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TOKAT GAZIOSMANPAŞA UNIVERSITY

GRADUATE EDUCATION INSTITUTE

Evaluating the administrative performance of administrators of youth sports centers in Duhok governorate from the coaches' point of view

By

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Master's Thesis

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TOKAT - 2021

ETHICAL DECLARATION

According to the thesis writing guide of Tokat Gaziosmanpaşa Department of Physical Education and sports,

I declare that my Master thesis titled "Evaluating the administrative performance of administrators of youth sports centers in Duhok governorate from the coaches' point of view.

which I have prepared under the consultancy of Assist. Pro. Dr. Abdullah Canikli, is an original study that complies with scientific ethical values and rules, and I will accept all kinds of legal sanctions if it is determined otherwise

Signature

FAREED MAJEED AMEEN

13 / 9 / 2021

DEDICATION

To my great parents, who taught me to give and filled me with her tenderness and generosity.

To my dear wife and my sweet children, who taught me that life without bonding, love, and cooperation is worth nothing.

To my dear teachers, who taught me and provided me with advice and guidance.

To my dear friends, who have not been stingy to help and support me throughout my scientific journey.

The completion of my work would not have been possible without your support.

I dedicate my research effort to you and I hope that it will satisfy you.

ACKNOWLEDGMENT

I thank Allah for the life He has given me and the people He has allowed me to share my life with and give me patience and power to finish this project, where the ability to understand, learn and complete this research was a grace from Him.

This wonderful journey in my life would have never been possible without the kind help and great support from both my supervisors Assistant Prof. Dr. Abdullah Canickli. I would like to offer my deepest respect and gratitude to you, thank you for giving me the opportunity to join your brilliant and friendly research team, and thanks for your inspiring instruction and guidance.

My special thanks go to the Dean of the college of physical education and sport Science Prof. Dr. Ahmad Qasim Hami for his support and encouragement.

I thank Assistant Pro. Dr. Rafeh Idress Abdulghafar, who supported me and provides me with scientific sources, thanks you very much.

My great thanks and respect go to Dr. Jameel Ahmad Husain, who helped me with statistic. I would say thank you very much.

I am grateful for the endless hours of encouragement, support, and kindnesses to my dear friends Dilshad Aldoski, who helped and supports me, thank you for providing me help whenever I needed.

Unlimited thanks to all the great heroes who participated in this study, I really appreciate the great effort that have you done to achieve this study.

I would like to give a big thank to assistance staff members for your wonderful help which you have done as team assistance throughout the project.

Finally, may peace be upon to all people, relatives, friends and others who have helped me directly and indirectly, thank you very much.

ABSTRACT

Sports administrative performance has an important role in facilitating sports matters and filling all required sports requirements and giving coaches a full and direct role in the training process and under good administrative supervision in implementing the policy that was previously developed and translating it into practical reality while overcoming all difficulties and obstacles and facilitating work. The importance of research is evidenced by the fact that the administrative and technical administrative performance of youth sports centers must be constructed scientifically and culturally through foundations subject to an effective evaluation process in order to develop the vital and important aspects and raise their expertise to the levels required in sports management.

The study aims to:

- Building and applying the administrative performance scale for administrators of youth sports centers from the coaches' point of view.
- Identify the level of the administrative performance of the administrators of the Sports Youth Centers in Duhok Governorate.
- Identify the differences between the levels of administrative performance of the administrators of youth sports centers in Duhok governorate.

The researchers used a descriptive approach to conduct the study. The study community consisted of twelve different youth centers in Duhok province for example, (Akre, Amedi, Bardarash, Domiz, Duhok, Shexan, Sumel, Batifa, Deralok, Brifka, Qasrok, and Zaxo), and the study sample consisted of (108) coaches from the youth center.

The researcher designed the administrative performance questionnaire in accordance with the Iraqi environment so that the administrative performance questionnaire consisted of (39) a paragraph divided into (7) axes (planning, supervision and follow-up, incentive and rewards, creativity and development, organization, leadership, and communication). The researcher distributed the scale to the coaches of the youth center in Duhok Governorate and the distribution process was online.

The results show that the responses of the trainers about the administrative behaviors were positive for each topic, and the planning axis appeared in the first with an arithmetic average (27.78), followed by the communication axis in the second (25.93), then the axis of organization, then the axis of creativity and development, then the axis of supervision and follow-up, then the axis Leadership and finally the axis of incentives and rewards appeared.

KEYWORDS: Evaluation, Administrative Performance, Youth Center Administrators



ÖZET

Spor idari performansı, spor konularının kolaylaştırılmasında ve gerekli tüm spor gerekliliklerinin doldurulmasında ve antrenörlere eğitim sürecinde tam ve doğrudan rol verilmesinde ve daha önce geliştirilen politikanın uygulanmasında ve tüm zorlukların ve engellerin aşılmasında ve işin kolaylaştırılmasında pratik gerçekliğe çevrilmesinde önemli bir role sahiptir. Araştırmanın önemi, gençlik spor merkezlerinin idari ve teknik idari performansının, yaşamsal ve önemli yönleri geliştirmek ve uzmanlıklarını spor yönetiminde gerekli seviyelere yükseltmek için etkin bir değerlendirme sürecine tabi vakıflar aracılığıyla bilimsel ve kültürel olarak inşa edilmesi gerektiği gerçeği ile kanıtlanmıştır.

Çalışma,:

- Gençlik spor merkezlerinin yöneticileri için idari performans ölçeğinin antrenörler açısından inşa ve uygulanması.
- Duhok Valiliği'ndeki Spor Gençlik Merkezleri yöneticilerinin idari performans düzeyini belirlemek.
- Duhok valiliğindeki gençlik spor merkezlerinin yöneticilerinin idari performans düzeyleri arasındaki farkları belirlemek.

Araştırmacılar çalışmayı yürütmek için açıklayıcı bir yaklaşım kullandılar. Çalışma topluluğu, örneğin Duhok eyaletindeki on iki farklı gençlik merkezinden (Akre, Amedi, Bardarash, Domiz, Duhok, Shexan, Sumel Batifa, Deralok, Brifka, Qasrok ve Zaxo) ve çalışma örneği gençlik merkezinden (108) antrenörlerden oluşuyordu.

Araştırmacı, idari performans anketini Irak ortamına uygun olarak tasarladı, böylece idari performans anketi (39) (7) eksene ayrılmış bir paragraftan (planlama, gözetim ve takip, teşvik ve ödüller, yaratıcılık ve gelişim, organizasyon, liderlik ve iletişim) oluşuyordu. Araştırmacı,

duhok Valiliđi'ndeki gençlik merkezinin antrenörlerine kantar dağıttı ve dağıtım süreci online oldu.

Sonuçlar, eğitimcilerin idari davranışlar hakkındaki yanıtlarının her konu için olumlu olduğunu ve planlama ekseninin ilkinde aritmetik ortalama (27.78), ardından ikincisinde iletişim eksenini (25.93), ardından organizasyon eksenini, sonra yaratıcılık ve gelişim eksenini, ardından denetim ve takip ekseninin ortaya çıktığını göstermektedir. , sonra eksen Liderlik ve son olarak teşvikler ve ödüller eksenini ortaya çıkardı.

ANAHTAR KELİMELEER: Deđerlendirme, Yönetim Performansı , Gençlik Merkezi Yöneticileri



CONTENTS

ETHICAL DECLARATIONii
DEDICATION	iii
ACKNOWLEDGMENT	iv
ABSTRACT	v
ÖZET	vi
CONTENTS	ix
LIST OF TABLES	xii
CHAPTER ONE	1
1 INTRODUCTION AND THE IMPORTANCE OF STUDY	1
1.1 INTRODUCTION	1
1.2 State of the study	3
1.3 Research Question	3
1.4 Research hypothesis	3
1.5 Research objective	4
1.6 Study areas	4
CHAPTER TWO	5
2 REVIEW OF LITERATURE AND PREVIOUS STUDIES	5
2.1 Review of literature	5
2.1.1 Introduction to management	5
2.1.2 Properties of management in sports institutions	6
2.1.3 The importance of the administrative aspect in sports activity	7
2.1.4 Management levels	8
2.1.5 The basic elements of administrative processes in physical education	9
2.1.5.1 Planning	9

2.1.5.2 Organization	12
2.1.5.3 Guidance	16
2.1.5.4 Observation	19
2.1.5.5 Leadership	24
2.1.6 Administrative performance	28
2.1.6.1 Factors affecting administrative performance	29
2.1.6.2 Administrative performance development	29
2.1.7 Administration and Management of Sport Clubs	30
2.1.8 The Roles of Coach	31
2.1.8.1 Influence of the Coach	33
2.1.8.1 Coaching Behavior	33
2.1.8.3 Coach-Club or Institutions	34
2.1.8.4 Philosophy and Coaching Style	34
2.2 Previous studies	35
2.2.1 Study of Bahadir (2013)	35
2.2.2 Al-Sharari Study (2015)	35
2.2.3 Muhammad's study (2017)	36
2.2.4 Al-Sharari Study (2018)	36
2.2.5 The study of Al-Hayali & Muhammad (2019)	37
CHAPTER THREE	38
3 METHODOLOGY AND PROCEDURES	38
3.1 Research Methodology.....	38
3.2 The population and sampling	38
3.3 Instruments of data collection	38
3.3.1 Questionnaire	38

3.3.1.1 Open Questionnaire	38
3.3.2 Study Scale	39
3.3.3 Reliability and validity of scale	39
3.3.3.1 Reliability of scale	39
3.4 Pilot test	40
3.5 Main test	40
3.6 The statistical methods used in the research	40
CHAPTER FOUR	41
4 RESULTS AND DISCUSSION	41
4.1 Results	41
4.2 Discussion	72
4.2.1 Discussing the results of the first hypothesis	72
4.2.2 Discuss the results of the second hypothesis	73
CHAPTER FIVE	78
5 CONCLUSIONS AND RECOMMENDATIONS	78
5.1 Conclusions	78
5.2 Recommendations	77
5.2 References	78
5.4 Appendix	87

LIST OF TABLES

Tables 1. Study Sample	41
Tables 2. The internal consistency of the scale items(correlation of the items with the total score of the scale)	42
Tables 3. the ability of the paragraphs to distinguish between the trainers' answers about the administrative performance of the directors of youth centers in Duhok governorate	44
Tables 4. The type of fields, the number of their paragraphs, their order, and direction	47
Tables 5. comparing the items of the scale with the hypothetical mean (3) and the statistical description of the items	48
Tables 6. Comparing the items of the scale with the hypothetical mean for each axis, the statistical description of the axes	50
Tables 7. Differences by gender for trainers' answers	51
Tables 8 Differences by gender for trainers' answers	53
Tables 9. Differences between sample answers by type of game (single sport and team or team sport)	54
Tables 10. The statistical description of the coaches' answers by type of sport (single and teams)	55
Tables 11. Mann-Whitney test to find differences between independent samples of the type of sport	56
Tables 12. The ANOVA analysis of variance and the statistical description of the sample answers according to the trainers' residence	57
Tables 13. The Kruskal Wallis Test analysis of variance for differences by residential area...	59
Tables 14. The analysis of variance for the answers of the trainers by residential area, (Tukey) test	60

Tables 15. The analysis of variance ANOVA and the statistical description according to the educational qualification of the trainers62

Tables 16. The Tukey analysis of variance test according to the educational qualification variable for trainers65

Tables 17. The analysis of variance for trainers' answers by years of experience67

Tables 18. The Kruskal-Wallis test to find differences according to years of experience...69

Tables 19. The analysis of variance Tukey's test for trainers' answers according to years of experience70



CHAPTER ONE

1. Introduction and The Importance of Study:

1.1 Introduction:

Sports activities have a special important and clear position among young players, both on the local and international area, as a social phenomenon, progress and areas of competition between countries of the world, and countries have come to view sports victory in international forums as a manifestation of political and social progress and the civilization of those countries. Recent years in various parts of the world have witnessed a remarkable development in the field of sports and youth activities, and this is evident by focusing on the activities of youth sports centers (Robert & Daniel, 2015). The role of youth centers was not limited to sports participation only, but rather to become one of their basic roles to work on developing the capacity of young people to think critically and innovate, raise their level of motivation, and consider the sports process as a distinct position in the interaction between the two parties (Abda, 2015).

Sports youth centers represent the major nerve and a wealth of national wealth, with the importance they represent in various areas of life. It is also the main pillar of sports development in the countries, given the great role it plays in directing the energies of young people, refining their talents, and promoting their positive direction through the practice of various sports activities, as well as through the combination of national teams and sports federations with good sports competencies of players who are able to represent the country and raise its name (Al-Maamouri & Al-Jabri, 2013). It is best represented in international and Olympic forums. In addition to its great role in raising the athletic and social level of sports teams and the advancement of the sports movement, these countries have paid wide attention to developing and improving the training process in sports youth centers and raising the level of their employees, including administrators, coaches, and players, by providing material support to them and providing capabilities, training camps and periodic meetings, being one of the means of developing society as educational and social institutions that contribute to building and preparing young people in physical, mental, social and psychological numbers and providing them with general culture to achieve proper construction and also attract their

spare time in a positive way from General goals stipulated in the goals of sports youth centers (Barajas, 2012).

Management science is one of the most important sciences that impact society and in all fields and various sporting activities, as it must be resorted to in addressing problems which faces individuals and in all societies, so, the administration deals with many cases that depend on each other, and that these cases vary in degree of complexity, quantity, and quantity, and it must be known that management varies between individuals in terms of performance due to the lack of stability in conditions from the administrative point of view and this depends on the date of the occurrence of situations and through the administration Private and related information can be gathered in solving current and future problems (McDonald, 2010).

Therefore, all workers in the sports field should know the science of management in order to help them in the practice of administrative work and perform at a high level, and therefore the absorption of administrative work by workers in the field of sports administration and their implementation of administrative principles in an accurate scientific manner, this leads to the achievement of the required goals and in the best way.

Sports administrative performance has an important role in facilitating sports matters and filling all required sports requirements and giving coaches a full and direct role in the training process and under good administrative supervision in implementing the policy that was previously developed and translating it into practical reality while overcoming all difficulties and obstacles and facilitating work (Kusbani & Hari2018).

The importance of research is evidenced by the fact that the administrative and technical administrative performance of youth sports centers must be constructed scientifically and culturally through foundations subject to an effective evaluation process in order to develop the vital and important aspects and raise their expertise to the levels required in sports management.

1.2 State of The Study:

The task of the administrator in the sports youth centers of Duhok Governorate is not a random process and it is not a process of catching mistakes at the same time, rather it is a process of reviewing all the requirements required to achieve the goals through the used policies and future sports plans and linking them to the management philosophy that is balanced with the goals of the state and raising the level of administrative performance by adopting all methods Modernization and taking the means and methods to ensure the success of the administrative process used in sports work.

Hence, the research problem is manifested in the absence of special standards based on scientific foundations to measure the administrative performance of administrators of youth sports centers. Therefore, the researcher decided to conduct this study to find out the level of administrative performance from the coach's point of view because of their direct contact with the administrators in the Youth Sports Centers in Duhok Governorate While setting standards to know their administrative level.

1.3 Research Question:

Is there a significant different level of administrative performance of sports administrators of youth sports centers in Duhok governorate from the coach's point of view?

1.4 Research Hypothesis:

- H0: there no significant different levels of administrative performance of sports administrators of youth sports centers in Duhok governorate from the coaches' point of view
- H1: significant different levels of administrative performance of sports administrators of youth sports centers in Duhok governorate from the coaches' point of view

1.5 Research Objective:

- Building and applying the administrative performance scale for administrators of youth sports centers from the coaches' point of view.
- Identify the differences between the levels of administrative performance of the administrators of youth sports centers in Duhok governorate.
- Identify the level of the administrative performance of the administrators of the Sports Youth Centers in Duhok Governorate.

1.6 Study Areas:

- Human field: trainers of youth centers in Duhok governorate
- Spatial domain: Duhok governorate youth centers
- Period field: From 27/12/2020 to 27/6/2021.

CHAPTER TWO

2. Review of Literature and Previous Studies:

2.1 Review of Literature

2.1.1 Introduction to Management:

Management in this era is considered one of the pillars of development and progress and it is the mainstay of the progress of all human, economic, political, and social activities. Without it, it is difficult to reach the current progress and development to success and continuity.

