

Supervisory management quality effectiveness of sports and scholastic activities supervisors from the sports activities teachers' viewpoint

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ABSTRACT

The periodic meetings of sports activities supervisors have an important and powerful effect in work departments, the relation of the supervisors will be strength through the timely way of holding and ending the meetings. In addition, emphasis must be placed of the all the dimensions of meetings planning element since it the influential element of the implement and follow-up elements and consider it as an independent complementary element. The modern trends of administration science indicate a growing concern by the public and private institutions of the various meetings role and importance of developing and reaching the institutions a, by considering the meetings as an important public perspective of the human democracy perspectives, teamwork, community ray and advisory investigation, although it is one of the important communication and coordination's ways, whether public, private or educational. The participation of sports trainers in the meetings with the sports and scholastic supervisors, planning and setting programs for the departments and directorates of education makes them work for the implementation of the decisions issued by the various meetings, since they participated to make it a successful, making the leadership free from bearing the of any mistake or damage for the institution. Through Researchers' knowledge of scholastic and sport activity, who held supervisory positions. They consider it has lack of preparation and predetermined of aims.

Keywords: Sports activities; Activities supervisors; Communication; Sports trainers; Management quality.

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INTRODUCTION

Instructors seek when selecting players for the sport of fencing that they are distinguished compatibility and speed of motor response and working hard during training for their development (Alamiri et al., 2019; Poliszczuk et al., 2013; Al-Hadeethi et al., 2013). The lie of the research problem in the measurement of these two abilities motor is through some of the tests of time calculation is where manually by a temporary person, this method is objective are not given adequate in relation to the presence of difference in time between the player movement during the start and finish and the speed of the temporary movement manual (coupled in the pressure of time when stop or start racing timing at the end of the movement) (Wakefield 1997; Marshall and Cofer, 1970). Through the researcher and field experience as a teaching and trainer in the sport of fencing was generated with the idea of finding an accurate device measurement and training to the abilities important in the sport of fencing are (the speed of motor response and compatibility motor armrests) being the most important determinants of core to avoid touches the opponent and get a touch and as soon as possible on the goal rival .3So the researcher sought the design and manufacture of electronic suit to measure and development and speed motor response and compatibility of the motor players Epee (Alloush 2008, Khaled, 2020).

Problem of the study

The problem of this research determined in the following main questions:

What is Supervisory Management Quality Effectiveness of Sports and Scholastic Activities Supervisors from the sports activities teachers' viewpoint.

Aims of the study

This study aims to recognize the Supervisory Management Quality Effectiveness of Sports and Scholastic Activities Supervisors from the sports activities of Baghdad teachers' viewpoint.

Fields of the study

Human Field: The sport education teachers of Karkh education directorate/2.

Temporal Field: 31/9/2020 - 21/1/2021.

Spatial field: Al-Karkh secondary scholastic s /2.

METHODOLOGY

The researchers followed and used the descriptive analytics method. Thought it, they tried to describe the research phenomenon, so they can interpret, compare and analyse the data. the Descriptive analytics method examines a phenomenon, event or current case, through Descriptive analytics method, can obtained an answered question, without researcher's interference. (Mahjoub, 2002: 267).

Sample of the study

All the teaching staff in the Education Directorates were selected in Al-Karkh / 2 (3000) teachers, approved the selection of a random sample of (10%) of the faculty members in the directorate of Education of Al-Karkh / 2, specifically in secondary scholastic s for the academic year (2020-2021). The number of sport education teachers has reached (300) teachers.

Tools of the study

The researchers adopted a questionnaire (Lamlihi, 2000), which is a codified Iraqi's setting to evaluate the effectiveness of the management of the supervisory meetings of sport and scholastic education from the viewpoint of sport education teachers, as this questionnaire included (33) items divided into four fields:

1. The skill of pre-planning the meeting.
2. The skill of effective meeting organization.
3. The skill of final evaluating for the meeting.
4. The skill of social and human relations of meeting.

Scientific basis of the tool

Integrity of tool

The tool must be distinguished by integrity, provided that the validity of the tool is one of the essential ways of determining the validity of the tool and that initially tests required assess.

