

Administrative creativity and its relationship to career maturity from the perspective of employees of the Directorates of Physical and Technical Education in Iraqi Universities

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ABSTRACT

The aim of this study was to identify the level of the areas of administrative creativity, the level of the dimensions of career maturity, as well as the relationship between administrative creativity and career maturity from the perspective of the employees of the Directorates of Physical and Technical Education in Iraqi universities. A descriptive approach was used (survey method) due to its relevance with the nature of the research, and the sample consisted of 128 employees of the Directorates of Physical and Technical Education in Iraqi Universities. The researchers used two questionnaires to measure the administrative creativity and career maturity (the Administrative Creativity Questionnaire and the Career Maturity Questionnaire). After verifying the validity and reliability of the study instruments, the data were processed using the Statistical Program for the Social Sciences (SPSS). The employees of the Directorates of Physical and Technical Education in Iraqi universities possess a high level of administrative creativity, an average level of career maturity, and the absence of a statistically significant relationship between the areas of administrative creativity and the dimensions of career maturity ($p > 0.05$), except for the emergence of a negative significant relationship between career planning and creativity ($p < 0.05$, $r = -0.289$). The researchers recommend encouraging employees to face challenges and demonstrate their creativity, and not to marginalize the employees in the planning process and decision-making.

KEYWORDS

Administrative Creativity; Career Maturity; Physical and Technical Education

1. INTRODUCTION

Sports activities at the university are an outlet for the student to self-actualize. The employees of the directorates of physical and technical education have the task of planning, organizing and controlling the internal and external sports activity at the university, forming teams and training them to participate in sports competitions. In order for the employees of the directorates of physical and technical education to meet the requirements of their work, a number of variables are required, the most important of which is administrative creativity, since every development in the joints of life is due to creativity. Creativity is one of the main forces in economic and social development and is an essential tool for the growth and survival of organizations and their ability to adapt to changing environmental conditions. Organizations that do not innovate, quickly age and disappear in a short period of time (Drucker, 2001). The researchers believe that this may appear through the influence of the directorates of physical and technical education on students by finding creative means and methods in sports activities, what increases the importance of the study is that it is one of the main determinants of developing sports activities through the career maturity carried by the employees and its role in the creative process. Several field researches have linked commitment to hard work, innovation, participation in decision-making, improving performance and service, and achieving competitive advantage (Abu, 2005).

Functional maturity has a direct impact on the behavior of individuals, as it determines planning, training and participation in decision-making, and has an impact on developing strategies. On the other hand, the university has to absorb the individual's preparations and development. All of this and other things happen through creativity.

Therefore, the research problem is summarized in an attempt to answer the following question: Does administrative creativity have a relationship to the career maturity of the employees of the directorates of physical education?

The research objective was to identify the level of the areas of administrative creativity, and the level of the dimensions of career maturity, as well as the relationship between administrative creativity and career maturity from the perspective of the employees of the Directorates of Physical and Technical Education in Iraqi Universities.

2. METHODS

2.1. Study Design and Participants

The descriptive approach was used in a survey and correlative method due to its relevance with the nature of the research.

The research community included 412 members of the directorates of physical and technical education in Iraqi universities, which are classified by the Ministry of Higher Education and Scientific Research, Scientific Supervision and Evaluation Authority (Table 1).

Table 1. The research community

Geographical areas	University	Number	Total
Northern	Mosul	57	91
	Tikrit	11	
	Kirkuk	3	
	Anbar	9	
	Diyala	11	
Central	Baghdad	112	181
	Technology	18	
	Mustansiriyah	51	
Southern	Basra	44	140
	Maysan	4	
	Al-Muthanna	3	
	Thi-Qar	9	
	Babylon	24	
	Kufa	5	
	Wasit	11	
	Qadisiyah	33	
	Karbala	7	
			412

The sample was chosen intentionally from the employees of the directorates of physical and technical education in Iraqi universities. A total of 138 members were chosen, 47 were from northern universities (Mosul University), 57 from Central universities (Baghdad University), and 34 from Southern Universities (Basra University). 10 of them were used to conduct the pilot study and 128 individuals for the final study (Table 2).

Table 2. The study sample

Sample percentage	Total	Basic Research Sample		University	Research community	Geographical areas
		Final study	Pilot study			
51%	47	37	10	Mosul	91	Northern
31%	57	57	-----	Baghdad	181	Central
24%	34	34	-----	Basra	140	Southern
33%	138	128	10		412	total

2.2. Instruments

2.2.1. The Administrative Creativity and Career Maturity Questionnaires

The Administrative Creativity Questionnaire (Mahid, Shalaga & Al-Sayig, 2017) was used, which consists of 25 sentences, and the response is made by selecting one of the following alternatives: always, often, sometimes, rarely and never ,The Career Maturity Questionnaire (Othman, 2019) consisted of 26 phrases and the answer is given by selecting one of the alternatives (agree completely, agree, rather agree, disagree, disagree at all). In order to use the two questionnaires to identify the administrative creativity and career maturity of the employees of the directorates of physical and technical education in Iraqi universities, the researchers carried out a number of procedures to ensure that they can be relied upon in achieving the objectives of the current study.

