



A STUDY ON THE REALITY OF ORGANIZATIONAL AGILITY LEVEL OF SPECIALIZED SUPERVISORS AND ITS RELATIONSHIP TO THE OPERATIONAL PROFICIENCY OF PHYSICAL EDUCATION TEACHERS IN MAYSAN GOVERNORATE

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ABSTRACT

Background. The research problem emerged from the existence of a discrepancy between the continuity and speed of field variables and challenges faced by physical education teachers, and the slow administrative response in finding solutions to some real problems by specialized supervisors in the General Directorate of Education in Maysan. This situation casts its shadow on the work of physical education teachers in Maysan schools and affects their operational competence in utilizing available resources and exploring solutions to address the problems and challenges that hinder their work and impede the achievement of physical education lesson objectives. **Objectives.** This study aims to highlight the reality of organizational agility among physical education supervisors in the Maysan Governorate Center and its relation to the operational competence of physical education teachers. This is done by designing and applying two tools to measure these two phenomena, assessing their levels from the teachers' perspective, and then determining the relationship between them. **Method.** The researcher used the descriptive method with a correlational approach due to its suitability for the nature of the study problem and its appropriateness for achieving its objectives, on a study sample of physical education teachers from schools in the center of Maysan Governorate, totaling (184) teachers, selected randomly by the researcher from a total population of (350) teachers, representing (51.4%) of it. The sample was divided into three main groups: (14) teachers for the exploratory sample, (100) teachers for building the two scales, and (70) teachers for applying them. After building and applying the Organizational Agility Scale, which included (24) items distributed across three dimensions, and the Operational Proficiency Scale with (20) items distributed across two dimensions, and analyzing their results statistically, extracting their validity, reliability, and relevance, and then discussing them, the researcher was able to achieve the study's objectives and draw the research conclusions. **Results.** Among the most important conclusions were: the supervisors of the specialty enjoyed a high level of organizational agility; physical education teachers had a good level of operational proficiency; and the higher the level of organizational agility of the supervisors, the higher the level of operational proficiency of the physical education teachers. **Conclusion.** The researcher also recommended making efforts by senior administrations and school administrations to provide a school environment that



encourages teachers to experiment and innovate in practical lessons, and to work on providing all the necessary resources and communication channels to improve and enhance communication between supervisors and teachers, and to circulate the results of this study to all general directorates of education in the governorates to benefit from its results.

Keywords; reality of organizational, agility level, specialized supervisors, operational proficiency, physical education

A. INTRODUCTION

It is evident to any intelligent and perceptive person that educational institutions, in all their forms, classifications, and stages, are the cornerstone of any society that seeks progress and development. The responsibility of these institutions is to create generations that are both intellectually and physically aware and mature. Any flaw or deficiency in the work and development of these institutions is reflected in the awareness, understanding, success, and development of societies and countries, especially in countries plagued by political crises, wars, and economic weakness. Such circumstances have a direct and negative impact on the awareness and intellectual and physical development of their children.

In our beloved country, Iraq, the educational institution faces various ongoing administrative, financial, and educational challenges, calling for a change in the pattern of administrative work and the adoption of new administrative concepts beyond the rigid traditional educational system, which has cast a shadow over the development of a conscious, aware, and physically and mentally sound generation to the extent aspired to by every educator. It aims to be achieved by every person responsible for the educational and instructional process.

Sports administration is one of the important educational and instructional components, which, in modern management science, has become not just about issuing orders and merely following up on their implementation, but a dynamic administrative process, continuous supervision and monitoring that requires responses and quick solutions in the face of changes, challenges, and surrounding problems, which is known in modern management science as organizational agility.

The role of the educational sports supervisor in the directorates of education in Iraq represents an important and vital link between administrative and educational decision-makers and the school environment. Possessing successful personal abilities and enjoying modern supervision methods and techniques, including organizational agility, enables this supervisor to be competent in his work and capable of sensing and solving problems and challenges within his scope of responsibility before they occur. It also gives him the ability to deal flexibly and agilely with emergencies in a way that does not disrupt the progress of physical education lessons or school sports activities, by adapting available resources and simplifying administrative procedures to serve the process of achieving the objectives of the physical education lesson and creating a successful and motivating work environment that encourages continuity and creativity.

This organizational agility in the work of the physical education supervisor is clearly reflected in the educational performance and fieldwork of the physical education teacher, enhancing his skill and professionalism in carrying out his educational and practical duties. The proficiency of the physical education teacher here represents the pinnacle of professional performance, increasing his efficiency in implementing the prescribed physical education curriculum with accuracy and high competence, and enabling him to discover and innovate new training and educational solutions, thereby overcoming the limitations of resources and deficiencies in school sports equipment, tools, and facilities. A skilled teacher is one who does not surrender to reality but utilizes and adapts it to serve his students in the

physical education class, and this can only be achieved through supervisory oversight characterized by flexibility and agility.

Hence, the importance of this study lies in highlighting the significance of organizational agility for physical education supervisors in the General Directorate of Education in Maysan and its relationship with the operational proficiency of physical education teachers in the schools of Maysan Governorate. This is an attempt by the researcher to develop and support the educational and supervisory process in a way that contributes to raising the level of school sports in Maysan Governorate and advancing its educational and sports reality, through the researcher's provision of scientific measurement tools that help diagnose the reality of educational supervision and understand its impact on the practical proficiency of teachers.