Sport is considered one of the most important human activities that have spread and expanded as a result of the increasing interest in it, and the role it plays in developing and improving conditions for the state, as Abdul-Ghani and Sharaf al-Din (2010) indicate that sport has become in current decade social, cultural, economic and political phenomenon, attracting the interest of all segments of society.

Therefore, it was necessary to use the scientific framework of management science in organizing and managing the institution or in order to develop it and reach its continuity and success, because the success of any institution or organization depends heavily on the administration in me and the administration is the basis for every success. A border has a direct relationship with most aspects of a person's life, and at the same time, it is an effective and successful way to achieve the desired goals in a field of courtesy of a person's life (Krneta & Mikalački, 2013).

Therefore, it was necessary to use the scientific framework of management science in organizing and managing the institution or in order to develop it and reach its continuity and success, because the success of any institution or organization depends heavily on the administration in me, and the administration is the basis for every success, Al-Sebaei (2012) points out that the sovereign administration is a direct relationship with most aspects of human life, at the same time, it is an effective and successful way to achieve the desired goals in the field of the courtesies of human life is that management is absent from a person's life and is replaced by randomness and improvisation, which threatens failure.

2.1.2 Properties of Management in Sports Institutions:

Some of the characteristics of management in sports institutions, the most important of which are:

- Management is an integrated process: The word “process” means that it is a movement activity that consists of a group of interlinked activities with each other directed towards an overlapping relationship characterized by influence and influence. As the success in one of these activities depends on the success in implementing the others, as it includes the sequential actions that lead to achieving the goals.
- Management is a sportive process: This characteristic means that a number of individuals participate in achieving the desired goal, meaning that the idea of cooperation is required between individuals to achieve the goal by organizing team relationships and directing efforts to achieve the goal because the work of the administration is related to the inter-relationships between individuals. The sportive concept of management also means that it carries out its activity in a specific sports environment that is characterized by a set of customs, traditions, and norms that have an impact on the process as its impact on the large community.
- Management is a continuous process: that is a continuous and complex process in a way that makes it difficult to comprehend it at one time, so it is divided into components until it will be realized the importance of each part of it. Therefore, the word continuous means as long as there is a society in which individuals live in need of goods and services, the administration exercises its activity in this complex, as the needs of the people do not cease and vary continuously.
- The administration exploits resources: When the administration, planning, organizing, coordinating, directing, and controlling, it makes the best use of the available material, human and moral resources, and it is keen to maintain the resources at an appropriate level to achieve the goals and this is not in line with human resources only, but all other material and moral resources.
- Administration Achieving goals: Achieving goals is the primary task of management, whether it is a governmental organization or a private business, as it cannot continue its work for a long time without achieving the goals, and in order to achieve the goals, it

exercises a set of administrative tasks and the process of achieving goals is an interactive process between the organization's management and its people.

- Management is presidential and subordinate: the employee in anybody has one official quality in the authority structure expressed in the word authority. As for the manager, he often combines two attributes as he is ahead and a subordinate at the same time; he is related to administrative levels with higher authority as he supervises a number of subordinates.

These basic elements overlap and integrate so that the administration continues in continuous cycles, movement, and successive flow, and in all this interaction with the surrounding environment an organic interaction through the types of inputs received on the one hand and through contact with elements during the presentation of the outputs and the acceptance or rejection of evidence on the other hand. Perhaps this is what is sometimes called that management is a social process, given the essence of the word social, given that the director of the institution does not work in a vacuum but exercises his responsibilities through a small human environment, which is the institution itself, and from another angle, the work of this manager is determined by the larger human environment that The institution (the local community) exists in it with the aim of serving it as well as serving what is above this local community from a human being represented by the larger community.

Salama and Ali (2009).

2.1.3 The Importance of the Administrative Aspect in Sports Activity:

refers to the most important points that highlight the importance of the administrative aspect in sports activity:

- Management means being away from randomness and improvisation. Every field of physical education needs to be managed in a scientific manner that expresses charity. The failure that may affect one of the areas of physical education is due to the absence of Sound management.
- The administration defines a clear framework according to which it can work without losing the goals or deviating from them. The director of the youth center who does not

plan or organize his plan may not direct or follow this planning and organization, and he will not be able to achieve the required goals.

- Management is an inevitable and vital activity for every group effort and this effort needs planning, organizing, directing, and following up in order to achieve the required goals and this is done by the presence of a person who decides these goals, the presence of such a response is vital to move all the capabilities without optimal use, and if used, it is used randomly and this is not Desirable.
- Management is art in other words practicing this work must have special abilities, which are, having the administrative talent, so no one can be able to practice management, until having the administrative talent. Al-Sebaei (2012)

It is clear that management is a necessary process with all its elements from planning, organizing, and controlling the management of sports activity because, whatever the strength, validity, and spread of various sports activities, it will not be able to achieve its objectives in the absence of proper management in the administrative responsibilities related to the higher, middle and executive levels of management, according to the arrangement of its functional and administrative structure (Robert, et al., 2015).

2.1.4 Management Levels:

shows that there are three levels of management, which are:

- Senior management: It is the small group of individuals that is based on the work of the general policies and plans of the organization, and the goal is achieved through it and this department includes the following:
 - Determine the general objectives of the project
 - Make long-term plans
 - Planning the organizational structure of the project
 - Predict future events
 - Drawing up policies, rules, and laws
 - Emphasizing the importance of collective responsibility
- Middle management: It plays a mediating role between the senior and the direct management. It is its mandate to follow up the general policy, follow up on the

achievement of goals, and translate long-term goals into short interim goals and includes the following:

- Developing short-term sub-plans
- Drawing up the executive policy to achieve the sub-plans
- Establish work systems and define authority and responsibility
- Direct management training and development
- Directing and coordinating actions
- Broadcast team spirit
- Monitoring and review of results
- Establish performance standards
- Submit periodic reports to higher management
- Positive contribution to developing project plans by way of information, data, and proposals submitted to higher management
- Direct management (rescuers): It represents the various individuals of the institution and those who occupy the purification functions. Abdo (2011)

2.1.5 The Basic Elements of Administrative Processes in Physical Education:

There are many educational and management scholars such as Al-Sebaei (2012), Ali (2008), and Abu Halima (2004) who have laid down the basic elements of administrative processes in physical education, which are:

2.1.5.1 Planning:

Planning is the most important means used by society to bring about development, change, and success, and the best way to achieve goals and overcome existing problems, as there is no room for chance and random action in order to achieve the goals.

That planning is the first administrative function to carry out any future activity, so the first thing that distinguishes planning is its connection as an administrative function with the future and thus its predictive value., Meaning that it involves making a decision related to something well-defined. Hossam El-Din and Matar (1997)

The concept of planning as the process of making a decision now about what to do tomorrow, what are the best ways to implement it, who are the best elements to do it, and when it should be implemented. She said, planning is the stage of thinking that every worker loves and ends with making decisions about what to do, how, and when to do it. Ali (2008)

Planning Elements:

The elements of planning:

- Objectives
- Policies
- Material potential
- Human potential
- Measures
- Time programs
- Plan and alternative plans. Al-Sebaei (2012)

The Importance of Planning:

The importance of planning in the following:

- Planning defines the objectives that the organization seeks to achieve precisely and clearly in line with the capabilities and resources of the organization available and expected
- Planning clarifies the problems that are expected to occur, trying to predict what the size and severity of these problems will be, and developing a vision for solving them and deciding on them.
- Setting goals through planning helps the organization to determine the human and material resources (in terms of quantity, type, and timing) required to achieve these goals.
- Linked to the above, planning helps to reduce costs, effort and time as it helps to optimize the utilization of available resources.
- Planning helps to coordinate the various activities of the organization to prevent overlap and duplication between them, this leads to speed and accuracy of achievement.

- Through sound scientific planning, the administration can see the integrated picture of the organization's activity and the environment it deals with, leading to the creation of an internal balance between the organization and external balance between the organization and the local environment in a way that ensures the continuity and prosperity of the organization.
- One of the main goals and benefits of planning is that the goals it defines are considered as performance standards or indicators through which monitoring the performance of various activities and their proximity or distance from these goals.
- In general, planning leads to an increase in the efficiency and effectiveness of organizations, which is a fundamental requirement for the organization to continue to perform its tasks successfully? Effective precautions also contribute to creating a kind of convergence between the interests of each of the organization's owners and workers and the environment that they intend to deal with. Abu Halima (2004)

Benefits of Planning in Physical Education:

The most important benefits of planning in physical education:

- Planning leads to success.
- Planning helps a manager respond to change.
- Planning helps workers focus on the goals of the organization, and coordinate between different departments.
- Planning is necessary to carry out control as it serves to standardize objectives. Abu Halima (2004).

Characteristics of Good Planning:

As for the characteristics of good planning, share it as follows:

- Planning based on objective thinking.
- Flexibility.
- To be characterized by simplicity and logic, where all people understand the content of the plan and its stages, and no one differs from the other in interpreting part of its particles
- It should be comprehensive.

- Determine work levels.
- In order for it to be good, planning must be provided and it is the skill of the planners, an effective information system, and another for communication.
- That the plan is a measure and a benchmark of performance so that the performance of the organization as a whole is evaluated through it. Planning must be economical in its expenditures. Abu Halima (2004)

Obstacles to The Planning Process:

The most important obstacles in the planning process, namely:

- Know the accuracy of data, information, and statistics.
- Wrong expectations and estimates.
- Rigidity and multiplicity of procedures.
- Technical difficulties.
- Financial deficit.
- Impaired schematic awareness.
- Human Obstacles. Ali (2008)

2.1.5.2 Organization:

defined organization as a consolidation of efforts and grouping them into a single outcome, and their departure towards the goal by defining responsibilities and their knowledge and dividing them into specific sections as well as defining organizational relationships. It is the backbone of the administrative process, it is an inevitable element because it defines the organizational functions of the levels who prepared them up to the executive level and clarifies the relations between departments and sections and the organization the progress of the administrative process, although it is one of its elements because a manager can only be appointed after designing an organizational structure.

It can be attributed to people as well as behavioral and political patterns to achieve human rationality, and it is the form in which any human group appears for the purpose of achieving a common goal, and we conclude from this that organizing is an administrative

process concerned with grouping the tasks and activities to be carried out in functions or departments and determining the authorities Powers and coordination between activities and departments in order to achieve goals while solving problems and disputes facing all activities and departments through the organization's personnel and in an appropriate manner. Al-Sebaei (2012)

The Importance of Organization:

The importance of regulation:

- Divides the work between the two workers
- Defines the terms of reference
- Distributes responsibilities
- He coordinates the functions, committees, and their work
- It transfers decisions to the parts of the organization at the horizontal and vertical levels
- It defines a standard working style
- It provides an information system for communications
- It achieves development and training of its employees
- Facilitates the process of control and follow-up. Ali (2008)

Organizing Steps:

The most important steps of organizing:

- A statement of the goals of the institution and its affiliation (governmental, private), the type of clients it serves, and the organization it serves
- Determine the duties and actions of the body or institution and classify the actions carried out by them into coherent groups.
- Determine the departments and sections that make up the institution's administrative organization structure necessary to achieve its goals.
- Determine the functions of these departments and sections and define their powers, qualifications, and conditions to be met.

- The knowledge of determining the number of jobs and employees required for the need for work in the organization and the qualifications they have.
- Defining the terms of reference, authorities, and responsibilities of these employees and clarifying the relationship between them.
- Establishing systems that define methods and procedures for work in the various departments and sections of the organization.
- Establish internal control systems and determine the types and contents of the periodic reports that must be submitted to the various administrative levels.
- Continuous know-how and follow the general organization and amend this organization to ensure continuous progress. Abu Halima (2004)

Organizing Principles:

The most important principles of organization, namely:

- The principle of the necessity of organization: When more than one person does the work, duties should be divided among them
- The principle of defining the goal: the goal of the organization should be explicitly stated because it is this definition that leads to the development of plans, the concentration of efforts, and the direction of collective actions and efforts towards achieving the goal
- Principle of unity of purpose: the effectiveness of the organizational structure depends on the extent to which all its organizational units contribute to achieving the goals of the organization
- Efficiency principle: An organization is considered efficient if its composition allows the organization's goals to be effectively achieved by people and the lowest possible cost
- The principle of division of work: The activities of the establishment should be divided and put into groups in order to contribute most effectively towards achieving the goals, so the division of work leads to the speed of its implementation and improvement of its quality
- The principle of functional determination: for each organizational center or unit, the more clearly the expected results are defined and the activities required to be performed, the

greater the possibility of the responsible individuals contributing to the achievement of the organization's objectives

- The principle of the scope of supervision: There is one in every administrative center to enumerate the individuals that the administrator can supervise and manage effectively
- Gradient principle
- The principle of delegation: Since the intention is to provide managers with a management tool that enables them to gain contributions to the goals of the organization, the authority extended to each manager must be sufficient to ensure his ability to achieve the expected results. Abu Halima (2004)

Obstacles to The Organizing Process:

The obstacles to organizing:

- Poor choice of the human element.
- Poor distribution of administrative competencies.
- Concentrate power in one hand
- The complexity of administrative procedures
- Multiple goals of the sports institution.
- Insufficiency of laws and regulations.
- The youth and sports bodies lack regulation experts.
- Financial handicaps.
- Technical constraints. Ali (2008)

2.1.5.3 Guidance:

Guidance is one of the basic, important, and necessary pillars of administrative operations through which the goals can be achieved, given that the logical sequence of administrative processes will start from planning, organizing, and directing through supervision, subordinates, and their guidance.

that guidance is a composite function that includes all activities designed to encourage subordinates to work efficiently and effectively in both the short period and the long term, and it is one of the basic functions of the manager, which is considered one of the difficult jobs. The powers of his vehicle are known little about and he cannot control many of them. Abdul-Maqsoud and Al-Shafei (2003)

define it as a group of services that aim to help the individual understand himself, understand his problems, exploit his own potential in terms of abilities, skills, preparations, and inclinations, and exploit the potential of his environment, so he sets goals consistent with the potential of the environment on the other hand as a result of understanding himself and the environment and choosing methods achieved With wisdom and rationality so that he can solve his problems in a practical way that leads to an adaptation to himself and his society, thus reaching the maximum that he can reach of growth and integration in his personality, Also Ali (2008) defines it as giving orders, instructions, and directions. Salama and Ali (2009)

communicating with employees and teachers through their superiors and guiding them with actions to achieve general educational and educational goals, so guidance is not, therefore, the implementation of actions but rather directing others in carrying out their work, and it is mentioned that guidance includes giving orders, instructions, directions and instructions which is not an easy task and for its success it requires skills. Especially, what is hoped for from the matter is to obtain specific results, and then it is imperative to unify the intellectual framework of the superior and the subordinate so that the last matter understands what the former means and what it aims at. Salama and Ali (2009)

Types of Guidance:

There are two types of mentoring, and they are:

- Technical guidance: Coordinating efforts to develop administrative systems and communication method, and is carried out by managers of all levels. It is the effort that exerts coordination and directing the continuous executive performance, individually and collectively, so that they can obtain a plentiful amount of full understanding and common sense and on how to attract towards the goals to be achieved.
- Administrative direction: coordinating efforts to develop administrative systems and the method of communication, and it is carried out by every manager and head of department for his subordinates at all levels, and this requires these heads to create the appropriate atmosphere for the performance of specialists to perform their duties and guide them to the best method of work and method of performance. Salama and Ali (2009)

Principles and Foundations for Sport Guidance:

It also indicates the existence of principles and foundations for sports guidance, and the most important of these principles and foundations are:

- The principle of an individual's readiness to direct.
- The principle of customer acceptance
- The principle of the individual's right to self-determination.
- The principle that mentoring is a learning process.
- The principle of caring for the individual for a member of a group.
- The principle of continuity of guidance. Abdul-Ghani and Sharaf al-Din (2010)

The Importance of Guidance:

points out that the importance of guidance lies in the following:

- Achieving cooperation between members of the authority.
- Unify the efforts of subordinates in one line.
- Create the right climate for work.