Integrity is one of the most critical criteria of a successful method, and if this criterion is not fulfilled, the tool is deemed to be invalid, the acceptance of the assessments of a variety of qualified specialists is one of the important ways of ensuring the attainment of evident integrity, as the legitimacy of the test tool has been confirmed by proposing it to (9) experts in sports management in appendix (1), the asked to read the search tool and give their comments according to:

1. Appropriate the parts to their fields.
2. Accurate linguistic wording of parts.
3. Deleting inappropriate parts.
4. Suggesting appropriate parts.

Tool consistency

Stability is a measure of the degree of accuracy, involves giving same results if the performed test is the same sample and under the same conditions. (Alloush, 2008, Al-Hadeethi 2013). Applicants can be provided to a survey comprising of (20) teachers, the existing test sample, the analysis sample for an interval of (10) days. After collecting the responses, classifying and evaluating them and extracting the Pearson correlation coefficient, the correlation (stability) between the outcomes of the two applications was reached (0.93). This coefficient is high, confirming the stability and stability of the responses.

Final form of questionnaire

After the validity and reliability confirmation of the tool, the general information about the responder along with the answer instructions was placed in the first part. As for the second part of the questionnaire, it contains the final expressions of the questionnaire which consist of (22) parts distributed in four topics, shown in Table 1.

Table 1. Final form of questionnaire.

No.	Topics	Number of phrases
1	The skill of pre-planning the meeting	6
2	The skill of effective meeting organization	6
3	The skill of final evaluating for the meeting	5
4	The skill of social and human relations of meeting	5
Total		22

The scale adopted by five-graded Likert scale , which asked the respondent to determine the position on each statement with one answer to the selected options, this measurement of five graded options, and the current research has the (very large, large, average , few, very few) measures, by changing these options to numbers, each level or given option ranging from (1-5).

Statistical methods

The researchers followed the Statistical Package for Social Sciences (SPSS).

Presentation and discussion of results

The researchers addressed the results of the study and discussed by presenting the study question, where the results of this question will be answered in detail.

The Answering of the question (knowing the effectiveness of the quality of supervisory meetings for the supervisors of sports and scholastic activities from the point of view of sport education teachers in Baghdad). Researchers used arithmetic averages and percentages to figure out the sample responses.

The following table shows the arithmetic mean, percentages and arrangement of the parts of the first field.

Table 2 shows the arithmetic average of the percentage and arrangement of sport education teachers' responses to the first domain on pre-planning skill for the meeting.

Table 2. Arithmetic average of the percentage and arrangement of sport education teachers.

Part	Part state	Arithmetic Average	Percentage	Arrange
1	Using their modern electronic device of meetings	3.20	60.29	6
2	Informing urgent meetings	3.61	83.65	3
3	Setting specific objectives for the meeting	3.75	89.01	2
4	Providing the teacher's need before holding the meeting	3.30	64.30	5
5	Setting a deadline for meeting's starting and ending time	3.58	77.00	4
6	Sufficient time informing before starting the meeting	3.99	90.35	1
Total		3.57	77.43	1

Table 2, it becomes for most of the parts pertaining to the evaluation of the supervisors of the sport and scholastic activity of the management meetings for the skill of effective planning for the meeting were, the sixth and fifth parts, which states (notification shall be done in sufficient time before the start of the meeting) by 90.35%, while the third part states (Specific goals are set for the meeting) at a percentage of 89.01%. The order of the rest of the parts, their text and their percentage, as shown in the previous table. As for the average effective meeting planning skill of the supervisors of sports and scholastic activity from the point of view of the sport education teachers, it obtained a percentage of 77.43%. (Khaled Aswad Laykh, 2020) says that the minimum at which the standard is considered to be available is (70%) and also based on opinions of experts and arbitrators.

