



## **Organizational behavior of the directors of sports activity departments and its relationship to integration and administrative differentiation**

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### **Abstract:**

The importance of the research lies in building the measure of organizational behavior of the directors of the sports and school activity departments and a study from the point of view of sports activity teachers, but the leading scorer is to identify the organizational behavior of the directors of sports and school activity departments in Baghdad province.

### **1- Introducing research**

#### **1.1 Introduction to and importance of the research:**

Human beings are one of the most important elements of production in different organizations, no matter how material supplies are available to organizations, the humanitarian factor and the human resources available remain one of the most decisive factors in achieving the efficiency and effectiveness of the target organizational performance, and man is the only element that cannot be controlled but can only be monitored and directed, due to its behavior and the different nature of the behavioral patterns of individuals or groups in accordance with the requirements of organizational action and the variables that control the images of their performance in order to achieve their objectives, as It cannot be said that the behavioural patterns of individuals take a homogeneous aspect or within and outside the organization, and from this point of view many thinkers and researchers have devoted their attention to examining the organizational behaviour of individuals and groups, aiming to achieve a high degree of harmony between the organizational objectives to be achieved and the behaviour of the individuals working therein, as the creation of harmony and cooperation between individuals on the one hand and the objectives to be achieved on the other would give the organization a great deal of stability and continuity of meaningful performance in The framework for achieving the desired goals.

Organizational behavior also helps the manager understand and retain the employee and what affects the productive process, and organizational behavior contributes to the recruitment process by assisting managers in the process of assessing the skills of persons applying for the job, thus providing human resources with highly qualified employees within the company, and organizational behavior theory provides guidance to organizations, to help them create a positive internal culture, improve employee performance and increase job satisfaction, and promote creativity and innovation within the organization.

## 1.2 Search problem

In order to keep up with the development in society and raise the level of performance among employees and subordinate administrators in the proper and good planning of programs based on scientific foundations we need an explanation of the behavior of the people we work with, and the research may be prolonged and the suffering we face in trying to understand others but in understanding ourselves, we need to know the reasons leading to behavior, but also the reason for continuing or shifting this behavior, and if we move to the field of business and the organizations in which we work, Presidents, colleagues and subordinates are increasingly needed to understand each other because this understanding has a significant impact on economic outcomes of action, so the subject (human behavior in organizations), organizational behaviour or management behaviour has become one of the main scientific materials in management plans and approaches in all universities, colleges, institutes and sports activity departments, as it has become clear that organizations cannot achieve their objectives efficiently and effectively without a clear and deep understanding of the behaviour of organization workers who play the role. Decisive in this field, and through the experience of the researcher being one of the two artists and a teacher of sports education noted the weakness of management among some directors of the departments of sports and school activity, which prompted the researcher to prepare the study of access to the simplest solutions to enhance the viables in organizational behavior and its relationship to integration and administrative differentiation from the point of view of technical supervisors in Baghdadprovince.

## 1.3 Search objectives

1. Identify the organizational behavior of the directors of sports and school activity departments in Baghdadprovince.
2. Learn about the integration and administrative differentiation of the directors of the sports and school activity departments in Baghdadprovince.
3. To identify the relationship of organizational behavior to integration and administrative differentiation among the directors of sports and school activity departments fromthe point of view of technical supervisors in Baghdadprovince.

#### 1.4 Search hypotheses

1. There are statistically significant differences in organizational behavior among the directors of sports and school activity departments in Baghdad province.
2. There are different levels of organizational behavior among the directors of sports and school activity departments in accordance with integration and administrative differentiation.
3. There are differences in the moral correlation in organizational behavior of the members of the research sample with integration and administrative differentiation from the point of view of technical supervisors in Baghdad province.

#### 1.5 Areas of research

1.5.1 Human field: A sample of technical supervisors in sports activity departments and teachers in Baghdad province.

1-5-2 Temporal Field: For duration (20/1/2020 to 20/4/2021)

1-5-3 Spatial Area: Sports and School Activity Sections in Baghdad Province

Research methodology and field procedures:

Research methodology:

The curriculum represents the set of rules and procedures followed by the researcher to reach the required results, the method is a method, organization or general plan based on a set of foundations, rules and lines from which to achieve the objectives of research or scientific work<sup>0</sup> and therefore the researcher used the descriptive method of the survey method because it is most suitable for the nature of the<sup>1</sup> problem and achieving the objectives of research as descriptive research is often aimed at providing data describing the research community and its characteristics and therefore the data collected through this research Descriptive would provide the researcher with the required vision of the members of the community in question as well as a deeper knowledge of the characteristics of individuals and the nature of the relationship between them<sup>0</sup> and the researcher used the analytical descriptive approach that tries to describe the organizational behavior of the directors of the<sup>2</sup> sports and school activity departments and its relationship to integration and administrative differentiation from the point of view of technical supervisors in Baghdad province, compares, interprets and makes hopes of reaching meaningful generalizations that increase the balance of knowledge from the subject of the study.

