



A COMPARATIVE STUDY OF THE LEVEL OF ADMINISTRATIVE EMPOWERMENT OF SUPERVISORS IN THE PRIMARY AND SECONDARY STAGES, IN THE SPECIALIZATIONS OF PHYSICAL EDUCATION AND ADMINISTRATIVE SUPERVISOR IN THE SOUTHERN GOVERNORATES

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ABSTRACT

Background. Comparison between supervisors specializing in physical education and administrative supervisors in terms of administrative empowerment level. Comparison between supervisors specializing in physical education and administrative supervisors for primary and secondary levels in terms of administrative empowerment. Empowering supervisors administratively is one of reasons for success in educational and sports work in general, and administrative work in particular, due to it has a direct impact on supervisor's personality and resulting impact on supervisor's behavior and personality. **Objectives.** This study aims to building a managerial empowerment scale for sports supervisors and administrative supervisors in Southern governorates. Identifying level of administrative empowerment of sports supervisors and administrative supervisors for primary and secondary levels. **Method** The researchers used descriptive approach, survey method, and correlational studies because it is the most suitable for nature of solving problem and achieving research objectives. Population included physical education specialists and administrative supervisors for the primary and secondary levels in the southern governorates (Basra, Maysan, Dhi Qar, and Muthanna), totaling (189) individuals. **Results** Results shows administration supervisors enjoyed a greater level of administrative empowerment than supervisors specializing in physical education for the entire sample. Secondary school supervisors enjoy a greater level of administrative empowerment than primary school supervisors do. **Conclusion.** Recommendation is to relying on administrative empowerment scale for administrative supervisors and specialization in physical education to measure their level of empowerment in southern governorates (Basra – Maysan – Dhi Qar – Muthanna). Emphasizing that officials in educational process pay attention to administrative empowerment of supervisors specializing in physical education and administrative supervisors by increasing their delegation of authority and their participation in decision-making process, especially primary school supervisors.

Keywords; : administrative empowerment, supervisors, primary school, secondary school, administrative supervisor.



A. INTRODUCTION

Management is one of the most important sciences today, occupying a prominent position in countries worldwide. Its importance increases with the growing demands and needs in human activities in general, and in sports and education in particular. This expansion necessitates organization and understanding of these tasks to ensure their completion with minimal effort, maximum speed, and the highest possible efficiency (Mahmood et al., 2019; Mehling et al., 2025). Furthermore, management has become a fundamental pillar and a key process upon which all educational and sports institutions and all administrative personnel depend. To achieve its goals in various activities. Furthermore, management has become one of the most important pillars of sports institutions.

It is the foundation for the progress and development of peoples and countries in the sports and educational field, and it is the lifeblood of those institutions through the optimal and proper use of available capabilities, whether material or human, as one of the tasks of management is to use those capabilities thoughtfully and prepare individuals capable of performing administrative duties to the fullest extent, which helps and contributes to achieving the goals of the institution, whether it is sports or educational. Empowerment is one of the modern concepts that contribute to the development of individuals' work and raising their capabilities and skills to solve problems and confront situations and crises through the opportunities granted to them, and giving them powers and responsibility in making decisions, or participating in decision-making for the purpose of achieving the desired goal to strengthen and develop Individual managerial skills and supervisor effectiveness (Abouelnaga & Aboelnour, 2019; Lundeberg et al., 2018).

Administrative empowerment works to empower supervisors. It makes them responsible for administrative responsibilities by granting them authority and giving them access to Sufficient information is needed to make quick decisions regarding their work and duties. Administrative empowerment refers to granting administrative authority and decision-making powers, which contributes to activating the supervisor's administrative role and their effective contribution to the educational institution where they work (Balore et al., 2026). The powers granted to him as a supervisor are distributed in order to achieve The desired goals will contribute to his professional development and effective participation in supervision (Gabrišová et al., 2025; Zamiri & Esmaeili, 2024).

These responsibilities differ between primary and secondary supervision, and in both sports and administration specializations. Secondary supervisors are granted broader powers than primary supervisors. Hence, the importance of this research lies in a comparative study to empower administrators for supervisors of the primary and secondary stages, in the sports and administrative specialization, Does the expansion of the supervisor's responsibility give him a broader ability to provide administrative empowerment, and is there a difference in the level of empowerment between the different specializations in supervision?