The researcher attributes this to the fact that the supervisors of sports and scholastic activity set in mind a goal for the meeting that it seeks to achieve, so that there is no ambiguity in setting the goals for any meeting

that is being prepared for, and this indicates the awareness of the supervisors of sports and scholastic activity of these points as it is clear that the rest of the standards were weak and therefore considered one of the most important problems that many of the scholastic and sports activity supervisors fall into in the skill of effective meeting planning.

It is also evident by looking at the first table that 3 items received a relative weight of more than 70%, which are parts (6.3,2.5). And 2 other parts that got a relative weight of less than 70%, that is, weak with problems, and they are Euphrates No. (1,4).

The first part (using advanced electronic means for the meeting) got the lowest percentage in the skill of effective meeting planning 60.29 and this indicates that the supervisors of sports and scholastic activities do not rely on the use of modern scientific means in presenting information in meetings, but rather only traditional methods, which affected responses The sample is large. (Khaled Aswad and Others: 2020, p. 39).

Table 3 shows the arithmetic mean shows the percentage and arrangement of sport education teachers' responses to the first domain on the skill of effective meeting organization).

Table 3. Arithmetic mean shows the percentage and arrangement of sport education teachers.

Part	Part state	Arithmetic Average	Percentage	Arrange
1	Writing what is going in the meeting	4.20	84.89	2
2	Selecting a competent person while another person is absent of the meeting	3.39	67.98	6
3	Having a prestigious sitting way in the meeting	3.69	70.72	4
4	Registering the attendance during the meeting	4.98	88.76	1
5	Review decisions with teachers at the end of each meeting	3.94	69.98	5
6	Effectively investing meeting time	3.95	71.98	3
Total		3.36	75.71	2

Through Table 3, it is clear that most of the parts pertaining to sports and scholastic supervisors' evaluation of the skill of effective organization of the meeting were the fourth and first, which stipulate that "*attendance is recorded during the meeting*" with a percentage of 88.76%. And the phrase (writes what is going on during the meeting) with a percentage of 84.89%.

The arrangement, text and percentage of the rest of the parts, as shown in the previous table. As for parts (5.2), which received a relative weight of less than 70%, which states (decisions are reviewed with teachers at the end of each meeting). With a rate of 69.98% and the phrase (a competent person is determined to be in a locality during his absence from the meeting) and by 67.98%.

The researchers attribute this field to the second rank with an average of 75.71 among the topics as a result of the interest in the effective organization of the meeting at the expense of other elements, so the supervisors of sports and scholastic activities must take into account the rest of the aspects so that one side does not affect the other, because the administrative process is an integrated process and it is not One side grows at the expense of the others. Table 3 shows the arithmetic mean shows the percentage and arrangement of sport education teachers' responses to the first domain on the final evaluation skill of the meeting.

Table 4. Arithmetic mean shows the percentage and arrangement of sport education teachers' responses to the first domain on the final evaluation skill of the meeting

Part	Part state	Arithmetic Average	Percentage	Arrange
1	Using Feedback during the meetings	3.90	80.94	1
2	Guiding teachers to cooperate in work	3.29	64.07	3
3	Investigating all ways in improving teacher's skill	3.96	80.54	2
4	Rewarding the teachers who attended the meetings	2.79	59.79	5
5	There are pre-plans for the meetings	3.83	62.91	4
Total		3,554	69.65	3

From Table 4 it becomes clear that most of the parts pertaining to the supervisors' evaluation of the scholastic's sports activity for the evaluation skill of the meeting were the first and third parts which stipulate (Feedback is used during meetings) with a percentage of 80.94%. And the phrase (works to invest all available) in the development of teachers (by 80.54%, and the order, text and percentage of the rest of the parts, as is evident from the previous table, as for the parts (2.4.5) which got a relative weight of less than 70% will be addressed through problem solving. The average skill of the final evaluation of the meeting with the supervisors of sports and scholastic activity from the viewpoint of sport education teachers got a percentage of 69.65% and ranked third with respect to the four topics.

Table 5. The arithmetic mean shows the percentage and arrangement of sport education teachers' responses to the first domain on skills of social and human relations.

