



Teachers' Perspectives of the Extent of Implementing Distributed Leadership in the Department of Sports and Scouting Activities at the Directorate General of Education in Wasit

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Abstract

Distributed leadership promotes shared decision-making and collaboration within institutions. Despite its benefits, limited research has explored its application in sports education departments in Iraq

Objectives. This study aims to determine the extent to which distributed leadership is practiced in the Department of Sports and Scouting Activities within the Directorate General of Education in Wasit, from the perspective of physical education teachers.

Materials and Methods. The study adopts a descriptive approach using the survey method. The sample consists of 187 physical education teachers in the Kut District, affiliated with the Directorate General of Education in Wasit. Data were collected using a distributed leadership scale comprising 28 items

Results. The findings indicate that the senior management in the Department of Sports and Scouting Activities demonstrates behaviors consistent with distributed leadership, as perceived by physical education teachers. Key factors contributing to this include having a clear and well-defined mission, a strategic vision aligned with staff capabilities, and leadership that fosters trust and a positive organizational environment.

Conclusion. The study concludes that distributed leadership is present in the department and plays a vital role in enhancing collaborative work, trust, and shared responsibilities. Promoting such leadership practices can significantly contribute to the overall effectiveness and development of educational sports institutions.

Keywords: Distributed Leadership, Sports and Scouting Activities, Teacher Perspectives.

Introduction

In its general concept, distributed leadership was launched in 1954, by the Australian scholar Gibb. He proposed the distribution of leadership based on social psychology, which focuses on the distribution of leadership tasks and their impact on the leader's psyche. Furthermore, this model impacts the level of achievement in its qualitative dimension by involving employees in leadership. Leadership should not be limited to the leader alone, but it should be comprehensive at all administrative levels (Al-Abadi, 2017).

Therefore, distributed academic leadership represents a form of democratic practices in its broadest sense, as it ensures the redistribution of authority and leadership responsibilities within the institution among employees, ensuring the effective participation of the largest possible number of members of the institutional community. Distributed academic leadership is based on the leader's ability to empower individuals within the institution as a whole to take ownership and initiative in developing all administrative and organizational policies and practices. This is achieved by creating a culture of values and ideas shared by the members of the institution. Based upon, the framework within which discussions, dialogue, exchange of opinions, and change can take place (Wallaach, 2010). Such type of leadership seeks to provide the greatest opportunity for employees within the institution on a regular basis to truly enable

them to practice leadership roles within the institution, as well as to involve them in the decision-making process. This is in an effort to change from the previous leadership style, i.e., move from a hierarchical to a horizontal collective leadership by distributing powers to the largest possible number of individuals (Saud et al., 2015).

Many definitions that address the concept of distributed leadership have been provided. It is defined as the collaborative leadership process between the leader and individuals to enhance the individual and collective capabilities of employees to accomplish work effectively. These leadership tasks are distributed among all members of the organization's work team (Yuki, 2002). It is also defined as a system of practices followed by the leader. The system consists of the interaction of components, including leaders, followers, and attitudes. The combination of these components leads to highly harmonious work to achieve the organizational goals of the organization (Spillane, 2015).

Any institution in general, and educational and sports institutions in particular, must follow certain administrative and leadership behaviors by specific individuals in order to achieve specific goals that realize the goal of the institution. At the same time, these administrations strive to perform at their best, which can only be achieved through the ability to perform their tasks in order to gain excellence in their performance. At the same time, it is not possible to reach this result except by following certain leadership styles that are consistent with administrative thinking and the nature of human resources and their capabilities. In addition, this style must be suitable for the possibility of its application and acceptance by the individuals belonging to that institution, since the work is not limited to a specific individual, but rather the work is comprehensive for all members of the institution. Perhaps one of them is the distributed leadership style, which in turn is considered one of the modern styles in management and leadership behaviors. It is considered a modern leadership model that aims to distribute the majority of leadership responsibilities and issuing decisions among the various members of the institution, instead of it being confined and restricted to the hands of the senior leadership and one person. This model has gained increasing importance in educational institutions, including educational sports institutions, due to its many benefits. Although there is considerable interest in the idea of distributed leadership, the concept varies in its connotations, and the literature about it remains scarce (Leithwood et al., 2007).