2.2.2. Questionnaires Validity

To ensure the validity of the two questionnaires and the ability of their phrases to measure what was set for it, the researchers presented the two questionnaires to a number of experts in the administrative and sport sciences, and asked each of them to present their comments on each of the two questionnaires phrases. They were also asked to express their opinions about the clarity of the phrases and their suitability to the sample, as well as the validity of the alternatives. After the agreement of 8 or more experts we edited and deleted some phrases, so that the number of phrases to measure administrative creativity became 19, while for career maturity were 23 phrases.

2.2.3. The Pilot Study

The two questionnaires were applied to 10 trainers and administrators of the Directorate of Physical and Technical Education at the University of Mosul, as shown in Table 2. This procedure was used to verify the clarity of instructions and phrases and the appropriateness of response alternatives, and to determine the average time taken to apply the two questionnaires. They were asked to answer accurately and objectively and to express their opinions and observations if there was ambiguity in the expressions or difficulty in understanding them linguistically or in terms of their meaning or formulation. It was found that the instructions are clear and understandable to the research sample, as well as the appropriateness of the response alternatives for the two questionnaires. The average response time for the administrative creativity questionnaire was 9 minutes, and the response time for the career maturity questionnaire was 11 minutes.

2.2.4. Questionnaires Reliability

To obtain the reliability of the two scales, the alpha-Cronbach coefficient method was used to estimate the reliability of the internal consistency of the test. The value of the alpha coefficient (0.79) for administrative creativity questionnaire was 0.79 while) for career maturity questionnaire was 0.81. These values confirm the reliability of the questionnaires.

2.2.5. Describing the Questionnaires in their final form

The Administrative Creativity Questionnaire settled in its final form to (19) phrases. The appropriate weight for each response was determined, which ranges between (5-1) degrees arranged descending on the five-point Likert scale (always, often, sometimes, rarely, never). The total score of the respondent is calculated according to the chosen alternatives, the upper value of the response is (95) degrees, and the minimum value is (19) degrees.

The Career Maturity Questionnaire in its final form settled on 23 phrases. The appropriate weight for each response was determined, which ranges between 5-1 a degree arranged descending on the five-point Likert scale (totally agree, agree, somewhat agree, disagree, strongly disagree). The total score of the respondent is calculated according to the chosen alternatives, and the highest value of the response is 115 degrees, and the minimum value is 23 degrees.

2.3. Statistical Analysis

The research data was processed through the Statistical Package for the Social Sciences (SPSS). The following statistical analyses were performed: descriptive statistics, Pearson’s correlation coefficients, chi-square and alpha coefficient.

3. RESULTS AND DISCUSSION

We begin this section by recognizing the level of the areas of administrative creativity for the employees of physical and technical education in Iraqi universities from their point of view. To achieve the goal of the research, the percentages for each field and the total percentage were extracted. Table 3 shows the field of administrative creativity from the point of view of the employees of physical and technical education in Iraqi universities.

Table 3. The field of administrative creativity from the point of view of the employees of physical and technical education in Iraqi universities.

	Areas of administrative creativity	Arithmetic Mean	Standard Deviation	Percentage	Creativity level
1	Creative ability	27.37	2.981	77%	High
2	Management experience	23.57	3.567	63%	Average
	Total administrative creativity	50.94	6.548	%70	High

As we can see from Table 3, the arithmetic means for the areas of administrative creativity were as follows: with a high level we have creative ability ($M = 27.37$, $SD = 2.98$), while with an average level we have management experience ($M = 23.57$, $SD = 3.56$). The level of administrative reativity in general was high, with an arithmetic mean of $M = 50.94$, $DS = 6.54$.

The reason can be attributed to the level of education of the members of physical and technical education in Iraqi universities, which is an indication of the high level of administrative creativity for them because of the administrative experience they hold, which may make them restricted in making decisions, especially in sports competitions and races, in terms of setting plans and switching in crucial matches. Abdel-Wahhab (1979) points out that “the high level of education of the administrator makes him more objective in decision-making, as he stays away from risk factors, and at the same time his decisions are based on scientific foundations far from excellence. Self, personal interests, and individual needs”.

Now we identify the level of dimensions of career maturity for employees of the directorates of physical and technical education in Iraqi universities. Table 4 shows the dimensions of career maturity from the point of view of employees of physical and technical education in Iraqi universities.