- Motivate subordinates to work.
- Developing the spirit of loyalty and belonging to the authority.
- Raise the morale of the workers. Ali (2008)

Guidance Goals:

Explain that there are several objectives for the orientation process, including the following:

- Performance development and improvement.
- Exploiting all human energies and material capabilities.
- Rationalize the consumption of energies and potentials.
- Work to develop the technical and professional aspects of employees.
- Evaluate performance and avoid mistakes. Salama and Ali (2008)

Conditions of Administrative Guidance:

That there are several conditions for administrative guidance, the most important of which are the following:

- Understanding decision workers.
- Clarify the nature of the relationship between the authorities.
- Shared understanding of policies, programs, and procedures between leadership and subordinates.
- Availability of coordination between subordinates. Abd al-Maqsoud and al-Shafei (2003) and Salamah and Ali (2009)

Guidance Obstacles:

Points out that the orientation process includes three main aspects: incentives, leadership, and communication. Therefore, each side has its own obstacles, and the most important of these obstacles are the following:

- Barriers related to incentives:
 - The improper use of the principle of reward and punishment.
 - Lack of financial incentives for him.

- Inequitable distribution of rewards and hooves.
- Killing the spirit of enthusiasm in the hearts of workers.
- Driving constraints:
 - Authoritarian leadership behavior.
 - Unavailability of command elements.
 - Insecure methods and methods of selecting leaders.
 - Failure to defend and protect the Authority's employees.

- Obstacles related to the communication process:
 - Exaggeration or underestimation in the communication process.
 - Poor timing of connection.
 - Inaccurate expression of the content of the communication. The presence of personal differences between the two parties to the communication.
 - The psychological state of the parties to contact.
 - The spatial distance between the sender and the addressee.
 - There are some organizational flaws.
 - Physical noise.
 - Linguistic noise. Ali (2008)

2.1.5.4 Observation:

Observation is an important and essential stage in administrative processes, through which it is ascertained that the works are completed or not completed, and they must be identical to the established line, as well as following up the implementation processes and making sure that the actions that are performed are consistent with what has been identified for them and the detection of existing deviations and the identification of their causes And taking measures to remedy it, and monitoring is during implementation to enable errors or differences to be corrected before they increase and spread.

Observation Process Steps:

Points out that the main purpose of monitoring is to determine the success of the planning function, and this process can be limited to four basic steps that are applied to anything to be monitored, namely:

- Preparation of performance standards: the standard is the performance of a quantitative or qualitative measurement, designed to help monitor the performance of people, goods or processes, and the standards are used to determine the progress or lagging behind the objectives. The nature of the standard used depends on the matter to be pursued, whatever the criteria, and they can be classified into administrative standards or technical standards.
- Follow-up of actual performance: This step is considered a preventive measure.
- Performance measurement in this step, managers measure performance and determine if it is in line with the specified standards. If the results of comparison or measurements are acceptable within the assumed limits, there is no need to take any action, but if the results are far from what is expected or unacceptable, the necessary action must be taken.
- Correct deviations from standards: Determine the correct action to be taken and depends on three things: the standard, the accuracy of the measurements that showed the existence of the deviation, and the analysis of the person or god's performance to find out the cause of the deviation. Abdo (2011)

Stages of Observation:

Indicates that there are stages of the observation process in order to ensure that if the work and achievements are carried out in conformity with what needs to be completed, among these stages are the following:

- Determining the observation standards: They are measures and levels of what should be accomplished in the work, i.e. the detailed goal to be achieved or the optimal amount of work that must be accomplished by the individual, and these standards may be material, units of services, working hours, etc. or raising the spirits or gaining satisfaction, as they are measures used to measure actual results, as they are a means by which one is compared to something else.

- Performance measurement: It is meant by measuring performance to measure the work that is done or done, and the measurement is done by the control standards that have been decided, and the process of measuring performance is considered one of the most important processes because without it the observation process cannot be carried out and in this step, the actual performance of the defined work is measured and compared. By the supervisory standard established to know the amount of deviation from it, and performance is measured either by direct observation or reports.
- Correcting deviations: At this stage, the appropriate decision is taken to avoid errors and fix the deficiencies in light of the data that have gathered about what has been implemented through the observation or reports that must focus on showing the differences between what has been done or done and what is required to be completed, and then compare that with the drawn goal or the established standard. Al-Sebaei (2012)

Observation Principles:

Indicate that there are several principles of observation, the most important of which are the following:

- Observation should reflect the nature of the work being performed.
- Oversight should promptly report deviations.
- Observation should be adapted to the supportive pattern of regulation.
- The principle of exception and the process of monitoring sensitive centers.
- The observation process should be objective.
- The observation process must be flexible.
- The observational system should be economical. Salama and Ali (2009)

Observation Purposes:

That the purposes of observation are limited to the following points:

- Ensure that the regulations, laws, and decisions are respected and applied and that the executive work is proceeding as planned. Ensure that the financial policies are disposed of according to the established plan and that the financial allocations are consistent with what is allocated for them

- Ensure that the various administrative levels carry out follow-up for each of the works that they supervise.
- Ensure that the different heads of state receive the necessary information clearly and easily so that the process of coordinating actions, directing employees, and taking appropriate decisions according to the nature of the situation.
- Early detection of errors and misconduct deviations that may occur during the course of work.
- Ensure that the rights and benefits established for workers are observed, that there is no abuse of power, and that all are equal before the law.
- Achieve rationalization and economy in spending by reducing wastage and spending pressure in non-vital areas.
- Ensure that the artistic works are performed as fully as possible and in accordance with the scientific rules and principles in accordance with the field of technical specialization.
- Ensure that the services prescribed by the institution or body are made use of by all workers and without causing separation between them.
- Rationalize his work decision-making.
- The main purpose of applying the monitoring process in sports institutions is not to discover violations in and of them, but what is important is to chart the correct path for reform and guidance, and that is by assessing responsibility and showing how to correct errors in order to promote the sporting activities of those sports institutions.

Many management scholars, including Abd al-Maqsoud (1989), al-Muniri, Badawi (1991), Mallokhia (1988), and al-Hamahmi (1993), agreed.

Importance of Observation:

The importance of observation in the following points:

- Identify the strengths and weaknesses and work on avoiding them.
- Verify that the works are carried out according to the established plan.
- Identify the problems and obstacles hindering the implementation of the plan.
- Ensure that the financial aspects are disposed of according to plan.
- Rationalize decision-making processes. Jalal and Rashid (2017)

Types of Observation:

Divided types of observations in the sports field into five types:

- Visits of the manager in charge of work sites.
- Reports prepared by unit heads to the director.
- Manager personal interviews with implementers.
- Reports and figures that reach the manager after studying them.
- Complaints that reach the director after studying them. Abd al-Maqsoud and al-Shafi'i (2003)

Obstacles to The Observation Process:

That there are several obstacles to the monitoring process, including:

- Narrowing the concept of observation by some leaders.
- Reliance on insufficient information.
- Imbalance of observational standards.
- Observational bureaucracy. Ali (2008)

2.1.5.5 Leadership

The phenomenon of leadership in general and the administration, in particular, has attracted the attention of researchers and scholars with their various intellectual tendencies and opinions since the oldest palaces and through the various stages of the development of human life, starting with the emergence of the first simple primitive human gatherings, and passing through a series of transformations, changes and multifaceted permutations, in various economic, social, cultural and organizational aspects. , and to the end of the crystallization of the scientific stage where it witnessed signs of new awareness and awareness and the different role of the leadership action and its importance in bringing about development, progress, and development at all levels and within all institutions, including sports (Qirsh, 2008). Youth leaders are the people who interact with the youth members of the youth centers within the framework of the activities and activities of the youth center. Youth leaders, led by youth ministers in the Department and Youth Center, and mentored, event those who have successfully completed training that helps define and implement the program and who are eligible to receive the Young Leader Certificate (Esentaş, et al. 2016). The annual performance appraisal of young leaders is conducted by the Youth Center and the Regional Directorate. As a result of this assessment, the Directorate General of Youth Services is canceling youth leadership certificates for leaders under the age of 70 points

Volunteer Youth Leader After the successful completion of the education and training of young faculty members and all kinds of youth and sports activities carried out by the Ministry or youth centers, those studying in the undergraduate departments of the university can be recruited from the documentary film of the Young Leader Youth Camp Leaders (Yeşilyurt, 2015).

The importance of leadership:

- The importance of leadership in the organizational aspect of management:

The role of leadership in the organizational aspect is not limited to just issuing orders and ensuring that administrative activities are carried out within the organization within the limits set for them, but the primary and important role of the leader is to provide

subordinates with everything that motivates them and revitalizes them and maintains their high morale, which instills in them a love of work common and cooperative spirit.

In the organizational aspect, the leader stands out through his ability to coordinate the activities and efforts of subordinates and direct them by placing the appropriate employee in the appropriate job and defining the responsibilities of the organizational departments and its employees. The leadership of all aspects of the organization comes through coordination, and actions that coordinate build units that work in harmony and harmony (Kanaan, 1999).

- The importance of leadership in the human aspect of management:

The human role of the leader is not limited to his role as a leader in his relations with his subordinates but includes his role as a subordinate who submits to higher authorities and adheres to their directives. This is what is called the role of subordination, as this role requires him to behave with his subordinates in a manner that maintains a balance between what comes to him of instructions from higher authorities and what he issues directives to his subordinates, and there is his role as a colleague of other leaders, which requires him to build good relations with His peers are at the same level, and to use these relationships in creating support and cooperation with them, as well as his role and relationships as a participant in various activities outside the organization, his participation in clubs, associations and unions, and his dealings with groups and government representatives in other organizations, which requires the leader to achieve integration and reconcile them all Which increases the difficulty of the situation and the importance of the human role in the organization. (Hashem, 2001).

- The Importance of Leadership in Achieving Management Objectives:

Despite the multiplicity and disparity of organizational goals, the leader's function and role in achieving the goals remain the same in all administrative transfers, which is to work to achieve these goals by clarifying and specifying them for his subordinates and to prevent the conflict between the goals and requirements of the organization with the goals and requirements of the employees working for him on the one hand, and between them and the society as a whole. On the other hand, the role of leadership in achieving the objectives of the administration highlights its importance through the administrative leadership bearing the responsibility of resolving all the contradictions in the transfer and facing the problems that

result from the multiplicity and complexity of organizational goals through reconciling contradictions and situations, (Milli, 2001).

Principles of Leaders:

The duties of young leaders are as follows:

- Carry out the tasks entrusted to him by the Youth Center only according to the basis specified by the legislation.
- Preparing a draft activity program according to the interests, desires, and capabilities of the youth program and its characteristics. Maintaining and presenting it to the youth center staff.
- Planning and implementing the activities determined by the Ministry and implementing and evaluating youth centers according to the annual activity programs.
- Participation with young people in trips, competitions, events, and activities organized in youth centers.
- Verifying youth participation in activities and ensuring work discipline.
- Participation in the projects implemented by the Ministry, and performs tasks. Such as the initial evaluation of youth projects that will be accepted by the Ministry.

Leadership Classification:

Leadership can be classified into:

First: Transactional leadership: Transactional leadership has adopted a leadership style that can help its followers improve their performance. He is the one who encourages his followers to achieve the goals they want and defines their goals and duties (Bateman, 2002; Özkara, 2011). Your organization can be someone who clearly defines the organization's functions and goals, demonstrates them to reach their goals, sets out the demands and desires of their employees, motivates them with their reward, and is an interactive leader (Hoy & Miskel, 2010; Dessler, 2004).

Second: Transformational leadership: The transformational leader changes the basic assumptions and attitudes, the organizational mission, goals, and strategies for the members of the organization. Transformational leadership is at the heart of change, innovation, and

entrepreneurship. They direct the transformation and see the need for necessary restructuring, create a new vision and establish the transformation (Dessler, 2004; Çelik & Eryılmaz, 2006). Studies have shown that people with leadership behaviors make significant positive contributions to organizational activities (Erkuş & Günlü, 2010). Situational conditions and relationship style have been identified as key concepts in the success of a transformational leader (Podsakoff, & Scott, 1996).

Third: Wise or visionary leadership: They should aim to be successful in managing with employees in a managerial approach by moving quickly down the road. Way to this goal. A visionary leader is someone who looks at the future from a different perspective, has superior analysis skills, has a vision, and can properly convey this vision to his subordinates (Tekin & Ehtiyar, 4007; Duruan, 2006).

Fourth: Charismatic leadership: a person who is strong, self-confident, courageous, and has a high level of persuasion and motivation, amazes followers over himself, and his loyal at the same time (Çelik & Sünbül, 2008; Minister & Büyükbeşe, 2010). Charisma is a term that first appeared in ancient Greece. The word "Khuraismah" literally means divine grace (Kurt & Yiğit, 2017). Charismatic leaders feel good psychologically, and at the same time, they can give their followers the same enthusiasm that they feel (Sertoğlu, 2010). It is an architecture that puts the members of its group behind and is adept at influencing its employees. For this reason, it has a high level of influence. He has the sole say in making decisions. Although he maintains a distance between himself and his employees, the tasks assigned to him are carried out promptly. Charismatic leaders have great power to influence people and societies (Arslanoglu, 2016; Şimşek & Fidan, 2005).

Fifth: Ethical leadership: Throughout history, there has been a great deal of financial bribery, bribery, and abuse in many parts of the world, and the media portrays these incidents as scandals. In addition, sexual abuse, aging, and child abuse in the workplace are common in many countries. These have long been needed for moral leaders to get rid of and resolve these negative attitudes (Gedikoğlu, 2015). Ethical leaders are honest, empathetic, and principled people who make fair and balanced decisions, and ethical leaders develop behavioral models for followers by communicating with their followers through morality, setting moral standards, and then rewarding and punishing. Importantly, ethical leaders not only play an

important role but also become proactive role models for ethical behavior (Bobek, et al., 2010; Sectioned, 2013).

Sixth: Autocratic leadership: It is a leadership model in which the authoritarian, strict, open and often leadership personality is emphasized with regard to the nature of the concept of the leader and the nature of leadership. Despite the need for more and more moderate leaders and leadership models in the modern world, perhaps the most widely accepted and socially acceptable leadership model in the literature is authoritarian leadership (Yerli, 2016). Autocratic or authoritarian leaders centralize power within themselves. These leaders make the environment suitable for their employees who follow instructions, while at the same time inheriting all the powers and responsibilities. The authoritarian leader does not take the opinion of his subordinates when making decisions, rejects objections to decisions, and as a result, subordinates must comply with the decisions and activities of the leader. According to this command, subordinates are a person who performs the task assigned to him without being asked for it. When authoritarian leaders manage their followers in this way, they often use the power and authority granted to them, such as reward and punishment. This type of leader exhibits a completely “action-oriented” attitude, and the efficiency of the organization is the primary goal (Turkmen et al., 2013; Farmer, 2016). Autocratic leaders are stubbornly stuck in their own way. They don't want to know the thoughts and feelings of others, using the power and prestige that comes from intimidation, threat, and force to achieve results. These leaders find success in asthma if they fail on their own (Karaca, 2017).

Seventh: Democratic leadership: In this type of leadership, leaders and followers act as a large social group at the central level (Önen & Kanayran, 2015). In an organization with a democratic leader, all professions are involved in the process of decision-making and execution. In such organizations, harmony and excellent communication reign between leaders and conquerors. Leaders evaluate the feelings, thoughts, ideas, needs, beliefs, and desires of their employees and, at the same time, increase their willingness to work (Çelik, 2016).