Empowering supervisors administratively is one of the reasons for success in educational and sports work in general, and administrative work in particular, due to it has a direct impact on the supervisor's personality and the resulting impact on the supervisor's behavior and personality. The more the supervisor possesses cognitive capabilities, special

administrative behaviors, and creative ideas that enable him to obtain successful administrative behavior and have high abilities for self-confidence in a large and effective manner. Among these important and fundamental abilities and capabilities, which form the basis of their success, is the management process. He must manage himself efficiently and effectively so that he can manage others with high efficiency and effectiveness. Self-confidence is A means for a person to manage their day and life in order to achieve success. Hence, the research problem is manifested in answering the following questions:

Is there a way to enable administrative It is related to the level of responsibility placed on the supervisor, whether he is a primary or secondary supervisor. Does administrative empowerment have anything to do with the type of work that the supervisor does, whether it is sports supervision or administrative supervision?

Do the statistical differences between primary and secondary supervisors, whether they are physical education specialists or administrative supervisors, have an effect on their administrative empowerment?

Research Objectives

Building a managerial empowerment scale for sports supervisors and administrative supervisors in Southern governorates. Identifying the level of administrative empowerment of sports supervisors and administrative supervisors for the primary and secondary levels. Comparison between supervisors specializing in physical education and administrative supervisors in terms of administrative empowerment level. Comparison between supervisors specializing in physical education and administrative supervisors for the primary and secondary levels in terms of administrative empowerment.

There are significant differences between administrative empowerment and the level of responsibility placed on the supervisor (primary and secondary) for sports and administrative specializations in the southern governorates. Human field: Supervisors specializing in physical education and administrative supervisors. Spatial field: The place where the supervisors specializing in physical education and the administrative supervisors work in the southern governorates. Time field: From 15/9/2025 to 25/1/2026

1. Administrative empowerment : It is the process of involving employees in decision-making and delegating to them the necessary powers to achieve organizational goals, which enhances their sense of responsibility and belonging to the organization (3:123).
2. Supervision : It is the process of monitoring and implementing the policy that was previously set and translated into work programs, evaluating the completed stages of the work, identifying difficulties and trying to overcome them in the future.
3. Administrative supervision : This is the supervision that deals with administrative matters related to laws and legislation and their application, financial and material aspects, and the affairs of individuals and their needs.
4. Specialized Supervision (Technical Supervision): This type specializes in technical matters such as planning, teaching methods, training, evaluation, and any other matters classified and included under this name for a single specialty.

B. METHOD

Research Methodology

is “a method, organization, strategy, or general plan based on a set of principles, rules, and guidelines that are used to achieve the goals of research or scientific work.” (6:151). The researchers used the descriptive approach, the survey method, and correlational studies because it is the most suitable for the nature of solving the problem and achieving the research objectives.

Research population and sample

The research population included physical education specialists and administrative supervisors for the primary and secondary levels in the southern governorates (Basra, Maysan, Dhi Qar, and Muthanna), totaling (189) individuals. The research sample was divided as follows:

1. The exploratory research sample: The exploratory research sample for the research scale consisted of (10) Supervisors from Basra Governorate (5) primary supervisors and (5) secondary supervisors and they were chosen deliberately and formed (5.29%) of the total sample.
2. Construction Sample: The construction sample for the research scale consisted of (103) supervisors from the governorates of Dhi Qar and Al-Muthanna, who were selected using the method Simple random selection from the research population constituted (54.49%) of the total sample.
3. Application Sample: The application sample for the research scale consisted of (76) supervisor, who were also selected using a simple random method from The research community constituted (40.21%) of the total sample , as shown in Table (1).

Table 1 The distribution of research samples and percentage

Sample	Number	Sample from governorate	Percentage	Sample selection method
exploratory sample	10	Basra	5.29%	Intentional
Construction sample	103	Dhi Qar and Al-Muthanna	54.49%	Randomly
Sample application	76	Basra and Maysan	40.21%	Randomly
Total	189		100%	

Data Collection Methods

Arabic and foreign sources. The World Wide Web (Internet).