In education, distributed leadership describes a pattern of collective action distributed among formal and informal educational stakeholders who act together as leaders. Distributed leadership denotes that the performance of complex tasks within institutions involved in teaching and learning cannot be achieved without a broad distribution of responsibility. As a form of collective delegation, distributed leadership can integrate the activities of many individuals working together in a school to mobilize and guide other teachers in the process of educational change. This model of leadership establishes a shift in the structure away from command and control. Distributed leadership adopts a view of the school as a learning community whose primary concern is to maximize the achievement potential of all involved (Harris and Muijs, 2005).

While teacher participation is a key component of true distributed leadership, the principal is key to its success. They must be able to share leadership and adopt a "letting go" approach so that teachers' voices are heard in key decisions, not only regarding teaching and learning, but also regarding the improvement of the entire school (Duignan, 2006). This means that all teachers are leaders with a shared sense of purpose and shared decision-making, collaboration and participation in teamwork, and, most importantly, the individuals involved in distributed leadership accept responsibility for student learning outcomes. The principal's role in the school, along with teacher leadership, is to coordinate (Fleming and Kleinhenz, 2007). There are many types of change as follows:

- 1- **Planned Change;** This type of change addresses new circumstances and introduces improvements or developments to the organization so that it can better achieve its goals.

- 2- Unplanned Change; In this type of change, the management waits for change to occur and then attempts to find a way to deal with the new situation (Khattab, 2006).

The Department of Sports and Scouting Activities is one of the administrative organizations within the Ministry of Education. It includes departments for all the directorates general of Education in the provinces. Its responsibilities include managing and organizing all sports and scouting activities inside and outside schools, as well as developing physical education teachers by honing their skills through training courses to gain experience. Therefore, it is an important institution and a vital contributor to discovering, nurturing, and honing the athletic talents of students at an early age, enhancing their physical, mental, and social abilities by providing training and participation in these competitions and sports gatherings, thus enabling them to be recruited into clubs and national teams in the future. This can only be achieved through the exemplary performance of the department and its supervisors. Therefore, the significance of the present study stems from shedding light on one of the modern leadership styles that must be followed in many educational and sports institutions, namely distributed leadership, and the extent of practicing it in the Department of Sports and Scouting Activities in Wasit, which in turn includes many supervisors and coaches of school teams from academics, holders of higher degrees, and veteran players, and the possibility of providing a greater opportunity to share experiences, thus representing a real opportunity to practice leadership roles within the department.

1.2. Problem Statement

The application of modern theories imposed by modern management principles in the management of institutions, particularly educational institutions represented by sports institutions, including the Department of Sports and Scouting Activities in the General Directorate of Education in Wasit, which possesses numerous qualifications and capabilities that enable its members to manage the department. An example and model of these concepts is adopting a leadership behavior that is compatible with the nature of the department and its personnel, represented by distributed leadership, in order to achieve optimal performance and achieve set goals. Hence, the problem of the present study revolves around the following question:

Does the senior management in the Department of Sports and Scouting Activities in the Directorate General of Education in Wasit practice distributed leadership in its administrative behavior?

1.3. The Research Objectives

The present study aims at:

Setting a scale for distributed leadership in the Department of Sports and Scouting Activities of Education in Wasit, mediated by physical education teachers.

Identifying the actual activity of the Department of Sports and Scouting Activities of Education in Wasit, mediated by distributed leadership from a physical education perspectives.