#### 2.2 The research community and its sample

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(<sup>1</sup>) Mohamed Aweys, Scientific research in social service (study and diagnosis in practice research) I3, Cairo: Arab Renaissance House, 2003, p. 151.

(<sup>2</sup>) Naji Maala, Marketing research I2 Jordan: Wael Publishing and Distribution House, 2006, p. 44

"The selection of the sample is one of the important and essential steps for collecting information and data and the researcher often resorts to identifying a society as society is all the vocabulary of the phenomenon that the researcher studies and also concerns all individuals, persons or objects who are the subject of the research<sup>3</sup>problem." Society is: "the whole group of people, or events or things."<sup>4</sup>

1- Research community: The research group of technical supervisors in the sports and school activity departments in Baghdad province (169) was identified and selected divided into my area (Karkh and Rasafa).

2- The research sample: - The research sample was selected from the original research community of the 150 technical supervisors in the sports and school activity departments and were selected in a random manner in Baghdad province, and distributed to the directorates of education of Baghdad province in the 6 districts of Al-Karkh and Al-Rasafa. Building the measure of organizational behavior and the measure of differentiation and administrative integration, but the sample of the reconnaissance experiment numbered (10) distributors (7) from the Directorate of Education of The First Karkh and (2) the Directorate of Education of The Second Karkh, and (1) from the Directorate of Education of The Second Resafa, and (9) individuals were excluded from the main experience.

Table(1)

Shows the distribution and sample of the research community

	Directorate	Sample						
		society	Construction	Percentage	Reconnaissance	Percentage	Excluded sample	Percentage
1-	First Karkh	37	30	17.75	7	4.14	-	-
2-	Second Karkh	22	20	11.83	2	1.18	-	-
3-	Third Karkh	20	20	11.83	-	-	-	-
4-	First Resafa	23	23	13.61	-	-	-	-
5-	Al , Rusafa II	19	15	8.86	1	.59	3	1.76
6-	Al , Rusafa III	48	42	24.85	-	-	6	3.55

### 2.3.2 Devices and tools used in research

<sup>(3)</sup>Amer Ibrahim Qandilji; Scientific Research Methodology, II (Oman, Al Yazuri Scientific Publishing House, 2012) p. 148

<sup>(4)</sup>Fayez Juma al-Najjar (et al.); Scientific research methods, applied perspective, (Amman, Al-Hamid Publishing and Distribution House, 2009) p. 104

- Regulatory Conduct Measure Questionnaire Form.
- Management differentiation and integration scale form.
- The results dump form.
- A questionnaire to survey the opinions of experts and specialists on the appropriateness of the organizational behavior measure and the measure of differentiation and administrative integration of the research sample
- Computer (iCor 7).
- Joffe items.

Fieldsearch procedures:

#### 2.4.1 Reconnaissance experiment:

The researcher conducted his reconnaissance experiments for the measure (organizational behavior) and the measure (differentiation and administrative integration) on a group of technical supervisors working in the sports and school activity departments in Baghdad (10) and the aim of the reconnaissance experiment is to know the validity of the scale and fit the research sample linguistically and the time it takes to answer it.

#### 2.4.2 Measures for the implementation of the scale:

##### 2.4.2.1 The purpose of building the scale:

The first step to building a particular scale is to determine the purpose of the scale and to define clearly what use is intended for this measure? The purpose of the current research is to build the measure of organizational behavior and the measure of integration and administrative differentiation of sports and school activity managers in Baghdad province, and to use it by the directorates of education throughout Iraq and specialists and researchers as one of the indicators of measuring organizational behavior, integration and administrative differentiation of sports activity managers and teachers in educational institutions in Iraq.

##### 2.4.2.2 Identifying the phenomenon to be measured:

The phenomenon to be measured should be determined and its concept and limits should be clear, and the concept that the researcher intends to measure is organizational behavior, integration and administrative differentiation in educational institutions in Baghdad and Iraq.

##### 3.4.2.3 Identifying scale areas:

The independent variable was determined by organizational behavior and its areas after reviewing scientific sources and references and meeting with specialists, as described in table2.

