



FINDING A PREDICTIVE EQUATION FOR THE LEVEL OF DEVELOPMENT OF THE JOB PERFORMANCE OF TEACHERS IN TERMS OF VALUES OF THE ORGANIZATIONAL REALITY IN COLLEGES AND DEPARTMENTS OF PHYSICAL EDUCATION AND SPORTS SCIENCES

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Abstract

The research included four chapters. The first chapter contained the introduction to the research and its importance. The job performance of teachers and the organizational reality was addressed, given that organization is one of the most important challenges facing teachers in universities. Which made the interest in studying the organizational reality. As for the research problem, it emerged through the question: What is the percentage of the organizational reality's contribution to the job performance of the two teaching colleges and departments of physical education and sports sciences? The aim of the research is to identify the percentage of the contribution of organizational reality to the job performance of the two teachers. On a sample of (80) students in Iraqi universities, two scales were used to get the results. The researcher concluded that there is a correlation between the organizational reality axes with the job performance compatibility of teachers of faculties and departments of physical education and sports sciences in Iraqi universities. The proportions of each axis vary and it is recommended to develop and strengthen the organizational reality.

Keywords: Job Performance

Summary

Included the research four sections contained the introduction of research and its importance and the functional performance of teachers and organizational reality was addressed as the organization is one of the most prominent challenges facing the teachers in universities. This made the interest in studying organizational reality, but the problem of research has emerged through equality, what is the contribution of organizational reality to the functional performance of the faculties and departments of physical education and sports sciences? The goal of the



research is to identify the contribution of organizational reality to the functional performance of the two students .

1-1 Introduction and Importance of the Research:

The world is experiencing diverse and rapid changes in all areas of life as a result of the development of administrative thought, which prompted researchers to take steps towards the future for the progress of societies by organizing administrative processes and coordinating human efforts to achieve the goals of universities, which are among the most important institutions influential in supplying the developed society with human cadres, rehabilitating and pushing them To the labor market and contribute to the development of capabilities and investment of energies to serve the community in various fields, colleges and departments of physical education and sports sciences, educational and sports institutions that have an organizational reality that is from the management, organization and supervision of the employees themselves in this institution, where all teachers must cooperate to implement the colors of different activities, each according to his ability Its inclination and ability are in accordance with the general objectives of the university , which always seeks to review the extent of its progress and development, and that the comprehensive administrative development in organizational structures and administrative staff is compatible with scientific progress and human competencies available to those universities in order to withstand In front of the various challenges that can contribute to achieving the distinguished job performance of the two teachers, the importance of the research lies in identifying the important role of all aspects of the organizational reality, given that this variable is one of the most prominent challenges facing the job performance of the teaching, as it plays an important role as it is one of the important organizational variables, where It represents the work atmosphere within the college, and that knowledge and interest in it leads to the success and achievement of the university's goals because it has an impact on the behavioral variables of the teachers who are the basis of university work.

By preparing a study of these colleges and knowing the percentage of the contribution of organizational reality axes to job performance For the two teachers and to find a predictive equation through which weaknesses and strengths are identified, as modern management plays an important and effective role in the success and prosperity of the institution, and works to spread the spirit



of cooperation, understanding and trust among the working members to achieve the goals set and achieve the ideal job performance.

The problem is that there is wiggle in the performance career for teachers between positive and passive between teaching and another has is being one the reasons he is Indeed organizational faculties Education physical and science sports

1-2 Research Objectives:

1. predictive equation of the contribution of organizational reality to the job performance of teachers in colleges Departments of physical education and sports sciences .
2. To identify the impact of each axis of organizational reality on the job performance of teachers in Faculties and departments of physical education and sports sciences .

1-3 Research Hypotheses:

- 1- There is a different percentage of contribution in the axes The organizational reality in the job performance of teachers in Faculties and departments of physical education and sports sciences .

Research areas:

The human field : 158 studying faculties and departments of physical education and sports sciences

Time range : 10/14/2021 to 9/1/20 22

1-4-3 Spatial Domain : Iraqi universities.

2 – 1 Research Methodology

used the descriptive analytical method Correlations with setting up predictive equations resulting from regression values

3-2-2 Research Community and Sample:

The sample is “that part that represents the research community or the model on which the researcher conducts the entirety of his work” (Wajeeh and Al-Badri 9: 67) The research community was determined intentionally and a sample was obtained that truly represents the original community . 70) academically and a sample of the pilot experiment (8) academically and the application sample, and the number of the sample members was (80) academically in Faculties and departments of physical education and sports sciences



3-3 Means of Collecting Information , Devices and Tools Used in the Research:

- Arab and foreign sources.
- Tests and Measurement
- A survey form for the opinions of experts in defining the fields (organizational reality and job performance).
- Questionnaire form for measuring phrases (organizational reality and job performance)
- Personal interviews with experts

2-3-1 Equipment and Tools:

- Personal electronic calculator (DEEL).
- Electronic calculator type (Casio).

3-4 The auxiliary work team (*) to distribute the forms to the research sample and collect the forms.

