

## **The state of affairs of job engagement of physical education teachers in the department of sports and school activity in the city centre of Mosul**

**Saja Nooh Badal**

*University of Mosul, College of Education for Girls, Department of Physical Education and Sports Science, SajaNooh3@gmail.com*

**Dr. Thabit Ihsaan Ahmed**

*University of Mosul, College of Education for Girls, Department of Physical Education and Sports Science, dr.thabit.h@uomosul.edu.iq*

**Dr. Buthainah Hussein Ali**

*University of Mosul, College of Education for Girls, Department of Physical Education and Sports Science, dr.buthaina@uomosul.edu.iq*

### **Abstract**

This research aimed to prepare and implement a questionnaire on the job engagement of physical education teachers in the sports activity department, and to identify the job engagement and the levels of its dimensions: vitality (enthusiasm for work), dedication (interest in the role), and preoccupation (engagement in work) of physical education teachers in the sports activity department and teachers in the city centre of Mosul. The researchers used the descriptive method in a survey style given its suitability for the current research. The research sample was selected by the purposive comprehensive enumeration method, which included all physical education teachers in the city of Mosul, and the researchers obtained (177) statistically analyzable forms. To achieve the research objectives, a questionnaire on job engagement was prepared for physical education teachers in the sports activity department and teachers. To achieve the research objectives, a questionnaire on job engagement with its dimensions (vitality (enthusiasm for work), dedication (interest in the role), preoccupation (engagement in work)) was prepared and verified for its validity and reliability. In statistical data processing, the percentage, mean, standard deviation, simple correlation coefficient (Pearson), Spearman-Brown equation, Cronbach's alpha equation, and Guttman's equation were used. The researchers concluded the possibility of applying the job engagement questionnaire with its dimensions to physical education teachers in the sports activity department and teachers. The study also found a high level of job engagement for physical education teachers in the sports activity department and teachers. It also found a very high level of vitality (enthusiasm for work) and a high level of dedication (interest in the role) and preoccupation (engagement in work) for physical education teachers in the sports activity department and teachers in the city centre of Mosul.

**Keywords:** *Job engagement, Sports and School Activity Department, Physical Education Teacher.*

## 1- Introduction

### 1.1 Introduction and Importance of Research:

The physical education teacher, with their unique qualities that vary according to educational situations and correspond to the nature of physical education classes, needs leadership that enhances their ability to diagnose their strengths and weaknesses, and find ways for change and development. The Sports and School Activity Department, which is responsible for all forms of physical activity and organized competitive games, is the ideal leadership form for the physical education teacher to reinforce their methods and realize their potential in achieving the desired educational, social and pedagogical goals (Al-Sayih, 2007, pp. 69-71).

Physical education is one of the cornerstones of individual athletic formation and a starting point for athletic institutions, as it provides these institutions with athletes who can be relied upon to achieve athletic achievements. Therefore, the focus on the physical education teacher as an important axis in the formation of athletes and the implementation of important internal and external school athletic programs has been established. The physical education teacher plays a prominent role in the implementation of these programs with the school administration and the Sports and School Activity Department to achieve a more effective job engagement.

The concept of job engagement has garnered the attention of many organizations, as it is one of the most positive organizational concepts, reflecting a positive state in achieving job-related work, in which workers feel vitality, dedication, and preoccupation when performing their work tasks. Additionally, job engagement allows workers to communicate

more effectively with all their supervisors and colleagues through the creation of an encouraging and motivating environment that motivates workers to be genuinely interested in performing their jobs well (Radstaak & Hennes. 2017, p. 3, cited in Al-Mansi 2018, pp. 2-3).

We can conclude that one of the factors contributing to success is the degree of connection between physical education teachers as the focal point of school sports programs and their duties as teachers in the physical and educational activity department. The extent to which leaders in the physical and educational activity department can immerse themselves in the work of the physical education teacher and bring them to a state of dedication and vitality towards their work, allowing them to achieve acceptable levels of Job engagement. This Job engagement may have a clear role in determining work behaviors that affect performance and success, especially when the role of the physical and educational activity department is highlighted in supporting these behaviors, and their behaviors align with their aspirations and performance.

