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## Building and codifying the servant leadership scale for secondary school principals from the point of view of teachers of physical education

Nadia Oreibi Fadam <sup>1</sup>, Sundus Mousa Jawad <sup>2</sup> 

E-mails: [nadia.oribi1104a@copew.uobaghdad.edu.iq](mailto:nadia.oribi1104a@copew.uobaghdad.edu.iq) <sup>1</sup>, [sodus@copew.uobaghdad.edu.iq](mailto:sodus@copew.uobaghdad.edu.iq) <sup>2</sup>

1&2 Physical Education and Sport Sciences college for women, University of Baghdad

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### Abstract

Educational institutions face challenges and pressures due to the rapid progress in the scientific and technical fields, which is a feature of our time, which made the director of the institution search for modern methods and new methods of management to lead and manage the institution, including servant leadership. It has an impact on the outcomes of the educational process. As for the problem of the research, it became apparent after the two researchers directed a questionnaire to a number of teachers of physical education in order to know the reasons that hinder sports activities. Increasing sports activities, so the two researchers wanted to know the reality of the servant leadership of school principals from the point of view of teachers of physical education, and the aim of the current research is: to identify the statistical description of servant leadership of secondary school principals from the point of view of physical education teachers. The two researchers used the descriptive approach in the manner of surveys, correlational studies, and predictive studies due to its suitability to the nature of the problem, and the research sample consisted of (102) male and female teachers. And (46) paragraphs, and the two researchers applied the scale with the help of the assistant work team, and the two researchers concluded that secondary school principals outperform school principals in the servant leadership style. others and vision) and in varying proportions. It was also concluded that the principals of secondary schools possess the style of servant leadership. The two researchers recommended the need to pay attention to the establishment of administrative courses for school principals to develop the style of servant leadership and conduct similar studies dealing with principals of secondary schools. They also recommended conducting a study to find out the relationship of servant leadership with other variables such as administrative intelligence and decision-making

### Keywords

Servant leadership

### Introduction:

Institutions in general, and educational institutions in particular, face challenges and pressures due to the rapid progress in the scientific and technical fields, which is a feature of our time, which made the director of the institution search for modern methods and new methods of management to lead and manage the institution. One of these methods is servant leadership. The traditional concept of leadership is the accumulation of power from one side and the top of the pyramid.” Jawoosh explained that (1), while servant leadership is based on the philosophy of serving the leader to follow and

achieve the goals of the organization, just as servant leadership is one of the most wonderful leadership models ever, as it occupied the forefront among ethical theories that are based on ideas and Heavenly principles associated with spiritual values and ideals, as they help to meet the needs of subordinates, as they prioritize their responsibilities to serve the subordinates and strive to bring about change among the subordinates to meet the requirements of the times. .

Educational and servant leadership is one of the modern models in management that aims to achieve the desired goals by cooperating,

coordinating, unifying efforts and distributing work among all individuals working in the institution. With administrative tasks and dealing with subordinates in the right way, Al-Ubaidi believes that (3). "And the leader must be a servant before he is anything else. The successful leader is seen as a servant first, and that simple fact is the key to success so that he can capture the hearts of the followers." They were tested as leaders because they are experienced and trusted as servants. That is, it is important for the individual to provide a humanitarian service first, and through this service he will be recognized as a leader (in service), which is the cornerstone of the concept. Leaders are tested by their conscious test in the service of others and links service as an emotional behavior towards others with servant leadership as a moral leadership towards others with servant leadership "as a required moral leadership, because the strong and close link between emotion and morals, and thus its beginning is from the instinct that man has only to defeat." (5), the research aimed to build and codify the servant leadership measure for

secondary school principals from the viewpoint of physical education teachers, and also aimed to identify the level of servant leadership for secondary school principals from the point of view of physical education teachers, and to achieve the second research goal, the hypothesis was formulated The following zero: There is no statistically significant difference at the level of significance (0.05) in the level of servant leadership among secondary school principals.

### Method and procedures

Research methodology: Addressing the problem of the current study imposed that the two researchers adopt a descriptive research approach using the method of survey studies due to its suitability to the nature of the problem. A school was intentionally chosen from the six directorates in Baghdad governorate. The numbers of physical education teachers were obtained from the Statistics Department in the first and second directorates, as shown in Table (1).