Part	Part state	Arithmetic Average	Percentage	Arrange
1	Having the ability of respect	3.52	69.54	4
2	Respecting the educational qualifications of teachers	3.65	87.01	2
3	Understanding teacher's feelings	3.05	88.65	1
4	Using the motivation and encouragement side for teachers	2.29	66.03	5
5	Having organizational equity in dealing with teachers	3.30	81.10	3
Total		3.16	51.35	4

Through Table 5 it becomes clear that most of the parts pertaining to the practice of supervisors of sports and scholastic activity for the skill of social and human relations for the meeting were, the third, second and fifth part, which stipulate (understanding the feelings and feelings of teachers) with a percentage of 88.65% and (has organizational justice in dealing with teachers). With a percentage of 87.01%, and the phrase (has organizational justice in dealing with teachers). By 81.10%.

And the order, text and percentage of the rest of the parts, as shown in the previous table. As for part (1.4), which received a relative weight of less than 70%, it will be addressed through problem solving.

As for the average human relations skill for meeting with the supervisors of sports and scholastic activity from the viewpoint of sport education teachers, it got a percentage of 51.35%. It is ranked 4 with viewing the four topics.

Table 6 Topics order of the parts according to the relative weight of each one.

Part	Part State	Average	Relative Weight	Arrange
First	The skill of pre-planning the meeting	3.57	77.43	1
Second	The skill of effective meeting organization	3.36	75.71	2
Third	The skill of final evaluating for the meeting	3,554	69.65	3
Fourth	The skill of social and human relations of meeting	3.16	51.35	4

By looking at the previous table, it becomes clear that there are some gaps and shortcomings in some topics at the expense of each other, and the responses in the four topics are considered average, so attention must be paid to the side of meeting management and activation.

Table 7. Percentage of practicing supervisors of sports and scholastic activity.

Average of the four fields	Average	Percentage
	3.54	71.01

Looking at the average of all the averages of the four fields, it can be said that the relative weight exceeds the minimum at which the standard is considered available, but the percentage may be higher if there is more interest in meeting management, so there are problems that will be addressed, and appropriate solutions developed.

CONCLUSIONS

1. Lack of provision of basic needs for teachers before the start of each meeting, which negatively affects the meeting process.
2. Lack of interest in the basic aspects of scientific research and reliance on traditional methods of presenting topics during the meetings.
3. Lack of in teachers' psychological interest issues, and it leads to a lack of friendship between them.
4. Teachers' incentives and encouragement are used sparingly and ineffectively.
5. Lack of interest in using the new methods in education.

Recommendations

1. The necessity of choosing the best sports supervisors, especially when they hold meetings with teachers, choosing the best of them.
2. Registering of all useful discussions and propositions that showed in the meetings that correctly reflect the work of the meeting.
3. The necessity to conduct workshops and strengthening sessions for supervisors on how to manage meetings.

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APPENDIX 1.

Names of the experts to whom the research scale was presented.

No.	Name	Rank	Major	Place of Work
1	Waleed Khaled Hammam Muhammad	Prof	Sport Management	Mosul University - College of Physical Education and Sports Sciences
2	Abdel Halim Jabr Nazzal	Prof	Sport Management	Basra University - College of Physical Education and Sports Sciences
3	Waeed Abdel-Rahim Farhan	Prof	Sport Management	Anbar University - College of Physical Education and Sports Sciences
4	Uday Ghanem Al-Kawaz	Prof	Sport Management	Mosul University - College of Physical Education and Sports Sciences
5	Naseer Qasim Khalaf	Prof	Sport Management	University of Diyala - College of Physical Education and Sports Sciences
6	Emad Aziz Nashmi	A.Prof	Sport Management	Al-Muthanna University - College of Physical Education and Sports Sciences
7	Shaheen Ramzi Rafiq	A.Prof	Sport Management	University of Kirkuk - College of Physical Education and Sports Sciences
8	Othman Mahmoud Shehada	A.Prof	Sport Management	University of Diyala - College of Physical Education and Sports Sciences
9	Salah Wahhab Shaker	A.Prof	Sport Management	University of Baghdad - College of Physical Education and Sports Sciences

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