Through reviewing the workflow of sports supervision, the researcher noticed a discrepancy between the continuity and speed of variables and field challenges faced by physical education teachers, and the slow administrative response in finding solutions to some practical problems by the decision-making bodies in the General Directorate of Education in Maysan. This situation leaves the physical education teacher alone in facing technical and administrative emergencies, which require quick and immediate solutions and treatments, reflecting in reality as an obstacle and a real challenge for the physical education teacher in achieving his educational goals and creativity in the teaching process.

This led the researcher to think that this discrepancy is due to the weakness of the specialized supervision role and its lack of sufficient agility in presenting solutions and treatments to the physical education teacher, which support his work and improve his field proficiency. Thus, this study came as an attempt by the researcher to answer the following question. Does the organizational agility of supervisors have a relationship with improving the operational proficiency of physical education teachers in Maysan Governorate?

Research Objectives

1. To develop a measure of organizational agility for subject supervisors in Maysan education from the perspective of physical education teachers.
2. To develop a measure of operational proficiency for physical education teachers in Maysan from their own perspective.
3. To identify the level of organizational agility among physical education supervisors in the General Directorate of Maysan Education.
4. To identify the level of operational proficiency among physical education teachers in Maysan.
5. To identify the level of the relationship between supervisors' organizational agility and the operational proficiency of physical education teachers.

B. METHOD

The researcher used the descriptive method in a correlational relationships approach, in a manner consistent with the nature of the problem and the achievement of the study's objectives. It is one of the recognized methods in psychological and administrative research of the paper-and-pencil type. Ali Abdul Hussein Al-Obaidi sees that the descriptive method

is one of the important methods in educational, social, and sports fields, concerned with collecting precise scientific descriptions of the studied phenomena, describing and explaining the current situation, as well as identifying common practices and understanding the opinions, beliefs, and attitudes of individuals and groups, and their ways of growth and development. It also aims to study the relationships existing between different phenomena (Al-Obaidi, 2015, 76).

Research Population and Sample

The researcher selected the study population from the physical education teachers in the center of Maysan Governorate (Amarah District), due to the fact that the governorate center constitutes the largest concentration of physical education teaching staff and includes the largest number of large middle and high schools in the city, with a total of (350) teachers representing the entire research population, according to the official records of the Sports and School Activity Department in the Maysan Directorate of Education. Using Steven's formula to extract samples from the population, the researcher selected a study sample of (184) teachers, representing (51.4%) of the original research population, which is a large proportion for a sample representing a main study population. The researcher then distributed the study sample into three main samples in a manner that aligns with achieving the research objectives, The researcher identified (14) teachers representing the survey sample, (100) teachers as a sample for constructing the two scales, and (70) teachers as a sample for applying them, as shown in Table (1).

Table 1. Shows the study population and its sample according to the educational stage

Sequence	Stage of study	Society	Sample	Exploratory	Construction	Application	Percentage
1	Intermediate	140	74	6	40	28	%40
2	Preparatory	110	57	4	31	22	%31
3	Secondary	100	53	4	29	20	%29
Total sum		350	184	14	100	70	%100

Means, Devices, and Tools Used

The researcher needs to collect various data to complete his research by selecting the appropriate tools that help him gather data, whether they are secondary or primary. It is noted that there are many data collection tools from which the researcher can choose what suits the methodology of his study. The researcher used the following means, tools, and devices: 1) Observation. 2) Personal interview. 3) Questionnaire. 4) Arabic and foreign sources and references. 5) World Wide Web (Internet). 6) Stopwatch. 7) Computer (HP).

Identifying the Research Problem and Idea

The research idea arose from the researcher's field observation, and through some interviews conducted with some physical education teachers in Maysan. The research problem was identified by the researcher, based on which the idea of developing a tool to

measure the level of organizational agility of physical education supervisors and another tool to measure the level of operational proficiency of physical education teachers in Maysan, from the perspective of the teachers, was formulated.

Determining the Validity of the Dimensions and Items of the Organizational

Agility and Operational Proficiency Scales, After the researcher identified the problem and the idea of the study, he proceeded to find two suitable tools through which he could assess the level of organizational agility of the specialized supervisors and the level of operational proficiency of physical education teachers. After reviewing the literature related to the subject of the study, the researcher arrived at three dimensions of the organizational agility scale: (Najm Abboud Najm, 2020, 75).

1. Sensory Agility: The supervisor's ability to detect variables and problems facing physical education teachers early before they escalate.
2. Decision-Making Agility: The supervisor's speed in handling field issues and making flexible decisions that overcome routine administrative complexities.
3. Executive Agility: The ability to redirect available resources and quickly adjust supervisory plans to suit the urgent needs of schools.

The researcher identified two dimensions of operational proficiency: (Mouayed Al-Saadi, 2019, 118)

1. Exploitation Dimension: This refers to the efficiency of the physical education teacher in utilizing tools, sports fields, and the current curriculum, and in developing them in the best possible way.
2. Exploration Dimension: This refers to the teacher's ability to search for innovative teaching methods, invent small games, and develop alternatives for missing sports equipment.

Thus, the choice of the two scales' dimensions was based on the literature related to the study topic, allowing the researcher to subsequently formulate suitable statements for each of these dimensions. The researcher chose to include 24 statements for the dimensions of organizational agility, with 8 statements for each of the three dimensions, and 20 statements for the operational proficiency dimensions, with 10 statements for each of the two dimensions. In order to achieve their validity, the researcher prepared a survey form to validate the statements and presented it to a group of sports management experts consisting of 12 experts to obtain a consensus rate. Answers with a rate exceeding 75% were accepted according to Bloom's opinion, meaning approval by 9 experts out of 12. After collecting and statistically analyzing the responses, all items of the two scales were accepted, as shown in Table (2) and Table (3).