Therefore, researchers were keen to understand the Job engagement level between physical education teachers and the physical and educational activity department in the city of Mosul and what it could achieve in enhancing positive performance for teachers, as well as enriching the administrative library with scientific frameworks.

### 1.2 Research Problem

Observing the current state of physical education in secondary schools in the city of Mosul, one can notice the negligence it has suffered from various aspects, including the physical education teacher or the physical and educational activity department. However, this

negligence primarily relates to the physical education teacher's awareness of the importance of physical education and school sports programs, as well as their connection with the physical and educational activity department, which today may not provide the desired image of the physical education teacher, who should be the primary source for all activities related to school sports. Neglecting the physical education teacher by the physical and educational activity department may lead to the teacher's withdrawal from performing their duties and school sports activities to their full potential. Through reviewing the theoretical frameworks and studies, the researcher can identify the main research problem.

### 1.3 Research Objectives

1- Preparing and implementing a job engagement questionnaire for physical education teachers in the Sports Activity Department and teachers at the city centre of Mosul.

2- Identifying the job engagement and levels of its dimensions for physical education teachers in the Sports Activity Department and teachers at the city centre of Mosul.

### 1.4 Research Domains:

1-4-1 Human Domain: Physical education teachers in the City of Mosul.

1-4-2 Time Domain: From 10/1/2023 to 15/3/2023.

1-4-3 Spatial Domain: Schools in the City of Mosul.

### 1.5 Defining Terminology

#### Job engagement

Any mental, emotional, and behavioral connection of an employee with the

organization they work for. (Zhang et al., 2014, p. 4, cited in Al-Mansi, 2018, p.8).

## 2- Similar studies

2.1 There is another study by Al-Madhi and Al-Shaneigi (2021) on job empowerment and its impact on job engagement. This study aimed to investigate the level of job empowerment among female administrative employees in government ministries in the Riyadh region, as well as their level of job engagement from their perspective. Also, the study aimed to explore the impact of job empowerment on job engagement. The study adopted a descriptive survey method to describe the perceptions of 392 female administrative employees from one of the government ministries. The study found that there was a moderate level of job empowerment, and the sample had a strong job engagement. Furthermore, job empowerment was found to have a positive impact on job engagement.

## 3- Research Procedures

### 3-1 Research Methodology

The researchers used a descriptive survey method given its suitability to the current research.

### 3-2 Research community and Sample

The research population included physical education teachers in the city of Mosul, totaling (244) male teachers, (203) female teachers, and (41) female teachers. The researchers obtained the statistics of physical education teachers in the city of Mosul according to the directed letter from Mosul University, College of Education for Girls / Graduate Studies (number 9/33/5513, dated 29/12/2022) to the Directorate of Education in Nineveh / Planning Department / Statistics Department. The research sample was selected using a comprehensive purposive

method, which included all physical education teachers in the City of Mosul. The researchers obtained (177) valid questionnaires for statistical analysis, representing a sample rate of (72.54%) from the research population. The researchers also selected (10) teachers as a survey sample from the research population.

### 3-2-1 Sample for Preparation and Implementation

The research sample was divided into two samples, the first for preparation with a proportion of approximately (60%), and the second for implementation with a proportion of (40%) of the research sample. These

proportions were adopted to ensure that the preparation sample exceeded (100) members, and that the implementation sample was representative of the population. According to Malhem (2000), the sample size in descriptive research should represent (20%) of the total population if it is relatively small (a few hundred) (Malhem, 2000, 155). The preparation sample consisted of (100) teachers randomly selected from the research sample, representing a proportion of (40.983%) of the research population. The implementation sample consisted of (67) teachers who completed the Job engagement questionnaire, representing a proportion of (27.459%) of the research population, as shown in Table (1).