- The first area: managing individuals.
- The second area: the technology used.
- The third area: elements of the external environment.
- The fourth area: the organizational structure.

- Area 5: Working groups.
- Area 6: Leadership.
- Area 7: Communication.

Table(2)

Shows the opinions of approved and unapproved experts and the calculated and scheduled values (K2) and the type of indication of scale areas

N	domains	Number of experts	Approvers	They don't agree.	K2 calculated value	K2 scheduling value	Level of significance
1	Administrative leadership.	13	13	0	13	3.84	function
2	Organizational structure	13	11	2	6.24		function
3	Communication and technology used	13	13	0	13		function
4	Regulatory environment	13	12	1	9.30		function
5	Labour group trends	13	11	2	6.24		function
6	Trends	13	10	3	3.77		Non-function
7	Motivational	13	9	4	1.92		Non-function
8	Incentives	13	10	3	3.77		Non-function

The value of (K2) scheduling(3.84)at the degree of freedom (1) and the error rate(0.05)

As for the dependent variable, which is the measure (differentiation and administrative integration) the researcher will adopt a measure (Raed Ibrahim Hassan, 2019) <sup>05</sup>and the measure consists of (39) words divided into seven factors are (skills, administrative style of the governing body, excellence of leadership, strategic excellence, organizational excellence, excellence of

<sup>5</sup>(Raed Ibrahim Hassan; building and codifying the measure of differentiation and administrative integration of the Directorate of Sports and School Activity from the point of view of the trainers of the education teams for Baghdad province: (Master's thesis, Diyala University - Faculty of Physical Education and Sports Sciences, 2019)

organizational culture, obstacles to integration and differentiation), and each phrase has five alternatives: (strongly agreed, agreed, somewhat agreed, not strongly agreed) and all phrases were one-way across the grades (5, 5, 4, 3, 2, 1) by Thurston Method.

2.4.2.4 The relative importance of areas:

The researcher distributed a questionnaire form to the competent gentlemen to obtain the percentage of areas of the scale and through table (4) showing the percentages and areas that received the highest percentage of agreement by the expert gentlemen of the scale, and the researcher directed a questionnaire to the experts in the disciplines of management, organization and sports management, testing and measurement, to determine the areas of the scale and the researcher relied on the "Kay box" in terms of the validity of the fields.

Table(3)

Shows the degree achieved, the relative importance and the percentage of the relative importance of the nominated scale areas

N	domains	The degree to which the field has obtained	The relative importance of the field	Percentage For relative importance	Number of ferries	Number of ferries after rounding	Significance
1-	Administrative leadership.	58	89.23	21.80	12.64	13	Fit
2-	Organizational structure	58	89.23	21.80	12.64	13	Fit
3-	Communication and technology used	52	80	19.55	11.33	11	Fit
4-	Regulatory environment	50	76.92	18.80	10.90	11	Fit
5-	Labour group trends	48	73.85	18.05	10.46	10	Fit
Total		266	409.23	100%		58	

2.4.2.5 The relative importance of paragraphs:

After the areas of the scale and the development of general definitions of Aa have been identified and adopted in the collection and preparation of paragraphs of each of these areas as they are consistent with the definition of the field and taking into account the characteristics of the society to which the measure will be applied, the researcher:

First: Review the literature and theoretical frameworks of the measure of organizational behavior on sources, references, studies, measures and previous questionnaires in sports education that have something to do with or similar to the current research.

Second: The researcher distributed an open exploratory questionnaire consisting of a exploratory question to a group of sports activity managers and teachers in baghdad education directorates from within the research sample, as the questionnaire contained one survey and asked the teaching to answer these questions.

In the light of these answers and the use of theoretical studies on the subject, as well as the opinions of experts, the researcher formulated the paragraphs of the scale.

The following was taken into account:<sup>06</sup>

1. Drafting paragraphs in a clear and simple manner.
2. The paragraph should be a single and interpretable idea.
3. Do not use paragraphs that are likely to be answered by everyone or not so as not to offer the opportunity to compare in front of the researcher.
4. To be in the speaker's form.
5. Avoid using words like (all, always, often).
6. Avoid exile.
7. The paragraphs should be appropriate for the level of respondents.
8. The phrase measures one area of study.<sup>07</sup>

First: Internal consistency:

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<sup>(6)</sup> Aziz Samara; Measurement and evaluation in education(Jordan, Amman, Dar al-Fikr, 1989) p. 81.

<sup>(7)</sup> Aziz Samara; et.al.