Equipment and tools used

One laptop (Acer). One electronic calculator for simple operation.

Research tools : Researchers need different data to complete their research, and they must choose the appropriate tools to collect data, whether secondary or primary, knowing that there are many tools for collecting information. Researchers can choose what suits them: (2:4) The interview : It is a conversation conducted by someone in a conversational style

about a topic or issue, with the aim of reaching a certain conclusion. Questionnaire: The questionnaire is the only readily available method for exposing respondents to carefully selected and arranged variables for the purpose of collecting information (1:7).

Main search procedures

Steps for building the administrative empowerment scale: In order to achieve the first research objective, which is to build a scale for administrative empowerment for subject-matter supervisors in physical education and administrative supervisors in the southern governorates, the researchers followed the steps specified in the construction process. For the sake of Obtaining a scale with sound scientific foundations, by following a series of important steps, For your information, the assessment procedures were carried out together in all their steps, and they are as follows:

Identifying areas for the research scale of administrative empowerment: To build any good and objective scale, a process of preparation and prior planning is required so that the researcher Image of defining areas, Musa Al-Nabhan emphasizes the necessity of adopting the principle of analysis into the basic elements, as each element represents a specific field or frame of reference for the scale. (7:4)

The process of building the scale requires precision in defining the key issues. It is necessary to define the areas with precision, and in order to begin the process of defining the areas for the content of the scale, the researchers defined the areas of the scale administrative empowerment. The researchers then distributed it in the form of a questionnaire to survey the opinions of sports management specialists regarding the suitability of the proposed areas for the scale as follows:

Main areas of the administrative empowerment scale

After reviewing the areas of administrative empowerment, the researchers consulted sources that addressed this topic. Since it was Six areas were identified to represent the administrative empowerment scale, which are (Delegation of authority, development Skills, Sharing information in decision-making, motivating employees, enhancing communication, teamwork, and resource provision). It was distributed in the form of an electronic questionnaire Using Google's survey model to gather opinions from sports management experts, with the aim of demonstrating The validity of the fields was then assessed, and the number of expert responses was receive (16) Reply , And it was analyzed statistically by finding the percentage , as shown in Table (2):

Table 2. It shows areas and their suitability for leadership empowerment scale.

Fields	suitable	Not suitable	Acceptance percentage	Significance Statistics
Delegation of authority	16	zero	100%	Sig.
Skills development	15	1	93.75%	Sig.
Sharing information in decision-making	16	zero	100%	Sig.
Employee motivation	15	1	93.75%	Sig.
Enhancing communication	14	2	87.5%	Sig.

work teams	12	4	75%	Sig.
Providing resources	13	3	81.25%	Sig.

Significant at the significance level $\geq (0.05)$ After analysis Answers Using the percentage calculation, where a percentage of (75%) and above was adopted for acceptance, and it was Acceptance of all fields, and there is an agreed-upon observation from some experts regarding the merging and combining of some fields. Upon returning to the sources and some previous studies, the result was as follows:

- 1- Empowering employees: This is an integration of all areas (delegating authority, developing skills, and providing the necessary resources).
- 2- Active participation: This is an integration of all areas (participation in decision-making and employee motivation).
- 3- Communication and cooperation: This is an integration of all the fields (enhancing communication and building work teams).

The result was as follows

Table 3. Shows areas that were approved before amendment fields that were selected after modification and merging

Field before modification	Field after modification	Acceptance rate	Statistical significance
Delegation of authority Skills development Providing the necessary resources	Employee empowerment	100%	Sig.
Participation in decision-making Employee motivation	Active participation	100%	Sig.
Enhancing communication Building work teams	Communication and cooperation	100%	Sig.

Collection and preparation of items for the Administrative Empowerment Scale

By using several methods to collect and prepare the paragraphs of the scale by reviewing the specialized scientific sources and previous studies in management science, a number of paragraphs were collected and after studying these paragraphs, the researchers chose (30) paragraphs for the administrative empowerment scale distributed over the three fields after amendment.

Defining the style and foundations for drafting leadership empowerment paragraphs

The scale items were represented in several main areas, i.e., the scale item (administrative empowerment) which are represented in three areas, and the researchers relied on the (Likert) method in formulating the items, as it is considered one of the common and followed methods in building standards.