**Table 1. Distribution of Research community and Survey Samples for Preparation and Implementation of Physical Education Teachers.**

	Physical education teachers	preparation	the community	the sample	The survey sample	application
1	Male teachers	83	203	139	7	49
2	Female teachers	17	41	38	3	18
	total	100		177	10	67
	percentage	40.983%	244	72.54%	4.098%	27.459%

### 3-3 Research tool

Due to the lack of a suitable measurement tool to determine the Job engagement of physical education teachers in the sports activity department, and to achieve the research objectives, preparing a questionnaire for Job engagement with its dimensions (vitality, dedication, preoccupation) was requested, tailored to the research sample as shown in Appendix (1). The researchers prepared the Job engagement questionnaire according to the following steps:

#### 3-3-1 Procedures of Job Engagement questionnaire

##### 3-3-1-1 Determining the questionnaire dimensions.

After reviewing the theoretical frameworks, research, and various scientific studies related to Job engagement and its dimensions, the researchers reviewed the most important opinions of the writers and researchers whom the researchers were able to access their as shown in Appendix (2). It became apparent that there is an agreement regarding some of these dimensions, so the researchers gathered several dimensions for Job engagement that represent the viewpoint of (6) writers and researchers. Most writers and researchers agreed on

defining the dimensions of Job engagement, which are vitality, dedication, preoccupation, and engagement, with percentages ranging from (50-83.333%) for the mentioned dimensions and exclusion of the dimension of “preoccupation” due to not achieving the required agreement percentage, which was (16.666%), as shown in Appendix (1). After determining the dimensions of Job engagement, they were presented in their initial form to a number of specialists in administration and organization in physical

education and sports sciences, as shown in Appendix (2), with the aim of obtaining their agreement and benefiting from their observations and guidance that would benefit the research. Three dimensions of Job engagement were adopted: vitality (enthusiasm for work), dedication (interest in role), and preoccupation (engagement in work), with the preoccupation dimension being merged with the engagement dimension according to the experts’ opinion as shown in Table (2).

**Table 2. Percentage of experts and specialists’ agreement in determining the dimensions of Job engagement.**

	disagree	agree	Dimensions of job engagement	agreement ratio
1	_____	9	vitality	100%
2	_____	9	dedication	100%
3	_____	9	Engagement	100%
4	4	9	preoccupation	55.555%

### 3-1-2 Drafting the items of the job engagement questionnaire.

After defining the dimensions, the researcher formulated the items of the questionnaire after reviewing a number of previous studies, and research articles related to the subject of job engagement and in proportion to each of its dimensions. They were presented to a number of experts with specialization in physical education and sports management as in Appendix (3). The relevant experts made many observations about the questionnaire and what affects the accuracy of the answer.

The job engagement questionnaire consisted of (30) items distributed over (3) dimensions, which are (vitality (enthusiasm for work), dedication (interest in the role), and preoccupation (engagement in work). For each dimension (10) items, the proposed answer alternatives to the questionnaire were

identified. These are (very much agree, strongly agree, agree, very much disagree, strongly disagree) and carry weights (5, 4, 3, 2, 1), respectively, as in Appendix (3).

### 3-3-1-3 The validity of the job engagement questionnaire

#### 3-3-1-3-1 Face validity:

After preparing the items of the Job engagement questionnaire consisting of (30) items and formulating them in their initial form, they were presented to a number of experts and specialists in management, organization, physical education, and sports sciences, as in Appendix (3) for evaluating the questionnaire and judging the validity of the items and dimensions, the suitability of the items for the dimensions, and the possibility of making necessary and appropriate modifications to suit the research topic. Moreover, the validity of the proposed alternative answers was mentioned,

as well as for the weights and grades, and expressing opinions and suggestions about the questionnaire in general.