2.1.6 Administrative Performance:

The concept of performance is one of the main topics and even the basic in the theories of administrative organization in particular and administrative behavior in general. Despite this, this topic is still one of the most saturated and controversial topics, both with regard to the definition of the elements of the concept of performance. Administrative performance means the activities that reflect both the goals and the means necessary to achieve them, and it expresses the extent of the efficiency of the worker, reaching the desired level of achievement in this work, and it is related to the outputs that the administrative institutions or ministries seek to achieve. that the performance indicates the skills, capabilities, and capabilities of workers in administrative institutions in general, and ministries in particular, if the performance is appropriate for the work required to be accomplished, then it achieves its purpose, but if the performance does not rise to the required level for work completion, This requires the development of new means and methods and the training of workers on them to raise their competencies and improve their level of performance. As Al-Ojllah (2009)

2.1.6.1 Factors Affecting Administrative Performance:

The administrative performance of workers is affected by many factors, some of them are related to the work environment, and others related to the personality of employees. that administrative performance and job performance are affected by a number of factors, the most important of which are:

- Technical factors include technological advancements, raw materials, organizational structure, and working methods and methods.
- Human factors include the ability to perform the actual work and include knowledge, education, and experience in addition to training, skill, and personal ability, and also include the desire to work. Al-Khatib (2008)

2.1.6.2 Administrative Performance Development:

the development of administrative performance is a continuous requirement, and it refers to the continuous improvement of performance and the continuous pursuit of the client's requirements through a set of processes through which activities that do not add significant value to administrative processes are minimized or limited. Carpinetti & Martins (2001)

Emphasized the need for development, as he stated that educational leadership must be developed according to a modern leadership philosophy that takes into account the leader's ability to learn, develop and change, and work to reformulate the educational institution in line with the requirements of the age and its developments, based on the fact that leadership is a process of industry and art that can be reconfigured in proportion to And the circumstances surrounding it in order to be able to manage the institutions of the future efficiently and effectively. Shams al-Din (2012)

The essence of performance, is based on reducing differences, working on converging defects, and educational institutions need continuous improvement in all their processes, activities, and products. The needs and expectations of the beneficiaries are constantly changing, and the external environment also changes with the passage of time. Therefore, educational institutions must improve and develop their products and processes in line with the change in the external environment. as Joudeh (2008)

2.1.7 Administration and Management of Sport Clubs:

The Sports Administration major is a business-oriented program designed for the individual who desires a career in the business side of sports. Preparation is focused on employment in professional sport, sport regulatory agencies conference headquarters, athletic departments of Division I or II colleges and universities (sports information, development, marketing to name a few), and facility management (for example the Alamo dome, Kemper Arena, and United Center) Career Options (Koul, L. (2006)

Advertising Director/Professional Sports, Aerobics Instructor, Athletic Program Fund Raising and, Athletic Trainer, Development Director, Business Manager for Sports Team, Charitable Organization Manager, Clubhouse Manager, Coach, Corporate Fitness Director, Director of Player Development, Director of Team Operations, Equipment Manager, Health

and Fitness Specialist, Health Club Manager, Hospitality Coordinator/Professional Sports Team, Investment Manager/Professional Sports Team, Manufacturer's Representative/Sporting Goods, Marketing Director/Professional Sports Team, Pay roll Administrator/Professional Sports Team, Personal Trainer, Personnel/Human Relations Director, Physical Education Instructor, Physical Therapist, Player Contract Manager, Premium/Promotional Manager, Professional Sports Agent, Professional Sports Association Manager, Promotion Director/Professional Sports Team, Recreation Director, School Athletics Director, Scout, Special-Risk Insurance Agent for Sports and Recreation, Sports Facilities Architect, Sports Facilities Drafting Specialist, Sports Facilities Engineer, Sports Facilities Maintenance Personnel, Sports Historian, Sports Industry Publicist, Sports Information Director, Sports Merchandising Manager, Sports Museum Administrator/Curator, Sports Officiator, Sports Photographer, Sports Psychologist, Sports Public Relations Specialist, Sports Security Professional, Sports Statistician, (Daryl, 2007).

Athletic club managers oversee the day-to-day operations of fitness facilities and athletic clubs. The manager is responsible for setting staffing schedules and for the maintenance and upkeep of the equipment within the facility. He or she is usually responsible for hiring new staff, implementing training programs for new and existing staff, as well as developing and implementing safety protocols and procedures within the facility (Muluken, 2006).

The athletic club manager works to get more clients into the athletic facility and to constantly expand the number of members. This may include developing marketing programs or networking within the community. The manager will also work with current clients of the athletic club to implement new programs, classes, and uses of the facility to meet the members' needs.

The athletic club manager should have basic business skills as well as an understanding of budgeting, finance, and management principles. Often computer programs and business management software are used to manage the athletic club so the manager should have basic computer skills. The manager will also be required to work with equipment manufacturers and outside vendors to keep the facility up to date with regards to the actual equipment used in the club while staying within the allotted budget (John et al., 2008).

2.1.8 The Roles of Coach

The term “coaching” is often used to cover a wide range of activities usually to help someone prepare for something. Coaching in athletics has been described as the organized provision of assistance to an individual athlete or group of athletes in order to help them develop and improve.

Many people would claim to help in this way, for example, parents, teachers, officials, and sponsors. So what does coaching really involve? Coaching involves teaching, training, instructing, and more. It is not simply about helping people to learn sports skills, improve performance and reach their potential. It is also about recognizing, understanding, and providing for the other needs of athletes. These needs are many and cover a wide range such as social and emotional needs, as well as the more obvious needs related to athletics and competition (Muluken, 2006).

As a good coach, you should have a code of ethics that places the rights and needs of your athletes before those of yourself. You will need to develop a caring and continuing relationship with the athletes you coach. Participation in athletics is a social process. Your coaching will therefore have great power to shape the lives of your athletes.

It is possible to see your only job as a coach in setting exercises and tasks to bring about changes in performance. Experienced coaches will point out that this is only part of the picture. As a coach, you will have many jobs and functions. Some you will perform willingly, others will be less attractive to you, but are just as important. All these jobs or roles contribute to being a successful coach (Thompson, 1991).

- As a teacher – imparting new knowledge, skills, and ideas
- As a trainer – improving fitness
- As an instructor – directing activities and practices
- As a motivator – generating a positive and decisive approach
- As a disciplinarian – determining a system of rewards and punishments
- As a manager – organizing and planning
- As an administrator – dealing with the paperwork

- As a publicity agent – working with the media
- As a social worker – counseling and advising
- As a friend – supporting
- As a scientist – analyzing, evaluating, and problem-solving
- As a student – willing to listen, learn and look for new knowledge

In most coaching situations any or all of these roles are combined, and in all these situations you will need to make decisions. Your philosophy of life guides everyday decisions, while your coaching philosophy guides all decisions with which you are faced as a coach. So coaching calls upon many skills that are gained by experience and knowledge. This knowledge can be learned in courses like this but means little without practical application (Thompson, 1991).

2.1.8.1 Influence of The Coach

Coaches can develop very close relationships with young athletes and become very important to them. Because they teach new and exciting activities and reveal new abilities, they can assume significance in children's lives second only to that of the family. This may be particularly true where athletics becomes especially important to the child and the coach-athlete relationship continues for a long time. Coaches should be aware that they are in a position both to build confidence and to destroy it with a few words, or even a look.

2.1.8.2 Coaching Behavior

Coaching demands a high level of professionalism, even when you are working as a volunteer. As a coach, you must not only have high personal and professional standards but also live by them. The coach-athlete relationship is not only a matter of preparing for achievement in the stadium. It is also a matter of shaping attitudes and being an educator in the broadest sense. Through your work and how it is carried out you project an image of coaching to athletes, to other coaches, and to those who are not involved in coaching (Zewdie, 2012).

Athletics has a place above all other sports. Its various skills are fundamental to most other sports and modern training theory owes its existence to athletics. It is probably the most

international of all sports and is the centerpiece of the Olympic Games. Coaches, 29 because of their position in preparing several generations of athletes for their contribution to athletics, and because they enjoy a high profile as representatives of the sport, have an important role as ambassadors and guardians of the values of athletics (Jayanthi, et al., 2013).

2.1.8.3 Coach-Club or Institutions

Many coaches acquire their early experience and education through a club or similar institution. There should be some relationship between coach and club in those areas where clubs operate. It may be that this relationship should be formalized in some way, especially if the club has financed the coach's education. For these and other reasons, there is at least the basis for loyalty (Thompson, 1991).

2.1.8.4 Philosophy and Coaching Style

In the past, the often accepted role of the coach was to be a dominant, authoritarian leader with the athlete as a disciplined follower. In the modern world, the athlete is exposed to wider views and his vocabulary has expanded to include the word "why?" This should not be seen as a challenge of the coach or his position, but a healthy curiosity on the part of the athlete.

Most coaches tend to coach in the style that they have coached themselves. This is sometimes effective. To become a better coach, you should look carefully at the coaching or leadership style you use most of the time. A good leadership style comes from your coaching philosophy and your personality and allows you to communicate more effectively with your athletes. In simple terms, we can identify three distinct leadership styles, authoritarian, cooperative, and casual

The authoritarian and casual styles are extremes and unlikely to be successful methods of coaching. The cooperative leadership style gives guidance and structure but allows the athlete to develop physically, psychologically, and socially. This style is more in line with the philosophy of athletes first, winning second". Good coaches will be able to modify their style according to the athletes and their situation. The coaching style that is recommended for most situations is the cooperative style (The official IAAF Guide to coaching Athletics, 2001)

2.2 Previous Studies:

2.2.1 Study of Bahadir (2013):

Study title: Evaluating the performance of physical education teachers.

The aim of the research is to determine the opinions of school managers on how the performance of physical education teachers should be evaluated. The researcher used the descriptive approach, and the research sample consisted of (152) school managers and agents of school principals who worked in primary schools located in the state of Turkey. The researcher used The performance evaluation criteria scale for physical education teachers, which consists of (49) items, and the results indicated that the evaluation of the performance of physical education teachers should not be limited to objective criteria only, but also stressed that it is necessary to take into account the criteria for evaluating the general performance, and the criteria for evaluating the performance Methodology and extracurricular.

2.2.2 Al-Sharari Study (2015):

Study title: Evaluating the administrative and educational performance of sports institutions in the northern region of the Kingdom of Saudi Arabia.

The aim of the research is to identify the level of the degree of administrative and educational performance of sports institutions in the northern region of Saudi Arabia. The researcher used the descriptive approach. The research sample consisted of (79) coaches of team games in sports clubs in the northern region of Saudi Arabia. The researcher designed a questionnaire consisting of (38) paragraphs. The results of the research showed a high level of the administrative and educational aspect of sports institutions in the northern region of Saudi Arabia and also resulted in the presence of statistically significant differences between the arithmetic averages of the members of the research sample attributed to the administrative region in favor of the Al-Jawf region, followed by the Hail region, then the Arar region Tabuk.

2.2.3 Muhammad's Study (2017):

Study title: Evaluating the administrative performance of the Egyptian General Football League clubs

The aim of the research is to evaluate the administrative performance of the Egyptian General Football League clubs. The researcher used the descriptive approach based on survey studies. The research sample consisted of (190) members of boards of directors, technical and administrative bodies. The researcher designed a questionnaire form "Assessment of the administrative performance of the Egyptian Football League clubs", which consists of (61) items. The results showed that there were statistically significant differences in all paragraphs of the scale for the four axes, which indicates the positive administrative performance of the Egyptian Football League clubs.

2.2.4 Al-Sharari Study (2018):

Study title: Evaluating the administrative and educational performance of physical education teachers from the point of view of educational supervisors and principals of primary schools in Al-Jouf region

The aim of the research is to identify the level of administrative and educational performance of physical education teachers in the Al-Jawf region in the Kingdom of Saudi Arabia and to reveal the extent to which there are statistically significant differences due to the city variable. The researcher used the descriptive approach. The research sample consisted of (79) educational supervisors and principals of primary schools in Al-Jawf, Kingdom of Saudi Arabia. To achieve the researcher's goal, the researcher designed a questionnaire consisting of (38) items to evaluate the administrative and educational performance. The results of the study indicated that the degree of performance of physical education teachers is high due to the change of the city in Al-Jawf region in the Kingdom of Saudi Arabia. The results revealed that there were statistically significant differences between the arithmetic averages of the study sample members attributed to the cities in favor of the city of Sakaka, followed by the city of Al-Qurat, then the city of Suwayr, and finally the city of Tabarjal.

2.2.5: The Study of Al-Hayali & Muhammad (2019):

Study title: The reality of the administrative performance of educational supervisors from the point of view of physical education teachers in Baghdad.

The aim of the research is to identify the reality of the administrative performance of educational supervisors from the point of view of physical education teachers in Baghdad. The researchers used the descriptive approach to suit the nature and objectives of the research. The research sample was chosen randomly, with (450) male and female teachers. The researchers used the Laila Abdul-Amir Administrative Performance Scale, which consisted of (86) items. The results of the research showed that the standard levels of the two measures of administrative performance were distinguished by differences between them, and the sample of educational supervisors was characterized by administrative performance.

CHAPTER THREE

3. Methodology and Procedures:

3.1 Research Methodology:

A Descriptive approach has been used to conduct the data for the study.

3.2 The Population and Sampling:

The study community consisted of twelve different youth centers in Duhok province for example, (Akre, Amedi, Bardarash, Domiz, Duhok, Shexan, Sumel Batifa, Deralok, Brifka, Qasrok, and Zaxo), and the study sample consisted of (108) coaches from the youth center as it shows in the table (1). The study was approved by the Ethics Committee University e of Gaziosmanpaşa Faculty of Education Department of Physical Education and Sports.

3.3instruments of Data Collection:

The data for the study were collected using questionnaires, interviews, observational checklists, and Internet sources.

3.3.1 Questionnaire:

3.3.1.1 Open Questionnaire:

After determining the axes of the study, at first, the researcher prepared an open questionnaire form and distributed it to the research sample, and collected the paragraphs to express their opinions with great freedom regarding the quality of the questionnaire questions, in terms of their ease, clarity, comprehensiveness, quantity, and adequacy to collect all the data and information required for the questionnaire, and then after that, The researcher modified the questionnaire questions in the light of the observations of the study sample members, in a way that includes collecting all the data and information required for the research scale.

3.3.2 Study Scale:

After reviewing the opinions of the research sample in the open questionnaire and the formulation of the paragraphs and deleting of some paragraphs not related to the objectives of the study, and according to that questionnaire was designed to correspond with the objectives of the study, the researcher designed the administrative performance questionnaire in accordance with the Iraqi environment so that the administrative performance questionnaire consisted of (39) a paragraph divided into (7) axes, as following:

- The first axis is planning (7) paragraphs.
- The second axis is supervision and follow-up (5) paragraphs.
- The third axis is incentive and rewards (5) paragraphs.
- The fourth axis is creativity and development (5) paragraphs.
- The fifth axis is organization (6) paragraphs.
- The sixth axis is leadership (5) paragraphs.
- The seventh axis is communication (6) paragraphs.

3.3.3 Reliability and Validity of Scale:

To demonstrate the Reliability of the scale is presented to a group of experienced and specialized in the field of sports psychology, measurement, evaluation and administration and management whose names are listed in Appendix (2) on Tuesday in 3/2/2021, the percentage of agreement was (80.7%).

3.3.3.1 Reliability of Scale:

For the validity of the scale, the researcher used the retest method, where the scale was applied to a random sample of (42) coached not represented the study samples in 3/14/ 2021, and then it was re-applied to the same sample after a period of time ranging between three weeks. The scale was provided with instructions that explain to the coaches show to answer the paragraphs accurately, objectively and clearly. The paragraphs of the scale in the following (extremely agree, agree, agree to some extent, disagree, and extremely disagree).

3.4 Pilot Test:

The researcher conducted the pilot test on (10) coaches who were not included in the research sample 3/17/2021, and the aim of it was to ensure that the coaches could easily understand the scale used in the study, as well as to know the time taken to answer the scale's questions.

3.5 Main Test:

The researcher distributed the scale to the coaches of the youth center in Duhok Governorate on 3/24/2021. The distribution was online, where the researcher made a soft word copy and sent it to the coaches by email to avoid contraction with them because of covid-19. Then the data was collected and to be statistically processed.