**Table (1)**  
**Shows the research community**

First Rusafa								
.Seq	Boys secondary schools		Girls secondary schools					
	Secondary schools Name	The number of physical education teachers	.Seq	Secondary schools Name	The number of physical education teachers	.Seq	Secondary schools Name	The number of physical education teachers
1	Al- Mutamizeen	3	14	Al-Rasheed	3	27	Al-Itizaz	1
2	Baghdad college	4	15	Teba	3	28	Hanin	1
3	Al- mutafukeen	2	16	Al-zahraa	3	29	Al-aswar for girls	1
4	The second mutafawkeen	3	17	Al-amal fot out standing	3	30	Al-kawthar	2
5	kalam-Non w Al	1	18	Al-mutafawqat	3	31	Al-nisreen	1
6	Al-Aqsa	1	19	Al-Rafidain	3	32	Hifa	1
7	Al-kirawan	1	20	Alistqlal	2	33	Al-wihda al-watania	1

8	Khadija al-kubra	3	21	Al-numan	3	34	Bint-alhuda	2
9	Al-Nawars	2	22	Al-Itidal	3	35	Al-saida Aisha	1
10	Al-fstat	1	23	Al-fawz	2	36	Al-afkar	2
11	Ibn-aljozi	1	24	Al-mutamizat	4	37	Shams alhuria	1
12	Dijlat al-khair	1	25	Cairo for outstanding	2	38	Al-manahil	2
13	Al-ulum	1	26	Al-hariri for outstanding	4	39	Al-fihaa	3
<b>RusafaSecond</b>								
<b>Boys secondary schools</b>			<b>Girls secondary schools</b>					
.Seq	Secondary schools Name	The number of physical education teachers	.Seq	Secondary schools Name	The number of physical education teachers	Seq.	Secondary schools Name	The number of physical education teachers
40	Al-Iraq	1	56	Al-akhlaq alhamida	1	80	Al-marifa	2
41	Al-shmail	1	57	Al-sharqia for girls	3	81	July 14	2
42	Al-karadah for outstanding	2	58	Dijlah	3	82	That alsawari	1
43	Al-sharqia fot boys	1	59	Al-jmhouria	1	83	Zubada	3
44	Mohammed Baqir Al-hakim	1	60	Al-smood	1	84	Fatima bint al-Hussain	2
45	Abdullah bin Abas	2	61	Al-masuma	2	85	Al-aqida	2
46	Maruf Al-rusafi	2	62	Al-mrooj al-khadraa	1	86	Baghdad college	2
47	Mohammed Baqir Al-ulum	1	63	Raihanat al-rasul	2	87	Al-sada	1
48	Baghdad ilm-	2	64	Um-imarah	3	88	Summer	1
49	Al-faruq	1	65	Al-sjood	2	89	Al-duha	1
50	Al-mutamaezeen	2	66	Zahrat al-huda	2	90	Hatin	1
51	Al-misamia	1	67	Noor al-zahraa	1	91	Al-khalij al-arabi	1
52	Al-safaa	1	68	Al-wahaj	2	92	Al-amal al-jadid	1
53	Al-zawraa	2	69	Al-difaf	1	93	Al-nazaha	2
54	Baghdad college for outstanding	2	70	Al-misk	1	94	Al-nada	1
55	Al-nisreen	3	71	Noor al-huda	2	95	Um al-muminen	1
			72	Al-fadail	3	96	Al-sadiqat	1
			73	Al-amal	4	97	Al-qawarir	1
			74	Al-retaj	1	98	Al-takhi	1

	75	Al-bakiat al-salhat	1	99	Al-mali	1
	76	Al-hariri	1	100	Badir al-kubra	1
	77	Al-ibthal	3	101	Al-khansaa	1
	78	Al-itimad	2	102	Elaf	1
	79	Al mutamizaat	3			

The research sample consisted of (102) teachers and schools for physical education, with one teacher and one teacher from each of the

secondary schools affiliated to the first and second Rusafa Education

**Table (2)**  
Shows the schools of the research sample

Sample	Dirocrate	Number of boys schools	Number of girls schools
The first experimental sample	First Rusafa	1	2
	Second Rusafa	-	5
Statistical analysis sample	First Rusafa	6	12
	Second Rusafa	8	26
Main application sample	First Rusafa	6	14
	Second Rusafa	6	16

After defining the research variable and the two researchers being briefed on the literature and previous studies related to this variable, as well as consulting with experts and specialists, it was agreed to build a servant leadership scale, and it was built according to the following steps:

1- Determining the objective of the scale: The objective of building the scale is to identify the servant leadership of secondary school

principals from the point of view of teachers of physical education.