Table(4)

Shows the link of the phrase to the overall scale of human behavior

Link ferries to the overall score							
Phrases	Pearson Laboratories	Error rate	Significance	Phrases	Pearson Laboratories	Error rate	Significance
1.	.271**	0.000	function	21	.277**	0.004	function
2.	.212**	0.000	function	22	.201*	0.000	function
3.	.178*	.029	function	23	.284**	0.000	function
4.	.273**	0.000	function	24	.246**	0.002	function
5.	.199*	.015	function	25	.252**	0.001	function
6.	.307**	0.000	function	26	.376**	0.010	function
7.	.173*	.034	function	27	.435**	0.004	function
8.	.430**	0.000	function	28	.309**	0.006	function
9.	.395**	0.000	function	29	.255**	0.012	function
10.	.356**	0.000	function	30	.293**	0.002	function
11.	.162*	.048	function	31	.367**	0.001	function
12.	.371**	0.000	function	32	.264**	0.000	function
13.	.252**	0.000	function	33	.286**	0.009	function
14.	.342**	0.000	function	34	.177*	.030	function
15.	.368**	0.000	function	35	.238**	0.000	function
16.	.191*	.019	function	36	.197*	.016	function
17.	.374**	0.000	function	37	.287**	0.000	function
18.	.300**	0.000	function				
19.	.322**	0.000	function				
20.	.340**	0.000	function				

Second: internal consistency

Table(5)

Shows the link of the phrase to the overall scale of differentiation and integration

Link ferries to the overall score							
Phrases	Pearson Laboratories	Error rate	Significance	Phrases	Pearson Laboratories	Error rate	Significance
1.	.354**	0.000	function	16	.429**	0.004	function
2.	.246**	0.002	function	17	.489**	0.000	function
3.	.306**	0.000	function	18	.437**	0.000	function
4.	.441**	0.000	function	19	.498**	0.002	function
5.	.493**	0.012	.493**	20	.371**	0.001	function
6.	.259**	0.000	function	21	.471**	0.010	function
7.	.376**	0.000	function	22	.450**	0.004	function
8.	.304**	0.000	function	23	.458**	0.006	function
9.	.418**	0.000	function	24	.493**	0.012	function
10.	.468**	0.000	function	25	.288**	0.002	function
11.	.463**	0.000	function	26	.372**	0.001	function
12.	.483**	0.000	function	27	.301**	0.000	function
13.	.388**	0.000	function	28	.309**	0.009	function
14.	.364**	0.000	function	29	.468**	0.000	function
15.	.467**	0.000	function				

Third: Working honesty:

Working honesty is an important indicator in determining the sincerity of construction, which can be achieved using working analysis,<sup>8</sup> a statistical method aimed at analysing a range of correlation coefficients to a smaller number of factors, and through which the factors responsible for the conduct can be identified, rather than their multiplicity and complexity become relatively limited, because the working analysis aims to simplify scientifically and to find a set of codarts and features that are less in number and more comprehensive in nature than tests in order to reach pure tests.<sup>9</sup>

1- Paragraphs nominated for analysis

Based on the above procedures, (37) paragraphs of the human behavior scale described in table 9 were nominated in five areas to the working analysis after confirmation of their safety, using the Statistical Bag of Social Sciences (SPSS).

Table(6)  
Shows scale areas with the number of nominated paragraphs

N	domains	Number of paragraphs in each area
1	Administrative Command	8
2	Organizational structure	8
3	Communication and technology used	7
4	Regulatory environment	8
5	Labour group trends	6
Total		37 paragraphs

2- Stability of al-Maqiasin:-

Test stability is an important sequometer characteristic of psychological measurements because it indicates the consistency of the scale vertebrae in measuring what they are supposed to measure with an acceptable degree of accuracy.<sup>10</sup>

In order to verify the stability of the psychological endurance measure, the researcher used the Vcronbach coefficient.

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(8)Safwat Faraj; Psychological measurement I2: (Cairo, Anglo-Egyptian Library, 2007) p. 269.

(<sup>9</sup>) Ali Mahdi Kazim; Building a codified measure of the concept of self among middle school students An unpublished master's letter, faculty of education, university Baghdad 1990) p. 106-107.

(10) Ahmed Suleiman and others; Measurement and evaluation in the teaching process (Jordan, Dar al-Amal, 1993) p. 235.

#### 2-4-2-6-3 AlphaCronebach plants: -

The Vakronbach method is one of the most commonly used stability measures because it depends on the measurement of the coefficient of the association of paragraphs with each other and with the overall scale degree and is called internal homogeneity, which indicates the strength of the associations between the paragraphs in the test<sup>110</sup>, and this method depends on the stability of the performance of the individual for all paragraphs of the scale<sup>120</sup>.