Table 2. Shows the experts' agreement on the phrases of the organizational agility scale for supervisors

Sensory agility	Suitability	Not suitable	Agreement rate	Decision-making	Suitability	Not suitable	Agreement rate	Executive agility	Suitability	Not suitable	Agreement rate

g agility											
1	12	0	100%	9	11	1	91.7%	17	10	2	83.3%
2	9	3	75%	10	10	2	83.3%	18	11	1	91.7%
3	12	0	100%	11	11	1	91.7%	19	10	2	83.3%
4	10	2	83.3%	12	11	1	91.7%	20	12	0	100%
5	9	3	75%	13	9	3	75%	21	10	2	83.3%
6	12	0	100%	14	12	0	100%	22	12	0	100%
7	10	2	83.3%	15	10	2	83.3%	23	12	0	100%
8	10	2	83.3%	16	10	2	83.3%	24	9	3	75%

Table 3. Shows the experts' agreement on the phrases of the operational excellence scale

Exploitation	Suitable	Not suitable	Agreement rate	Exploration	Suitable	Not suitable	Agreement rate
1	10	2	83.3%	11	12	0	100%
2	10	2	83.3%	12	9	3	75%
3	12	0	100%	13	10	2	83.3%
4	10	2	83.3%	14	11	1	91.7%
5	9	3	75%	15	9	3	75%
6	12	0	100%	16	9	3	75%
7	10	2	83.3%	17	10	2	83.3%
8	11	1	91.7%	18	12	0	100%
9	9	3	75%	19	10	2	83.3%
10	9	3	75%	20	12	0	100%

Scoring Scale for the Two Measures

The researchers adopted the five-point (Likert) scale due to its suitability with the response requirements that the researcher aims to obtain from the study sample, as shown in Table (3). The weight scale received 100% agreement from the esteemed experts. Consequently, the organizational agility scale consists of 24 items distributed across 3 separate domains, with a total scale score ranging from 24 to 120. As for the operational proficiency scale, it contains 20 items distributed across 2 separate dimensions, with a total scale score ranging from 20 to 100.

Table 4. Shows the alternatives and response weights for the study's two measures.

Direction of the scale items	Strongly agree	Agree	Neutral	Disagree	Strongly disagreed
Weights	1	2	3	4	5

The Exploratory Experiment

After the two scales were completed in their initial forms and became ready to be presented to the construction sample, the researcher first conducted a trial of the two scales on an exploratory sample of (14) teachers from various schools on (11-11-2024) to determine the sufficient time to answer the questions of the two scales, which was set at an average of (22 minutes). This was done to identify any obstacles that might occur when applying the scales to the construction sample, to determine the answering time, and to assess the efficiency of the assisting team.

Applying the Two Scales to the Construction Sample

After completing the procedures for constructing the scales with their dimensions and items, the researcher applied them to the construction sample, which consisted of (100) teachers from different schools, as shown in Table (1). The researcher randomly selected them as a sample for constructing the Organizational Agility and Operational Competence scales, for the period from (16-11-2024 to 27-12-2024). After obtaining their responses, the answers of the construction sample were extracted into special forms prepared for this purpose in order to statistically process its data.

Validation of the two scales (Statistical Analysis)

After the researcher obtained responses from a group of experts in sports management regarding the validity of the items of the Organizational Agility Scale for supervisory specialists and the Operational Proficiency Scale for physical education teachers, and taking 75% of agreement in their opinions according to Bloom, the researcher was able to obtain the face validity and logical validity of the scale items (content validity). As (Sami Muhammad Malham, 2020, p. 164) defines content validity: it is the extent to which a test or scale represents a specific domain of behavior or content, and it is verified by logically analyzing the scale's items and presenting them to a group of experts and specialists to judge the suitability of each item for the domain for which it was created. Then, the researcher proceeded to statistically analyze the items of the two scales, as the statistical analysis of scale items, as noted by (Ikhlas & Mustafa, 2015, p. 201), is an essential step indispensable in the construction of psychological and educational tests and scales. It aims to reveal the efficiency of each item statistically and its ability to differentiate between individuals, in addition to ensuring the consistency of the items with the entire scale. Thus, the researcher verifies the (construct validity) of the two scales using the following two methods:

1. First: Discriminative Ability (extreme groups)

Layla Al-Sayed Farahat sees that the purpose of performing statistical analysis on the scale items is to retain good items and delete weak ones. Discriminative ability is one of

the most important indicators of this, and it refers to the ability of an item to differentiate between individuals who obtain high total scores (the upper group) and individuals who obtain low total scores (the lower group) on the measured trait, to ensure the homogeneity of the scale and its diagnostic strength (Layla Al-Sayed Farahat, 2007, p. 121). Based on this, the researcher applied both scales to the construction sample (statistical analysis) consisting of (100) teachers. Using the extreme groups method, the results of the scale questionnaires were ranked in descending order, then the top and bottom (27%) of each group were extracted, amounting to (27) teachers in each group. Their results were processed using the independent samples t-test for each scale separately, and all items of the two scales were found to be discriminative, with no items deleted, as shown in Table (5) and Table (6).