12-4 The Experiment of Constructing the Two Scales : The researcher distributed the forms to the construction sample amounting to (70) teachers on Wednesday 10/16/2019 until Thursday 7/11/2019, and after retrieving the results, the researcher extracted the results.

3-5 Steps to Implement the Research:

3-5-1 Determining the Metrics for Research:

As the research aims to identify the organizational reality and job performance . Teachers working in universities Iraq _ The researcher reviewed the scientific sources related to the topic (organizational reality and job performance).

3-5-2-1- The measure of organizational reality :

After reviewing the scientific sources and references, the researcher adopted the scale (Haydar Hussain Gesture) (of organizational reality) (Haydar 3: 131).

^{1*} Auxiliary staff.

1- Haider Nawar Hussein. PhD in physical education and sports sciences.

2- Iyad Abdel Latif. PhD in physical education and sports sciences.

3- Adel Hamed. PhD in physical education and sports sciences.

4- Abbas Ali gesture master of physical education and sports sciences.



Prepare a special questionnaire to collect data, through its axes and phrases. The scale consists of 5 domains and (50) items

Table (1) shows the sequence and number of areas and paragraphs of the scale

number of Items	fields	T
10	Organization goals	1
10	division of labor	2
10	work unit	3
10	Coordination and flexibility	4
10	control and supervision	5
50	the total	6

1 : Determine the areas of the scale . and paragraphs:

The fields were presented to a group of experts and specialists (*) in the field of administration , tests and measurement, their number was (7) experts on Monday, October 14, 2019 and they were asked to express their opinions. The experts expressed their approval of the fields and that they cover the scale according to their opinions. By formulating the scale items in its initial form, which amounted to (50) items distributed in the four five domains of the scale at a rate of (1 0) for each domain . The items were presented to a group of experts and checked for validity . All items were approved

2^{Third}: Preparing the instructions for the scale And calculate the weights of the alternatives .

In order to complete the scale image and apply it to physical education teachers, instructions have been developed Concerning the scale, because “guaranteeing the correct answer is to set instructions that facilitate the respondent with the correct answer” (Wajih 9: 143) . The researcher adopted the (triple scale) method of measurement because it is commensurate with the procedures and nature of the research and the scale prepared for it. The weights were calculated in a positive direction from (3-1) according to the alternatives, in the paragraphs of the scale and as shown in Table (2)

Table (2) shows the alternatives to the scale and their weights

both	Sometimes	yes	alternatives
1	2	3	weight

Fifth: The scientific transactions of the organizational reality scale :

2* - see appendix (1)

Scale validity .

A: Content validity: 1- Apparent honesty: The apparent validity of the scale was achieved when the scale was presented in its initial form to a group of experts to judge the validity of its clauses in measuring the organizational reality , and they were unanimously agreed that the clauses are valid for that.

Logical honesty: This indicator of honesty was available in the current scale at the beginning of the scale’s preparation by defining the concept of organizational reality and defining its areas and paragraphs with the help of a group of experts in the field of management , tests and measurement.

B: The validity of the construction (first: the distinguishing power of the items) .

The total score for each of the forms was determined (70) . The forms are arranged in descending order from the highest score to the lowest score. Then the upper (27%) with (19) forms, and the lower (27%) with (19) forms were chosen to represent the extreme group, and the middle (46%) with (32) forms were excluded, and then (t -test) was used. .test) for the purpose of calculating the coefficient of discrimination. The results showed that the calculated significance level is smaller than the value of the approved significance level (0.05), which means the significance of the calculated (T) values for all items and for all items.

Table (3) shows the discriminatory ability factor for the items of the scale

indication	error level	value (T)	T Items	indication	error level	value (T)	T Items
Featured	0.000	3.932	26	Featured	0.000	4.734	1
Featured	0.004	3.065	27	Featured	0.00	4.310	2
Featured	0.049	2.036	28	Featured	0.003	3.174	3
Featured	0.040	2.130	29	Featured	0.009	2.750	4
Featured	0.001	3,656	30	Featured	0.000	4.966	5
Featured	0.006	2.894	31	Featured	0.000	4.516	6
Featured	0.000	4.824	32	Featured	0.002	3.363	7
Featured	0.00	4.220	33	Featured	0.001	3.550	8
Featured	0.003	3.172	34	Featured	0.000	5.324	9
Featured	0.001	3.790	35	Featured	0.000	4.636	10
Featured	0.023	2.377	36	Featured	0.002	3.395	11
Featured	0.001	3.757	37	Featured	0.003	3.145	12
Featured	0.008	2.756	38	Featured	0.000	5.590	13
Featured	0.000	4.966	39	Featured	0.000	4.849	14
Featured	0.000	4.516	40	Featured	0.001	3.588	15th
Featured	0.002	3.363	41	Featured	0.000	4.041	16
Featured	0.001	3.550	42	Featured	0.000	4.042	17
Featured	0.000	5.324	43	Featured	0.000	4.000	18
Featured	0.010	2.703	44	Featured	0.015	2.563	19