2- Determining the theoretical starting points for building the measure: six areas were identified, and the two researchers developed a theoretical definition for each field, and they were presented to experts and specialists in the field of testing, measurement and management, their number is (16) experts, annex (2), to express their opinions and directions. table (3)

**Table (3)**  
Shows areas of servant leadership

seq.	Domain	approvers	Unapprovers	percentage
1	Listening	15	1	%94
2	persuasion	16	0	%100
3	Employees Valuation	16	0	%100
4	Conceptual skills	16	0	%100
5	empower others	14	2	%88
6	Vision	15	1	%94

3- Determining the relative weight for each domain of the servant leadership scale: After the presentation of the servant leadership domains that obtained the percentage of agreement of experts and specialists, with rates of more than

80%, to determine the relative weight of each domain of the scale, it was agreed on the relative weights for each domain of the servant leadership. Table (4)

**Table (4)**  
**Shows the relative weight of servant leadership domains**

.Seq	Domain	field relative weight
	<b>Listening</b>	<b>%22</b>
	<b>Persuasion</b>	<b>%17</b>
	<b>Employees valuation</b>	<b>%9</b>
	<b>Conceptual skills</b>	<b>%17</b>
	<b>Empower others</b>	<b>%17</b>
	<b>Vision</b>	<b>%17</b>
	<b>Total</b>	<b>%100</b>

4- Determining the paragraphs of the scale: The number of paragraphs of the servant leadership scale has been determined by (46) paragraphs

definition of each domain of servant leadership, a set of phrases was formulated to represent the initial version of the servant leadership scale. The scale may be in its initial form of (46) paragraphs distributed over domains as shown in Table (3).

5- Formulation and modification of the scale expressions: Depending on the theoretical

**Table (5)**  
**Shows the number of servant command gauge statements**

.Seq	Domain	field relative weight	Parts number
	<b>Listening</b>	<b>%22</b>	<b>10</b>
	<b>Persuasion</b>	<b>%17</b>	<b>8</b>
	<b>Employees valuation</b>	<b>%9</b>	<b>4</b>
	<b>Conceptual skills</b>	<b>%17</b>	<b>8</b>
	<b>Empower others</b>	<b>%17</b>	<b>8</b>
	<b>Vision</b>	<b>%17</b>	<b>8</b>
	<b>Total</b>	<b>%100</b>	<b>46</b>

6- Choosing the answer alternatives and determining the correct key for the items of the scale: The two researchers relied in correcting the scale on a five-point gradient (to a very large degree (5 degrees), to a large degree (4 degrees), to a medium degree (3 degrees), to a small degree (2 degrees), to a small degree Very (1 point) as a substitute for the items of the scale, and the total score ranged between (46-230).

7- Formulating measured instructions: In order to facilitate the application of standards to the research sample, the two researchers set instructions, including that their answers be clear and reassured them that their answers will enjoy complete confidentiality, which are for scientific research purposes only, and not to leave any paragraph without an answer, as well as choosing one answer for each phrase, and the instructions also included information about the

respondent. gender, educational attainment and number of years of service

8- Linguistic proofreading of the expressions of the scales: After formulating the phrases of the scale in their initial form, Appendix (1), they were presented to a group of specialists in the Arabic language to ensure that they conform to the rules of the Arabic language and are free from spelling errors. The two researchers have taken into account all the modifications

9- Confirmation of the validity of the measurement statements (apparent validity): Validity means that the scale measures the characteristic for which it was developed, and the validity of the scale provides us with direct evidence of its validity to carry out its function and to achieve the purposes for which it was set. After the paragraphs of the scale were formulated, the two researchers designed an attached paper survey questionnaire (2) It was presented to a group of experts and specialists in management, sports management, measurement and evaluation, and their number is (16) experts, appendix (1), to judge the validity of the paragraphs in measuring what is required to be measured, the method of calculating the weights of alternatives, and mentioning their suggestions and observations 80%.