Determining the validity of the research scale items (administrative empowerment of supervisors)

To determine the validity of the scale items In the research, the two researchers presented the initial version of the scale to experts. The specialists (Appendix 1) regarding the statement of the validity of the items proposed for the scale, and the data obtained from the experts' responses to the questionnaire were transcribed, as shown in Table (4).

Table 4. administrative empowerment scale

No.	Paragraph	Not suitable	Suitable	Acceptance percentage	Statistical significance
Firstly	Empowering employees (supervisors)				
1	Supervisory role gives me the authority I need to make decisions to improve the work.	1	15	93.75%	Sig.
2	Supervisory directorate trusts my ability to perform the administrative tasks assigned to me.	0	16	100%	Sig.
3	Supervisory directorate gives me the freedom to implement the administrative plans I propose, within the allocated resources.	2	14	87.5%	Sig.
4	I feel that the level of authority granted to me is commensurate with my abilities and managerial skills.	1	15	93.75%	Sig.
5	supervisory directorate grants me sufficient flexibility to act in carrying out my administrative duties.	0	16	100%	Sig.
6	I am trying to develop and improve my skills to increase my administrative knowledge.	0	16	100%	Sig.
7	I use modern tools and equipment in my administrative work.	0	16	100%	Sig.
8	I develop My managerial skills were developed through reading and learning from successful managers.	1	15	93.75%	Sig.
9	My work environment provides an opportunity to learn and acquire new skills.	2	14	87.5%	Sig.
10	I participate in development and refresher courses in my field of specialization.	2	14	87.5%	Sig.
Secondly	Active participation				
1	I make my decisions in accordance with the supervisory requirements and the objectives of the educational institution.	1	15	93.75%	Sig.
2	administrative decisions in a timely manner.	0	16	100%	Sig.

3	I rely on my individual capabilities and knowledge to make decisions regarding the completion of administrative tasks.	0	16	100%	Sig.
4	I participate with the supervisory manager in approving methods for organizing administrative work during School inspections.	0	16	100%	Sig.
5	I work on actively participating with teachers in the decision-making process.	1	15	93.75%	Sig.
6	Have sufficient information when making a decision.	2	14	87.5%	Sig.
7	I made the decision with complete objectivit.	2	14	87.5%	Sig.
8	I make decisions that do not deviate from the general framework of the educational and pedagogical approach and that are consistent with the instructions and powers granted to me.	3	13	81.25%	Sig.
9	My decisions are consistent with educational supervision regulations and sports activity	1	15	93.75%	Sig.
10	I engage the instructors in thinking In the problems they face and finding solutions.	3	13	81.25%	Sig.
Thirdly	Communication and cooperation				
1	I have the authority to participate and cooperate with scout groups in national holidays.	0	16	100%	Sig.
2	I possessed the ability to develop students' skills through their teachers and motivate them to achieve the set goals.	0	16	100%	Sig.
3	I possess the skills to communicate with instructors and persuade them of my point of view.	1	15	93.75%	Sig.
4	Sports activities play a major role in developing communication skills at work through holding training and development courses.	1	15	93.75%	Sig.
5	I strive to develop my social communication skills through interacting with others.	0	16	100%	Sig.
6	I involve students in thinking In the problems they face and finding the solutions lie in the communication skills I possesses.	1	15	93.75%	Sig.

7	I assist teachers in providing them with information to ensure the success of the lesson.	3	13	81.25%	Sig.
8	Rely on the capabilities of social communication to make decisions on issues that affect work and complete it with high efficiency.	1	15	93.75%	Sig.
9	My work as a supervisor encourages me to develop solutions and make my own decisions to address Social problems resulting from work	0	16	100%	Sig.
10	I collaborate with school administrations to find solutions that reduce social and professional problems.	0	16	100%	Sig.

Significant at the significance level $\leq (0.05)$

According to Table (4), no paragraph was deleted from the administrative empowerment scale, as the significance of the paragraphs circulated to experts was proven when applying the percentage law. Thus, the total number of paragraphs is (30) paragraphs as it is.