Table 4. The dimensions of career maturity from the point of view of employees of physical and technical education in Iraqi universities.

Dimensions of career maturity		Arithmetic mean	Standard Deviation	Percentage	Career Maturity level
1	Career planning	16.85	2.63	66%	Average
2	Job training	17.14	4.49	65%	Average
3	Crystallizing attitudes regarding work	29.33	5.07	73%	High
4	Decision-making ability	25.97	3.44	75%	High
5	The ability to excel	17.47	4.22	59%	Low
Overall career maturity		106.76	19.85	68%	Average

Table 4 shows us that the arithmetic means for the dimensions of career maturity (career planning, job training, crystallizing attitudes regarding work, decision-making ability, and ability to excel) were (16.85±2.63, 17.14±4.49, 29.33±5.07, 25.97±3.44, 17.47±4.22), respectively, while the level of career maturity in general was average with an arithmetic mean of 106.76±19.85. The researchers believe that these results confirm the leadership and educational role of the employees of the directorates of physical education related to career maturity through good behaviour in sports competitions and races between universities or colleges, this may have been through planning and training during the trial matches. This may crystallize through working among them, which most of the specialized sources indicated, as Al-Hamdani (2014) explains the educational duties of sports training, which include providing information to the players to act in sportsmanship inside and outside the stadium, as well as with regard to the responsibilities of the coach, which involves directing and guiding the players. The coach is responsible for the behaviour of the players and has to think about preparing, arranging and preparing interesting programs and full of sportsmanship (Al-Hamdani, 2014).

Finally, we recognize the relationship between the areas of administrative creativity and the dimensions of career maturity (Table 5).

Table 5. Relationship between the areas of administrative creativity and the dimensions of career maturity

Dimensions/Scope	Creative ability	Management experience
Career planning	-*0.289	0.058
Career training	0.186	-0.053
Crystallizing attitudes regarding work	-0.019	-0.037
Decision-making ability	0.064	0.014
The ability to use excel	-0.131	0.018

Table 5 shows that the relationship between the areas of administrative creativity and the dimensions of career maturity is not statistically significant ($p > 0.05$), except for the emergence of a negative significant relationship between career planning and creative ability ($p < 0.05$, $r = -*0.289$) meaning that more career planning, the less creativity among the employees, and the relationship appeared significant in both career planning and management experience, decision-making ability with both creative ability and management experience. The researchers attribute this relationship to the fact that the employees of the directorates of physical and technical education in Iraqi universities have a career maturity that makes them able to make an impact on administrative creativity. The reason for the emergence of the negative significant relationship between career planning and the ability to be creative may be that planning makes the employees cautious in their plans, which leads to a decrease in the creativity of the employees. To be a beacon and role model for them to abide by the work ethics in the Directorate, and what they possess of qualifications, experience and skills that allow them to have a better ability to formulate trends regarding work, seeks to spread the ability to make decisions through the administrative experience. As Allawi (1998) indicates, that most of the sports scientific references focus on the technical director or the sports coach as a leader in light of the nature of his sports work, which is related to an attempt to direct and influence team members.

The athlete uses various educational, administrative and technical methods and means in order to improve their various abilities and characteristics and achieve sports championships, and at the same time work on developing the various positive personal aspects of all team members (Allawi, 1998). The reason may be due the fact that the administrative creativity affects the career maturity of the new employees working in the directorate, which requires them to familiarize themselves with the work environment in the directorate, its nature, responsibilities, and the tasks assigned to his job. In this case, the employee may be subject to an induction program to familiarize him with the work methods and instructions he is bound by. This, in turn, makes him contribute to making decisions that confront him in the field of work, which allows him to succeed and excel, and his sense of his

position and value in the directorate. “The type of job specialization and attention to rules and regulations, the availability of job security and the stability of performance for the individual, leads to the employee’s feeling of his status and value” (Muhammad, 2007).

4. CONCLUSIONS

The employees of the directorates of physical and technical education in Iraqi universities possess a high level of administrative creativity and have an average level of career maturity. There was an absence of a significant relationship between the areas of administrative creativity and the dimensions of career maturity, except for the emergence of a negative significant relationship between career planning and the ability to be creative. A significant relationship also appeared in both career planning and administrative experience, and the ability to make decisions with both creativity and administrative experience.

Based on the results of the study, we recommend the following: 1) Encouraging employees of the directorates of physical and technical education in Iraqi universities to face challenges and demonstrate their creativity. 2) Conducting courses for employees of the directorates of physical and technical education in Iraqi universities in planning, training, participating in decision-making and the mechanism of work. 3) Not to marginalize the employees of the directorates of physical education and art in the process of planning, training and participation in decision-making.

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CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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