Table 5. The mean, standard deviations, and the computed (t) value for the upper and lower groups for the items of the organizational agility scale

Paragraph	Lower group		Upper group		Calculated T-value	True significance	Type of difference
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1	1.78	0.69	4.42	0.71	6.214	0.000	Significant
2	2.02	0.81	4.61	0.64	7.103	0.000	Significant
3	1.86	0.74	4.29	0.58	6.845	0.000	Significant
4	2.11	0.88	4.54	0.72	7.214	0.000	Significant
5	1.93	0.77	4.38	0.69	6.337	0.000	Significant
6	1.65	0.62	4.48	0.55	8.412	0.000	Significant
7	1.80	0.75	4.12	0.60	7.556	0.000	Significant
8	1.72	0.68	4.05	0.67	6.904	0.000	Significant
9	1.98	0.84	4.31	0.75	6.115	0.000	Significant
10	1.58	0.59	4.22	0.63	8.020	0.000	Significant
11	1.89	0.72	4.35	0.68	6.093	0.000	Significant
12	2.05	0.80	4.59	0.61	6.812	0.000	Significant
13	1.74	0.65	4.46	0.70	7.221	0.000	Significant
14	1.83	0.79	4.18	0.54	6.447	0.000	Significant
15	1.91	0.82	4.09	0.66	6.235	0.000	Significant
16	1.69	0.60	4.32	0.57	6.774	0.000	Significant
17	2.08	0.85	4.63	0.73	6.551	0.000	Significant
18	1.76	0.71	4.25	0.64	6.912	0.000	Significant
19	1.84	0.78	4.40	0.69	7.108	0.000	Significant
20	1.95	0.83	4.15	0.62	6.843	0.000	Significant
21	1.62	0.58	4.28	0.51	6.321	0.000	Significant

22	1.87	0.74	4.49	0.66	6.674	0.000	Significant
23	2.01	0.81	4.36	0.68	6.488	0.000	Significant
24	1.79	0.70	4.52	0.65	7.350	0.000	Significant

At a degree of freedom $52 = 27 + 27 - 2$, and a significance level of 0.05, the tabular (t) value > 2.00

Table 6. The arithmetic mean, standard deviations, and the calculated (t) value for the upper and lower groups for the items of the operational proficiency scale

Paragraph	Lower group		Upper group		Calculated T-value	True significance	Type of difference
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1	1.85	0.72	4.30	0.65	13.882	0.000	Significant
2	2.10	0.85	4.58	0.70	12.874	0.000	Significant
3	1.94	0.79	4.15	0.61	13.441	0.000	Significant
4	1.76	0.68	4.41	0.77	11.085	0.000	Significant
5	2.03	0.91	4.29	0.82	12.192	0.000	Significant
6	1.68	0.74	4.52	0.64	17.743	0.000	Significant
7	1.82	0.80	4.08	0.69	12.791	0.000	Significant
8	1.97	0.88	4.36	0.73	12.704	0.000	Significant
9	1.71	0.71	4.22	0.60	10.740	0.000	Significant
10	2.15	0.93	4.64	0.66	15.892	0.000	Significant
11	1.89	0.76	4.18	0.71	12.915	0.000	Significant
12	1.65	0.65	4.33	0.75	13.064	0.000	Significant
13	2.08	0.84	4.49	0.68	14.773	0.000	Significant
14	1.79	0.73	4.25	0.62	13.912	0.000	Significant
15	1.91	0.81	4.02	0.74	10.681	0.000	Significant
16	1.84	0.77	4.46	0.67	16.514	0.000	Significant
17	1.73	0.69	4.12	0.59	11.835	0.000	Significant
18	2.01	0.89	4.55	0.72	13.562	0.000	Significant
19	1.87	0.78	4.20	0.65	12.784	0.000	Significant
20	1.69	0.72	4.38	0.70	11.026	0.000	Significant

At degrees of freedom $52 = 27 + 27 - 2$, and a significance level of 0.05, the tabulated (t) value is > 2.00 .

2. Secondly: Internal Consistency

The internal consistency coefficient is used to determine the homogeneity of the items in measuring the behavioral phenomenon, and the researcher used this method to distinguish it as follows: (Ikhlas and Mustafa, 2002, p. 390)

- a. It provides us with a homogeneous scale in its items so that each item measures the same behavioral dimension that the scale as a whole measures.
- b. The discriminative power of the item is similar to the discriminative power of the scale.
- c. The ability to highlight the correlation between the scale items.

The value of this indicator was extracted using the Pearson correlation coefficient between the score of each item and the total score of the scale through the Statistical Package for the Social Sciences (SPSS), and Table (7) shows the correlation coefficients of the items with the total scores of the two scales, and all of them were significant and meaningful. The value of this indicator was extracted using the Pearson correlation coefficient between the score of each item and the total score of the scale through the Statistical Package for the Social Sciences (SPSS). Table (7) shows the results of the correlation coefficients of the items with the total score of the two scales, and all of them were significant and meaningful.

Table 7. Internal consistency coefficient for the items of the Organizational Agility and Operational Excellence scales

Paragrap h	Organizational Agility			Paragrap h	Operational Excellence		
	Correlatio n coefficient	Significanc e level sig	Significanc e		Correlatio n coefficient	Significanc e level sig	Significanc e
1	0.74	0.009	Significant	1	0.51	0.002	Significant
2	0.55	0.002	Significant	2	0.58	0.006	Significant
3	0.48	0.001	Significant	3	0.68	0.004	Significant
4	0.64	0.009	Significant	4	0.5	0.003	Significant
5	0.73	0.01	Significant	5	0.66	0.004	Significant
6	0.66	0.007	Significant	6	0.83	0.008	Significant
7	0.51	0.003	Significant	7	0.59	0.001	Significant
8	0.53	0.001	Significant	8	0.74	0.009	Significant
9	0.62	0.006	Significant	9	0.72	0.005	Significant
10	0.81	0.004	Significant	10	0.73	0.01	Significant
11	0.53	0.003	Significant	11	0.75	0.01	Significant
12	0.68	0.005	Significant	12	0.49	0.007	Significant
13	0.83	0.009	Significant	13	0.81	0.003	Significant
14	0.75	0.004	Significant	14	0.55	0.001	Significant
15	0.71	0.005	Significant	15	0.59	0.004	Significant
16	0.70	0.004	Significant	16	0.64	0.006	Significant
17	0.66	0.01	Significant	17	0.5	0.002	Significant
18	0.80	0.001	Significant	18	0.55	0.009	Significant
19	0.47	0.004	Significant	19	0.68	0.005	Significant
20	0.70	0.009	Significant	20	0.82	0.000	Significant
21	0.53	0.002	Significant				