Preparing instructions for answering the administrative empowerment research scale

The research scale was presented to an Arabic language specialist to express his linguistic and expressive observations on the paragraphs in order for the paragraphs to be correct and free of linguistic errors, in preparation for conducting the exploratory experiment and preparing instructions for the scale that explain to the respondent how to answer his paragraphs. It was taken into account in preparing these instructions to be clear and understandable. To increase clarity, it included how to answer the paragraphs of the scale. The instructions indicate the necessity of answering all paragraphs of the scale with complete frankness and accuracy, and the answer will be completely confidential for the purposes of scientific research.

Initial Application (Exploratory study) of the Administrative Empowerment Scale

The exploratory experiment on the scale items was conducted on a sample of (10) supervisors from Basra Governorate, who were deliberately selected on (10/1/2025). The purpose of the exploratory experiment was the following:

1. Check how clear the scale instructions are.
2. Avoid unclear paragraphs and replace them with appropriate paragraphs.
3. The clarity of the paragraphs for supervisors and the degree of their response to them.
4. Answering questions and inquiries.
5. The time required to answer the items on the scale ranged between (15-10)minutes.
6. The first image numbers of the paragraphs before distributing them to the sample and analyzing them statistically (9:137)

Application of the Administrative Empowerment Scale Sample Construction

On 10/15/2025, the scale form was distributed to supervisors specializing in physical education and administrative supervisors for the primary and secondary levels in each of the governorates of (Dhi Qar – Muthanna), electronically and using (Google Forms). Responses were also received electronically, as the number of responses reached (103) responses from members of the building sample, noting that the electronic form is programmed not to receive repeated responses.

Method for correcting the administrative empowerment scale

In order to obtain the total score for each individual in the sample, appropriate weights are given to the alternatives for the scale items. By adding the respondent's scores on the five-point scale, we obtain the total score for each individual, as the scale items were formulated in a positive direction and the weights of the items were determined from (5 - 1) scores for each item in the scale. Therefore, five alternatives were developed and Table (5) shows that.

Table 5. The five-point scale (Lecart) is shown.

I agree	somewhat	neutral	rarely	never
5	4	3	2	1

Statistical analysis of the scale items

The aim of analyzing the paragraphs of the scale statistically is to improve the quality of the test by discovering the weakness of the paragraph and then excluding it if it is not valid. The researchers analyzed statistically and used the distinctive ability and internal consistency, as well as using the scientific foundations of the scale (truthfulness of the scale, truthfulness of the arbitrators, truthfulness of construction, stability, objectivity).

First: Discriminatory power (the method of two extreme groups): The total grades of the forms were arranged in descending order, and (50%) of the upper grades and (50%) of the lower grades were chosen, where the number of forms in each group reached (51) forms, with (102) forms. Using the (t-test) for two independent samples, the results showed that most paragraphs are distinct and statistically significant at a significance level of (0.05).

Second: Internal consistency (creative integrity): To ensure that each paragraph fits into the general concept of the scale, the researchers found a simple correlation coefficient between the score of each paragraph and the overall score of the scale, as well as between the score of the paragraph and the score of the axis to which it belongs. The results showed that all (30) paragraphs of the scale had statistically significant correlation coefficients, which confirms the validity of the scale's coherence.

Scale Reliability: To verify the accuracy of the scale and the stability of its results, the researchers used two statistical methods:

1. Cronbach's alpha method: The stability was calculated for all items of the scale, where the value of the stability coefficient reached (0.921), which is a very high value that indicates that the scale has high stability and is suitable for application.
2. Half-splitting method: The scale items were divided into two halves (single and even), and the correlation coefficient between them was calculated, then the value was corrected using the (Spearman-Brown) equation, where the stability value reached (0.958), which enhances confidence in the validity of the instrument.