10- Measurement in its initial form: The initial form of the Servant Leadership Scale has become composed of (46) statements distributed over six axes, with (10) statements for listening, (8) persuasion statements, (4) employees' appraisal statements, (8) conceptual skills statements, and (8) statements. The phrase "empowering others" and (8) the phrase "vision." The scale has five alternatives (to a very large degree, to a large degree, to a moderate degree, to a small degree, and to a very small degree) and the degree given to each statement is (5, 4, 3, 2, 1) respectively The highest score for the scale is (230) and the lowest score is (46).

11- The exploratory experiment: to identify the difficulties facing the application of the scales and avoid them and to determine the time required to answer the scale and the clarity of its statements and instructions. And the time required to answer the paragraphs of the scale (50).

12- The application of the scale on the building and preparation sample in its initial form: The two researchers applied the scale on the building and preparation sample, whose number is (52) teachers of physical education in secondary schools, by (14) teachers and (38) schools, Table (1), and the application was done during the period from 2/6 / 2022 to 2/8/2022, and after completing the application of the scale, the two researchers collected the forms and corrected them according to the correction instructions referred to in the steps of building the scale. % of the sample for the purpose of statistical analysis of the items of the scale and finding the psychometric characteristics (honesty and stability) of the scale.

13- Statistical analysis of size terms:

- The discriminatory ability of the scale expressions: the discriminatory power is an indicator of the ability of the scale phrases to differentiate between individuals who get low scores and those who get high scores when applying the same scale, and after calculating the arithmetic mean of the scores of the individuals of the building sample on the scale, the two researchers used the following test (T-test) for two independent and equal samples between the two extreme groups in the degrees of each of the expressions of the servant leadership scale. The results shown in Appendix (3) were obtained. The results indicate that all the phrases of the servant leadership scale are distinguished if the calculated t-value is greater than the tabular value, as its value ranged between (5,418 - 23,658) Table (6).

**Table (6)**  
**Shows the discriminatory power of the items of the scale**

Section number	Group	Asthmatic mean	Standered deviation	calculated t value	Significance level	Difference significant
	Up	4.0000	.00000	19.626	.000	sign
	down	1.3462	.68948	19.626		
	Up	4.1538	.36795	14.292	.001	sign
	down	1.4231	.90213	14.292		
	Up	2.5000	.58310	9.415	.001	sign
	down	1.1923	.40192	9.415		
	Up	4.3462	.79711	16.440	.002	sign
	down	1.1923	.56704	16.440		
	Up	4.0000	.84853	14.402	.003	sign
	down	1.1538	.54349	14.402		
	Up	4.0769	1.12865	12.802	.000	sign
	down	1.0769	.39223	12.802		
	Up	4.1154	.86380	15.843	.000	sign
	down	1.1154	.43146	15.843		
	Up	3.9615	.59872	23.658	.004	sign
	down	1.0385	.19612	23.658		
	Up	3.3077	.88405	11.364	.000	sign
	down	1.1154	.43146	11.364		
	Up	4.0385	.87090	14.154	.001	sign
	down	1.2308	.51441	14.154		
	Up	3.3846	.85215	14.269	.000	sign
	down	1.0000	.00000	14.269		
	Up	3.8077	1.47022	8.777	000.	sign
	down	1.1538	.46410	8.777		
	Up	4.0000	1.20000	11.829	.004	sign
	down	1.1154	.32581	11.829		
	Up	2.6923	.47068	16.538	000.	sign
	down	1.0385	.19612	16.538		
	Up	3.3846	1.02282	11.119	000.	sign
	down	1.0769	.27175	11.119		
	Up	3.9231	1.16355	11.272	000.	sign
	down	1.1538	.46410	11.272		
	Up	4.0000	.69282	22.079	000.	sign
	down	1.0000	.00000	22.079		
	Up	4.2692	1.04145	13.932	000.	sign
	down	1.1538	.46410	13.932		
	Up	3.4615	.76057	14.458	000.	sign
	down	1.1154	.32581	14.458		
	Up	3.3462	.93562	12.309	000.	sign
	down	1.0385	.19612	12.309		