Featured	0.001	3.474	45	Featured	0.023	2.377	20
Featured	0.001	2.727	46	Featured	0.000	4.516	21
Featured	0.000	4.053	47	Featured	0.000	4.310	22
Featured	0.000	4.344	48	Featured	0.005	2.990	23
Featured	0.000	4.220	49	Featured	0.003	3.145	24
Featured	0.000	4.521	50	Featured	0.000	4.849	25

Second: The internal consistency coefficient (the relationship of the paragraph degree with the total degree) :

To find the internal consistency coefficient, the Pearson correlation coefficient was used between the score of each item and the total score of the scale for all members of the sample amounting to (70) teaching and it became clear that the items are statistically significant .

Table (4) shows the internal consistency coefficient of the scale items

indication	error level	value (R)	T Items	indicatio n	error level	value (R)	T Items
moral	0.000	0.376	26	moral	0.000	0.610	1
moral	0.000	0.366	27	moral	0.000	0.745	2
moral	0.000	0.341	28	moral	0.000	0.644	3
moral	0.000	0.531	29	moral	0.000	0.581	4
moral	0.000	0.441	30	moral	0.000	0.646	5
moral	0.000	0.653	31	moral	0.000	0.743	6
moral	0.000	0.401	32	moral	0.000	0.941	7
moral	0.000	0.514	33	moral	0.000	0.556	8
moral	0.000	0.503	34	moral	0.000	0.441	9
moral	0.000	0.405	35	moral	0.000	0.753	10
moral	0.000	0.388	36	moral	0.000	0.841	11
moral	0.000	0.348	37	moral	0.000	0.51	12
moral	0.000	0.463	38	moral	0.000	0.521	13
moral	0.000	0.532	39	moral	0.000	0.431	14
moral	0.000	0.402	40	moral	0.000	0.349	15th
moral	0.000	0.446	41	moral	0.000	0.345	16
moral	0.000	0.341	42	moral	0.000	0.444	17
moral	0.000	0.311	43	moral	0.000	0.541	18
moral	0.000	0.485	44	moral	0.000	0.446	19
moral	0.000	0.444	45	moral	0.000	0.453	20
moral	0.000	0.643	46	moral	0.000	0.341	21
Featured	0.000	0.814	47	moral	0.000	0.356	22
Featured	0.000	0.496	48	moral	0.000	0.441	23
Featured	0.000	0.663	49	moral	0.000	0.553	24
Featured	0.000	0.605	50	moral	0.000	0.641	25

2- Scale stability:

In order to verify the stability of the scale, the researcher used two methods, namely the split-half and the Facronbach equation



First: the split-half method .

The researcher used the split-half method because it is one of the most reliable methods, so the researcher used the pilot sample forms (70) to calculate the reliability coefficient . The value indicates stability for half of the test, so (Spearman-Brown equation) was used. Therefore, the value of the stability coefficient of the half of the test was modified by Spearman-Brown's stability significance equation , and the value of the stability coefficient of the scale was (0.888) . This is a good indicator, as the reliability coefficient ranges between (0.62 - 0.93) , which is a high stability coefficient, which can be relied upon to estimate the stability of the test.

Second: The method (Cronbach's alpha coefficient) : When calculating the value of the stability coefficient, it turns out that it is (0.875) and the error level is (0.05), which is a reliable and high stability coefficient.

3- Objectivity of the scale: after the data was unloaded from the test and returned, it became clear that all the statements were clear to the sample, as it is characterized by the fact that the alternatives are multiple-choice and no answer is accepted for more than one alternative and there is no statement for the open answer, as the questionnaire is highly objective and there is no difference On the scores obtained by the sample members
job performance scale

After reviewing the scientific sources and references, using the (Atheer Abdel-Sada) scale Designer (for functionality) (Atheer 1: 135) , which was applied to teachers of education in Baghdad , and adjustments were made to the paragraphs of the scale in proportion to university performance and The job performance measure in its final form consists of (52) items , of which (43) items Positive , (9) a negative paragraph , and the scale consists of four axes . And Table (5) illustrates this

Table (5) Shows the sequence and number of areas and paragraphs of the scale

number of Items	fields	T
14	Lesson leadership and character	1
13	planning,	2
13	Scientific knowledge , entrepreneurship and creativity __	3
1 2	Develop working methods	4
52	the total	6

1: Determine the areas and paragraphs of the scale . *The* fields were presented to the same experts in Annex (1) . The experts expressed their approval of the proposed fields. The fields were presented to a group of (7) experts and specialists in ^{3*}the field of management , tests and measurement, numbering (7) experts, and they were asked to express their opinions. The experts agreed on the areas and that they cover the scale according to their opinions . The fields The paragraphs were presented to a group of experts , and the five-year rating scale was validated The scale included fields for answering each paragraph under the appropriate alternatives (applicable always , never , often , sometimes , rarely) . the scale . All paragraphs and their definitions were approved after making some minor modifications and they cover the scale according to their opinions and as shown in Table (6).