3.6 The Statistical Methods Used in The Research:

- Percentage
- Simple Correlation Coefficient (r) Pearson
- Independent Samples Test
- One-Sample Test
- mean
- Standard Deviation Std. Deviation
- Standard Error Std. Error Meaning
- Mann Whitney Test
- Analysis of Variance ANOVA
- Kruskal Wallis Test
- Tukey HSD Test

CHAPTER FOUR

4. Results and Discussion:

4.1 Results:

Table (1) Study Sample

Variables	Sub – Variables	number	Percentage %
Sex	Male	77	71%
	Female	31	29%
	Sum	108	100%
Sport	Single	49	45%
	Team	59	55%
	Sum	108	100%
Place	Sub-district	35	32.4%
	District	56	51.9%
	City center	17	15.7%
	Sum	108	100%
Qualification	High school – institution	35	32.4%
	Bachelor	65	60.2%
	Post graduated	8	7.4%
	Sum	108	100%
Experience	Less than 5 yeas	34	31%
	5 – 10 years	42	39%
	More than 10 years	32	30%
	Sum	108	100%

Table (1) shows that the number of males is (77) with a percentage of (71%), and the number of coaches for sports teams is (59) with a percentage of (55%). The trainers have lived in city center (56) trainers with a percentage of (51.9%), and as for the scientific qualification, the highest percentage of the bachelor's degree was (65) and with a percentage of (60.2%). And for years of experience as a coach, the highest percentage was for (5-10) years (42) with a percentage of (39%).

**Table (2) The Internal Consistency Of The Scale Items
(Correlation Of The Items With The Total Score Of The Scale)**

Paragraphs	Correlation	Sig	N
Over all	1.000	0.000	42
1	0.663	0.000	42
2	0.671	0.000	42
3	0.597	0.000	42
4	0.608	0.000	42
5	0.621	0.000	42
6	0.368	0.016	42
7	0.699	0.000	42
8	0.672	0.000	42
9	0.682	0.010	42
10	0.756	0.000	42
11	0.716	0.000	42
12	0.332	0.032	42
13	0.598	0.000	42
14	0.474	0.002	42
15	0.537	0.000	42
16	0.498	0.001	42
17	0.744	0.000	42
18	0.743	0.000	42
19	0.648	0.000	42
20	0.538	0.000	42
21	0.702	0.000	42
22	0.692	0.000	42
23	0.727	0.000	42
24	0.561	0.000	42

25	0.771	0.000	42
26	0.857	0.000	42
27	0.668	0.000	42
28	0.629	0.000	42
29	0.577	0.000	42
30	0.752	0.000	42
31	0.781	0.000	42
32	0.551	0.000	42
33	0.348	0.024	42
34	0.770	0.000	42
35	0.739	0.000	42
36	0.533	0.000	42
37	0.413	0.007	42
38	0.430	0.004	42
39	0.551	0.000	42

From Table (2) it appears that all the items have a correlation with the total score of the scale and therefore the validity of the internal consistency is high for the scale.

Table (3) Shows The Ability of the Paragraphs to Distinguish Between the Trainers' Answers About the Administrative Performance of the Directors of Youth Centers in Duhok Governorate

Independent Samples Test										
		Levine's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1	Equal variances assumed	4.851	0.033	11.46	40	0.000	1.619	0.141	1.904	1.333
	Equal variances not assumed			11.46	40	0.000	1.619	0.141	1.905	1.332
2	Equal variances assumed	1.214	0.277	6.543	40	0.000	1.190	0.181	1.558	0.822
	Equal variances not assumed			6.543	40	0.000	1.190	0.181	1.558	0.822
3	Equal variances assumed	0.193	0.663	6.858	40	0.000	1.285	0.187	1.664	0.906
	Equal variances not assumed			6.858	40	0.000	1.285	0.187	1.665	0.905
4	Equal variances assumed	5.197	0.028	10.32	40	0.000	1.666	0.161	1.993	1.340
	Equal variances not assumed			10.32	40	0.000	1.666	0.161	1.993	1.339
5	Equal variances assumed	5.045	0.030	7.346	40	0.000	1.666	0.226	2.125	1.208
	Equal variances not assumed			7.346	40	0.000	1.666	0.226	2.131	1.202
6	Equal variances assumed	9.303	0.004	7.474	40	0.000	1.238	0.165	1.572	0.903
	Equal variances not assumed			7.474	40	0.000	1.238	0.165	1.576	0.900
7	Equal variances assumed	19.43	0.000	11.06	40	0.000	1.571	0.142	1.858	1.284
	Equal variances not assumed			11.06	40	0.000	1.571	0.142	1.861	1.281
8	Equal variances assumed	1.479	0.231	6.379	40	0.000	1.095	0.171	1.442	0.748
	Equal variances not assumed			6.379	40	0.000	1.095	0.171	1.443	0.746
9	Equal variances assumed	0.385	0.539	9.765	40	0.000	2.000	0.204	2.413	1.586
	Equal variances not assumed			9.765	40	0.000	2.000	0.204	2.414	1.585
10	Equal variances assumed	0.469	0.497	8.464	40	0.000	1.571	0.185	1.946	1.196
	Equal variances not assumed			8.464	40	0.000	1.571	0.185	1.948	1.194
11	Equal variances assumed	3.718	0.061	7.616	40	0.000	1.761	0.231	2.229	1.294
	Equal variances not assumed			7.616	40	0.000	1.761	0.231	2.234	1.289

12	Equal variances assumed	2.220	0.144	9.024	40	0.000	1.476	0.163	1.806	1.145
	Equal variances not assumed			9.024	40	0.000	1.476	0.163	1.807	1.145
13	Equal variances assumed	0.555	0.460	9.617	40	0.000	1.904	0.198	2.305	1.504
	Equal variances not assumed			9.617	40	0.000	1.904	0.198	2.305	1.504
14	Equal variances assumed	3.208	0.081	8.593	40	0.000	1.857	0.216	2.293	1.420
	Equal variances not assumed			8.593	40	0.000	1.857	0.216	2.299	1.415
15	Equal variances assumed	13.54	0.001	7.844	40	0.000	1.571	0.200	1.976	1.166
	Equal variances not assumed			7.844	40	0.000	1.571	0.200	1.982	1.160
16	Equal variances assumed	0.460	0.502	6.460	40	0.000	1.619	0.250	2.125	1.112
	Equal variances not assumed			6.460	40	0.000	1.619	0.250	2.125	1.112
17	Equal variances assumed	0.157	0.694	10.84	40	0.000	1.952	0.180	2.316	1.588
	Equal variances not assumed			10.84	40	0.000	1.952	0.180	2.317	1.587
18	Equal variances assumed	0.055	0.816	6.693	40	0.000	1.333	0.199	1.735	0.930
	Equal variances not assumed			6.693	40	0.000	1.333	0.199	1.738	0.928
19	Equal variances assumed	0.031	0.862	6.309	40	0.000	1.190	0.188	1.571	0.809
	Equal variances not assumed			6.309	40	0.000	1.190	0.188	1.572	0.807
20	Equal variances assumed	0.201	0.657	7.460	40	0.000	1.285	0.172	1.634	0.937
	Equal variances not assumed			7.460	40	0.000	1.285	0.172	1.634	0.937
21	Equal variances assumed	0.880	0.354	9.726	40	0.000	1.714	0.176	2.070	1.358
	Equal variances not assumed			9.726	40	0.000	1.714	0.176	2.073	1.355
22	Equal variances assumed	5.633	0.023	5.767	40	0.000	1.476	0.255	1.993	0.958
	Equal variances not assumed			5.767	40	0.000	1.476	0.255	2.000	0.952
23	Equal variances assumed	0.049	0.825	6.637	40	0.000	1.333	0.200	1.739	0.927
	Equal variances not assumed			6.637	40	0.000	1.333	0.200	1.741	0.925
24	Equal variances assumed	5.071	0.030	6.634	40	0.000	1.190	0.179	1.553	0.827
	Equal variances not assumed			6.634	40	0.000	1.190	0.179	1.554	0.826
25	Equal variances assumed	6.191	0.017	5.895	40	0.000	1.380	0.234	1.854	0.907
	Equal variances not assumed			5.895	40	0.000	1.380	0.234	1.858	0.903

26	Equal variances assumed	0.154	0.697	9.316	40	0.000	1.523	0.163	1.854	1.193
	Equal variances not assumed			9.316	40	0.000	1.523	0.163	1.854	1.192
27	Equal variances assumed	0.324	0.572	7.463	40	0.000	1.380	0.185	1.754	1.006
	Equal variances not assumed			7.463	40	0.000	1.380	0.185	1.755	1.006
28	Equal variances assumed	1.047	0.312	6.440	40	0.000	1.238	0.192	1.626	0.849
	Equal variances not assumed			6.440	40	0.000	1.238	0.192	1.628	0.847
29	Equal variances assumed	0.217	0.644	7.800	40	0.000	1.619	0.207	2.038	1.199
	Equal variances not assumed			7.800	40	0.000	1.619	0.207	2.041	1.197
30	Equal variances assumed	10.15	0.003	5.222	40	0.000	1.095	0.209	1.519	0.671
	Equal variances not assumed			5.222	40	0.000	1.095	0.209	1.522	0.668
31	Equal variances assumed	2.969	0.093	7.787	40	0.000	1.666	0.214	2.099	1.234
	Equal variances not assumed			7.787	40	0.000	1.666	0.214	2.103	1.229
32	Equal variances assumed	0.310	0.581	8.415	40	0.000	1.666	0.198	2.066	1.266
	Equal variances not assumed			8.415	40	0.000	1.666	0.198	2.068	1.264
33	Equal variances assumed	2.903	0.096	9.237	40	0.000	1.952	0.211	2.379	1.525
	Equal variances not assumed			9.237	40	0.000	1.952	0.211	2.380	1.524
34	Equal variances assumed	2.062	0.159	11.38	40	0.000	1.523	0.133	1.794	1.253
	Equal variances not assumed			11.38	40	0.000	1.523	0.133	1.794	1.253
35	Equal variances assumed	0.000	1.000	6.332	40	0.000	1.000	0.157	1.319	0.680
	Equal variances not assumed			6.332	40	0.000	1.000	0.157	1.319	0.680
36	Equal variances assumed	4.329	0.044	6.874	40	0.000	1.380	0.200	1.787	0.974
	Equal variances not assumed			6.874	40	0.000	1.380	0.200	1.790	0.971
37	Equal variances assumed	1.902	0.176	8.581	40	0.000	1.714	0.199	2.118	1.310
	Equal variances not assumed			8.581	40	0.000	1.714	0.199	2.118	1.310
38	Equal variances assumed	0.942	0.338	9.388	40	0.000	1.666	0.177	2.025	1.307
	Equal variances not assumed			9.388	40	0.000	1.666	0.177	2.026	1.307
39	Equal variances assumed	18.621	0.000	10.91	40	0.000	1.523	0.139	1.806	1.241
	Equal variances not assumed			10.91	40	0.000	1.523	0.139	1.806	1.240

From Table (3), it is clear that all items have an error rate less than (0.05), which indicates the existence of differences between the upper and lower groups, and thus the ability of the higher items to distinguish between individuals.

Table (4) The type of fields, the number of their paragraphs, their order, and direction

	Axes	Number of paragraphs	Reliability Statistics	Number of items	
			Cronbach's Alpha	positive	Negative
1	The Planning Axis	7	0.990	7	0
2	The supervision and follow-up Axis	5	0.882	4	1
3	The Incentive and reward axis	5	0.943	5	0
4	The creativity and development Axis	5	0.914	5	0
5	organization axis	6	0.877	6	0
6	Leadership Axis	5	0.847	4	1
7	communication Axis	6	0.949	5	1

From Table (4) it appears that all the axes of the scale have high stability and therefore the scale is reliable and reliable and is ready for applying and that the positive items are sequentially keys (5-4-3-2-1), while the negative items are the keys to correct them (1-2 -3-4-5) and straight.

Table (5) Comparing The Items of the Scale with The Hypothetical Mean (3) And The Statistical Description of the Items

One-Sample Test							One-Sample Statistics			
Questions	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		N	Mean	Std. Deviation	Std. Error Mean
					Lower	Upper				
1	11.25	107	0.000	0.981	0.808	1.154	108	3.981	0.906	0.087
2	11.75	107	0.000	0.916	0.762	1.071	108	3.916	0.810	0.077
3	8.698	107	0.000	0.722	0.557	0.886	108	3.722	0.862	0.083
4	4.274	107	0.000	0.388	0.208	0.569	108	3.388	0.945	0.090
5	10.01	107	0.000	0.972	0.779	1.164	108	3.972	1.008	0.097
6	15.41	107	0.000	1.222	1.065	1.379	108	4.222	0.8240	0.079
7	12.93	107	0.000	1.101	0.933	1.270	108	4.101	0.885	0.085
8	9.407	107	0.000	0.675	0.533	0.818	108	3.675	0.746	0.071
9	0.083	107	0.034	.0092	0.212	0.231	108	3.009	1.164	0.112
10	9.540	107	0.000	0.870	0.689	1.051	108	3.870	0.948	0.091
11	7.733	107	0.000	0.814	0.605	1.023	108	3.814	1.095	0.105
12	5.044	107	0.000	0.425	0.258	0.593	108	3.425	0.877	0.084
13	2.828	107	0.006	0.305	0.091	0.519	108	3.305	1.122	0.108
14	7.911	107	0.000	0.861	0.645	1.076	108	3.861	1.131	0.108
15	11.19	107	0.000	1.064	0.876	1.253	108	4.064	0.988	0.095
16	0.961	107	0.339	0.101	0.108	0.312	108	3.101	1.101	0.106
17	7.288	107	0.000	0.694	0.505	0.883	108	3.694	0.990	0.095
17	7.728	107	0.000	0.666	0.495	0.837	108	3.666	0.896	0.086
19	10.78	107	0.000	0.833	0.680	0.986	108	3.833	0.803	0.077
20	10.00	107	0.000	0.805	0.645	0.965	108	3.805	0.836	0.080
21	10.15	107	0.000	0.962	0.775	1.150	108	3.963	0.985	0.094
22	8.969	107	0.000	0.898	0.699	1.096	108	3.898	1.040	0.100
23	8.754	107	0.000	0.740	0.573	0.908	108	3.740	0.879	0.084
24	14.62	107	0.000	1.111	0.960	1.261	108	4.111	0.789	0.075
25	8.707	107	0.000	0.805	0.622	0.989	108	3.805	0.961	0.092
26	10.38	107	0.000	0.888	0.719	1.058	108	3.888	0.889	0.085
27	10.29	107	0.000	0.861	0.695	1.027	108	3.861	0.869	0.083
28	8.925	107	0.000	0.722	0.561	0.882	108	3.722	0.840	0.080
29	7.587	107	0.000	0.759	0.560	0.957	108	3.759	1.040	0.100
30	8.974	107	0.000	0.740	0.577	0.904	108	3.740	0.857	0.082
31	8.190	107	0.000	0.842	0.638	1.046	108	3.842	1.069	0.102
32	5.956	107	0.000	0.611	0.407	0.814	108	3.611	1.066	0.102

33	0.584	107	0.561	0.064	0.155	0.285	108	3.064	1.154	0.111
34	12.32	107	0.000	1.037	0.870	1.203	108	4.037	0.874	0.084
35	14.40	107	0.000	0.944	0.814	1.074	108	3.944	0.681	0.065
36	11.63	107	0.000	1.009	0.837	1.181	108	4.009	0.901	0.086
37	2.339	107	0.021	0.231	0.035	0.427	108	3.231	1.028	0.098
38	5.952	107	0.000	0.555	0.370	0.740	108	3.555	0.969	0.093
39	7.190	107	0.000	0.742	0.538	1.146	108	2.342	1.169	0.112

From Table (5), it is clear that all paragraphs are significant at an error rate of (0.05), except for paragraphs (16, 33), for which the error rate was respectively (0.339, 0.561), which indicates that for paragraph (16), which is that the members of the administrative board It does not have the authority to grant rewards and financial incentives to trainers. As for paragraph (33) which is the management of youth centers, its decisions are strict and not able to be discussed with the trainers.

Table (6) Comparing the items of the scale with the hypothetical mean for each axis, the statistical description of the axes

One-Sample Test							One-Sample Statistics			
Dimensions	Test Value = 15						N	Mean	Std. D	Std. Error Mean
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference					
					Lower	Upper				
Planning Axis	7.578	107	0.000	6.780	4.972	8.588	108	27.78	5.729	0.894
Supervision and Follow-up Axis	7.333	107	0.000	6.463	4.681	8.244	108	21.46	5.644	0.881
Incentive and Reward axis	4.121	107	0.000	3.219	1.640	4.798	108	18.21	5.002	0.781
Creativity and Development Axis	10.85	107	0.000	8.317	6.768	9.865	108	23.31	4.906	0.766
Organization axis	7.020	107	0.000	5.536	3.942	7.130	108	23.53	5.050	0.788
Leadership Axis	5.945	107	0.000	4.121	2.720	5.523	108	19.12	4.439	0.693
Communication Axis	8.264	107	0.000	7.926	5.988	9.865	108	25.92	6.141	0.959

From Table (6) it is clear that the responses of the trainers about the administrative behaviors were positive for each topic, and the planning axis appeared in the first with an arithmetic average (27.78), followed by the communication axis in the second (25.93), then the axis of organization, then the axis of creativity and development, then the axis of supervision and follow-up, then the axis Leadership and finally the axis of incentives and rewards appeared.