Standard Scores for the Research Scale

The raw scores we obtained were converted by applying the scale to the building sample of (103) supervisors from the governorates of (DhiQar – Muthanna). Extracting the modified standard score for the scale by extracting the arithmetic mean and standard deviation using the Thorndike equation. Table (6) for the administrative empowerment scale for supervisors, which shows the number of individuals in the building sample for each governorate and their arithmetic mean , standard deviation in the administrative empowerment scale and according to their affiliation to primary or secondary supervision, the results were as follows:

Tabel 6. The number of individuals in each governorate's sample of the building sample is shown. Their arithmetic mean and standard deviation on the administrative empowerment scale

No.	Governorate	Preparing primary school supervisors		Secondary supervisor preparation	
1	Dhi Qar	27		45	
		Q : 101	A : 2.01	Q : 120	A : 3.45
2	Al-Muthanna	13		18	
		Q : 99	A : 3.86	Q : 118	A : 5.19

Final description of the (Administrative Empowerment) scale

After completing all the scientific and statistical steps (judgment accuracy, statistical analysis, reliability), the scale in its final form consists of (30) items distributed over three axes. In front of each item is a five-point answer scale (strongly agreed – agreed – neutral – did not agree – strongly did not agree), to which scores are given (5, 4, 3, 2, 1) Respectively for the paragraphs (being all positive) and as shown in Table (7).

Table 7. Distribution of items in the final version of the Administrative Empowerment Scale

No.	Names of the axes	Number of paragraphs
1	Employee empowerment	10 paragraphs
2	Active participation	10 paragraphs
3	Communication and cooperation	10 paragraphs
	Total	30 paragraphs

Results of construction sample testing experiment

The arithmetic mean and standard deviation of this sample were found, as well as the standard, adjusted and raw levels and grades, the number of sample members for each level and their percentages, as in Tables (8-9) below:

Table 8. Mean, standard deviation, and level of the managerial empowerment scale are shown.

Number of items on the scale	Mean	Standard deviation	Level
30	110	2.77	good

Table 9. Standardized, adjusted, raw, numerical, and percentage scores L Administrative Empowerment Scale for Construction Sample

Levels	Grades Standardization	Grades Revised Standard	Grades raw	Number	Ratio centennial
Very good	3-8, 1	80 - 68	150 - 126	9	8.73%
Good	8, 1 - 6, 0	68 - 56	126 - 102	49	47.57%
Middle	6, 0 - 6, 0	56 - 44	102 - 78	40	38.83%
Acceptable	-6, 0 - -8, 1	44 - 32	78 - 54	5	4.85%
Weak	-8, 1 - 3	32 - 20	54 - 30	zero	zero

Statistical methods

The researchers used the statistical package (SPSS) version (26)

C. RESULTS AND DISCUSSION

In order to provide a clear scientific picture of the research and to verify the research hypotheses when processing the data statistically that we reached, levels of administrative empowerment were set among primary and secondary supervisors in the field of physical education and administrative supervisors in the southern governorates. From Table (10), it was found that the arithmetic mean of the administrative empowerment scale is (112), while the standard deviation reached (3.63) and is at the (good) level. Table (11) also shows that the number of sample members who fell into a very good level is (5), the number of those who fell into a good level is (41), those who fell into an average level is (21), and those who fell into an acceptable level is (9). As for the guest level, none of the sample members fell into this level.

Table 10. Mean, standard deviation, and level are shown for the managerial empowerment scale and for the application sample.

Number of items on scale	Mean	Standard deviation	Level
30	112	3.62	Good

Table 11. Raw scores, levels, number, and percentage of the application sample for the managerial empowerment scale.

Levels	Raw grade	Number	Percentage
Very good	150 - 126	5	6.57%
Good	126 - 102	41	53.94%
Middle	102 - 78	21	27.63%
Acceptable	78 - 54	9	11.84%

Weak	54 - 30	zero	zero
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Table 12. Mean and standard deviation of the application sample members are shown, along with their affiliation as primary or secondary supervisors, and as administrative or sports supervisors.

Sample Functions	Elementary school supervisors		High school supervisors	
	Administrative supervisor	Sports supervisor	Administrative supervisor	Sports supervisor
Distribution of application sample members	36	10	22	8
The arithmetic mean of supervisors by specialization	101	98	126	119
A ⁻	3.03	2.21	3.96	2.55
Level	middle	middle	good	good
Mean of supervisors according to supervised stage	99.5		122.5	
Level	Middle		Good	

Table 13. Mean and standard deviation of the application sample members are shown, along with their specialization as administrative or sports supervisors, and whether they are primary or secondary school supervisors.