^{3*}Table (6) shows the percentage of experts' opinions on the areas of the psychosocial adjustment scale

percentage	excluded	Expert opinions		fields	T
		not agree	OK		
100%		-	7	Lesson leadership and character	1
100 %			7	planning,	2
100%		-	7	Scientific knowledge , entrepreneurship and creativity _	3
93%			7	Develop working methods	4

Third: Preparing the instructions for the scale . Instructions are drawn up scale with the same conditions as above

Fifth: The scientific transactions of the job performance scale :

Scale validity .

The apparent validity of the scale was achieved when the scale was presented in its initial form to a group of experts to judge the validity of its paragraphs in measuring professional compatibility, and they agreed that the paragraphs are valid for that.

Logical honesty: This indicator of honesty was available in the current scale at the beginning of the scale's preparation by defining the concept of psychological compatibility and defining its areas and paragraphs with the help of the same group of experts .

^{3*} - see appendix (1)

The validity of the construction : The researcher verified the validity of the construction in his current scale by the following methods:

First: the discriminatory power of paragraphs. For the purpose of calculating the coefficient of discrimination for each paragraph of the scale (70) The researcher used the same method The results showed that the calculated significance level is smaller than the value of the approved significance level (0.05), which means the significance of the calculated (T) values for all and for all items except (17. and 34), and the scale became a component of (50) items . Table (7) shows the discriminatory ability factor for the items of the scale

indication	error level	value (T)	T Items	indicatio n	error level	value (T)	T Items
Featured	0.002	3.354	27	Featured	0.000	4.603	1
Featured	0.000	4,399	28	Featured	0.00	4.565	2
Featured	0.000	5.232	29	Featured	0.000	4.320	3
Featured	0.022	2.379	30	Featured	0.008	2.750	4
Featured	0.002	3,651	31	Featured	0.010	2.713	5
Featured	0.004	2.904	32	Featured	0.010	4.516	6
Featured	0.000	4.454	33	Featured	0.002	3.363	7
not featured	0.079	1.771	34	Featured	0.000	4.220	8
Featured	0.003	3.172	35	Featured	0.000	6.324	9
Featured	0.000	5.790	36	Featured	0.000	4.88	10
Featured	0.000	4.577	37	Featured	0.002	3.96	11
Featured	0.008	3.744	38	Featured	0.000	4.842	12
Featured	0.0001	3.756	39	Featured	0.000	5.865	13
Featured	0.000	4.870	40	Featured	0.000	4.976	14
Featured	0.048	2.039	41	Featured	0.001	3.943	15th
Featured	0.002	3.359	42	Featured	0.000	4.111	16
Featured	0.001	3.549	43	not featured	0.074	1.842	17
Featured	0.000	5.324	44	Featured	0.000	4.098	18
Featured	0.010	2.703	45	Featured	0.013	2.588	19
Featured	0.003	3.469	46	Featured	0.023	2.377	20
Featured	0.000	5.727	47	Featured	0.000	4.516	21
Featured	0.000	4.156	48	Featured	0.000	4.310	22
Featured	0.000	5.304	49	Featured	0.005	2.990	23
Featured	0.000	4.991	50	Featured	0.003	3.145	24
Featured	0.000	4.872	51	Featured	0.000	4.849	25
Featured	0.000	5.011	52	Featured	0.000	4.984	26

Second: the internal consistency coefficient (the relationship of the degree of the paragraph with the total degree) : to find the internal consistency



coefficient, the Pearson correlation coefficient was used between the degree of each paragraph and the total degree of the scale and for all members of the sample (70) teaching . Paragraphs are statistically significant

Table (8) shows the internal consistency coefficient for the items of the scale

indication	error level	value (R)	T Items	indicatio n	error level	value (R)	T Items
moral	0.000	0.486	26	moral	0.000	0.518	1
moral	0.000	0.516	27	moral	0.000	0.635	2
moral	0.000	0.341	28	moral	0.000	0.611	3
moral	0.000	0.577	29	moral	0.000	0.509	4
moral	0.000	0.448	30	moral	0.000	0.607	5
moral	0.000	0.523	31	moral	0.000	0.613	6
moral	0.000	0.487	32	moral	0.000	0.711	7
moral	0.000	0.724	33	moral	0.000	0.436	8
moral	0.000	0.587	34	moral	0.000	0.434	9
moral	0.000	0.476	35	moral	0.000	0.623	10
moral	0.000	0.398	36	moral	0.000	0.651	11
moral	0.000	0.365	37	moral	0.000	0.543	12
moral	0.000	0.463	38	moral	0.000	0.721	13
moral	0.000	0.532	39	moral	0.000	0.487	14
moral	0.000	0.402	40	moral	0.000	0.366	15th
moral	0.000	0.541	41	moral	0.000	0.397	16
moral	0.000	0.446	42	moral	0.000	0.498	17
moral	0.000	0.453	43	moral	0.000	0.576	18
moral	0.000	0.341	44	moral	0.000	0.404	19
moral	0.000	0.356	45	moral	0.000	0.498	20
moral	0.000	0.441	46	moral	0.000	0.643	21
Featured	0.000	0.553	47	moral	0.000	0.656	22
Featured	0.000	0.641	48	moral	0.000	0.473	23
Featured	0.000	0.421	49	moral	0.000	0.524	24
Featured	0.000	0.433	50	moral	0.000	0.747	25