Table (7) Differences by gender for trainers' answers

Independent Samples Test										
Dimensions		Levine's Test		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Planning Axis	Equal variances assumed	6.032	0.016	1.275	106	0.205	1.197	0.939	0.664	3.060
	Equal variances not assumed			1.464	76.67	0.147	1.197	0.818	0.431	2.827
Supervision and Follow-up Axis	Equal variances assumed	0.375	0.542	1.157	106	0.25	0.912	0.788	0.650	2.474
	Equal variances not assumed			1.183	58.22	0.241	0.912	0.770	0.630	2.454
Incentive and Reward axis	Equal variances assumed	7.062	0.009	1.845	106	0.068	1.532	0.830	0.114	3.178
	Equal variances not assumed			2.068	72.19	0.042	1.532	0.740	0.055	3.009
Creativity and Development Axis	Equal variances assumed	5.038	0.027	0.83	106	0.408	0.729	0.878	1.012	2.472
	Equal variances not assumed			0.96	77.97	0.34	0.729	0.760	0.783	2.243
Organization axis	Equal variances assumed	1.816	0.181	1.058	106	0.293	0.886	0.838	0.775	2.548
	Equal variances not assumed			1.145	66.39	0.256	0.886	0.774	0.659	2.432
Leadership Axis	Equal variances assumed	0.216	0.643	0.277	106	0.783	0.224	0.809	1.381	1.829
	Equal variances not assumed			0.274	54.30	0.785	0.224	0.818	1.415	1.864
Communication Axis	Equal variances assumed	0.006	0.937	0.278	106	0.781	0.203	0.730	1.244	1.651
	Equal variances not assumed			0.267	51.01	0.791	0.203	0.761	1.324	1.731

From Table (7), it is clear that there are no differences between the answers of male and female trainers to the axes of the scale, except for the axis of incentives and reward and the axis of creativity and development, where it was found that there are differences and that female are better than males.



Table (8) Shows The Statistical Description and Mann-Whitney Test

Dimensions	Variables	Groups	N	%	Mean Rank	Sum of Ranks	MWU	P
Planning Axis	Male	Between Groups	77	71	58.04	4469.00	921.00	0.063
	Female	Within Groups	31	29	45.71	1417.00		
	Total		108	100				
Supervision and Follow-up Axis	Male	Between Groups	77	71	56.96	4386.00	1004.00	0.195
	Female	Within Groups	31	29	48.39	1500.00		
	Total		108	100				
Incentive and Reward axis	Male	Between Groups	31	29	44.61	1383.00	887.00	0.036
	Female	Within Groups	77	71	58.48	4503.00		
	Total		108	100				
Creativity and Development Axis	Male	Between Groups	77	71	48.29	1497.00	881.00	0.039
	Female	Within Groups	31	29	57.00	4389.00		
	Total		108	100				
Organization axis	Male	Between Groups	77	71	57.30	4412.00	978.00	0.141
	Female	Within Groups	31	29	47.55	1474.00		
	Total		108	100				
Leadership Axis	Male	Between Groups	77	71	55.05	4239.00	1151.00	0.771
	Female	Within Groups	31	29	53.13	1647.00		
	Total		108	100				
Communication Axis	Male	Between Groups	77	71	54.50	4196.50	1193.50	0.925
	Female	Within Groups	31	29	54.50	1689.50		
	Total		108	100				

From Table (8), it is clear that there are no differences between the answers of males and females on the scale axes, except for the axis of incentives and the axis of creativity and development reward, which shows that the differences are in favor of females.

Table (9) Differences Between Sample Answers by Type of Game (Single Sport and Team or Team Sport)

Independent Samples Test										
Dimensions		Levene's Test		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Planning Axis	Equal variances assumed	8.190	0.005	0.652	106	0.516	0.559	0.858	2.261	1.142
	Equal variances not assumed			0.639	91.636	0.525	0.559	0.875	2.298	1.179
Supervision and Follow-up Axis	Equal variances assumed	5.861	0.017	0.000	106	1.000	0.000	0.720	1.428	1.429
	Equal variances not assumed			0.000	85.142	1.000	0.000	0.742	1.475	1.476
Incentive and Reward Axis	Equal variances assumed	0.136	0.713	1.762	106	0.081	1.331	0.755	0.166	2.829
	Equal variances not assumed			1.777	104.969	0.078	1.331	0.749	0.154	2.817
Creativity and Development Axis	Equal variances assumed	5.792	0.018	1.006	106	0.317	0.801	0.797	2.382	0.778
	Equal variances not assumed			0.971	81.615	0.334	0.801	0.825	2.444	0.840
Organization Axis	Equal variances assumed	9.545	0.003	1.593	106	0.114	1.205	0.756	2.705	0.295
	Equal variances not assumed			1.539	81.952	0.128	1.205	0.783	2.763	0.352
Leadership Axis	Equal variances assumed	0.522	0.472	0.565	106	0.573	0.415	0.735	1.872	1.041
	Equal variances not assumed			0.561	99.285	0.576	0.415	0.740	1.883	1.053
Communication Axis	Equal variances assumed	1.390	0.241	2.086	106	0.039	1.356	0.650	2.646	0.066
	Equal variances not assumed			2.091	103.411	0.039	1.356	0.648	2.643	0.070

From Table (9) it is clear that there are differences between the trainers' answers according to the type of sports, whether it is a single sport or team sport for the communication axis in favor of single sport.

Table (10) Shows The Statistical Description of the Coaches' Answers by Type of Sport (Single and Teams)

Group Statistics					
Dimensions	The type of sport	N	Mean	Std. Deviation	Std. Error Mean
Planning Axis	Team sport	49	27.000	4.941	0.705
	Single sport	59	27.559	3.979	0.518
Supervision and Follow-up Axis	Team sport	49	21.102	4.345	0.620
	Single sport	59	21.101	3.127	0.407
Incentive and Reward axis	Team sport	49	18.755	3.716	0.530
	Single sport	59	17.423	4.060	0.528
Creativity and Development Axis	Team sport	49	22.469	4.920	0.702
	Single sport	59	23.271	3.326	0.433
Organization axis	Team sport	49	22.489	4.659	0.665
	Single sport	59	23.694	3.169	0.412
Leadership Axis	Team sport	49	18.449	3.953	0.564
	Single sport	59	18.864	3.674	0.478
Communication Axis	Team sport	49	24.693	3.311	0.473
	Single sport	59	26.050	3.411	0.444

From Table (10) it is clear that there were no differences for the scale axes between the trainers' answers about the behaviors of administrators only in the communication axis, differences appeared in favor of single sport.

Table (11) Mann-Whitney Test to Find Differences Between Independent Samples of the Type of Sport

Dimensions	The type of game	Groups	N	%	Mean Rank	Sum of Ranks	MWU	P
Planning Axis	Team sport	Between Groups	49	45	54.15	2653.50	1428.50	0.916
	Single sport	Within Groups	59	55	54.79	3232.50		
	Total		108	100				
Supervision and Follow-up Axis	Team sport	Between Groups	49	45	57.03	2794.50	1321.50	0.441
	Single sport	Within Groups	59	55	52.40	3091.50		
	Total		108	100				
Incentive and Reward axis	Team sport	Between Groups	49	45	60.27	2953.00	1163.00	0.080
	Single sport	Within Groups	59	55	49.71	2933.00		
	Total		108	100				
Creativity and Development Axis	Team sport	Between Groups	49	45	52.83	2588.50	1363.50	0.611
	Single sport	Within Groups	59	55	55.89	3297.50		
	Total		108	100				
Organization axis	Team sport	Between Groups	49	45	50.87	2492.50	1267.50	0.269
	Single sport	Within Groups	59	55	57.52	3393.50		
	Total		108	100				
Leadership Axis	Team sport	Between Groups	49	45	52.51	2573.00	1348.00	0.544
	Single sport	Within Groups	59	55	56.15	3313.00		
	Total		108	100				
Communication Axis	Team sport	Between Groups	49	45	49.58	2429.50	1204.50	0.034
	Single sport	Within Groups	59	55	58.58	3456.50		
	Total		108	100				

From Table (11) it is clear that there are differences between the answers of the sample according to the type of sport for the connection axis in favor of single sport.

Table (12) Shows The Anova Analysis of Variance and The Statistical Description of the Sample Answers According to The Trainers' Residence

Descriptives										ANOVA		
Dimensions	Variables	N	%	Mean	Std. Deviation	Std. Error	Sum of Squares	Df	Mean Square	F	Sig.	Groups
Planning Axis	sub-district	35	32.4	28.323	3.320	0.596	237.96	2	118.97	6.713	0.002	Between Groups
	District	56	51.9	28.67	3.723	0.638	1861	105	17.72			Within Groups
	city center	17	15.7	25.48	5.053	0.770	2098.9	107				
	Total	108	100	27.30	4.429	0.426	257.43					Total
Supervision and Follow-up Axis	sub-district	35	32.4	22.19	2.845	0.511	1216.5	2	128.71	11.11	0.000	Between Groups
	District	56	51.9	22.5	2.677	0.459	1473.9	105	11.58			Within Groups
	city center	17	15.7	19.20	4.189	0.638	184.27	107				
	Total	108	100	21.10	3.711	0.357						Total
Incentive and Reward Axis	sub-district	35	32.4	19.35	3.674	0.659	1482.6	2	92.13	6.525	0.002	Between Groups
	District	56	51.9	18.82	3.872	0.664	1666.9	105	14.12			Within Groups
	city center	17	15.7	16.44	3.724	0.567	306.97	107				
	Total	108	100	18.02	3.946	0.379						Total
Creativity and Development Axis	sub-district	35	32.4	23.90	3.360	0.603	1514.1	2	153.48	10.64	0.000	Between Groups
	District	56	51.9	24.58	3.085	0.529	1821.1	105	14.42			Within Groups
	city center	17	15.7	20.86	4.528	0.690	233.56	107				
	Total	108	100	22.90	4.125	0.396						Total

Organization Axis	sub-district	35	32.4	24.87	2.985	0.536	1430.1	2	116.78	8.574	0.000	Between Groups
	District	56	51.9	23.76	3.516	0.603	1663.6	105	13.62			Within Groups
	city center	17	15.7	21.41	4.238	0.646	309.07	107				
	Total	108	100	23.14	3.943	0.379					Total	
Leadership Axis	sub-district	35	32.4	19.83	2.696	0.484	1228.6	2	154.53	13.207	0.000	Between Groups
	District	56	51.9	20.23	2.629	0.450	1537.7	105	11.70			Within Groups
	city center	17	15.7	16.60	4.315	0.658	34.28	107				
	Total	108	100	18.67	3.790	0.364					Total	
Communication Axis	sub-district	35	32.4	25.83	3.873	0.695	1216.3	2	17.14	1.48	0.232	Between Groups
	District	56	51.9	25.94	3.311	0.567	1250.5	105	11.58			Within Groups
	city center	17	15.7	24.74	3.102	0.473		107				
	Total	108	100	25.43	3.418	0.328					Total	

From the table (12) it is clear that there are differences in the answers of the sample according to the residential area of the trainers and for all the axes except for the communication axis, where there was no difference between them.

Table (13) Shows The Kruskal Wallis Test Analysis of Variance for Differences by Residential Area

Dimensions		N	%	Mean Rank	df	Kruskal-Wallis H	Sig.
Planning Axis	sub-district	35	32.4	63.93	2	8.947	0.011
	District	56	51.9	63.17			
	city center	17	15.7	45.54			
	Total	108	100				
Supervision and Follow-up Axis	sub-district	35	32.4	64.95	2	13.899	0.001
	District	56	51.9	66.11			
	city center	17	15.7	43.34			
	Total	108	100				
Incentive and Reward Axis	sub-district	35	32.4	62.40	2	5.691	0.050
	District	56	51.9	61.15			
	city center	17	15.7	47.36			
	total	108	100				
Creativity and Development Axis	sub-district	35	32.4	62.86	2	13.907	0.001
	district	56	51.9	67.30			
	city center	17	15.7	43.43			
	total	108	100				
Organization Axis	sub-district	35	32.4	68.86	2	11.033	0.004
	district	56	51.9	61.05			
	city center	17	15.7	44.92			
	total	108	100				
Leadership Axis	sub-district	35	32.4	59.50	2	10.111	0.006
	district	56	51.9	66.38			
	city center	17	15.7	45.30			
	total	108	100				
communication Axis	sub-district	35	32.4	59.10	2	3.843	0.146
	district	56	51.9	61.11			
	city center	17	15.7	48.68			
	total	108	100				

From Table (13) it is clear that there are differences between the axes of the scale and according to the residential area of the trainers, except for the communication axis, where it turns out that there are no differences between the answers of the sample.

**Table (14) Shows The Analysis of Variance for The Answers of the Trainers by Residential Area,
(Tukey) Test**

Dependent Variable	(I) place	(J) place	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Planning Axis	sub-district	2.00	0.353	1.045	0.939	2.839	2.131
		3.00	2.834	0.991	0.014	0.476	5.192
	District	1.00	0.353	1.045	0.939	2.131	2.839
		3.00	3.188	0.966	0.004	0.891	5.485
	city center	1.00	2.834	0.991	0.014	5.192	0.476
		2.00	3.188	0.966	0.004	5.485	0.891
Supervision and Follow-up Axis	sub-district	2.00	0.306	0.845	0.930	2.316	1.703
		3.00	2.984	0.801	0.001	1.077	4.890
	District	1.00	0.306	0.845	0.930	1.703	2.316
		3.00	3.290	0.781	0.000	1.433	5.147
	city center	1.00	2.984	0.801	0.001	4.890	1.077
		2.00	3.290	0.781	0.000	5.147	1.433
Incentive and Reward Axis	sub-district	2.00	0.531	0.933	0.837	1.687	2.749
		3.00	2.912	0.885	0.004	0.808	5.017
	District	1.00	0.531	0.933	0.837	2.749	1.687
		3.00	2.381	0.862	0.018	0.331	4.431
	city center	1.00	2.912	0.885	0.004	5.017	0.808
		2.00	2.381	0.862	0.018	4.431	0.331
Creativity and Development Axis	sub-district	2.00	0.685	0.943	0.748	2.926	1.556
		3.00	3.042	0.894	0.003	0.915	5.169
	District	1.00	0.685	0.943	0.748	1.556	2.926
		3.00	3.727	0.871	0.000	1.655	5.799
	city center	1.00	3.042	0.894	0.003	5.169	0.915
		2.00	3.727	0.871	0.000	5.799	1.655
Organization Axis	sub-district	2.00	1.106	0.916	0.452	1.072	3.285
		3.00	3.452	0.869	0.000	1.385	5.519
	District	1.00	1.106	0.916	0.452	3.285	1.072
		3.00	2.346	0.846	0.018	0.332	4.359
	city center	1.00	3.452	0.869	0.000	5.519	1.385
		2.00	2.346	0.846	0.018	4.359	0.332
Leadership Axis	sub-district	2.00	0.396	0.849	0.887	2.416	1.622
		3.00	3.234	0.805	0.000	1.318	5.150

	District	1.00	0.396	0.849	0.887	1.622	2.416	
		3.00	3.630	0.785	0.000	1.764	5.497	
	city center	1.00	3.234	0.805	0.000	5.150	1.318	
		2.00	3.630	0.785	0.000	5.497	1.764	
Communication Axis	sub-district	2.00	0.102	0.845	0.992	2.111	1.906	
		3.00	1.094	0.801	0.363	0.811	3.001	
	District	1.00	0.102	0.845	0.992	1.906	2.111	
		3.00	1.196	0.781	0.280	0.659	3.053	
	city center	1.00	1.094	0.801	0.363	3.001	0.811	
		2.00	1.196	0.781	0.280	3.053	0.659	
	<ul style="list-style-type: none"> The mean difference is significant at the 0.05 level. 							