1.4. Previous Studies

(Al-Tawil, 2022) conducted a study titled “Developing the Performance of Administrative Leaders in Saudi Universities in Light of the Distributed Leadership Approach”. The study aimed to identify the extent of administrative leaders' practice of distributed leadership in Saudi universities. It aimed to identify the difficulties facing administrative leaders in Saudi universities when practicing distributed leadership. The study also aimed to identify the requirements for developing the performance of administrative leaders in Saudi universities using distributed leadership. The study adopted a descriptive approach using a survey method. The study population consisted of administrative staff members of the supporting

deanships, including deans, deputies, directors of departments and administrative units, and administrators in Saudi public universities. The research sample was determined by three public universities representing the three main regions of the Kingdom of Saudi Arabia: King Saud University in Riyadh for the Central Region, King Abdulaziz University for the Western Region, and Imam Abdulrahman bin Faisal University in Al-Ahsa for the Eastern Region. The study concluded that the extent of administrative leaders' practice of distributed leadership in relation to the mission, vision, and organizational culture of the university in Saudi universities from the perspective of Administrators rated low. The extent of administrative leaders' practice of distributed leadership, with regard to leadership practices and shared responsibility at Saudi universities, from the perspective of administrators, was moderate. The lack of planning experience among some university leaders contributes to the difficulty some administrative leaders face in implementing distributed leadership with regard to mission and vision. The lack of incentives and financial allocations, which contribute to development and motivation at some universities, leads to difficulties for administrative leaders in implementing distributed leadership with regard to organizational culture.

Al-Ajrafi (2022) conducted a study titled “The Extent of practicing distributed leadership by heads of academic departments from the point of view of faculty members in the faculties of Shaqra University”. The study aimed to identify the extent of practicing distributed leadership by heads of academic departments from the point of view of faculty members in the faculties of Shaqra University, to reveal whether there are statistically significant differences in the extent of practicing distributed leadership by heads of academic departments from the point of view of faculty members in the faculties of Shaqra University according to the demographic variables of the study (type of faculty, academic degree, and years of experience in university work). The study adopted the descriptive approach with the analytical method. The study population consisted of all the (1980) faculty members in the faculties of Shaqra University. A random sample of (257) individuals was selected from the study population. The study concludes that the extent of practicing distributed leadership by heads of academic departments in the faculties of Shaqra University is achieved at a medium level from the point of view of faculty members. The dimension of leadership practices by heads of departments ranked first, followed by the dimension of Shared responsibility, followed by the vision, mission, and objectives of the department, and finally, the dimension of the culture of the educational institution. There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the average estimates of the responses of faculty members in the faculties of Shaqra University regarding the extent to which heads of academic departments practice distributed leadership, attributed to the variable of faculty type (medical, scientific, literary), in favor of scientific majors. There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the average estimates of the responses of faculty members in the faculties of Shaqra University regarding the extent to which heads of academic departments practice distributed leadership, attributed to the variable of academic degree, in favor of the category of assistant and associate professor. There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the average estimates of the responses of faculty members in the faculties of Shaqra University regarding the extent to which heads of academic departments practice distributed leadership, attributed to the variable of years of experience in university work, in favor of the category of more than 10 years.

Naji (2023) conducted a study titled “The correlation between change management and job performance of technical supervisors in the departments of sports activity of Baghdad Education Directorates”. The study aimed to establish a scale of change management for sports activity supervisors in Baghdad Education Directorates, a scale of job performance for technical supervisors of sports activities in Baghdad Education Directorates, and identify the relationship between change management and job performance of technical supervisors of sports activity departments in Baghdad Education Directorates. The study adopted the descriptive approach with correlational relationships. The population of the study consisted of

all the (142) technical supervisors in the physical education majors who work in the sports activity departments in the six Baghdad directorates. The study concluded that the level of change management in Baghdad Education Directorates is at an acceptable and satisfactory level. Technical supervisors in the sports activity departments in Baghdad Education Directorates have a high level of job performance. There is a significant correlation between change management and job performance of technical supervisors in physical education and sports activities in Baghdad Education Directorates.