2- Scale stability:

First, the split-half method The researcher used the split-half method on the pilot sample of (70) questionnaires to calculate the reliability coefficient . Using the (Spearman-Brown equation) Therefore, the value of the stability coefficient of the half of the test was modified by the equation of the stability significance of Spearman-Brown , and the value of the stability coefficient of the scale was (0.908). This is a good indicator, as the reliability coefficient ranges between (0.62 - 0.93) , which is a high stability coefficient, which can be relied upon to estimate the stability of the test.



Second: The method (Cronbach's alpha coefficient) : When calculating the value of the stability coefficient, it turns out that it is (0.894) and the level of error is (0.05), which is a reliable and high stability coefficient.

3- Objectivity of the scale: after the data was unloaded from the test and returned, it became clear that all the statements were clear to the sample, as it is characterized by the fact that the alternatives are multiple-choice and no answer is accepted for more than one alternative and there is no statement for the open answer, as the questionnaire is highly objective and there is no difference On the scores obtained by the sample members

3-6 The exploratory experiment: On Thursday , the researcher conducted On 11 / 21-2021 , applying the standards (organizational reality and job performance) to a sample of the research community in a random manner .

3-7 Application of the scale (the main experiment) : The researcher applied the measures (organizational reality and job performance) to a sample of the research community in a random manner . 4) Forms from each scale for individuals from the sample because they did not complete the answers on the scale, and thus the main experiment sample became (80) educational From Wednesday 27/1/20/21 until Thursday _ _ _ _ 9/1/20 22 and were treated statistically to extract the results.

3-8 Statistical means: The statistical data was processed by using the ready-made program (SPSS)* and extracted the following (arithmetic mean , standard deviation and multiple regression coefficient And Peerce's simple correlation and Spearman 's correlation and (t -test) for asymmetric samples and the Siberman-Brown equation and Facronbach coefficient)

Chapter Three

3-1 Recognizing the percentage of contributions from the organizational reality in Job performance of teachers of colleges and departments of physical education .

To achieve the goal, to identify the extent of the contributions of the organizational reality axes (Objectives of organization and division of labor and Unity of work , coordination, flexibility , control and supervision) in Job performance of teachers of colleges and departments of physical education . For the purpose of studying the behavior of the results of the organizational reality scale , as a function of the prediction model in question, as well as with regard to the results of the job performance scale that explain the results of the mentioned and represented function, the table No. (1) includes the results of the estimates of the parameters



of the natural model for the results of the job performance scale and the axes of organizational reality
 Table (9) shows the degrees of job performance and the axes of organizational reality

skew modulus	deviation	the middle	variable
0.010	54.58	33.25	Organization goals
0.024-	69.49	30.87	division of labor
-0.168	59.84	.29,962	work unit
0.126-	64.79	30.987	Coordination and flexibility



0.402-	7	31	control and supervision
.	3	.162	
0	9		Functionality
0.38	1	18	
	6	3.	
	,	92	
	9		
	6		
	2		

3-2 Presentation and analysis of the results of the prediction model: In light of what was stated in the initial presentation of the application of the simple linear regression model, Table No. (10) includes the presentation of the results of the analysis of variance for the multiple linear regression in order to determine the level of reliability of the results of estimates for the parameters of the model subject to prediction represented by By testing the quality of reconciling the mentioned model by identifying the effect of the explanatory variable on the function variable, which is expressed by the hypothesis of the covariance test, where the results of the analysis indicate the success of the reliability of the approved model with a significant degree . (Objectives of organization and division of labor and Unity of work , coordination, flexibility , control and supervision) on the one hand, and the explanatory variable on the other hand, the measure of job performance , which reflects the level of reliability and to a high degree in building the prediction model in question.

Table (10) results of the analysis of variance for simple linear regression of the job performance scale function

Multiple linear regression analysis of variance						CS (*)
Contrast sources	sum of squares	degree of freedom	mean squares	q value F	indication	
regression	7721.9	5	1544.38	7.615	0.000	morale high
the rest	15007.65	74	202.80			
Explanatory variables represented by (organizational reality)						
Predictors: (Constant), X1,						
Y is the dependent variable represented by						
Job performance calibration values						

High significant with a function less than 0.01

Based on the foregoing, Table No. (11) includes estimates of some simple linear regression analysis coefficients represented by the simple correlation coefficient between the model function variable with the explanatory variable, the coefficient of determination, the corrected determination coefficient and the standard error of the mentioned coefficient.