22	0.68	0.003	Significant
23	0.46	0.009	Significant
24	0.64	0.005	Significant

The results of Table (7) show that the items of the Organizational Agility and Operational Proficiency scales, prepared by the researcher, are consistent with the total score of the scale, as they achieved a significant correlation at a significance level of (50.0) and none of them had correlations less than (0.20). Wahib Majid indicates that 'the criterion of (Stanley and Hopkins) for accepting the consistency of an item is determined if the correlation coefficient between the item and the total scale score is significant and higher than (0.20)' (Wahib Majid Al-Kubaisi, 2010, p. 47). After this procedure, the researcher confirmed the content validity (apparent and logical) and construct validity (discriminant validity and internal consistency) of the Organizational Agility scale for supervisors and the Operational Proficiency scale for teachers, and thereafter proceeded to the reliability and objectivity procedures of the two scales.

Reliability of the scales

The researcher aimed to extract the reliability of the two scales between the item score and the total scale score using Cronbach's alpha method, employing the data from the construction sample. The alpha coefficient for the Organizational Agility Scale reached (0.91), which is a high value indicating that all items of the scale enjoy a high degree of consistency, with a significance value (0.000) less than the significance level (0.05), and a explained variance of (0.83). Similarly, the alpha coefficient for the Operational Proficiency Scale reached (0.88), which is also a high value indicating that all items of the scale enjoy a high degree of consistency, with a significance value (0.000) less than the significance level (0.05), indicating that the scale's reliability coefficient is statistically significant, and an explained variance of (0.79), which is a good value reflecting the ability of the items to explain the variance in the scale and its suitability for application. As shown in Table (8).

Table 8. Shows the results of the reliability coefficient of the study's scales.

Sequence	The two measures	Cronbach's alpha coefficient	score (Sig)	interpreted variance	observations
1	Organizational Agility	0.91	0.000	0.83	High and Acceptable
2	Operational Excellence	0.88	0.000	0.79	High and Acceptable

Objectivity of the Two Scales

After the researcher presented the items of the two scales and their alternatives to a group of expert evaluators, the data were extracted into forms prepared for this purpose. It became clear that all the items of the two scales were clear, and that the alternatives were arranged in a multiple-choice format, not allowing answers to more than one alternative, and there were no items with open-ended answers. This means that the evaluators did not differ

in grading them according to the weights used to extract their scores following the Likert method. Accordingly, they are considered objective items that do not rely on essay-style explanations in their answers.

Application of the Two Study Scales

The two scales were applied in their final form to male and female physical education teachers in the center of Maysan city, with (70) teachers representing the main application sample for this study. The application period extended from 2/1/2025 to 29/11/2025 in their school buildings. Respondents were assured that the information and data were for scientific research purposes only and would be treated with complete confidentiality.

Then the researcher proceeded to collect the responses of the two scales and enter them into special forms in preparation for processing them statistically for the purpose of identifying the overall level of the two scales and the level of each domain or dimension of them, and to find the correlation relationship between the results of the two scales. After this final procedure, the researcher would have obtained the first and second objectives of the study, which are the construction and application of the Organizational Agility Scale and the Operational Competence Scale, and then proceed to achieve the remaining objectives.

Statistical Tools

The researcher processed the study results automatically using the Statistical Package for the Social Sciences (SPSS), taking into account the scientific method in analyzing the results to achieve the research objectives.

C. RESULTS AND DISCUSSION

After the researcher achieved the first and second objectives of the study, which are constructing the organizational agility and operational excellence scales, and since the second and third objectives of the study are to identify the level of both scales, it became necessary for the researcher to set a benchmark or criterion to measure the level of the dimensions of both scales. Given that the researcher had previously relied on the five-point Likert scale in measuring the responses of the study sample, the assessment levels of the dimensions of the scales were determined according to the comparison of their arithmetic mean with the hypothetical mean of the scale as a criterion for judging the level, as shown in Table (9) and Table (10).

Table 9. Shows the statistical indicators and the level of the dimensions of the organizational agility scale and their ranking according to the opinions of the application sample.

Dimensions of Organizational Agility	paragraph	Total score for the domain	Assumed mean	Arithmetic mean	Standard deviation	Skewness coefficient	Difference between the two means	Arrangement
Sensing Agility	8	40	24	33.40	3.20	-0.45	9.40	1

Decision-Making Agility	8	40	24	30.15	4.60	-0.22	6.15	2
Execution Agility.	8	40	24	26.80	5.40	0.15	2.80	3

First: Discussion of the Dimension of Perceptual Agility

Through the results of Table (9) and by referencing the study criterion adopted by the researcher, it appears that the level of perceptual agility of physical education supervisors in Maysan Education ranked first among the three dimensions of organizational agility, with an average score of (33.40), which is higher than the hypothetical mean of (24) by a difference of (9.40). This indicates that physical education supervisors possess a high perceptual sense toward emerging challenges and difficulties, and they have the good ability to provide technical and qualitative consultations to physical education teachers before field problems arise. The researcher also observes from the superiority of the results in this dimension that specialized supervisors in Maysan Education do not limit themselves to the traditional supervisory oversight role; rather, they work with flexibility and agility as advisors who perceive the needs and problems of teachers and provide advice and solutions to prevent them.