The table (14) shows that there are statistically significant differences between the answers of the trainers who live in the sub-districts and city centers and in favor of the sub-district, there are statistically significant differences between the answers of the trainers who live in the district and city centers and in favor of the district, there are no statistically significant differences between the answers of the trainers who live in the sub-districts and the district.

1 **Table (15) Shows The Analysis Of Variance Anova And The Statistical Description According To The Educational Qualification**
 2 **Of The Trainers**

Descriptives							ANOVA					
Dimensions	Variables	N	%	Mean	Std. Deviation	Std. Error	Sum of Squares	Df	Mean Square	F	Sig.	Groups
Planning Axis	Institute	35	32.4	27.91	3.822	0.646	42.51	2	21.25	1.08	0.342	Between Groups
	Bachelor	65	60.2	26.81	4.933	0.611	2056.4	105	19.58			Within Groups
	Postgraduate	8	7.41	28.62	0.517	0.182	2098.9	107				Total
	Total	108	100	27.30	4.429	0.426						
Supervision and Follow-up Axis	Institute	35	32.4	22.2	3.270	0.552	95.726	2	47.86	3.647	0.029	Between Groups
	Bachelor	65	60.2	20.33	3.922	0.486	1378.2	105	13.12			Within Groups
	Postgraduate	8	7.41	24.5	2.070	0.731	1473.9	107				Total
	Total	108	100	22.34	3.711	0.357						
Incentive and Reward axis	Institute	35	32.4	19.02	2.843	0.480	95.43	2	47.71	3.188	0.055	Between Groups
	Bachelor	65	60.2	17.27	4.273	0.530	1571.5	105	14.96			Within Groups
	Postgraduate	8	7.41	19.75	4.267	1.508	1666.9	107				Total
	Total	108	100	18.02	3.946	0.379						
Creativity and Development	Institute	35	32.4	24.08	3.501	0.591	109.01	2	54.50	3.343	0.059	Between Groups

Axis	Bachelor	65	60.2	22.09	4.421	0.548	1712.1	105	16.30			Within Groups
	Postgraduate	8	7.41	26.37	2.503	0.885	1821.1	107				Total
	Total	108	100	24.18	4.125	0.396						
Organization Axis	Institute	35	32.4	24.48	3.230	0.545	194.57	2	97.28	6.953	0.001	Between Groups
	Bachelor	65	60.2	22.09	4.163	0.516	1469.1	105	13.99			Within Groups
	Postgraduate	8	7.41	25.87	0.834	0.295	1663.6	107				Total
	Total	108	100	23.14	3.943	0.379						
Leadership Axis	Institute	35	32.4	20.22	3.049	0.515	137.63	2	68.81	5.161	0.007	Between Groups
	Bachelor	65	60.2	17.78	4.071	0.505	1400	105	13.33			Within Groups
	Postgraduate	8	7.41	22.12	1.807	0.639	1537.7	107				Total
	Total	108	100	20.04	3.790	0.364						
Communication Axis	Institute	35	32.4	26.45	2.559	0.432	112.72	2	56.36	5.201	0.007	Between Groups
	Bachelor	65	60.2	24.63	3.718	0.461	1137.8	105	10.83			Within Groups
	Postgraduate	8	7.41	28.5	2.070	0.731	1250.5	107				Total
	Total	108	100	26.52	3.418	0.328						

From Table (15) it is clear that there are no statistically significant differences between the responses of the trainers to the axes (planning - incentives and reward - creativity and development).

As for the axes (supervision and follow-up - leadership - communication), the results were as follows:

- There are statistically significant differences between the answers of the trainers according to the educational qualification between graduates of the institute and graduates of the bachelor's degree, and in favor of graduates of the institute.
- There are no statistically significant differences between the answers of the trainers according to the educational qualification between graduates of the Institute and graduates of postgraduate studies.
- There are no statistically significant differences between the answers of the trainers according to the educational qualification between the undergraduate and postgraduate graduates.

As for the results of the organizing axis, they were as follows:

- There are statistically significant differences between the answers of the trainers according to the educational qualification between graduates of the institute and graduates of the bachelor's degree, in favor of graduates of the institute.
- There are no statistically significant differences between the responses of the trainers according to the educational qualification between graduates of the Institute and graduates of postgraduate studies.
- There are statistically significant differences between the responses of the trainers according to the educational qualification between the undergraduate and postgraduate graduates, and in favor of the postgraduate graduates.

Table (16) Shows The Tukey Analysis of Variance Test According to The Educational Qualification Variable for Trainers

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) educational qualification	(J) educational qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Planning Axis	Institute	2.00	1.098	0.927	0.465	1.106	3.304
		3.00	0.710	1.734	0.912	4.833	3.412
	Bachelor	1.00	1.098	0.927	0.465	3.304	1.106
		3.00	1.809	1.658	0.522	5.751	2.132
	Postgraduate	1.00	0.710	1.734	0.912	3.412	4.833
		2.00	1.809	1.658	0.522	2.132	5.751
Supervision and Follow-up Axis	Institute	2.00	1.861	0.759	0.042	0.055	3.667
		3.00	1.300	1.419	0.026	1.675	3.075
	Bachelor	1.00	1.861	0.759	0.042	3.667	0.055
		3.00	2.161	1.357	0.253	5.388	1.065
	Postgraduate	1.00	1.300	1.419	0.026	1.075	3.675
		2.00	2.161	1.357	0.253	1.065	5.388
Incentive and Reward axis	Institute	2.00	1.751	0.811	0.083	0.176	3.679
		3.00	0.721	1.516	0.883	4.325	2.882
	Bachelor	1.00	1.751	0.811	0.083	3.679	0.176
		3.00	2.473	1.449	0.208	5.919	0.973
	Postgraduate	1.00	0.721	1.516	0.883	2.882	4.325
		2.00	2.473	1.449	0.208	0.973	5.919
Creativity and Development Axis	Institute	2.00	1.993	0.846	0.053	0.019	4.006
		3.00	0.289	1.582	0.982	4.051	3.472
	Bachelor	1.00	1.993	0.846	0.053	4.006	0.019
		3.00	2.282	1.512	0.291	5.879	1.314
	Postgraduate	1.00	0.289	1.582	0.982	3.472	4.051
		2.00	2.282	1.512	0.291	1.314	5.879
Organization axis	Institute	2.00	2.393	0.784	0.008	0.529	4.257
		3.00	1.389	1.465	0.611	4.874	2.095
	Bachelor	1.00	2.393	0.784	0.008	4.257	0.529
		3.00	3.782	1.401	0.022	7.114	0.450
	Postgraduate	1.00	1.389	1.465	0.611	2.095	4.874
		2.00	3.782	1.401	0.022	0.450	7.114
Leadership Axis	Institute	2.00	2.443	0.765	0.005	0.623	4.264

	Bachelor	3.00	1.103	1.430	0.021	2.298	4.505
		1.00	2.443	0.765	0.005	4.264	0.623
	Postgraduate	3.00	1.340	1.368	0.591	4.593	1.912
		1.00	1.103	1.430	0.021	4.505	2.298
		2.00	1.340	1.365	0.591	1.912	4.593
Communication Axis	Institute	2.00	1.826	0.690	0.025	0.185	3.467
		3.00	1.042	1.290	0.049	4.109	2.024
	Bachelor	1.00	1.826	0.690	0.025	3.467	0.185
		3.00	2.869	1.233	0.057	5.801	0.063
	Postgraduate	1.00	1.042	1.290	0.049	2.024	4.109
		2.00	2.869	1.233	0.057	0.063	5.801
* The mean difference is significant at the 0.05 level.							

From Table (16) it appears that there are no statistically significant differences between the responses of the trainers to the axes (planning - incentives and reward - creativity and development), as well as there are differences between the sample answers to the axes supervision and follow-up - organization - leadership – communication.

Table (17) Shows The Analysis of Variance for Trainers' Answers by Years of Experience

Descriptives										ANOVA		
Dimensions	Variables	N	%	Mean	Std. Deviation	Std. Error	Sum of Squares	df	Mean Square	F	Sig.	Groups
Planning Axis	<5 years	34	31	27.70	4.988	0.855	17.41	2	8.706	0.439	0.646	Between Groups
	5-10 years	42	39	26.80	4.753	0.733	2081.50	105	19.82			Within Groups
	>10 years	32	30	27.53	3.282	0.580	2098.91	107				
	Total	108	100	27.30	4.429	0.426						Total
Supervision and Follow-up Axis	<5 years	34	31	21.26	4.024	0.690	2.768	2	1.384	0.099	0.906	Between Groups
	5-10 years	42	39	20.90	4.029	0.621	1471.11	105	14.01			Within Groups
	>10 years	32	30	21.18	2.955	0.522	1473.88	107				
	Total	108	100	21.10	3.711	0.357						Total
Incentive and Reward axis	<5 years	34	31	18.97	3.704	0.635	87.19	2	43.59	2.898	0.060	Between Groups
	5-10 years	42	39	16.92	4.468	0.689	1579.72	105	15.04			Within Groups
	>10 years	32	30	18.46	3.151	0.557	1666.91	107				
	Total	108	100	18.02	3.946	0.379						Total
Creativity and	<5 years	34	31	23.82	3.596	0.616	50.15	2	25.07	1.487	0.231	Between Groups

Development Axis	5-10 years	42	39	22.19	4.804	0.741	1770.91	105	16.86			Within Groups
	>10 years	32	30	22.87	3.580	0.633	1821.07	107				
	Total	108	100	22.90	4.125	0.396						Total
Organization axis	<5 years	34	31	23.11	4.102	0.703	7.727	2	3.863	0.245	0.783	Between Groups
	5-10 years	42	39	22.88	4.511	0.696	1655.90	105	15.77			Within Groups
	>10 years	32	30	23.53	2.929	0.517	1663.63	107				
	Total	108	100	23.14	3.943	0.379						Total
Leadership Axis	<5 years	34	31	18.76	3.172	0.544	0.488	2	0.244	0.017	0.983	Between Groups
	5-10 years	42	39	18.66	4.442	0.685	1537.17	105	14.64			Within Groups
	>10 years	32	30	18.59	3.572	0.631	1537.65	107				
	Total	108	100	18.67	3.790	0.364						Total
Communication Axis	<5 years	34	31	25.23	3.626	0.622	7.34	2	3.670	0.310	0.734	Between Groups
	5-10 years	42	39	25.76	3.420	0.527	1243.20	105	11.84			Within Groups
	>10 years	32	30	25.21	3.260	0.576	1250.54	107				
	Total	108	100	25.43	3.418	0.328						Total

From the table (17), it appears that there are no differences between the answers of the sample according to years of experience only in all axes.

Table (18) The Kruskal-Wallis Test to Find Differences According to Years of Experience

Ranks					Kruskal-Wallis H		
Dimensions		N	%	Mean Rank	df	KWH	P
Planning Axis	<5 years	34	31	57.00	2	0.349	0.840
	5-10 years	42	39	52.81			
	>10 years	32	30	54.06			
	Total	108	100				
Supervision and Follow-up Axis	<5 years	34	31	57.81	2	0.580	0.748
	5-10 years	42	39	53.42			
	>10 years	32	30	52.41			
	Total	108	100				
Incentive and Reward axis	<5 years	34	31	61.04	2	5.053	0.080
	5-10 years	42	39	46.14			
	>10 years	32	30	58.52			
	Total	108	100				
Creativity and Development Axis	<5 years	34	31	60.96	2	2.240	0.326
	5-10 years	42	39	50.49			
	>10 years	32	30	52.91			
	Total	108	100				
Organization Axis	<5 years	34	31	54.26	2	0.103	0.950
	5-10 years	42	39	53.61			
	>10 years	32	30	55.92			
	Total	108	100				
Leadership Axis	<5 years	34	31	52.59	2	0.441	0.802
	5-10 years	42	39	56.96			
	>10 years	32	30	53.30			
	Total	108	100				
Communication Axis	<5 years	34	31	51.28	2	1.898	0.387
	5-10 years	42	39	59.67			
	>10 years	32	30	51.14			
	Total	108	100				

The table (18) shows that there are no differences between the trainers' answers according to the number of years of experience they have.

Table (19) Shows The Analysis of Variance Tukey's Test for Trainers' Answers According to Years of Experience.

Tukey HSD							
Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Planning Axis	<5 years	2.00	0.896	1.027	0.659	1.545	3.338
	5-10 years	3.00	0.174	1.096	0.986	2.432	2.781
	>10 years	1.00	0.896	1.027	0.659	3.338	1.545
	<5 years	3.00	0.721	1.044	0.769	3.205	1.762
	5-10 years	1.00	0.174	1.096	0.986	2.781	2.432
	>10 years	2.00	0.721	1.044	0.769	1.762	3.205
Supervision and Follow-up Axis	<5 years	2.00	0.359	0.863	0.909	1.693	2.412
	5-10 years	3.00	0.077	0.921	0.996	2.114	2.268
	>10 years	1.00	0.359	0.863	0.909	2.412	1.693
	<5 years	3.00	0.282	0.878	0.945	2.370	1.805
	5-10 years	1.00	0.077	0.921	0.996	2.268	2.114
	>10 years	2.00	0.282	0.878	0.945	1.805	2.370
Incentive and Reward axis	<5 years	2.00	2.042	0.894	0.063	0.085	4.169
	5-10 years	3.00	0.501	0.955	0.859	1.769	2.773
	>10 years	1.00	2.042	0.894	0.063	4.169	0.085
	<5 years	3.00	1.540	0.910	0.213	3.704	0.623
	5-10 years	1.00	0.501	0.955	0.859	2.773	1.769
	>10 years	2.00	1.540	0.910	0.213	0.623	3.704
Creativity and Development Axis	<5 years	2.00	1.633	0.947	0.201	0.619	3.885
	5-10 years	3.00	0.948	1.011	0.618	1.456	3.353
	>10 years	1.00	1.633	0.947	0.201	3.885	0.614
	<5 years	3.00	0.684	0.963	0.758	2.975	1.605
	5-10 years	1.00	0.948	1.011	0.618	3.353	1.452
	>10 years	2.00	0.684	0.963	0.758	1.605	2.975
Organization axis	<5 years	2.00	0.236	0.916	0.964	1.944	2.417
	5-10 years	3.00	0.413	0.978	0.906	2.739	1.917
	>10 years	1.00	0.236	0.916	0.964	2.417	1.944
	<5 years	3.00	0.650	0.931	0.765	2.866	1.561
	5-10 years	1.00	0.413	0.978	0.906	1.917	2.739
	>10 years	2.00	0.650	0.931	0.765	1.561	2.866
Leadership Axis	<5 years	2.00	0.098	0.882	0.993	2.005	2.196
	5-10 years	3.00	0.170	0.942	0.982	2.065	2.414
	>10 years	1.00	0.098	0.882	0.993	2.196	2.005
	<5 years	3.00	0.072	0.897	0.996	2.065	2.204
	5-10 years	1.00	0.170	0.942	0.982	2.414	2.065
	>10 years	2.00	0.072	0.897	0.996	2.204	2.065
Communication Axis	<5 years	2.00	0.526	0.793	0.785	2.418	1.366
	5-10 years	3.00	0.016	0.847	1.000	1.993	2.034
	>10 years	1.00	0.526	0.793	0.785	1.366	2.418
	<5 years	3.00	0.543	0.807	0.780	1.374	2.467
	5-10 years	1.00	0.016	0.847	1.000	2.034	1.998
	>10 years	2.00	0.543	0.807	0.780	2.467	1.376

From Table (19) it is clear that there are no statistically significant differences according to years of experience and for all scale axes.



4.2 Discussion:

4.2.1 Discussing The Results of the First Hypothesis:

1-The first hypothesis was identifying the level of administrative performance of the administrators of youth sports centers in the governorate of Duhok from the point of view of the trainers.

It was found that all the paragraphs are significant except for the paragraph “members of the administrative board do not have the powers to grant rewards and financial incentives to trainers”, and the paragraph “the management of youth centers whose decisions are strict and not subject to discussion with the trainers.