Table (11) Some estimates of the simple linear regression model for the variables of the job performance scale function

Template summary				
The overall correlation coefficient	The coefficient of determination	Corrected determination coefficient	Standard Error of Estimation	Durbin Watson
0.583	0.340	0.295	14,241	1.202
Explanatory variables represented by (organizational reality) Predictors: (Constant), X1, X2, X3, X4 and X5				

The degree of relationship between the effect of the explanatory variable represented by the organizational reality axes scale and the model function variable represented by the job performance scale becomes clear . The total correlation (**0.583**) with high significance ($P = 0.000$) and the coefficient of determination (**0.340**), which indicates the percentage value to explain the effect of the explanatory variable of the changes made by the values of the functional performance scale function variable , and the corrected determination coefficient (**0.295**) , which explains the percentage of changes Updated with the values of the functional performance scale function variable, i.e. the contribution percentage after removing the effect of lack of alignment from the sources of the residual limit in the mentioned model.

Table (12) estimates of the coefficients of the simple linear regression model for the function of the job performance scale

Transactions	Non-standard transactions		Standard coefficients	T test t-test	Indication level	morale .
	Transactions	random error	Transactions			
X1	1.658	0.433	0.534	3.829	0.000	moral
X2	-1.744	0.499	0.715-	3.496	0.001	moral
X3	0.750	0.408	0.265	1.840	0.070	random
X4	0.606	0.471	0.232	1.287	0.202	random
X5	0.414	0.282	0.178	1.468	0.146	random
fixed limit	127,889	10,528		12.148	0.000	moral



Not significant with significance greater than 0.05 , significant with significance less than 0.05

The appearance of significant differences according to the significance level of (0.05) for the coefficients of the multiple linear regression model for the variable job performance at the significance level adopted less than (0.05), for the coefficients of the simple linear regression model, which reflects the importance of the organizational reality in interpreting what the results of the job performance measure will lead to. Which reflects the relative importance in interpreting the results of the professional compatibility scale, and the model below represents the final formula for the contribution ratios

$$Y_i = 1.2788 + 1.658 X_1 - 1.744 X_2 + 0.750 X_3 + 0.606 X_4 + 0.404 X_5$$

where it indicates:

X_{1i} : To the results of the aggregate values, why did the organization 's goals change ?

X_{2i} : To the results of aggregate values did the division of labor axis .

X_{3i} : To the results of the aggregate values of the work unit axis .

X_{4i} : To the results of the aggregate values of the axis of coordination and flexibility

X_{5i} : To the results of the aggregate values of the control and supervision axis .

\hat{y}_i : To the results of the aggregate values of the job performance scale .

3-4 Discussing the percentage of contribution to the organizational reality On the job performance level of teachers of physical education faculties and departments in general:

Through the previous table, the scale of organizational reality axes (organization goals , division of labor and The unit of work , coordination, flexibility , control and supervision) is the contributor to the independent variable of the *job performance scale* . The percentage of contribution in the total degree of the average score for the *job performance scale* is (0.583). Thus, the equation of the predictive regression line for the axes is that the increase is one degree in the level of Organization goals *Means increase in axis* Compatibility in job performance by (1.278) degrees. The researcher believes that the corrected determination coefficient has been recorded (0.295) , which indicates that the study factors explain the changes occurring in the axes of the organizational reality with a variable in the level of job performance of the physical education teacher and that the other factors (the residuals) constitute a relatively higher percentage of the axes of the organizational reality . And that this model measures the actual reality



achieved in the occurrence of the impact levels resulting from all known factors by displaying the results of the correlation coefficients. The researcher believes that job performance It plays a key role in the success or failure of the organization, as it is the practical means that measures the adequacy of the organization and individuals, and evaluates the philosophy of job performance “ on the basis of the involvement of the person concerned with the evaluation, i.e. whoever aims to evaluate, and in light of the criteria for evaluating his performance, in order to give an opportunity to improve his achievement through Changing performance methods or developing product technologies ” (Awwad 5: 24) . And it represents the main part of the balanced personality of the university stadium, and it is the main motive for establishing the teaching profession. “ The teacher is the main factor in the educational process, and without him the goals of education are not achieved, so he is considered the main pillar of the educational process, so the state and societies gave him a special and great status. according to its different systems and directions ” (Adil 4:32) . The focus of the goals of the organization was the contribution percentage, and here confirms (Lendal Davidoff) that “behavioralists see that conformity requires sufficiency and self-control, and the ability to suppress behaviors that are no longer positive reinforcers and learn effective behaviors in achieving good things (goals) and this level is achieved from Compatibility is if one can discover the conditions and laws inherent in nature and society according to which a person can meet his needs and avoid dangers” (Landal 6: 604) and (Muhammad Hassan Al-Ajmi) confirms that “one of the reasons for the success of any work is the clarity of the goal to be achieved, and therefore must be The organization or any part of it expresses “the goal to be achieved, provided that the goals are logical to reach this goal and that it be clear” (Muhammad 7:253) , while Taksim ranked second , as it is easy to identify the most appropriate methods for facing problems and generating behaviors Desirable behavior towards teachers, in particular , and for this to be accomplished, a worker analysis must be carried out “the procedure used to determine the duties of the job and the characteristics that must be met by the person who occupies this job” (Ahmed and Tawfiq: 2:36) and consequently on the job performance of teachers and teachers. Therefore, this relationship is generated between setting goals and the division of work, and it is reflected positively on the job performance of teachers for the teacher . As for the other variables, the percentages were less than expected and not significant . Therefore, this percentage of the effect represents the real relationship between The organizational reality with the teachers ’ job



performance, which is directly reflected. As for the rest of the factors, the impact ratio was weak, as were the estimates of the coefficients of the multiple regression model, and therefore the results were logical.