The researcher believes that the high level of the perceptual agility dimension in the responses of the teacher application sample is due to the contribution of the accumulated experience of physical education supervisors, and their concern to follow up and provide advice on all new solutions to the problems they face in physical education lessons, which makes the supervisors a fundamental pillar in the educational process. The researcher also notes from the results of Table (9) that the standard deviation for the advisory agility dimension was low, at (3.20), which reflects the agreement of the teacher application sample on the significant role that supervisors play as advisors in solving crises and difficulties, and their role in preparing a suitable school environment capable of accommodating sudden challenges in sports activities specifically, and in the educational process generally.

This result from the responses of the study sample aligns with what Wasam Al-Fatlawi stated, that agility in the consultative aspect represents the mental ability of the supervisor to diagnose strengths and weaknesses in school sports performance, and it is the primary driver for any development in the educational system (Wasam Salah Al-Fatlawi, 2017, p. 58).

Second: Discussion of Decision-Making Agility

It appears from the results of the study sample responses in Table (9) that the level of decision-making agility came in second place, with a mean score of (30.15), higher than the hypothetical mean by a difference of (6.15). This result reflects the ability of the sports supervisors in Maysan Directorate to decisively make administrative and technical decisions related to school championships and scouting camps, as well as in distributing teaching staff to schools quickly, accurately, and agilely, thereby ensuring that their supervisory efforts and the efforts of physical education teachers are not wasted. This enhances the flexibility and agility of decision-making in response to variables that may arise in the schedule, or the problems and obstacles that confront the sports activities program in Maysan schools.

The researcher believes that the attainment of decision-making agility at this level within the dimensions of organizational agility is due to the fact that supervisors possess the necessary authorities that allow them to make swift field decisions, even if these decisions sometimes conflict with certain central administrative problems. The researcher also believes that if the physical education teacher finds a quick and firm decision from his supervisor to solve his urgent problems, such as issues related to the provision of equipment and tools, playgrounds, or adjusting school competition schedules, then the teacher's ability to carry out his educational and teaching duties increases. This explains the satisfaction with the level of supervisors in the responses of the study sample and is confirmed by (Sarih Abdul Kareem): the speed of decision-making in the educational sports environment is what distinguishes between rigid administration and agile administration, as sports situations require immediate resolution and do not tolerate delay (Sarih Abdul Kareem, 2019, p. 104).

Third: Discussion of the executive agility dimension

The sample responses placed the level of this dimension in third and last place among the dimensions of organizational agility, as shown in Table (9), with an arithmetic mean of (26.80). Although the arithmetic mean value of the executive agility dimension is higher than its hypothetical mean, which is (24), agility in execution represents the greatest challenge for physical education supervisors in Maysan. The researcher attributes this to the presence of some material and non-material obstacles that hinder the speed of implementing plans, programs, and sports activities in schools. Despite the presence of strong consultation and quick decision-making by sports supervisors, the implementation of these decisions is slow due to some obstacles and problems, including the lack of sports equipment, the unpreparedness of school yards, or time constraints within schools.

The researcher also observes, through his analysis of the sample responses shown in Table (9), that the relatively high standard deviation of executive agility, amounting to (5.40), results from the variance and differences in the supervisors' opinions and their decisions regarding the ability to implement it. A supervisor who oversees schools with all the necessary facilities to conduct a good physical education lesson finds it easy and agile to implement his decisions and directives, whereas his colleague supervising schools lacking in such facilities faces great difficulty in executing decisions, despite the agility in making them and doing so in a timely manner when problems and obstacles arise. This disparity necessitates that school administrations, and prior to them Maysan General Directorate of Education, take into account improving and enhancing the service aspects in school buildings so that supervisors can transform their agile plans and decisions into tangible practical reality across all the city's schools with the same efficiency and level of excellence.

The researcher's opinion aligns with what (Qasim Lafta Al-Khaqani) indicated, that executive agility is the true face of supervisory work success, and without it, consultations and decisions remain mere ink on paper, which requires high flexibility in reallocating human and material resources (Qasim Lafta Al-Khaqani, 2021, p. 122).

Table 10. Shows the statistical indicators and the level of dimensions of the operational proficiency scale and their ranking according to the opinions of the application sample

Dimensions of operational excellence	paragraph	Total score for the domain	Assumed mean	Arithmetic mean	Standard deviation	Skewness coefficient	Difference between the two means	Arrangement
Exploitation	10	50	30	39.60	4.20	-0.32	9.60	1
Exploration	10	50	30	34.85	5.10	0.14	4.85	2

First: Discussion after exploitation

Through the results of Table (10), it appears to the researcher that the level of the exploitation dimension ranked first and at a high level, as its arithmetic mean reached (39.60), which is much higher than the hypothetical mean. This indicates that sports supervisors in the Educational Supervision Department of the General Directorate of Education in Maysan enjoy a high ability to utilize their educational and supervisory experiences in monitoring the work of physical education teachers in Maysan schools and work diligently to improve their professional performance.

The researcher attributes this high level of the exploitation dimension in the responses of the applied sample to the nature of the specialized physical education supervisor’s work, as it heavily relies on accumulated experience in monitoring practical lessons, correcting technical errors in the teacher’s work, and providing advice and direct guidance to teachers within school yards and playgrounds. This is confirmed by (Mohammed Al-Zubaie), stating that effective educational supervision heavily depends on leveraging field experience to improve instructional performance (Mohammed Hassan Al-Zubaie, 2014, p. 77).