This indicates the efficiency of the administrators in the youth centers of Duhok governorate with regard to all the paragraphs of the scale axes, except for the paragraph “the youth centers administrator does not have the powers to grant rewards and financial incentives to the trainers”, and the researcher attributes this to determining the powers of the youth centers administration with regard to financial matters, especially after The financial crisis that passed through the country, in addition to the new government’s policy change in this regard, as the Ministry of Finance confirms the commitment of government departments to submit detailed notes regarding the process of disbursing dues, as well as the paragraph indicating that “the decisions of the management of youth centers are strict and not able for discussion with the coaches,” The researcher sees that strictness and firmness in dealing with coaches may be a double-edged sword, since strictness in making decisions makes coaches and players abide by the regulations and makes them more serious about work and training, but the administrator must be careful not to overdo it, as this trait may turn into an obstacle and affect the relationship of administrators with coaches, as Bou Okaz indicates that the manager’s strictness in applying the laws in a superficial manner makes him frustrated with the employee’s determination, lowers his performance level, and makes him marginalized (Bou Okaz, 2016).

The results of the current study are agreed with the study of Al-Hayali and Muhammad (2019), as the results of the research showed that the level of the sample in the administrative performance is good in the tasks assigned to them in its affiliated directorates, which leads to the achievement of their desired goals.

It is also clear that the responses of the trainers about administrative behaviors were positive for all axes, as the planning axis comes first, followed by the communication axis in the second rank, and then the axis of an organization ranked third, after that the axis of creativity and development comes forth, and the axis of supervision and follow-up in the fifth rank, and then The leadership axis is sixth, and finally, the axis of incentives and reward ranked seventh.

It is noted through these results that the level of administrative performance of administrators in the youth centers of Duhok governorate increased in terms of their ability to plan and organize sports activities, communicate with coaches and players, creativity and development in the administrative and sports field, supervision, follow-up and leadership, and these results can be explained through the integration of the work of administrators in youth centers in All administrative aspects throughout providing scientific and sports staff of leading a generation of young people.

That the most important qualities that a successful administrator needs in his work are the ability to plan, organize, make decisions, direct and evaluate, in addition to his ability to lead. As Rabeea (2006)

and this is agreed with Al-Sharari's study (2017), where the results showed that the performance level of the physical education teacher in his fields (administrative and educational) and the dimensions of the administrative field in the Sakaka region in the Kingdom of Saudi Arabia was large, as the administrative field came in the first place and then the educational field in second place, noting that the dimensions The administrative field came according to the following order: after organization and coordination in the first rank, followed by guidance and control in the second rank, followed by communication in the third rank, and finally followed by planning in the fourth rank.

4.2.2 Discuss The Results of the Second Hypothesis:

2- The second hypothesis identifying the differences between the level of administrative performance of the administrators of youth sports centers in the governorate of Duhok.

- Discussing the results of the differences between the trainer's answers according to gender (male-female):

It turns out that there are no differences between the answers of male and female trainers to the axes of the scale, except for the axis of incentives and reward and the axis of creativity and development, where it was found that there are significant differences between males and females and in favor of females. The researcher attributes the existence of differences between the responses of male and female trainers and in favor of females in the axes of incentives and reward and the axis of creativity and development to the administrative policy of the decision-making bodies, as sports institutions began in the last decade to encourage women's sports by disbursing rewards, wages, and distinct salaries to encourage the female component to engage in the training profession (Scott, et al., 2011). This was reflected in their attitudes towards administrators, as the trainers began to feel that administrators were creative and striving for development. Al-Halaybeh (2013) points out the importance of material incentives and rewards in improving the performance of the employees of the Ammanat Amman Al-Kobra, in addition to building positive attitudes among administrators and workers in the public sector.

- Results of the differences between coaches' answers according to the type of sport (single sport and team sport):

It appears from the results that there are differences between the responses of the trainers according to the type of sport, whether it is a single sport or team sport for the communication axis in favor of a single sport. The researcher believes that these differences are due to the nature of the game, as it is known that a single sport is less expensive than a team sport and the number of their competitions is less. The administrator avoided confronting the coaches of team sport to avoid embarrassment, as we mentioned earlier that the financing process has become difficult and the exchange decisions are not in their hands. Al-Alqami (et.al., 2012) see that sport game events need large funding compared to single games, so some institutions sometimes resort to supporting single sport events at the expense of the game.

- The results of the differences between the trainers' answers according to the trainers' residential area:

From the results, it is clear that there are no statistically significant differences between the trainers residing in the city center, the district, and the sub-district in the communication axis. As for the axes (planning, supervision and follow-up, incentives and reward, creativity and

development, organization, leadership), it was found that there were similar statistically significant differences for the above axes, as follows:

- There are statistically significant differences between the answers of the trainers who live in the sub-districts and the city centers and in favor of the sub-district.
- There are statistically significant differences between the answers of the trainers who live in the district and city centers and in favor of the judiciary.
- There are no statistically significant differences between the answers of the trainers who live in the sub-districts and districts.

The researcher attributes the reason for the above results to the nature of sports activities and their difference between the city center, the district, and the sub-district, as the sports activities in the city centers are diverse and numerous, which burdens the administrators and burdens them administratively, which negatively affects their performance, unlike the administrators in the districts and sub-districts, as the sports activities The activities adopted by the external youth centers are less compared to the city center, except for the communication hub; With the development of modern means of communication and communication, the process of communication between administrators and trainers has facilitated. Khaira (2016) believes that when duties and tasks increase, work pressures increase, which causes a lack of focus and thus decreases the motivation for work and achievement.

- The results of the differences between the answers of the trainers according to the educational qualification (institute - college - postgraduate studies):

The results show that there are no statistically significant differences between the trainers' answers to the axes (planning - incentives and rewards - creativity and development). As for the axes (supervision and follow-up - leadership - communication), the results were as follows:

- There are statistically significant differences between the responses of the trainers according to the educational qualification between graduates of the Institute and graduates of the bachelor's degree, and in favor of graduates of the Institute.

- There are no statistically significant differences between the answers of the trainers according to the educational qualification between graduates of the Institute and graduates of postgraduate studies.
- There are no statistically significant differences between the responses of trainers by educational qualification between undergraduate and postgraduate graduates.

As for the results of the organizing axis, they were as follows:

- There are statistically significant differences between the responses of the trainers according to the educational qualification between graduates of the Institute and graduates of the bachelor's degree, and in favor of graduates of the Institute.
- There are no statistically significant differences between the answers of the trainers according to the educational qualification between graduates of the Institute and graduates of postgraduate studies.
- There are statistically significant differences between the responses of the trainers according to the educational qualification between undergraduate and postgraduate graduates, and in favor of postgraduate graduates.

The researcher attributes the absence of statistically significant differences between the responses of the trainers according to the academic qualification in the axes (planning - incentives and reward - creativity and development) to as mentioned earlier the high efficiency of administrators in the field of planning and their ability to innovate and develop in the sports and administrative fields, in addition to their knowledge of the reality of the Ministry of Finance and the lack of administrators' decision to exchange incentives and reward, and this applies with the axis of organization in the relationship between the answers of trainers according to the educational qualification between graduates of the institute and graduate studies. As for the statistical differences in the responses of the trainers according to the scientific qualification in the axes (supervision and follow-up - leadership - communication), between the graduates of the Institute and the graduates of the bachelor's and graduate studies of the trainers, the researcher believes that it could be due to the fact that the trainers are graduates of the Institute who did not receive enough From academic education - if compared to bachelor's graduates and postgraduate graduates - it allows them to give accurate responses about the previous axes, and this applies

with the axis of organization in the relationship between the answers of trainers according to scientific qualification between graduates of the institute and the bachelor's degree. Sargent & Hannum (2003) indicate that the higher an individual's academic qualification, the lower his level of satisfaction. Adds that the knowledge output of holders of educational qualifications (postgraduate studies) increases due to the information and knowledge they obtained during the additional years they studied; which makes the judgment process more accurate. Hamid (2014)

- The results of the differences between the answers of trainers according to years of experience: (less than 5 years, 5 to 10 years, more than 10 years)

The results show that there are no statistically significant differences between the responses of the trainers according to years of experience and for all axes of the scale.

The researcher attributes this result to the fact that the Ministry of Youth and Sports, in the last five years, has been keen to periodically open training courses for trainers in clubs and youth centers in the northern region, which has contributed to raising the training, cultural and administrative outcome of all trainers “the subject of research” alike, which has contributed to Homogeneity of the level of trainers in the field of knowledge. Bou Abbas (2010) indicates that the special training courses aim to qualify and prepare trainers and raise their efficiency and capabilities for training and leadership, in addition to keeping pace with modernity and tremendous technological progress, which in its entirety depends on the development in administrative work. This result is consistent with the study of Gokshaw and Khair (2012), which indicated that there are no differences due to the variable years of experience. Whereas, it differed from the study of Sahib (1998), whose results indicated that there are differences in cognitive achievement in favor of recent graduates.

CHAPTER FIVE

5. Conclusions and Recommendations:

5.1 Conclusions:

It was concluded that:

- A scale consisting of five axes was obtained that measures aspects of the administrative performance of youth center trainers, which has high reliability and validity.
- High level of administrative performance of administrators in the youth centers of Duhok governorate was found in terms of their ability to plan and organize sports activities, communicate with coaches and players, creativity and development in the administrative and sports field, supervision, follow-up and leadership.
- It was found that the members of the administrative body do not have the authority to grant rewards and financial incentives to trainers, and the clause that the management of youth centers has strict decisions and is not subject to discussion with the trainers.
- There are no differences between the answers of male and female trainers to the axes of the scale, except for the axis of incentives and reward and the axis of creativity and development, where it was found that there are significant differences between males and females and in favor of females.
- There are differences between the coaches' answers according to the type of sport, whether it is a single sport or a team sport for the communication axis in favor of single sports.
- There are statistically significant differences between the answers of the trainers who live in the sub-districts and the city centers and in favor of the sub-district.
- For the axes (supervision and follow-up - leadership - communication), there are statistically significant differences between the answers of the trainers according to the educational qualification between graduates of the institute and graduates of the bachelor's degree, and in favor of graduates of the institute.

- Results of the axis of organization: There are statistically significant differences between the responses of the trainers according to the educational qualification between graduates of the institute and graduates of the bachelor's degree, and in favor of graduates of the institute. There are also statistically significant differences between the responses of trainers according to the educational qualification, between bachelor and postgraduate graduates, and in favor of postgraduate graduates.



5.2 RECOMMENDATIONS:

Based on the research results, the researcher recommends the following:

- The researcher recommended conducting studies with the same procedure on youth sport centers in Duhok Governorate.
- The researcher recommended conducting studies and taking the point of views of players of youth centers administrators.
- The administrators of the youth center should not differentiate between males and females for trainers in terms of incentives and rewards.
- The administrative leadership is characterized by moral qualities and behavioral values that make coaches more interested in sports. Therefore, the administrative leadership must deal with coaches well and openly.
- A lot of reward method, even with a token reward, in order to stimulate their morale towards the training work.

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5.4 APPENDIX

Gaziosmanpaşa University

College of Physical Education and Sports Sciences

Postgraduate / Master's studies

The questionnaire shows the administrative performance of the administrators of youth centers in Dohuk governorate.

The researcher intends to prepare a study entitled (Assessment of the administrative performance of administrators of youth centers in Dohuk governorate from the point of view of trainers), and therefore to complete the requirements for obtaining a master's degree in physical education. Accordingly, you are kindly requested to answer the paragraphs of this questionnaire accurately and objectively, as you see fit, by placing a tick (√) in the appropriate field after reviewing the paragraph and the answer necessary to write.

Researcher: Fareed Majeed Ameen

Appendix (1)

	Axes	Paragraphs	extremely Agree	Agree	Agree to some extent	disagree	extremely disagree
1	Planning	The management of the Youth Center is concerned with sports tournaments and their timing to participate in order to achieve achievement in cooperation with coaches					
2		The governing body of the youth center has the ability to set work goals within the timetable					

3		The management of the Youth Center sets work plans for the optimal investment of human and financial resources in achieving the goals.					
4		The governing body of the youth center has the ability to plan and develop long-term strategies					
5		The management of the Youth Center is working on building the main base to organize the affairs of the specialized training cadre					
6		Planning helps youth center management to give orders during competitions					
7		The management of the youth center uses flexibility in giving orders and instructions to trainees					
8	Supervision and Follow-up	The Administrative Board of the Youth Center supervises the plans and programs and their implementation					
9		Some youth center administrators use an inappropriate method when directing coaches					
10		Youth center administrators have the ability to properly supervise and follow up					

11		The management of the youth center uses continuous monitoring of trainers					
12		The administration compares what has been accomplished with what is within its goals					
13	Incentives and Rewards	The administrative body of the youth center has the ability to motivate the coaches and their teams financially and morally					
14		The system of incentives and rewards applied in the youth center motivates workers to increase performance					
15		The level of administrative performance of the youth center improves when the opinions and suggestions of the trainers are taken					
16		Members of the administrative board of the Youth Center have the authority to grant financial rewards and incentives					
17		The management of the youth center organizes financial matters with the coaches in a fair manner					
18		Creativity and Development	The administrative body of the Youth Center seeks to develop working methods using modern methods and means				

19	Organization	The management of youth centers deals with emergency cases with wisdom and rationality					
20		The management of the center presents ideas and suggestions related to the development of work in the youth center					
21		The management of the youth center strives to carry out the work with high skill					
22		Managing a youth center gives coaches the opportunity to express their opinions on administrative matters					
23		The management body of the youth center completes their work on time					
24		The administrative body of the youth center is committed to the work regulations					
25		The administrative body is present in the youth center on a daily basis					
26		The administrative staff of the youth center manages the time available in a beneficial manner					
27		The administrative body of the youth center organizes trial matches for their teams in cooperation with the coaches					
28		The management of the youth center					

		works on dividing the duties among them					
29	Leadership	The members of the administrative board of the youth center have a leading figure in managing the work of the center					
30		A youth center management member is able to diagnose existing problems and work to solve them					
31		The members of the youth center management have a leadership and educational behavior that affects the workers in the youth center to gain their motivation for achievement and work					
32		The governing body of the Youth Center has the courage to back down on wrong decisions					
33		The decisions of the management of the center are strict and do not accept discussion					
34	Connection	The board of directors can establish effective working contacts with trainers					
35		The governing body of the youth center has the ability to communicate in an understandable and clear manner with the trainers					

36		Communication with the sports teams in the youth center leads to an increased understanding of working methods and therefore development					
37		There is difficulty in understanding and dealing with the management of the youth center					
38		The administrative body of the Youth Center constantly monitors the personal data of its employees					
39		The management of the youth center uses modern technical means to communicate with the trainers					

APPENDIX (2)

Names of experts and specialists in the field of management, organization, sports psychology, measurement and evaluation, who were presented with an administrative performance evaluation form

	Name	Specialist	University
1	Pro.Dr. Oded Odisho Asi	Evaluation	Duhok
2	Pro.Dr. Ahmad Qasim	Sport psychology	Duhok
3	Pro.Dr. Hashim Ahmad	Evaluation	Mosul
4	Pro.Dr. Odai Ghanim	Sport Administration	Mosul
5	Pro. Dr. Riad Ahmad Ismeal	Sport Administration	Mosul
6	Pro. Dr. Sabhan Mahmood	Evaluation	Mosul
7	Pro. Dr. Ethar Abdulkarim	Evaluation	Mosul
8	Pro. Dr. Maki Mahamood	Evaluation	Mosul
9	Asset. Pro. Dr. Mohammad Dhakir	Sport Administration	Mosul
10	Asset. Pro. Dr. Jalal Kamal	Evaluation	Duhok
11	Dr. Mahmood Shakir	Evaluation	Mosul
12	Dr. Ghaida Salim	Evaluation	Mosul
13	Dr. Falah Sadoon Omar	Sport psychology	Duhok
14	Dr. Warhel Asim Mohammad	Sport psychology	Duhok
15	Dr. Zahra Jamil	Evaluation	Duhok
16	Dr. Mahammad Khalid	Sport psychology	Mosul
17	Dr. Nihad Ibrahim Taid	Evaluation	Duhok