and relies on intimidation only	3.907	78.14	5
10	College deans have a strategic vision to properly manage institutions without intimidation	3.977	79.54	1
11	The Dean of the college works on distributing roles equitably among faculty members	3.940	78.80	4
12	Depends on transparency in dealing with faculty members equally	3.374	67.48	8
	Total	3.542	70.75	

Through Table 4, we notice that there is a discrepancy in the values of the weighted means and the relative weights of the field (motivational administrative methods), where the total weighted mean of the resolution reached 3.542 and the percentage weight reached 70.75 This means a good estimate as the sample sees that the interest of the academic leaders in this field came to a good percentage through the motivational methods presented by the decision-makers to the academic leaders and work to encourage them properly and far from courtesy.

“College deans have a strategic vision to properly manage institutions without intimidation”. This tenth statement received the first rank with a weighted mean of 3.977 and a percentage weight of 79.54. The sample believes that the deans have a long-term strategic vision to properly manage their institutions through the aspirations they possess for the development and improvement of the work of the College of Physical Education and Sports Sciences. This is confirmed by Abd-Alzahra, Abd & Rasheed (2021) as they concluded that the success of any institution, whether educational or non-educational, requires the existence of a correct strategic vision that depends on building and the correct progress to build institutions.

The seventh phrase (adopting equality among faculty members in the use of intimidation and enticement) ranked second with a weighted mean of 3.963 and a percentage weight of 79.26, as most of the sample believes that this phrase states that the decision-makers do not differentiate between faculty members in dealing, and that everyone is equal in dealing and the only difference is through reward and punishment but dealing is one in carrying out duties, distributing roles and dealing with each other correctly. This was confirmed in a study by Abd-Alzahra et al. (2021) where they noted that dealing with equality is one of the most important things in the success of any institution that works on the principle of equality among others, because this gives the character of organizational justice between individuals in a correct and logical manner.

“The dean constantly warns us when crises occur, enter the college with penalties”. The second statement ranked 12 with a weighted mean of (2.798) and a weight percentile of (55.96). The phrase: “he constantly warns us when crises occur, enter the college with penalties”, indicates that the decision-makers from the academic leaders do not warn the faculty members about educational crises or any other crises, but rather make them face the reality without prior warning from them, which leads to confusion in dealing with others and that is why the responses to this phrase were substandard and without investigation of this phrase. This view of the two researchers agrees again with the study of Abd-Alzahra et al. (2021), who are of the opinion that the prior warning of any crisis that may occur is one of the most important things in preparing correctly before the occurrence of the crisis in order to find correct solutions before it happens.

#### **4. CONCLUSIONS**

Academic leaders have the ability to stir up fear among faculty members from time to time and de academic leaders’ decision makers stay away from the participation of faculty members when crises occur. Furthermore, academic decision-makers have the ability to evoke the principle of

encouragement and perseverance in work and give warnings and directions to work well and away from reluctance.

In light of the results of the study, several recommendations were made. First of all, it is necessary to involve faculty members in decision-making, especially when crises occur. Second, academic decision-makers should rely on the principle of rewarding and punishing faculty members in a fair manner. Finally, it is recommendable to conduct courses and workshops on the importance of motivational leadership styles for motivating faculty members.

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### **AUTHOR CONTRIBUTIONS**

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The authors declare no conflict of interest.

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