To calculate stability in this way for the measure of the strength of human behavior, the researcher relied on the sample of the construction of the statistically viable scale of (150) supervisors, and when calculating the value of the stability factor turned out to be (0.92) the value of the stability factor of the scale of differentiation and integration was(0.94), which are excellent values in sports education research and high stability factors and reliable and can be adopted.

#### 3.4.3 Field application of the two scales:

After achieving the scientific foundations of the two measures and their suit suitability for the problem and the sample of research, the measure of organizational behavior and the measure of integration and administrative differentiation were applied to the 150 research sample members of the technical supervisors in the sports and school activity departments in the directorates of education Baghdad governorate, where the researcher distributed these two measures to the research sample for the period from - // 2021 and this was done with the help of the auxiliary team and before applying the sample to the two measures were explained these measures to the sample and provided them with instructions on how to answer the paragraphs of the two scales.

#### 2.5 Statistical means

The researcher used the statistical bag(SPSS)to process data and extract results.

#### Presentation, analysis and discussion of the results:

##### 3.1 Present the results of the calculation circles and the standard deviations of the internal paragraphs in the working analysis:

The working analysis aims to determine the efficiency of the scale paragraphs in their ability to measure what was developed in the research sample and to determine the efficiency of the areas of the scale, the most poor or representative, and the working analysis ends up in the pure matrix and the saturations of each of the measures used in the analysis by the factors extracted, so 37 paragraphs were introduced for working analysis.

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(<sup>11</sup>) Kamel Abboud Hussein; Building and codifying the psychological alienation measure of some individual and team athletes Doctoral thesis, University of Baghdad, Faculty of Sports Education, 2008, p. 150.

(<sup>12</sup>) Robert Thorndyke and Elizabeth Hegen; Measurement and evaluation in educational psychology , Translate Abdullah al-Kilani, Abdul Rahman Adass :(Man, Jordanian Book Center, 1989) p. 79.

Table (7)

Shows the values of the computational circles and the standard deviations of the paragraphs included in the working analysis

Statistical description							
N	Paragraphs	Arithmetic medium	Standard deviation	to	Paragraphs	Arithmetic medium	Standard deviation
1	Paragraph 1	4.087	.759	21	Paragraph 21	3.307	1.123
2	Paragraph 2	4.013	.714	22	Paragraph 22	3.480	1.008
3	Paragraph 3	3.513	1.134	23	Paragraph 23	3.340	1.122
4	Paragraph 4	4.093	.708	24	Paragraph 24	3.207	1.143
5	Paragraph 5	3.913	.819	25	Paragraph 25	3.380	1.103
6	Paragraph 6	3.807	.872	26	Paragraph 26	3.600	1.129
7	Paragraph 7	4.113	.681	27	Paragraph 27	3.580	1.070
8	Paragraph 8	4.027	.750	28	Paragraph 28	3.587	1.063
9	Paragraph 9	3.807	.880	29	Paragraph 29	3.347	1.062
10	Paragraph 10	3.447	1.102	30	Paragraph 30	3.307	1.141
11	Paragraph 11	3.200	.983	31	Paragraph 31	3.207	1.172
12	Paragraph 12	2.887	1.121	32	Paragraph 32	3.347	.976
13	Paragraph 13	3.293	1.196	33	Paragraph 33	3.273	1.123
14	Paragraph 14	3.280	1.232	34	Paragraph 34	3.753	1.099

15	Paragrap h 15	3.127	1.107	35	Paragraph 35	3.393	1.098
16	Paragrap h 16	3.587	1.011	36	Paragraph 36	3.160	1.069
17	Paragrap h 17	3.540	1.145	37	Paragraph 37	3.260	1.089
18	Paragrap h 18	3.400	1.074				
19	Paragrap h 19	3.347	1.135				
20	Paragrap h 20	3.367	1.172				

### 3.2 Presentation of the results of the working analysis:

#### 3.2.1 Preliminary factors before recycling:

The purpose of the working analysis is to interpret the correlations seen between variables in the light of the lowest possible number of factors, and factors are a method of collective description,<sup>0</sup> and the interpretation of factors deals with the nature of the continuity of factors and the extent to which they are<sup>13</sup> independent or linked and that each method of working analysis takes a certain position of reference factors, so the rotation of factors to specific locations facilitates the interpretation and comparison of these factors in the analytical methods of the same data. <sup>014</sup>

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(<sup>13</sup>) Marwan Abdul Majid Ibrahim; Designing and building fitness tests and using working analysis methods, i1: (Oman, Al-Warraq Publishing and Distribution Foundation, 2001) p. 35.