	Up	3.5385	.94787	11.620	000.	sign
	down	1.1923	.40192	11.620		
	Up	3.5000	1.17473	9.477	000.	sign
	down	1.1923	.40192	9.477		
.1	Up	3.3846	.89786	12.010	000.	sign
	down	1.0769	.39223	12.010		
	Up	3.4231	1.74753	5.806	000.	sign
	down	1.2692	.72430	5.806		
	Up	3.1154	1.30620	7.621	000.	sign
	down	1.0769	.39223	7.621		
	Up	3.2692	1.15092	10.054	000.	sign
	down	1.0000	.00000	10.054		
	Up	3.3846	1.32897	8.456	000.	sign
	down	1.1154	.32581	8.456		
	Up	3.5385	.76057	14.667	000.	sign
	down	1.0769	.39223	14.667		
	Up	3.5769	1.20576	9.135	000.	sign
	down	1.1538	.61269	9.135		
	Up	3.4615	1.02882	11.427	000.	sign
	down	1.0769	.27175	11.427		
	Up	3.5769	1.17211	10.057	000.	sign
	down	1.1538	.36795	10.057		
	Up	3.5385	1.33359	8.417	000.	sign
	down	1.1923	.49147	8.417		
	Up	3.4615	.64689	16.073	000.	sign
	down	1.0769	.39223	16.073		
	Up	3.3846	1.41639	6.168	.001	sign
	down	1.3077	.97033	6.168		
	Up	3.5385	1.47596	7.335	000.	sign
	down	1.1923	.69393	7.335		
	Up	3.5769	.98684	10.967	000.	sign
	down	1.1538	.54349	10.967		
	Up	3.2308	1.39449	5.805	.003	sign
	down	1.3462	.89184	5.805		
	Up	3.9231	1.01678	13.409	000.	sign
	down	1.1154	.32581	13.409		
	Up	3.1154	1.39505	6.564	000.	sign
	down	1.1538	.61269	6.564		
	Up	3.1154	.86380	11.046	000.	sign
	down	1.1154	.32581	11.046		
41	Up	3.5769	1.41910	8.428	000.	sign
	down	1.1538	.36795	8.428		
42	Up	3.7308	1.07917	11.240	000.	sign
	down	1.1923	.40192	11.240		



43	Up	3.3077	1.19228	8.151	000.	sign
	down	1.2692	.45234	8.151		
44	Up	3.6538	1.05612	10.276	000.	sign
	down	1.2692	.53349	10.276		
45	Up	2.3846	1.06120	5.418	000.	sign
	down	1.1538	.46410	5.418		
46	Up	3.6154	.94136	12.418	000.	sign

**Internal consistency coefficient of measurement (construction validity) :-**

The internal consistency of the size was calculated as follows:

First: the internal consistency of the phrases (the relationship of the phrase to the degree of the totality of the scale):

In order to verify the internal consistency of the expressions, the two researchers, after tabulating the scores of the construction and preparation sample, and dividing them into a group of higher degrees and a group of lower degrees, calculated the correlation between the degree of each phrase and the degree of the scale as a whole by calculating the correlation coefficient (person) and using the spss statistical package. It was found that all correlation coefficients are significant, as It ranged between (646.\*\* - 972.\*\* ) and it was found that the level of error for the correlation values is less than the level of significance adopted (0.05). The internal correlation was calculated between the score of each axis and the score of the scale as a whole by calculating the correlation coefficient (person). It was found that all correlation coefficients were significant if they ranged between (966.\*\* - 988.\*\* ) and it was found that the error level of the correlation values was less than the approved significance level (0.05) Appendix (5)

**The scientific basis for the measurement of size: honesty**

First: Validity of the content: The validity of the content of the scale was verified by presenting it with its alternatives and correction keys to a group of experts and specialists in management, sports administration, psychology, measurement and evaluation mentioned above, as shown in Table (2), and who agreed on the validity of the scale in measuring the intended abilities. measured

Second: Discriminatory Validity: This type of validity of the measurement is verified by finding the discriminatory power of the measurement phrases as indicated in Appendix (2), which shows that all statements have an acceptable discriminatory ability.