4 - Conclusions and Recommendations

4.1 Conclusions

1 - There is a correlation relationship between the axes of organizational reality with the compatibility of job performance for teachers of colleges and departments of physical education and sports sciences in Iraqi universities .

five axes of organizational reality , the objectives of organization and the division of labor , and Unity of work , coordination, flexibility , control and supervision) contributing to Job performance : The percentage of contribution to the total score of the grade point average for the job performance scale was (0.583).

The prediction equation indicates that

$$Y_i =$$
$$1.2788 + 1.658 X_1 - 1.744 X_2 + 0.750 X_3 + 0.606 X_4 + 0.404 X_5$$

2 Recommendations

Developing and strengthening the organizational reality in Iraqi universities because of its importance in enhancing job performance

Developing and enhancing the job performance of teachers in Iraqi universities

Accreditation of study in Iraqi universities

similar studies on other variables for university teachers and deans in Iraq

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Annex (1) Names of experts

work place	Specialization	The scientific title	Names	sequence
retired 9	measuring and evaluating	Mr. Dr	Mahgoub Ibrahim Yassin	1
Faculty of Physical Education and Sports Sciences -Isra University	sports management	Mr. Dr	Hassan Naji Al-Rubaie	2
College of Basic Education, Department of Physical Education and Sports Sciences	psychology	Mr. Dr	Iman Hamad Shehab	3
Faculty of Physical Education and Sports Sciences Baghdad University	sports management	Mr. Dr	Salah Wahhab Shaker	4
Faculty of Physical Education and Sports Sciences -Isra University	sports management	Mr. Dr	Ismail Mohamed Reda	5
Mustansiriya University . Faculty of Basic Education	Teaching methods	Mr. Dr	Ismail Abdel Zaid	6
Mustansiriya University . Faculty of Basic Education	sports management	A.M.D	Hello Hantoush	7

Annex (2) Items of the scale , the organizational reality

Phrase	T	Phrase	T
From the contexts of the work unit, the administration works on continuous contact with the internal and external scientific and sports research centers	26	Is issuing instructions and laws in the specifics of organizational work appropriate for your college?	1
Organizational and functional hierarchy leads to achieving unity of work	27	Is the number of associates and teachers in specialization in your college proportional to the number of students ?	2



The main goal in the work of the college is to unify the organized work according to specializations and with a direct contribution from the Deanship and scientific departments	28	Are the responsibilities commensurate with the competence of the Deanship of the Faculty of Physical Education in your college?	3
For the sake of unity of work, the college works to unify the work of the departments through the exchange of scientific experience to achieve the goals	29	Are the college's future goals sufficient to ensure work towards achieving them?	4
The Deanship seeks to implement the college's strategy in the form of medium and long-term annual stages	30	Does the deanship of the college organize scientific meetings with faculty and affiliates on an ongoing basis ?	5
Does the ministry hold periodic meetings for deans and faculty members? In the newly created college every (3) months to unify the efforts of the employees	31	Clearly define duties for teachers to reach the goal	6
Do you think that the presence of experienced administrators and specialization in the organizational structure is a fundamental necessity in developing the work of the faculties of physical education?	32	Is there an organizational level to achieve the common goals between the colleges and the ministry?	7
Weak incentives system and attention to it helps to encourage and discover scientific experiences and motivate them towards work	33	Does the college achieve holding annual or quarterly scientific conferences for all departments of the college to lay the foundations for the future and the possibilities for advancing the scientific level?	8
Randomness and failure to complete scientific tasks by the teaching staff affects the flexibility of the college's work	34	The administration in the Deanship of the College takes the opinion of the associates on issues related to work	9
lack of field visits to the sectoral committee of the new faculties of physical education to determine the effectiveness of work in applying the curricula in this college	35	Does the deanship of the college listen to the teachers in defining the goals of the college ?	10
Adherence to central instructions and lack of flexibility when implementing helps delay work in college	36	There is a clear coordination of the work of the teaching unit to achieve the scientific goals of the college	11
Do you think there are no personal interviews and periodic meetings in college?	37	The college seeks to draw and organize ideas and opinions towards college programs when dividing the work	12
Does the college encourage and follow up scientific practices and scientific research research for all faculty members?	38	Do you see shortcomings in the performance of the division of labor in the college for not developing the spirit of teamwork?	13
Failure and lack of clarity in the work of the teachers leads to reducing their efforts and not unifying them	39	Does the teacher feel that there is a neglect of scientific and executive ability in dividing the lessons during the distribution of lessons ?	14
The instructions issued by the Ministry are implemented in accordance with the specific regulations	40	Courtesies in the distribution of work and responsibilities among the affiliates affect the progress of the college goals	15 th
The college works to encourage and follow up the distinguished practices of teachers and staff	41	The college does not take into account the investment of the strengths and weaknesses of its affiliates in the college	16
Supervision and supervision have a great and effective role to spread sports awareness among those concerned in the college and society	42	Exaggeration in the implementation of duties affects the workflow of all associates in the college	17