(<sup>14</sup>) Wadih Yassin Mohammed and Hassan Mohammed Abdul; Statistical applications and computer uses in sports education research: (Mosul, Dar al-Kutb, 1999) p. 286.

Table(8)

Shows the matrix of factors before rotation of behavior scale paragraphs as well as interpreted variance values, underlying roots, contrast ratio and cumulative ratio

Phrases	Component														Common contrast
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	.421	-.249	.125		.118	-.166	-.114			-.202	-.173	-.155		.441	.612
2	.345			-.307	-.130	-.201	.278	-.158		-.331	.212		-.360		.673
3	.135				-.256		.451	-.170			.345	.127	.410		.654
4	.375	-.113			.146	.492		-.202	-.137	-.253	-.240	-.153	.161	-.165	.680
5	.324	-.186	.118	-.366		-.156	-.228	.339	-.164	.295	-.108			.155	.644
6	.378		.312	.284	-.170		.210	-.100	-.196	.136		-.380	.161	-.165	.621
7	.329	-.319	.174		-.235				-.106	.359	.153	-.349		-.222	.644
8	.554	.554				-.337			-.191		-.266	.505			.563
9	.493	.493		.130	-.193	.195	-.181		-.151		-.209	.248	-.112	-.352	.647
10	.273	.398			.382		.278	.171	-.289	-.249			-.113		.653
11			.145		.330	.219	.123	.400	.107		.134		.424		.590
12	.274	.272	.408		-.131	-.110		-.111		-.142	-.219	.501	.111		.697
13	.199	.185		-.158	-.255	.110	-.498	-.193	-.210			.102	.341	-.176	.669
14	.211	.406	-.248		.125	.160	-.101		-.184	-.167		-.140			.421
15	.196	.426		.219	-.232	.271	-.185	.407	.134		.260	-.166			.719
16	.160		-.198	.518	.288	-.202		-.177		.165	-.142				.545
17	.421	-.123		.467		.273	.183		-.131	.272		.118	-.125	-.112	.666

18	.417	-.206		.374	-.245	-.309	-.184					.163		-.222	.652
19	.413	-.149	-.393	.257		-.132	-.228	.259	.205	-.197					.658
20	.437	-.182	-.351		.196	.138		.121	.234		.143	-.176	-.134		.550
21	.123	.399		.286		.147	.199	-.346	.328			-.154	.140	.304	.697
22		.440		.281	.148	.118	-.167	-.337	.147	.143			-.277		.588
23		.505		.142	-.298			.143		-.113	.186	.342	-.197		.608
24	.177	.108			.394	-.431		-.306	.275	.244			-.101		.644
25	.115	.354	.203	.117		-.251	.173	.375	-.172		-.295	-.223	.203		.646
26	.479	.479		-.433	-.124			.209	.208			-.322	.157	-.122	.674
27	.520		-.159	-.138			.124	-.175	.216	.366		.146		.186	.614
28	.437	*0.1 95		-.341		.361	-.176		.133		-.157		-.115	.266	.657
29	.182	.163	.431		.283	-.230	-.503	-.171							.680
30	.264		.353		.339			.116	.259		-.294			-.397	.662
31	.283	.348	-.225	-.344	.247	-.117	-.112		.285		.278		.193		.664
32	.292		-.131			.274			-.415	.159	.181	.172	.211	.124	.517
33	.125	.455	.349	-.146		.229			-.159				-.255	.215	.581
34	.190	-.268	.403		.140	.209	.145	.154	.161		.260	.378	-.195		.666
35	.142	.245	.416		-.402	-.160		.142	.479			-.166			.729
36		.598	-.138	-.135	-.155					.289	-.119			-.221	.596
37	.105	.522	-.255	-.298			.190	-.140		.265	-.308				.673
In-kind value	3.485	2.859	1.971	1.748	1.712	1.497	1.443	1.406	1.361	1.288	1.260	1.214	1.156	1.055	



Contrast ratio	9.419	7.728	5.327	4.723	4.628	4.045	3.900	3.800	3.679	3.481	3.406	3.280	3.124	2.851	
Cumulative ratio	9.419	17.147	22.474	27.197	31.825	35.870	39.770	43.570	47.249	50.730	54.135	57.415	60.539	63.390	