The validity of the test is meant to measure what it was designed for (Abu Maghli & Salama, 2010, p. 41). This procedure is also an appropriate way to ensure the validity of the questionnaire, "as the researcher presents the study tool in its initial form to a number of specialized referees in the field of the research title and its specialization, to ensure the apparent validity of the measuring tool and to indicate the ability of the items to cover the

field to which it belongs" (Al-Taie & Al-Abbadi, 2018, 144). The period for presenting the questionnaire was from 23/1/2023 until 26/1/2023. No item was deleted from the questionnaire, and some items were modified according to the experts' opinions. The items with a significance level ( $\alpha$ ) less than (0.05) were kept for the purpose of repeating the answer (suitable), and the phrases with a significance level ( $\alpha$ ) less than (0.05) for the purpose of repeating the answer (not suitable) were deleted. The items with three dimensions were kept after the necessary modifications:

**Table 3. Job Engagement Questionnaire and Matching Expert Opinions on Acceptance and Rejection of Items**

	Job engagement	ka2	invalid	valid	The sequence of weights	indication
1	vitality (enthusiasm for work)	24	-	24	1, 2, 3, 7, 8	0.000
		16,667	2	22	5, 6, 4, 9, 10	0.000
2	dedication (interest in the role)	24	-	24	1, 2, 6, 10	0.000
		16,667	2	22	3, 4, 7, 8, 9	0.000
		13.5	3	21	5	0.000
4	preoccupation (engaging in work)	24	-	24	5, 8, 9, 10	0.000
		16,667	2	22	4, 6, 7	0.000
		13.5	3	21	1, 2, 3	0.000

Table (3) shows that all questionnaire items were retrieved to obtain expert opinions matching. It was found that the values of (kappa) for the questionnaire items ranged between (13.5-24), and the values of significance ratio (0.000) were all less than the adopted significance level (0.05). This means that all of the (30) questionnaire items distributed on the dimensions of Job engagement (vitality (enthusiasm for work), dedication (interest in the role), preoccupation (engagement in work)) were retrieved, with each dimension consisting of (10) items. As for the answer alternatives, the five-point Likert scale was adopted based on expert opinions. Imam et al., (1990) indicated that this method

"has high reliability scores and accurately indicates the degree of individual orientation towards the subject" (Imam et al., 1990, p. 325). Experts agreed 100% on using five alternatives for the questionnaire, which are (strongly agree, agree, neutral, disagree, strongly disagree) with weights (5, 4, 3, 2, 1), respectively, as shown in appendix (3).

#### 3-3-1-4 Exploratory implementation of the job engagement questionnaire

According to (Bahi et al.2002), it is necessary to apply the test in a survey study on a sample of the research community, in order to determine the suitability of the test in terms of its formulation and content for application on

the research sample, as well as to determine the necessary time for the procedure (Bahi et al., 2002, p.199). In order to identify any expected or potential questions that respondents might have about the questionnaire, and prior to its application on the main sample, a pilot survey was conducted on a random sample of 10 teachers from the research sample. The questionnaire was presented from January 29, 2023, until February 2, 2023. The researcher found the items to be clear with no ambiguity, and estimated the average time required to answer the questionnaire items to be 15 minutes.

### 3-3-1-5 The internal consistency of the Job engagement

Internal consistency estimates of tests are measures of homogeneity of test items, or in other words, they reflect the degree of correlation between responses to a single item and the overall test score (Al-Nabhan, 2004, p. 243). Al-Tamimi & Al-Taie (2005) confirmed that to determine the validity and internal consistency of items, it is necessary to find the correlation coefficient between the score of

each item and the total score of each dimension of the questionnaire (Al-Tamimi & Al-Taie, 2005, p. 176). The researcher chose to apply the correlation between the score of each item and the total score of each dimension of the questionnaire, and the overall score of the questionnaire. The correlation coefficients were calculated using Pearson's correlation coefficient (Abu Zeina et al., 1984, p. 216) to determine whether the correlation was significant or not for all participants of the sample. Therefore, the internal consistency coefficients were calculated for 100 questionnaires and 30 statements, and it was found that all statements were internally consistent, with correlation coefficients ranging from 0.53 to 0.806 between the score of each item and the total score of the dimension it belongs to, with a significance level of 0.000 which is smaller than the accepted significance level of 0.05. The correlation coefficients between the score of each item and the total score of the questionnaire ranged from 0.475 to 0.763, with a significance level of 0.000 which is smaller than the accepted significance level of 0.05, as shown in Table 4.