Ahmed (2016) carried out a study titled "The Contribution of the Use of the Recruitment and Training Strategy to Achieve Outstanding Performance in Sports Institutions: A Field Study of the Youth and Sports Directorate of Bordj Bou Arreridj Province". The study focused on the recruitment and training strategy and highlighted its role in achieving outstanding performance in any institution. It focused on the personnel strategy and highlighted its role in achieving outstanding performance to identify the extent of the use of the recruitment and training strategy by the human resources department in sports institutions and address the current status of human resources management and the impact of using recruitment and training strategies, highlighting the importance of using recruitment and training strategies in institutions in order to achieve distinguished institutional performance. The study adopted the descriptive analytical approach. The research population consisted of (35) managers and administrators of the Youth and Sports Directorate of Bordj Bou Arreridj Province. The study concluded that the use of internal recruitment strategy contributed to achieving distinguished performance in sports institutions. The use of external recruitment contributed to achieving distinguished performance in sports institutions. Internal training contributed to achieving distinguished performance in sports institutions as it increases the efficiency and motivation of employees, raises their performance, and develops their skills. External training contributed to achieving distinguished performance in sports institutions as training outside the work environment and institution gives the trainee an increase in experience and acquisition, which leads to improving his/her level and making his/her performance distinguished.

The researcher could access these previous studies. Reviewing these studies, the researcher could determine the following points:

Methodology; All previous studies adopted the descriptive approach using the survey method.

Sample; The sample used in each study varied based on the needs of each field and institution.

Main Results

The results of the studies conducted by (Al-Tawil, 2022) and (Al-Ajrafi, 2022) revealed the extent of the practice of distributed leadership by heads of academic departments from the sample's perspective and the difficulties they face. The results of the studies conducted by (Ahmed, 2016), (Naji, 2023), and (Zuhair, 2023) also revealed that the use of the internal recruitment strategy contributed to achieving distinguished performance in sports institutions. The use of external recruitment contributed to achieving distinguished performance in sports institutions. Internal training contributed to achieving distinguished performance in sports institutions as it increases the efficiency of employees and motivates them, raises their performance and develops their skills.

Reviewing previous studies helped the researcher determine the following points:

1. The dimensions and sub-dimensions of the research questionnaire.
2. The methodology of the present study.
3. The data collection tools.
4. The statistical methods.
5. Utilizing the results obtained by previous studies and using them to support the discussion of the results of the present study.

2. Research Methodology

The researcher adopted a descriptive approach using a survey method. The research population consisted of (282) male and female physical education teachers in the Directorate General of Education in Wasit for the academic year 2023-2024. The research sample consisted of school teachers participating in various sports and scouting activities. The total sample was (198) male and female teachers distributed over (104) schools, with (76) schools and (122) teachers, representing (70.21%) of the research population. (11) individuals were excluded due to study and sick leave, so the sample for the study became (187). (10) individuals participated as a survey sample. The application sample consisted of (77) male and female teachers.

Equipment Used in the Research

The research methods included Arabic and foreign sources and references, a questionnaire for experts and specialists on the study scales, data entry forms, and the scale used (the Distributed Leadership Scale).

The devices and tools used included an HP computer, a handheld electronic calculator, Excel 2016, and various office supplies.

The Procedures

The study scale, Distributed Leadership, in the Sports and Scouting Activities Department of Wasit Education from the teachers' perspective was developed.

Steps of Preparing the Study Scale

Description of the Study Scale

Having reviewed previous studies, the researcher found the tool. Therefore, the scale proposed by (Zuhair, 2023) was chosen, as it most closely resembled the study after making some modifications to the wording of the paragraphs and maintaining the purpose and meaning of each paragraph. The scale consists of 28 paragraphs distributed across four domains, namely mission and future vision, leadership practices, shared responsibility, and academic culture. The scale relied on a modified five-point Likert scale with response alternatives (always, often, sometimes, rarely, never). The scale does not contain any negative paragraphs. Therefore, the total score for the scale is (140), and the minimum score for the scale is (28), while the hypothetical mean is (84).

Formulation of the Scale Paragraphs

The researcher modified some paragraphs to suit the nature of the sample and its administrative structure. Then, the researcher presented them to a group of 11 experts in the field of sports. These paragraphs received consensus, so that they are completely valid.