### 3.2.2 Preliminary factors after rotation:

The researcher used the perpendicular rotation in the style of farimax (for Kaiser) because most researchers tend to use it, as it is the best method leading to solutions that meet the characteristics of simple composition that meant getting rid of negative saturations as much as possible and increasing the number of value close to zero. <sup>015</sup>

After the rotation of factors, the researcher identified the explainable factors based on the saturation of the vertebrae and factors, as a minimum saturation (0.30) was used to accept the vertebrae, before the factors in which three or more paragraphs were saturated and their saturations (0.30) or more were accepted as "the researcher chooses a test in which the saturation has increased or is equal to (0.30) and the factor whose saturation was three more after rotation is accepted. <sup>016</sup>

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<sup>(15)</sup> Salah Wahab Shaker, building a measure of the level of administrative and technical performance of first-class and excellent clubs in Iraq: (Master's Thesis, University of Baghdad, Faculty of Sports Education, 2004) p. 71.

<sup>(16)</sup> Wadiah Yassin and Mohammed Hassan al-Obaidi; source mentioned above: p. 355.

Table (9)

Shows the matrix of factors for post-rotation behavior scale paragraphs

Phrases	Component														Common contrast
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	.182	.533	-.158	-.327	.129			.303		-.168		.104			.612
2		.114				.159		.102	-.101	.102		.744		.177	.673
3					.147									.777	.654
4		.251	-.137		.254	.228	.179	.171		.131	.225		-.485	-.125	.680
5		.460			.162		-.591						.171		.644
6				-.104	.709		.127	.215						.149	.621
7					.670	.111	-.291	-.187	-.189						.644
8	.358	.219	.168		.200	.135			.199	-.107		.444	-.193		.563
9					.185	.652		.184		.165		.309			.647
10			.187		-.106	.156		.620		.207	.244	.180	.193		.653
11				-.106		.126		.288	-.129	.248		-.571		.232	.590
12		.118						.172	.740	.232				.120	.697
13			.185			.417	-.133	-.228	.380	-.325	.253		-.194		.669
14			.348	.147		.249	.118	.263	-.109	-.149	.275			-.130	.421
15	.121		.772		.113				-.151		-.120	-.126	-.130		.719
16	.414		-.168		.120		.332				.168	-.104	.355	-.210	.545
17					.670	.111	-.291	-.187	-.189						.666
18	.728				.189		-.109		.186						.652
19	.674	.194	.167	-.183	-.102	.140			-.239						.658
20	.328	.291				.133			-.528	.172					.550
21		.143		.127			.771	.105		-.102	-.110			.141	.697
22	-.141		.253	.120			.527	-.185					.225	-.313	.588

23		-.109	.636	.126	-.165	-.102			.295			.158			.608
24						.153		.152			.163		.749		.644
25				.147	.144			.699	.150	-.111	-.201	-.141			.646
26	.448	.333		.427		-.145	-.161	.183	-.122		.154	.195			.674
27	.232	.481		.291	.139	.113		-.185		.117			.181	.345	.614
28		.740						-.128		.171			-.178		.657
29		.202		-.170		.436			.330		-.233	-.121	.337	-.326	.680
30			-.216	.152		.279		.175	.106	.575	-.143	-.151	-.149	-.233	.662
31		.154	.143	.279	-.270	.624			-.138				.142	.164	.664
32		.189	.249		.199				.127		.522	-.141		.226	.517
33	-.448	.238	.449		.131			.164	.153					-.156	.581
34				-.292						.725				.117	.666
35			.249		.196				.199		-.732		-.147	.102	.729
36	-.117	-.205	.224	.658						-.142					.596
37		.110		.772	-.102		.127								.673
In-kind value	2.093	1.965	1.900	1.831	1.781	1.684	1.665	1.614	1.579	1.547	1.531	1.465	1.428	1.371	
Contrast ratio	5.658	5.310	5.134	4.949	4.813	4.552	4.500	4.364	4.269	4.182	4.138	3.959	3.859	3.704	
Cumulative ratio	5.658	10.968	16.103	21.051	25.864	30.416	34.916	39.280	43.548	47.731	51.869	55.827	59.686	63.390	

### 3.3 Final scale:

After the completion of statistical treatments and after the application of the basic conditions for accepting and interpreting factors, the researcher reached seven factors representing the components of the measure of organizational behavior of the managers of sports and school activity of the directorates of education in Baghdad and Iraq, which included a paragraph and as described in table (10) and was the final version of the scale.