**Table 4. The values of the correlation coefficient between the item scores, the dimension score, and the total score of the job engagement questionnaire**

dimensions	order	indication	Correlation with the overall score	indication	Correlation with dimension
vitality (enthusiasm for work)	1	0.000	0.659	0.000	0.742
	2	0.000	0.627	0.000	0.634
	3	0.000	0.552	0.000	0.652
	4	0.000	0.716	0.000	0.791
	5	0.000	0.692	0.000	0.753
	6	0.000	0.676	0.000	0.758
	7	0.000	0.53	0.000	0.605
	8	0.000	0.61	0.000	0.638
	9	0.000	0.608	0.000	0.684
	10	0.000	0.675	0.000	0.741
dedication	1	0.000	0.654	0.000	0.643

(interest in the role)	2	0.000	0.663	0.000	0.738
	3	0.000	0.667	0.000	0.731
	4	0.000	0.475	0.000	0.53
	5	0.000	0.608	0.000	0.606
	6	0.000	0.582	0.000	0.634
	7	0.000	0.704	0.000	0.761
	8	0.000	0.674	0.000	0.69
	9	0.000	0.629	0.000	0.681
	10	0.000	0.706	0.000	0.699
	preoccupation (engaging in work)	1	0.000	0.621	0.000
2		0.000	0.544	0.000	0.555
3		0.000	0.693	0.000	0.684
4		0.000	0.655	0.000	0.696
5		0.000	0.763	0.000	0.785
6		0.000	0.676	0.000	0.724
	7	0.000	0.58	0.000	0.685
	8	0.000	0.714	0.000	0.806
	9	0.000	0.575	0.000	0.7
	10	0.000	0.556	0.000	0.671

### 3-3-1-6 The reliability of the Job engagement questionnaire

"Whenever the results fluctuate, the reliability of the scale decreases, and it is no longer a sensitive scale capable of detecting true differences between individuals in the characteristic or property being measured to a sufficient degree" (Mikhail, 2001, p.268). Two methods were used to obtain reliability, the first is the half-split method, also called the split-half reliability coefficient or internal consistency coefficient (Zakaria et al., 2002, p.144). One hundred forms and 30 phrases of the Job engagement Questionnaire were corrected and divided into two halves: the first half representing individual sequences, and the second half representing paired sequences, so that each individual had two scores - individual and paired. The reliability coefficient was obtained through the Pearson correlation coefficient between the scores of the two halves of the test, which reached a value of 0.89. Abu Hattab et al. (1993) indicated that "the correlation between the scores of each half of the test represents internal consistency of only

that half of the test and not of the test as a whole" (Abu Hattab et al., 1993, p.116). To obtain the overall scale reliability, the Guttman equation was used, and the total reliability of the Job engagement Questionnaire was 0.917, while using the Spearman-Brown equation, the reliability was 0.996. The second method is the alpha coefficient method, which Al-Nabhani (2004, p. 248) emphasizes is important because it is used to calculate the reliability coefficient of subjective and objective tests and questionnaires that require multiple-choice answers and have a graded value from 1 to 5, for example (Allam, 2006, p. 100). The reliability coefficient alpha of the Job engagement Questionnaire was 0.948. Thus, these reliability coefficients are considered good, as Abu Hawij (2002, p.68) indicates that "the correlation coefficient for test reliability ranges from 0.70 to 0.90", and as mentioned by (Ouda & Al-Khalili, 2000, p.146). Therefore, the instrument is considered stable."



3-3-1-7 Description of the final format of the Job engagement questionnaire.

After verifying the standard properties, represented by indicators of validity and reliability, the Job engagement questionnaire for physical education teachers in the Sports Activity Department and teachers' perspective in the city of Mosul is ready in its final format. The questionnaire consists of (30) items distributed among (3) dimensions, namely

vitality (enthusiasm for work), dedication (interest in the role), and preoccupation (engagement in work), with each dimension consisting of (10) items. The minimum score for the questionnaire is (30) and the maximum score is (150). For each item, there are five alternatives for answering the questionnaire, which are (strongly agree, agree, neutral, disagree, strongly disagree), each carrying weights of (5, 4, 3, 2, 1), respectively, as shown in table (5).