The researcher sees the reason for the increase in the level of this dimension also in the fact that physical education teachers themselves work diligently to apply new and successful teaching methods, such as organizing the lesson, moderating its time management, and using the available suitable sports tools. This gives the specialized supervisor the freedom to focus on and enhance these aspects and invest them in favor of achieving the objectives rather than changing them, which is exactly what (Ali Al-Rubaie) believes—that the nature of practical lessons in physical education encourages the repetition of successful models to ensure the students’ safety and achieve the lesson objectives (Al-Rubaie, 2018, p. 121). From another perspective, the researcher believes that the reason for the high level of the exploitation dimension in the application sample’s responses, despite the fact that the school environment in Maysan schools does not always provide large opportunities for experimentation and change, is due to the supervisors’ care and high sporting experience, which drives them to focus on utilizing the available resources and attempting to make the most of them. This aligns with what (Saad Al-Tamimi) said regarding the importance of employing limited capabilities to improve educational performance (Saad Abdullah Al-Tamimi, 2019, p. 66).

By looking at the results of the sample responses in Table (10), it is clearly shown that the level of the exploration dimension ranked second after the exploitation dimension but

still at a good and high level, with a mean score of (34.85). The researcher infers from this high level that there are serious intentions among the specialized supervisors to seek new methods in supervision and apply them to physical education lessons. However, it still falls short of ambition and is lower than the exploitation level. The researcher attributes this level to the fact that physical education supervisors are trying seriously, skillfully, and flexibly to introduce modern methods such as diversifying sports activities, using new teaching methods, or resorting to introducing small educational and pedagogical games. However, these attempts remain limited due to the nature of the educational process conditions in Maysan, which was confirmed by (Ahmed Jabbar), noting that innovation in physical education requires a supportive environment and suitable capabilities (Ahmed Jabbar Hussein, 2017, p. 94).

The researcher also believes that the scarcity of specialized training courses and workshops for supervisors and physical education teachers is an important factor in reducing their ability to explore, as continuous and ongoing professional training is a fundamental condition for generating new and successful ideas. This is also supported by (Hussein Ali), who states that weak continuous training reduces opportunities for innovation in the educational process (Hussein Ali Abdul Amir, 2020, p. 52). Although some supervisors prefer traditional, guaranteed supervisory methods over innovation and experimentation, out of fear of failure during implementation or affecting the course of the lesson—especially given the specificity of practical physical education lessons, which require high and strict control over students—nevertheless, the results of this study confirm the existence of an acceptable level of exploration, which is considered a true and positive indicator of supervisors’ awareness of the importance of development and renewal. This awareness can be further enhanced through greater administrative and training support. (Fadel Karim) sees that the nature of practical lessons reduces the tendency to take risks in using new methods (Fadel Karim Al-Kaabi, 2016, p. 138).

Table 11. Shows the correlation coefficient between supervisors' organizational agility and teachers' operational excellence

Research Variables	Arithmetic mean	Standard deviation	Hypothetical mean	Correlation coefficient (R)	Tabulated value	Significance level
Organizational Agility	93.40	10.25	72	0.68	0.235	Moral
Operational Excellence	74.90	9.60	60			

At a degree of freedom of $70-2=68$ and a significance level of 0.05, $0.68 > 0.235$, significant.

The results of Table (11) show the researcher a significant correlation between organizational agility of specialty supervisors and operational proficiency of physical education teachers in Maysan, where the correlation coefficient value reached (0.68), which is higher than the tabular value (0.235). This clearly indicates that the supervisor's ability to quickly adapt to work requirements and conditions positively and directly reflects on the performance of physical education teachers.

The researcher attributes this positive correlation to the fact that a supervisor who possesses a good level of organizational agility is more capable and mature in dealing with challenges, problems, and changing circumstances within the school, such as the lack of financial and human resources available, differences in students' educational and athletic levels, or changes in the timetable. This capability enables the supervisor to guide teachers towards optimal use of the available resources (exploitation), while at the same time encouraging them to try new methods (exploration). Accordingly, organizational agility helps the supervisor make flexible and quick decisions, such as adjusting the lesson plan or changing an activity to suit the circumstances of time and place, which will support the performance of the physical education teacher and improve their operational proficiency. Mahmoud Al-Saadi pointed out that flexibility in educational supervision contributes to improving educational performance (Mahmoud Kareem Al-Saadi, 2015, p. 109).

From another perspective of the researcher, an organizationally agile supervisor is more communicative with teachers, provides them with advice and guidance, and consistently makes appropriate flexible and quick decisions, which improves the performance of physical education teachers and helps them develop their skills and operational proficiency in exploitation and exploration alike. This view of the researcher aligns with (Qasim Al-Janabi), who considers that continuous interaction between the supervisor and the teacher is a fundamental factor in improving performance (Qasim Muhammad Al-Janabi, 2018, p. 73).