Third: Construction validity: This type of validity was achieved by finding the internal consistency of the expressions, and the second method is by finding the internal consistency of the expressions (Appendix (4) and (5)

Reliability: The reliability coefficient of the scale was calculated through the following methods:

First: the split-half method: To calculate this type of stability, the two researchers divided the expressions of each of the three scales into two homogeneous halves, by making the phrases with odd numbers in one half and the phrases with even numbers in the other half, and then the two researchers calculated the simple correlation factor (Pearson) between the scores of half from the scale. Since the correlation coefficient for the scale calculated in this way is only for half of the scale and not for the whole scale, so to correct the correlation coefficient, the two researchers applied the (Spearman

Brown) equation in order to obtain the stability of the scale as a whole. It was found that the simple correlation coefficient for the scale is 960. And Spearman Brown equation is 979. It is a high correlation coefficient

Second: Cronbach's alpha method: The stability of the scale was extracted using the Cronbach's alpha equation, which is (0.991), which are high values indicating that the scale has high stability.

The final version of the scale: The scale consists of (6) axis and (46) statements distributed as follows: (10) phrases related to (listening), (8) persuasion, (4) phrases (valuing employees) and (8) phrases (skills). Conceptualism and (8) the

phrase (empowering others) and (8) the phrase (vision) with five alternatives, and the scale score ranges from (46-230).

Application of the scale to the main application sample: The servant leadership scale was applied to the main application sample (42) teachers and schools for physical education, with (12) teachers and (30) schools for the period from 9/1/2022 to 11/1/2022.

**Results**

Presenting and analyzing the results of the servant leadership scale of principals of secondary school's principals.

**Table (7)**

**It shows the results of the t-test for one sample to find out the significance of the level of the servant leadership measure of the research sample**

Domains	Astmatic mean	Hypothetical average	Standered deviation	Coefficient of torsion	Calculate d T value	Sig	Statistical significance
Lestining	37.0714	30	7.97677	-.468	5.745	.000	sign
Persuation	29.1905	24	8.44852	-.527	3.982	.000	sign
Employees valuation	16.5476	12	2.88987	-.815	10.198	.000	sign
Conceptual skills	34.7381	24	3.66965	-.060	18.964	.000	sign
Empower others	33.5714	24	3.30663	.483	18.759	.000	sign
Vision	30.8333	24	6.58126	-1.000	6.729	.000	sign
scale as a whole	181.9524	138	14.22631	-.087	20.022	.000	sign

**Discussion**

The results in tables (4) indicate the arithmetic average for listening and persuasion, for evaluating workers, conceptual skills, empowering others, and vision, and it is greater than the hypothetical and adult average. With the ability to listen and persuade and to value the workers and conceptual skills and empower others and vision in varying proportions, as Table (4) shows that the arithmetic mean of the scale as a whole is greater than the hypothetical mean and when calculating the value of (T) for

one sample it turns out that it is greater than the tabular value, which indicates The research sample members have the ability to lead servants

The two researchers attribute that "having the ability to encourage and manpower to achieve the desired goals through influencing them and focusing leadership on influencing others and persuading them." 75) "Which indicates that servant leadership is a different way of thinking. The manager does not control the subordinates, but rather liberates all their capabilities and

abilities and enables them to teach side by side", "The success of sports institutions needs to be achieved with many goals, including administrative principles and foundations" Study (Asia Fadel and Lama Samir) (6), and the servant leadership works to help individuals grow, develop, and create, as individuals have a large store of knowledge, questions, and ideas, and they need to be liberated to achieve their potential and contribute to achieving the goals of the institution, and this is confirmed by the study (Haider Muhammad) (9) , Through the servant leader's endeavor to make the world a better place by helping his subordinate to become a servant institution by focusing on serving its employees and customers. Also, these results are consistent with the results of Mustafa Hamid's study (10). Achieving the strategic goals associated with them. This is confirmed by the study of Haider Nizar (11). Effectiveness of tasks, community supervision, and self-motivation. Servant leadership is based on the premise of bringing out the best in team members. The servant leader works to communicate with each member of the team to understand their capabilities, needs, desires, and interests, and to know the unique characteristics and talents of each employee. This was confirmed by a study (Noor Naseer and Huda Shehab). (12). And the sharing of power in decision-making, as the supportive and participatory environments enable and encourage the cognitive skills and capabilities of workers, and thus lead to successful organizations, and this was confirmed by the study of Ahmed Saeed (13).

### Conclusions

- The servant leadership scale that was built to measure the servant leadership of secondary school principals from the point of view of physical education teachers is a valid measurement tool to measure what it was built for.