**Table 5. The sequence of items of the dimensions of the job engagement questionnaire.**

Dimensions of job engagement	The number of items	Item sequence in the questionnaire
vitality (enthusiasm for work)	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Dedication (interest in the role)	10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Preoccupied in work	10	22,21,23,24,25,26,27,28,29,30

Thus, the questionnaire, in its final form, became ready to be applied to the research sample, as shown in Appendix (4).

3-3-3 The final implementation of the job engagement questionnaire

The final implementation of the job satisfaction questionnaire was conducted for physical education teachers in the sports activity department, teachers, and organizational sarcasm from the perspective of physical education teachers. The sample size of the implementation was 67 teachers, after providing them with instructions on how to answer the questionnaire and confirming the objectivity of the answers. The implementation period extended from March 1, 2023, to March 25, 2023, as shown in the attached questionnaire implementation form (4). The answer levels for the dimension were divided based on similar studies in this field, including the study by Al-Rubaie (2013,p. 88); Baqer

(2013, p. 60); Hammoudat (2017, p. 122); Al-Hasso (2021,p. 66); Al-Sharifani (2022, p. 46); Al-Enezi (2022, p. 47), and Al-Rawi (2023, p. 52), as shown in Table (6).

**Table (6): the division of answer levels for the dimension.**

	categories	level
1	80% or more	too high
2	From 70% - Less than 79%	high
3	From 60% - Less than 69%	Average
4	From 50% - Less than 59%	low
5	less than 50%	very low

3-4 Statistical tools

In order to achieve the goals of the current study, the researchers used the Statistical Package for the Social Sciences (SPSS), which includes measures such as percentages, means, standard deviations, the Pearson correlation coefficient, the Spearman-Brown equation, the

Cronbach's alpha equation, and the Guttman equation.

#### 4- Presentation and discussion of the results

##### 4-1 Presentation, analysis and discussion of the results

This section includes a presentation and discussion of the results in accordance with the research objectives as follows:

1. Preparation and implementation of the Job engagement Questionnaire with its dimensions

**Table (7) The level of job engagement and its dimensions for teachers of physical education**

Physical education teachers				the level
Job engagement	percentage	standard deviation	Arithmetic mean	
vitality (enthusiasm for work)	80.268%	5,616	40,134	too high
Dedication (interest in the role)	78.088%	6.13	39,044	high
preoccupied in work	77.104%	6,332	38,552	high
<b>total</b>	<b>78.487%</b>	<b>16,108</b>	<b>117,731</b>	<b>high</b>

From Table (7), it is apparent that the arithmetic means of the dimensions of Job engagement (vitality, dedication, preoccupation) for physical education teachers in the sports activity department and teachers in the city centre of Mosul were, respectively, 40.134, 39.044, and 38.552. The level of the dimension of vitality was very high, while the levels of dedication and preoccupation were high, with percentages of 80.268%, 78.088%, and 77.104%, respectively. The overall level was high, with an arithmetic mean of 117.731 and a percentage of 78.487%.

The researchers believe that the high level of Job engagement is due to physical education teachers' belief in the importance of their specialization and their determination to perform their tasks in teaching physical

(Vitality, Dedication, and Preoccupation) for physical education teachers in the Sports Activity Department and teachers at the city centre of Mosul. The objective was achieved through scientific procedures as outlined in Appendix (4).