Preparing the Instructions for Answering the Scale

The researcher developed instructions to clarify how to answer the items included in the scale. When preparing the instructions, the researcher took into account the need for the items to be clear and easy to understand to ensure they were immediately understood. Furthermore, to increase clarity, the instructions included instructions on how to answer the scale items. The instructions indicated that it was important to answer in a manner consistent with the actual requirements of the experimenter.

The Exploratory Experiment

The researcher, accompanied by the support team, conducted the exploratory experiment on the study scale. The sample consisted of (10) male and female teachers, who were randomly selected to represent the research sample to determine the clarity of the items and the words contained in each item of the scale before beginning the scale preparation process. The results of this experiment demonstrated the clarity of all items. The average response time for the distributed leadership scale was approximately (11) minutes. Furthermore, the support team could manage the main experiment.

The Main Experiment

Applying the Study Scale to the Preliminary Sample

The researcher applied the study scale to a preliminary sample of (100) male and female physical education teachers in Kut District. The researcher emphasized ensuring that the preliminary sample members read the instructions and paragraphs carefully and answer all paragraphs of the scale honestly and faithfully. This took place between 12/3/2024 and 1/5/2025.

Correcting the Study Scale

After applying the scale to the sample, collecting the questionnaires, and extracting the total scores, the correction key (1-5) for the items, was prepared for this purpose. The total score was calculated based on the sum of the weights of the responses to the scale (28) items. The researcher then combined these scores to find the total score for each domain, and then the total score for each questionnaire, using the correction key prepared for this purpose.

Statistical Description of the Study Scale

Table (1) Statistical description of the sample responses to the study scale

Scale	Arithmetic Mean	Standard Deviation	Mediator	Skewness Coefficient	Lowest Score	Highest Score
Distributed Leadership	108.481	8.865	110	0.871	112	89

Psychometric properties of the study scale

Statistical analysis of the study scale items

Discrimination Ability (Two-Way Groups) of the Study Scale

The researcher verified the discriminatory ability of each item in the study scale (distributed leadership) by using the two-way group method for a sample of (100) individuals from the sample of male and female physical education teachers in Wasit. The questionnaires and the total score for each questionnaire were collected. The questionnaires were then arranged in a descending order. The researcher then selected a percentage representing 27% of the total number of questionnaires. (27) questionnaires were selected from each of the upper and lower groups. Through the T-Test value for independent samples and the corresponding level of significance, the significance of the differences between the two higher and lower score groups for each item of the scale was determined. This was calculated using (SPSS). The results of the statistical analysis revealed that all items had the ability to discriminate based on the significance value, which was less than 0.05. It ranged between (3.596) and (7.497). The significance value ranged between (0.002) and (0.000).

Internal Consistency of the Study Scale

After verifying the discriminatory ability of the items of both scales, the researcher conducted another type of validity, namely internal consistency, by finding the simple correlation coefficient for the scale. This is the simple correlation coefficient between the score of each item and the total score of the scale, the score of the item with the total score of the domain, and the total score of the domain with the total score of the scale, for all the (100) members of the construct sample.

The Correlation Between the Item Score and the Total Score for the Domain and the Study Scale

The researcher used the simple correlation coefficient (Pearson) to achieve the significance of the correlation coefficient between the scores of the (100) male and female sample members, who are physical education teachers in Wasit, on each item of the study scale (distributed leadership) and their total scores for the scale. This was done by using the (r) test, which in turn indicated that all items were statistically significant. The calculated value for all items of the study scale was greater than the tabular value of (0.196). The (r) value ranged between (0.285 - 0.574). Furthermore, all levels of significance were less than (0.05), which ranged between (0.041 - (0.000) at a degree of freedom of (98).

The Correlation Between the Total Score for Each Domain and the Total Score for the Scale

The Pearson correlation coefficient and the equation (r) indicated the significance of all correlation coefficients, because the calculated value of (r) was greater than its tabular value of (0.221). The value of (r) ranged between (0.296 - 0.604). In addition, all the significance levels were less than (0.05), which ranged between (0.036 - (0.000) at a degree of freedom of (99), and a significance level of (0.05). It was shown that all fields were statistically significant.