Sample Functions	Administrative supervisors		Sports specialization supervisors	
	Elementary supervisor	Secondary supervisor	Elementary supervisor	Secondary supervisor
Number of individuals in the application sample	36	22	10	8
The arithmetic mean of supervisors according to the supervised stage	101	126	98	119
A ⁻	3.03	3.96	2.21	2.72
Level	middle	good	middle	good
Middle The calculation for supervisors according to their specialization	113.5		108.5	
Level	good		good	

The researchers explain this result by saying that supervisors specializing in physical education and administrative supervisors in the southern governorates and at the primary and secondary levels enjoy good administrative empowerment through the nature of educational work. This means that the supervisor's feeling of belonging to the educational and supervisory institution in which they work is an important part of the educational process in which they work. It also gives them a sense of the strength of their social identity and their commitment to values, which represents one of the manifestations of the feeling of administrative empowerment. In addition to his ability to face pressures and crises, whether functional or social, self-control, and his need to coexist with those around him, including colleagues, teachers, and officials in this field. All of this prompted him to commit to performing his duty, assuming management responsibility in this field, and directing himself towards his supervisory and oversight function and the society in which he lives.

This is consistent with Stephan Riek et al., (2000) that the evaluator is the man of relationships who organizes the various processes of interaction and communication, and

makes male and female teachers aware of their job needs and helps them satisfy them, in order to lead to the growth of male and female teachers, and thus their efficiency doubles and their ability to develop themselves increases, or through the evaluator, and thus their work and achievements continue to move from good to better, which makes them understand their responsibilities and duties to lead.

Individual creativity refers to employees generating new and useful ideas related to improving individual or group performance at work. Theoretically Administrative empowerment is linked to individual creativity. This empowerment, achieved by emphasizing the meaning of work that convinces employees to love their jobs and fostering employee perceptions of autonomy and participation in decision-making, is crucial for enhancing creativity. When management empowerment leads to the removal of constraints related to employee performance, it is essential. They create contexts in which employees are encouraged to explore different creative alternatives before addressing a problem (Sánchez-Sánchez et al., 2023; Suratmin et al., 2024).

Administrative empowerment can be defined as a facilitation process where employees look to their superiors to allow for self-control, self-organization, self-management, and employee self-leadership. Administrative empowerment will allow for the exchange of information, delegation of responsibilities, encouragement of accountability, enabling decision-making or training, and the exchange of information for administrative empowerment, for example, showing interest by listening to employees (Abebe et al., 2019). As can be seen from the two tables (12 – 13), the arithmetic mean of the administrative supervisors for the primary stage was (101), which is below the (intermediate) level, while the arithmetic mean of the supervisors specializing in physical education for the same stage was (98), which is below the (intermediate) level.

For the administrative supervisors for the secondary stage, their arithmetic mean was (126), which puts them at a (good) level. For the supervisors specializing in physical education and for the same stage (secondary), their arithmetic mean was (119), which puts them at a (good) level. It is also clear from Table (12) that the arithmetic mean of the primary supervisors of both types (administrative supervisor and supervisor in physical education) was (99.5), which makes them at the (intermediate) level, while the arithmetic mean of the secondary supervisors of both types (administrative supervisor and supervisor in physical education) was (122.5), which makes them at the (good) level. Regarding the results presented in Table (13), which show that the administrative supervisors for the primary stage had an arithmetic mean of (101) and at the (intermediate) level, while the administrative supervisors for the secondary stage had an arithmetic mean of (126) at the (good) level, and the arithmetic mean for all administrative supervisors, whether they were (primary or secondary), was (113.5) at the (good) level.

As for the supervisors specializing in physical education and the primary stage, their arithmetic mean was (98) and they are at the (intermediate) level. As for the supervisors specializing in physical education for the secondary stage, their arithmetic mean was (119), and this is what puts them at a (good) level. The arithmetic mean of all supervisors specializing in physical education (primary and secondary) was (108.5) at a level of (good).

We conclude from this that secondary supervisors, whether they specialize in physical education or administrative supervisors, enjoy a higher degree of administrative empowerment than primary supervisors do. The reason for this is due to the size of the responsibility placed on the supervisor, as the secondary supervisor enjoys greater responsibility and broader powers, and the activities and duties granted to the secondary supervisor are more. All this made the supervisor of the secondary stage enjoy higher administrative empowerment, and this was proven by the results obtained.