2. Identification of the Job engagement and its dimension levels for physical education teachers in the Sports Activity Department and teachers at the city centre of Mosul.

education with full knowledge of the content and nature of teaching. This, of course, generates a close relationship between physical education teachers in the sports activity department and teachers to receive technical and moral support, in addition to scientific experiences. The very high level of vitality and enthusiasm for work can be ascribed to the credibility of the sports activity department and teachers in distributing tasks to physical education teachers, especially regarding internal and external school sports activities. The high level of dedication is due to the adoption of policies and procedures by the sports activity department and teachers that demonstrate the importance of the role played by physical education teachers in achieving goals and reaching success. The high level of

preoccupation and involvement can be ascribed to the efforts of the sports activity department and teachers to adopt opportunities that invest all the energy of physical education teachers to make them fully involved in their tasks and increase their interest in work.

## 5- Conclusions and recommendations

### 5-1 conclusions

1- The possibility of applying the Job engagement questionnaire with its dimensions (vitality (enthusiasm for work), dedication (interest in the role), and preoccupation (engagement in work) on teachers of physical education in the Department of Sports and School Activity in the city center of Mosul.

2- There is a high level of job attachment for physical education teachers in the Department of Sports and School Activity in the city center of Mosul.

3- There is a very high level of vitality (enthusiasm for work) for teachers of physical education in the Department of Sports and School Activity in the city center of Mosul.

3- There is a high level of dedication (interest in the role) and preoccupation (engagement in work) for teachers of physical education in the Department of Sports and School Activity in the city center of Mosul.

### 5-2 Recommendations

1- Emphasizing the increase in the interest of the sports and school activity department in providing ways to develop physical education teachers to activate the link between the physical education teacher and the sports and school activity department.

2- The Department of Sports and School Activity should pay attention to the vitality and enthusiasm of the teacher of physical education

and the adoption of school sports programs to take advantage of this feature.

3- Supporting the sports and school activity section with educational programs for the physical education teacher to demonstrate the importance of their role in the school sports activity to achieve positive involvement in teaching.

## REFERENCES

Abu Hattab, & others. (1993). Psychological assessment (3rd ed.). Anglo Egyptian Library.

Abu Hawij, M., Marwan, A., & others. (2002). Measurement and assessment in education and psychology (1st ed.). Dar Al Ilmiyya International.

Abu Maghli, S., & Salama, A. (2010). Measurement and diagnosis in special education. Dar Al Yazouri Printing and Publishing.

Abu Zeina, Z., Zaid, A., & others. (1984). Statistical methods in education and humanities (Vol. 1). Dar Al Furqan Publishing.

Allam, S. M. (2006). Educational and Psychological Tests and Scales (1st ed.). Dar Al-Fikr for Publishing and Distribution.

Al-Enezi, M. I. A. (2022). Administrative Governance and Its Role in Job Engagement Among Faculty Members in Colleges and Departments of Physical Education and Sports Sciences in Iraq [Unpublished master's thesis]. Department of Physical Education and Sports Sciences, College of Education for Girls, University of Mosul.