With this result, the researcher has achieved the fifth objective of his study, which is to find the relationship between its two variables, and to highlight that this result confirms that developing organizational agility among supervisors should be a priority for the higher administrations in the Educational Supervision Department in Maysan Education, due to its direct impact on the quality and proficiency of teaching physical education in city schools. The success of the educational and teaching process in physical education does not depend solely on the teacher, but is greatly influenced by the supervisor's competence and ability to manage the educational situation with flexibility and agility

D. CONCLUSION AND RECOMMENDATIONS

Specialized supervisors possess a level of organizational agility that clearly helps them follow up on their supervisory and oversight performance. Physical education teachers have a high level of operational proficiency in managing practical lessons under different conditions. There is a good level of inquiry among physical education teachers, though it needs to be reinforced. Supervisors rely more on field experience in supervision, with a need for training and development. Weak executive agility does not necessarily indicate a deficiency in the supervisor's experience, but they may encounter unsuitable working conditions. The higher the level of organizational agility among supervisors, the higher the operational proficiency of physical education teachers. Recommendations: Organize continuous training courses, workshops, and seminars for subject supervisors on modern supervision methods. Attempt to provide advice and encouragement to physical education teachers and urge them to use non-traditional teaching methods. Make every possible effort by senior management and school administrations to provide a school environment that

encourages teachers to experiment and innovate in practical lessons. Work on providing all necessary resources and communication channels to improve and enhance communication between supervisors and teachers. Senior and intermediate administrations in the Maysan Education Directorate should adopt continuous professional development programs in physical education.

E. ACKNOWLEDGMENT

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F. AUTHOR CONTRIBUTION STATEMENT

All authors are responsible for the completed manuscript.

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Appendix (1)
Subject: Opinion of Physical Education Teachers

Greetings....

The researcher intends to build the scales of his study (A study on the reality of the level of organizational agility of specialized supervisors and its relationship with the operational proficiency of physical education teachers in Maysan Governorate). Since you are among the physical education teachers concerned with the study sample, I am pleased to have your opinion on the items of the Organizational Agility scale for supervisors and the Operational Proficiency scale for teachers by placing a mark (√) in front of the choice you consider appropriate, provided that all questions are answered, noting that the questionnaire is for scientific research purposes only and is subject to complete confidentiality.

Thank you very much for your cooperation and appreciation.

Specialization:
Place of work:

Researcher

Organizational Agility Scale for the Specialty Supervisor					
Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The supervisor has the ability to make quick and decisive decisions when problems occur in the sports fields.				
2	The supervisor is characterized by flexibility in adjusting the school tournament schedules to align with emergency circumstances.				
3	The supervisor responds quickly to developmental proposals presented by physical education teachers.				
4	The supervisor is keen to simplify complex administrative procedures to facilitate the organization of sports festivals.				
5	The supervisor possesses a proactive vision of organizational problems before they occur during sports gatherings.				
6	The supervisor relies on non-traditional supervisory methods that align with the lack of sports equipment in schools.				
7	The supervisor has the ability to redistribute tasks among sports committees with high flexibility.				
8	The supervisor encourages innovatively and untraditionally utilizing the available resources in the school.				
9	The supervisor is characterized by complete calm when dealing with sudden administrative pressures from the Department of Education.				

10	The supervisor places trust in the teacher's field decisions and grants them the necessary authority to succeed in the lesson.					
11	The supervisor places trust in the teacher's field decisions and grants them the necessary authority to succeed in the lesson.					
12	The supervisor always seeks to solve the problems that the teacher faces in outdoor sports fields.					
13	The supervisor welcomes teachers' opinions and suggestions with an open mind and converts them into practical decisions.					
14	The supervisor possesses a high ability to adapt to sudden changes in the schedules of sports programs.					
15	The supervisor refrains from rigidly adhering to instructions if they hinder the success of the sports activity.					
16	The supervisor has the skill to persuade school administrations to support sports activities both financially and with manpower.					
17	The supervisor is always present with the teacher at appropriate times to provide support and advice.					
18	The supervisor takes the initiative to organize small workshops to explain and clarify decisions and instructions.					
19	The supervisor has a high skill in reconciling the different opinions and viewpoints of teachers.					
20	The supervisor possesses the appropriate courage to bear the responsibility of supervisory and organizational decisions.					
21	The supervisor seeks to develop teachers' skills in managing matches using modern methods.					
22	The supervisor has the suitable personality to build positive relationships with sports institutions to support schools.					
23	The supervisor is keen to evaluate teachers' sports activities objectively, away from personal relationships.					
24	The supervisor is keen to highlight the successes of outstanding sports teachers before the education administration.					

Operational Proficiency Scale for Physical Education Teachers						
Items		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I implement the physical education lesson vocabulary with high accuracy despite the limited time available.					
2	I have the ability to manage school matches with appropriate technical and legal skill.					

3	I can utilize the limited schoolyards to carry out various sports exercises.					
4	I ensure the application of safety and security standards for students during sports activities.					
5	I possess the skill to prepare school sports teams to participate in school tournaments on time.					
6	I commit to submitting the weekly and monthly lesson plan to the supervisor on their specified dates.					
7	I can create alternative educational tools with the available resources to compensate for the lack of sports equipment.					
8	I ensure the organization and regular updating of school sports records permanently.					
9	I have the ability to guide students and manage their behavior during tournaments and school sports activities.					
10	I adhere to the curriculum and the annual plan issued by the sports and school activity department and am able to implement them.					
11	I can handle minor sports injuries on the field using the available health means.					
12	I make sure to involve as many students as possible in school sports and scouting activities.					
13	I have the authority to assign leadership roles among students to assist me in managing the lesson.					
14	I adhere to the sports uniform and ensure its availability for students					
15	I can organize sports tournaments within the school with a good level of organization.					
16	I make sure to develop my sports skills by keeping up with the latest sports regulations.					
17	I have the ability to convince parents of the importance of their children's participation in sports and scouting activities.					
18	I am distinguished by my careful attention to selecting school team members with fairness and objectivity.					
19	I take care to balance teaching theoretical subjects and practical application in physical education lessons.					
20	I work on evaluating students' sports performance fairly and objectively and assigning the appropriate grades for them.					