Stability of the Study Scale

The researcher established the stability by using the following two methods:
Half-Split; The researcher calculated the half-split by dividing the items of the study scale (distributed leadership) into two groups: odd and even. Before conducting the correlation process, the researcher determined the variance value of the odd and even items and subjected it to the (F) coefficient of variance to ensure the homogeneity of the two halves. The calculated value of (1.326) was compared to the tabular value of (2.497) and a significance level of (0.596), at two degrees of freedom (98-98) for the organizational effectiveness scale at a significance level of (0.05). This means homogeneity of the variance of both the odd and even items of the scale. The researcher then calculated the Pearson correlation for the study scale as a whole. The stability coefficient for the organizational effectiveness scale was (0.586). To achieve complete stability of the test, the researcher compared the value of (1.326) with the tabular value of (2.497) and a significance level of (0.596). The Spearman-Brown equation was applied. The stability coefficient was (0.619), which is a high value that indicates the stability of the scale. The stability coefficient was (0.812), which is a high value that indicates the stability of the scale. The researcher calculated the Cronbach's alpha coefficient for the study scale as a whole, which reached a value of (0.819), which indicates that the scale has a high correlation coefficient.

Applying the study scale to the application sample

The researcher, with the assistance of the support team, implemented the study scale on a group of (77) male and female physical education teachers in Wasit, outside the sample of the preparation and pilot study. The application period lasted (12) days, from February 15, 2025, to February 26, 2025.

Statistical Methods

The researcher relied on (SPSS) ver. 23 for statistical processing.

Results and Discussion

Statistical Description of the Study Scale for the Standardization Sample

Table (2) descriptive statistical description of the standardization sample procedures for the study scale

Statistical Methods	Mean	Mediator	Manual	Standard Deviation	The Lowest Score	The Highest Score
Distributed Leadership	107,585	109	192	13,697	92	124

Presenting the results of the distributed leadership scale in the Department of Sports and Scouting Activities in Wasit from the teachers' perspective

Table (3) The arithmetic mean, hypothetical mean, and standard deviation of the study scale

Sample	Mean	Standard Deviation	Hypothetical Mean	T-Value		Significance Value	Significance
				Calculated	Tabular		
77	107,585	13,697	84	16,143	2.34	0.000	Significant

Table (3) shows that the arithmetic mean value is (107.585), which is higher than the hypothetical mean value (84). This indicates that the staff of the Department of Sports and Scouting Activities in Wasit possess distributed leadership in their administrative behavior. This approach was reflected in the responses of male and female physical education teachers in Wasit Directorate General of Education through direct contact and interaction with the activity management and teachers through the required activities and participation, in addition to supervisory visits by technical supervisors to schools.

Table (3) indicates that the Department of Sports and Scouting Activities in Wasit possesses distributed leadership in implementing and applying its objectives. The researcher attributes this to the role of the senior leadership in the department and its subordinate divisions. The researcher believes that successful leadership with the correct leadership qualities is impossible unless there is a clear vision for the institution. It is consistent with the institution and the nature of its structure. Consequently, this has influenced physical education teachers' ability to effectively implement this mission and vision. It is pointed out that a distributed leader possesses the institution's vision and strives to implement its mission by adopting an approach that encourages all members of his/her institution, increases their enthusiasm, delegates authority, and distributes tasks fairly and optimally in order to achieve its goals and achieve excellence in the institution's overall performance (Woods, 2015).