It is clear from the results of the working analysis of this study that the concept of organizational behavior of managers of sports and school activity is multi-domain, and this has been verified by worker honesty and using working analysis, which is a sophisticated and complex form of honesty

N	Paragraphs	Worker sequence	
.١	The manager can find several proposed solutions to one problem at a time.	Second	The first axis is administrative leadership.
.٢	The manager can choose the working methods that make the actions of the employees in the department economic	twelfth	Administrative
.٣	The administration takes into account the social and economic benefits	seventh	Administrative
.٤	The administration is aware of the problems it faces in terms of its size, dimensions and effects	fifth	Administrative
.٥	The administration monitors gaps and shortcomings in the performance of others	fifth	Administrative
.٦	The administration is always working to achieve new goals	twelfth	Administrative
.٧	The Department is working to allocate enough needs to meet the costs of research and development in the department	sixth	Administrative
.٨	The director of the sports and school activity department is nervous because some people in the organizational structure of the department do not have the necessary administrative experience which may disturb the workflow	twelfth	Organizational structure
.٩	The organizational structure in the sports and school activity department is not clear and accurate	sixth	Organizational structure
.١٠	The administrative system is weak and does not address problems.	third	house of worship
.١١	The administrative system is characterized by complexity and inflexibility	third	house of worship
.١٢	The organizational structure is suitable for business needs and helps to speed up the completion and quality of work	First	house of worship
.١٣	There is a keenness of the department of sports and school activity to work in the team spirit	fifth	house of worship
.١٤	The technology used in the sports and school activity department has increased the performance of its employees	First	Contact
.١٥	The means of communication and technology used are consistent with business requirements	First	Contact

.١٦	Personal conflicts in the department prevent the harmony of its employees	seventh	connection
.١٧	Poor effective communication between management and department staff	seventh	connection
.١٨	My relationships have been reduced because of the many administrative burdens.	third	connection
.١٩	Everyone in the sports and school activity department has the opportunity to express their opinion	First	Environment
.٢٠	Department management provides other sports and physical equipment needed to improve the working environment	Second	Environment
.٢١	The department has a modern orientation in terms of planning and development of administrative processes in order to achieve the objectives of the department	Second	Environment
.٢٢	The material and human resources required to complete the work in the department are not available	sixth	Environment
.٢٣	Poor balance between the work environment and the aspirations of managing the department	sixth	Environment
.٢٤	Some working people are absent from work to escape.	third	trends

3.4 Present the results of the correlation between the areas of the human behavior scale and the degrees of the scale of differentiation and integration and between the overall grades of the two scales, the error rate and the level of indication:

Table (11)

Results of the correlation between the areas of the human behavior scale and the degrees of the scale of differentiation and integration and between the total and total grades of the two scales

Variables	Sample	T value	Error rate	Significance
First field	37	-.041	.811	Uneconsced
Domain 2	37	.155	.359	Uneconsced
Third field	37	-.087	.608	Uneconsced
Fourth field	37	-.159	.348	Uneconsced
Area 5	37	.057	.737	Uneconsced
Sixth field	37	-.112	.511	Uneconsced
Domain 7	37	-.209	.214	Uneconsced
Measure of total human behavior	37	-.041	.811	Uneconsced

Conclusions and recommendations:

#### 4.1 Conclusions:

Within the limits of the research objectives and in the light of statistical treatments of data obtained through the remote tests of the four research groups, the results of which were presented and discussed, the imposition of the research was achieved through the following conclusions:

1. The researcher reached the construction of the measure of organizational behavior, integration and administrative differentiation of the managers of sports and school activity of the directorates of education in Iraq.

2. Based on the results of the working analysis, (7) factors have been drawn for the measures of organizational behavior, integration and administrative differentiation among the members of the research sample:

A. The first factor:

B. The second factor:

The third factor:

The fourth factor:

A. Factor 5:

H. Factor 6:

The seventh factor:

3. The researcher came up with a paragraph that included the main components of the measure of organizational behavior and a paragraph for the measure of integration and administrative differentiation.

#### 4.2 Recommendations

The researcher developed the following recommendations and proposals based on his conclusions, which must be taken into account:

1. This measure is a scientific means of measuring the level of organizational behavior of sports and school activity managers in the directorates of education in Baghdad and Iraq.

2. The current measure can be used by bodies and institutions to identify the difficulties and problems they face in carrying out their work and the possibility of overcoming them because of the multiple areas it contains.

3. The possibility of using the current measure of researchers, specialists, master's and doctoral students in their research and study, as well as in conducting similar studies to measure organizational behavior, integration and administrative differentiation.

4. Use the current research to examine the relationship between organizational behavior, integration, administrative differentiation and a number of other variables in management and psychology.