We also conclude that administrative supervisors for the (primary and secondary) levels have a higher level than sports supervisors, but this difference is slight, as both categories of athletes and administrators for all members of the sample are at the same level (Abade et al., 2019; Hughes et al., 2020). These researchers explain that administrative empowerment is the actual participation of employees in making decisions organizing institutions, actual participation in solving problems facing the work, and bearing full responsibility and this is what we do not find among supervisors at the primary level or perhaps at a lower level. With the modernization of management methods in a modern, technological and creative manner, and giving supervisors the opportunity to act in situations that obstruct the work of their institutions and monitor the results they have reached after enabling them to actually participate in the management of the institution, whether educational or sports, which is what we see in the work of the secondary supervisor strongly. This is what Jastrzebski et al., (2014) said To ensure the maximum possible success in decision-making, rational decision-making is rationalizing the decision to the maximum possible extent, away from judgment, efforts, and personal perceptions. Confirmed that "decision-making is the basis and heart of management.

D. CONCLUSION AND RECOMMENDATIONS

Administration supervisors enjoyed a greater level of administrative empowerment than supervisors specializing in physical education for the entire sample. Secondary school supervisors enjoy a greater level of administrative empowerment than primary school supervisors do. Relying on administrative empowerment scale for administrative supervisors and specialization in physical education to measure their level of empowerment in southern governorates (Basra – Maysan – Dhi Qar – Muthanna). Emphasizing that officials in educational process pay attention to administrative empowerment of supervisors specializing in physical education and administrative supervisors by increasing their delegation of authority and their participation in decision-making process, especially primary school supervisors.

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Appendix No.(1)

Administrative Empowerment Scale

Table 14. administrative empowerment scale

No.	Paragraph	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Firstly	Empowering employees (supervisors)					
1	The supervisory role gives me the authority I need to make decisions to improve the work.					
2	supervisory directorate trusts my ability to perform the administrative tasks assigned to me.					
3	supervisory directorate gives me the freedom to implement the administrative plans I propose, within the allocated resources.					
4	I feel that the level of authority granted to me is commensurate with my abilities and managerial skills.					
5	supervisory directorate grants me sufficient flexibility to act in carrying out my administrative duties.					
6	I am trying to develop and improve my skills to increase my administrative knowledge.					
7	I use modern tools and equipment in my administrative work.					
8	I develop My managerial skills were developed through reading					

	and learning from successful managers.					
9	My work environment provides an opportunity to learn and acquire new skills.					
10	I participate in development and refresher courses in my field of specialization.					
secondly	active participation					
1	I make my decisions in accordance with the supervisory requirements and the objectives of the educational institution.					
2	administrative decisions in a timely manner.					
3	I rely on my individual capabilities and knowledge to make decisions regarding the completion of administrative tasks.					
4	I participate with the supervisory manager in approving methods for organizing administrative work during School inspections.					
5	I work on actively participating with teachers in the decision-making process.					
6	Have sufficient information when making a decision.					
7	I made the decision with complete objectivity.					
8	I make decisions that do not deviate from the general framework of the educational and pedagogical approach and that are consistent with the instructions and powers granted to me.					
9	My decisions are consistent with educational supervision regulations and sports activity					
10	I engage the instructors in thinking in the problems they face and finding solutions.					
Thirdly	Communication and cooperation					
1	I have the authority to participate and cooperate with scout groups in national holidays.					
2	I possessed the ability to develop students' skills through their teachers and motivate them to achieve the set goals.					

3	I possess the skills to communicate with instructors and persuade them of my point of view.					
4	Sports activities play a major role in developing communication skills at work through holding training and development courses.					
5	I strive to develop my social communication skills through interacting with others.					
6	I involve students in thinking In the problems they face and finding the solutions lie in the communication skills I possesses.					
7	I assist teachers in providing them with information to ensure the success of the lesson.					
8	Rely on the capabilities of social communication to make decisions on issues that affect work and complete it with high efficiency.					
9	My work as a supervisor encourages me to develop solutions and make my own decisions to address Social problems resulting from work					
10	I collaborate with school administrations to find solutions that reduce social and professional problems.					