On the other hand, the researcher believes that the leadership behaviors adopted by senior management in the Sports and Scouting Activities Department in Wasit Directorate General of Education constitute the basis for achieving and implementing the distributed leadership principle. These behaviors constitute a means of effective communication between the leader and the teacher. Therefore, the more practices and behaviors are consistent with the institution's members (male and female teachers), the more they contribute to improving the institution's performance and achieving its goals. It is confirmed that the effectiveness of leadership lies in its ability to direct human resources and how to organize them, as leadership represents the link between the organization's individuals and its plans and future visions, in addition to striving to develop their cognitive abilities, nurture them, and direct them in a way that suits its goals and achieves them, resulting success and distinction for the organization (Al-Naimi, 2006). As for shared responsibility, the researcher believes that it is closely linked to leadership practices. The more distributed the leader's leadership practices are, and the more possible positive dialogue and exchange between the leader and the individuals in the organization are, the more they can optimally utilize and invest their capabilities. Consequently, the principle of distributing duties and tasks is better implemented. Hence, the role of the leader and the extent of his/her direct and indirect influence on aspects of the administrative process becomes apparent. Modern theories of administrative leadership and modern administrative thought focus heavily on the leadership behavior and practices emanating from the leader. These practices must have a significant impact on individuals. Furthermore, the leader must influence individuals and make them feel a sense of shared responsibility. Everyone is a leader from their place of work and is keen to devote all their functional capabilities to the benefit of the organization. It is confirmed that there are many theories related to leadership that emphasize the activation of democratic policies in the leadership of institutions, particularly educational ones, in order to expand the circle of participation in the leadership of this institution to involve a greater number of individuals within it. Distributed leadership is centered on the idea of distributing leadership tasks among individuals within the institution (Muhammad et al., 2016). It is indicated that members who lack freedom of expression and opinion and do not participate in some decisions will contribute to the failure to devise solutions to address some of the obstacles and problems facing their work. Consequently, the creative process will be absent and some of the creative abilities possessed by members will not be exploited (Abdulfattah, 2015). Meanwhile, it is pointed out that the concept of distributed academic leadership does not only

mean that participants hold senior administrative and leadership positions within the institution, but rather that leadership can be practiced by any individual within the institution, in any position within the educational institution (Jassim et al., 2015). Regarding the final aspect of distributed leadership, the researcher believes that the senior management in the Sports and Scouting Activities Department in Wasit Directorate General of Education possesses an academic culture in their administrative work. They possess academic experience in the field of education and sports administration. This has influenced the transfer of this expertise and academic standing to teachers through meetings, workshops, and seminars related to sports activities, in addition to the training and development courses that they supervise and periodically hold, which has contributed significantly to improving the standard of both male and female teachers. It is confirmed that the success of the organizational leadership depends on its reliance on the decentralized style in leading the institution by dividing the work according to specialization and experience with the presence of effective control systems, in addition to the presence of coordination, cooperation and trust between the upper management and other administrative levels. Therefore, the application of this method ensures the effectiveness of the organization on the one hand, and it ensures that individuals possess administrative experience and organizational culture through full understanding and clarity of the institution's mission on the other (Davison, 2014).

Conclusions

The senior management of the Sports and Scouting Department in Wasit Directorate General of Education demonstrates distributed leadership behavior from the perspective of physical education teachers.

The more well-defined and planned the department's mission, and the clearer its future vision, the more it contributes to achieving distributed leadership.

The more the practices pursued by the senior management of the Sports and Scouting Department in Wasit Directorate General of Education are appropriate for individuals and have a friendly nature, they contribute to achieving distributed leadership.

The more a leader is influential and positive toward the members of their organization, the more they create a healthy environment within the institution and gain their trust, which contributes to achieving shared responsibility.

Providing individuals with freedom, believing in their abilities, and giving them the opportunity to self-realize while developing what they need to, contributes to transmitting academic culture to them, achieve distributed leadership.

Recommendations

It is essential to adopt a distributed leadership model in the Sports and Scouting Department and other educational and sports institutions, as it plays a positive role in the department's work and advancement.

The Sports and Scouting Department must have a clear vision and future goals to ensure the department achieves its set objectives.

The leader must demonstrate good behavior and effective communication, fostering a sense of friendship and trust among its members to ensure the fulfillment of their assigned duties.

The organization must have faith in the capabilities of its employees, instill confidence among them, and foster a sense of responsibility within them.

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