- Secondary school female principals outperform secondary school male principals in the servant leadership style.

- Secondary school principals have the ability to listen to teachers and all those working with them, and secondary school principals have the ability to persuade others instead of forcing them or using power. Work with them with honesty, trust and respect, and take into account their efforts at work. Secondary school principals possess conceptual skills, as school principals use their abilities to develop a comprehensive picture of the school they are working in order to develop the best plans for business success by strengthening and developing team spirit. Thus, from all of the foregoing, we conclude that secondary school principals have the understanding and practice of leadership that puts the interest of its subordinates before theirs, and by this we raise the value and growth of individuals, build group spirit, practice originality, and share subordinates in power, status and decision-making, all for the common interest of each individual. In the school, for the whole school, and for those whom the school serves. This style is called servant leadership.

### Author's declaration:

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We confirm that all tables and figures in this article are ours and written by the researchers themselves.

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All contributions of this study were done by the researchers (N.O. and S.M.) who give the main idea and make all procedures and conclusions with number of experts, Intisar Aldoury in

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## بناء و تقنين مقياس القيادة الخادمة لمديري المدارس الثانوية من وجهة نظر مدرسي التربية الرياضية

نادية عريبي فدم، سندس موسى جواد<sup>2</sup>  
جامعة بغداد/ كلية التربية البدنية و علوم الرياضة للبنات

مستخلص البحث

تواجه المؤسسات التربوية تحديات وضغوطات بسبب التقدم السريع في المجالات العلمية و التقنية و التي هي سمة عصرنا مما جعلت مدير المؤسسة يبحث عن اساليب حديثة وطرق جديدة للإدارة لقيادة و ادارة المؤسسة ومنها القيادة الخادمة، وتنبثق اهمية البحث من كون مدير المدرسه هو الاساس للعملية التربوية والتعليمية التي لها تاثير على مخرجات العملية التعليمية اما مشكلة البحث فقد تجلت بعد ان وجهت الباحثتان استبانته الى عدد من مدرسي التربية الرياضية تروم منها معرفة الاسباب التي تعيق النشاطات الرياضية وبعد جمع الاستبانات وتبويب البيانات الموجودة اتضح ان ادارة المدير للمدرسة ( باسلوب القيادة الخادمة ) له اثر كبير في زيادة الانشطة الرياضية، لذا ارتأت الباحثتان معرفة واقع القيادة الخادمة لدى مدراء المدارس من وجهة نظر مدرسي التربيه الرياضية ، وهدف البحث الحالي الي : التعرف على الوصف الاحصائي للقيادة الخادمة لمديري المدارس الثانوية من وجهة نظر مدرسي التربيه الرياضية . واستخدمت الباحثتان المنهج الوصفي بأسلوب الدراسات المسحية والعلاقات الارتباطية والدراسات التنبؤية لملائمة لطبيعة المشكلة وتكونت عينة البحث من ( 102 ) مدرس ومدرسة ، وقد تم بناء مقياس القيادة الخادمة وتكون من ست مجالات ( الاصغاء ، الاقناع ، تثمين العاملين ، المهارات المفاهيميه ، تمكين الاخرين ، الرؤيه ) و (46) فقره وقامت الباحثتان بتطبيق المقياس بمساعدة فريق العمل المساعد وقد توصلت الباحثتان الى ان مديرات المدارس الثانوية يتفوقن على مدراء المدارس في اسلوب القيادة الخادمة.ان مديري المدارس الثانوية يمتلكون القدرة عل ( الاصغاء والاقناع و تثمين العاملين والمهارات المفاهيميه وكذلك القدرة على تمكين الاخرين والرؤية ) وبنسب متفاوتة . كما وتم الاستنتاج ان مديري المدارس الثانوية يمتلكون اسلوب القيادة الخادمة .وقد اوصت الباحثتان بضرورة ضرورة الاهتمام بإقامة الدورات الإدارية لمديري المدارس لتنمية اسلوب القيادة الخادمة وإجراء دراسات مشابهة تتناول مدراء المدارس المتوسطة والاعدادية كما واوصتا باجراء دراسة لمعرفة علاقة القيادة الخادمة بمتغيرات اخرى مثل الذكاء الاداري واتخاذ القرار

القيادة الخادمة

الكلمات المفتاحية