Al-Jumaily, M. S. A. (2012). Factors affecting

- organizational commitment: An analysis study of the opinions of world in Al-Anbar Technical Institute. *Journal of Al-Anbar University for Economic and Administrative Sciences*, 4(9).
- Al-Madhi, A. B. S. B. A., & Al-Shaneigi, N. I. (2021). Job Empowerment and Its Impact on Job Engagement. *Arab Journal of Management*, 41(4), King Saud University, College of Business Administration.
- Al-Maghribi, A. (2012). The Impact of Organizational Culture on Job Engagement: Applied to Saudi Governmental Agencies. *Egyptian Journal of Commercial Studies*, 26(3), Mansoura University.
- Al-Mansi, M. A. A. (2018). The Impact of the Quality of the Leader-Subordinate Relationship on Job Engagement: The Mediating Role of Psychological Capital (An Empirical Study on the Nursing Staff in Hospitals and Medical Centers at Mansoura University). *Faculty of Commerce Journal for Scientific Research*, 55(2), Faculty of Commerce, Alexandria University.
- Al-Nabhan, M. (2004). *Fundamentals of Measurement in Behavioral Sciences*. Dar Al-Shorouk for Publishing and Distribution.
- Al-Rawi, O. A. K. (2022). The Role of Organizational Excellence Interventions and Institutional Excellence in the Anticipatory Behavior of Iraqi Pioneering Athletes [Unpublished doctoral thesis, Department of Physical Education and Sports Sciences, College of Education for Women, University of Mosul].
- Al-Rubaie, M. M. (2013). *Empowerment Leadership for Scout Education Instructors and its Relationship with the Social Interaction of their Students in the Faculty of Physical Education and its Departments at the University of Mosul* [Unpublished master's thesis, College of Physical Education, University of Mosul].
- Al-Sayih, M. (2007). *Sports Sociology in Physical Education*. Dar Al-Fikr Al-Tarbiwi.
- Al-Sharifani, F. F. I. M. (2022). The Contribution Ratio of Participative Leadership in the Organizational Balance of Colleges and Departments of Physical Education and Sports Sciences from the Perspective of Teaching Staff Members in Iraqi Universities [Unpublished master's thesis, Department of Physical Education and Sports Sciences, College of Education for Women, University of Mosul].
- Al-Taie, Y., & Al-Abadi, H. F. (2018). *Scientific Research Methods for Media, Administrative, and Humanitarian Research*. Days Publishing.
- Al-Tamimi, M. K., & Al-Taie, H. M. (2005). Quality of decision making among university professors. *Journal of Psychological and Educational Sciences*, (9).
- Al-Hasso, H. S. S. (2021). *Dynamic Capabilities and their Role in the Institutional Excellence of Central Sports Federations and Elite Clubs in the Kurdistan Region of Iraq from the Perspective of their Administrative Bodies Members* [Unpublished master's thesis, Department of Physical Education and Sports Sciences, College of Education for Women, University of Mosul].
- Bahi, M. H., & others. (2002). *Mental health in sports: Theories, applications*. Anglo Egyptian Library.

- Baqer, M. A. (2013). Analytical study of the reality of investment and financing in some sports clubs (Unpublished master's thesis). College of Basic Education, University of Mosul.
- Goertzen, B. J., & Whitaker, B. L. (2015). Development of Psychological capital in an academic-based leadership education program. *Journal of Management Development*, 34(7), 773-786.
- Hamoudat, T. I. (2017). The Strategic Orientation of the Ministry of Youth and Sports and the Iraqi National Olympic Committee in Light of the Material and Human Resources from the Perspective of the Heads of Sports Clubs and Central Sports Federations [Unpublished doctoral thesis, Department of Physical Education and Sports Sciences, College of Education for Women, University of Mosul].
- Imam, H., Hassan, M., & others. (1990). Assessment and measurement (3rd ed.). Anglo Egyptian Library.
- Kim, H., Swanger, N., & Shin, K. (2009). Burnout and engagement: A comparative analysis using the big five Personality dimensions. *International Journal of Hospitality Management*, 28(1), 96-104.
- Malhem, S. M. (2000). Measurement and Evaluation in Education and Psychology. Dar Al-Maseera for Publishing, Distribution, and Printing.
- Mikhail, A. (2001). Measurement and Evaluation in Modern Education. Nafha Brothers Printing Press.
- Ouda, A. S., & Al-Khalili, K. Y. (2000). Statistics for Researchers in Education and Humanities. Dar Al-Fikr.
- Radstaak, M., & Hennes, A. (2017). Leader-member exchange fosters work engagement: The mediating role of job crafting. *SA Journal of Industrial Psychology*, 43(1), 1-10.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2002). The Measurement of Engagement and Burnout: A two Sample confirmatory factor Analytic Approach. *Journal of Happiness Studies*, 3, 71-92.
- Welch, M. (2012). The evolution of the employee engagement concept. *Communications: An International Journal*, 16(4), 328-346.
- Zakaria, M. A., & others. (2002). Principles of Measurement and Evaluation in Education. Dar Al-Fikr for Publishing and Distribution.
- Zhang, T., Avery, G. C., Bergsteiner, H., & More, E. (2014). The relationship between leadership paradigms and employee engagement. *Journal of Global Responsibility*, 5(1), 4-21.