Are all employees of the college subject to continuous supervision in the performance of their duties?	43	and a specific place to take notes on the division of labor	18
on all weaknesses and strengths through real-time follow-up	44	The college distinguishes itself in giving opportunities for everyone to participate when dividing duties in the college	19
There is oversight and follow-up through those in charge of complaints boxes and control and supervision bodies	45	The college does not divide the work in the scientific aspect. It pays for the inefficiency of the teacher and to show his scientific abilities in the specialty	20
Supervision improves the management of time investment in favor of the scientific, educational and educational aspect	46	Giving the faculty in the college full confidence in applying the agreed curricula	21
Ensuring the expansion of the work of the departments through records and documents	47	Does the administration allow teachers to determine their scientific capabilities and competence through follow-up and development of work?	22
Supervision achieves the ability to clearly and explicitly define the authorities and responsibilities for each function of the scientific department	48	Is the workflow in the college simple, and every affiliate knows his signature easily?	23
The Deanship and all scientific and administrative departments in the college supervise the process of evaluating students and their academic achievement	49	The administration is keen to simplify the administrative procedures to facilitate the various communications to achieve unity of work	24
Choosing the date of the theoretical and practical exams at their specified times and activating them by the administration seeking to achieve the goals of the college	50	The college works by making periodic changes in order to improve the administration according to the requirements of its interest	25

Annex (3) paragraphs of the job performance measure in the final form

Phrase	T	Phrase	T
He considers it necessary that the plans developed be simple and far from complex	26	He acts as an educational leader, educator, and educator for the generation and a good role model for values and customs	1
Works enough to get information to develop his career	27	trying to be _ Good example of values and customs	2
He does not have the ability to judge things based on their inner abilities.	28	Encourages students to participate in sports programmes	3
does not try to apply the skills in the performance of his work and cannot be acquired through reading only.	29	Lesson leadership and leadership personality	4
He has previous experiences that help him in performing his work.	30	Its task is limited to teaching the study material using a number of educational methods and activities	5
Attempts to identify successful experiences within universities	31	Able to follow students' learning and development while they are learning	6
Often tries to research ideas for teaching methods and discusses how to develop them	32	Adheres to the laws and regulations	7
Has flexibility in thinking and the ability to anticipate the new.	33	Keeps a business secret	8
Interested in learning about different types of science. Linking it with sports sciences and education	34	He takes good care of his appearance	9
Seeks information about the substance .	35	He can control his own emotions	10



Possesses a wealth of knowledge of research, books and mathematical skills.	36	He does not resort to punishing students.	11
It organizes innovative festivals	37	He imposes his personality on students and respects the etiquette of public behavior	12
Familiar with educational standards in the calendar.	38	Communicates with teachers and students at social events	13
Trying to understand new educational situations that fit with rapid developments	39	He enters the lesson with enthusiasm and earnestness	14
Uses face-to-face dialogues and exchange of experiences with teachers as a means of developing work methods.	40	developing a plan for the performance of the lesson	15th
Seeks to participate in specialized training programs to advance the development of work methods	41	Follows up on his duties by reviewing plans	16
It depends only on the experiences provided by the specialized educational supervisors in cooperation with the Directorate of Preparation, Training and Development.	42	does not aim in applying the educational curriculum to achieve the educational goals	17
Attempts to develop working methods by exchanging visits with other teachers	43	It deals with the level of students' performance and reveals its effectiveness in achieving the planned educational goals	18
Teachers are encouraged to provide their views on the development of methods of work in physical education and management within the school.	44	The teacher makes an active and essential contribution achieving the objectives of the educational process:	19
He does not have the necessary skills to deal with modern technologies in order to develop work methods	45	not care about making alternative plans in case of emergency	20
The teacher contributes to the dissemination of guidance and information about the latest methods of teaching and training physical education	46	He does not work to take the lesson from its role in the development of society and to highlight this on many elements such as educational policies	21
He has the courage to implement new ideas	47	Follows carefully what is not implemented from teacher 's plan	22
He has the ability to apply the fundamental principles and foundations in his field of competence.	48	He is keen to carry out work in accordance comprehensive and integrated plans.	23
Does not seriously review research and development programs.	49	Seeks to organize class schedules	24
It has the ability to evolve and adapt to modern developments	50	He works to change his annual plan according changes required by the situation.	25