

Leadership Skills and their Relationship to Job Performance among Faculty Members at the College of Physical Education and Sports Sciences / Thi Qar University

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Abstract:

Leadership skills are among the factors that greatly affect the success of educational institutions and the achievement of their goals. Effective leadership contributes to directing individuals towards achieving optimal performance and motivating them towards achieving performance and exerting their utmost efforts in the academic environment. Educational leaders play a pivotal role in developing competencies and improving job performance among faculty members and greatly affect the job performance of faculty members.

The research problem lies in the lack of clarity of how different leadership styles affect job performance in the College of Physical Education and Sports Sciences. There are many leadership styles, but not all of them achieve the desired results, which requires a careful study to find out what achieves a balance between guidance and support and how leaders can enhance the overall performance of the institution they lead.

The objectives of the research are to build a scale of leadership skills and a scale of job performance among faculty members in the College of Physical Education and Sports Sciences / University of Thi Qar and to identify them and find the relationship between them.

The study used the "descriptive approach with the survey method to suit" the nature of the study, as the research community was represented by faculty members in the College of Physical Education and Sports Sciences / University of Thi Qar. The sample community reached (74) teachers, and the

sample of construction and application included (50). The researcher prepared the leadership skills scale and the job performance scale. After extracting the scientific foundations and applying the appropriate statistical methods, the discriminating power between individuals and the internal consistency coefficient as well as the Cronbach's alpha coefficient, the results were:

1. The leadership skills scale and the job performance scale that the researcher standardized and fulfilled their scientific conditions are capable of measuring the trait for which they were developed.
2. The professors of the College of Physical Education and Sports Sciences at the University of Thi Qar possess a high percentage of leadership skills and job performance.
3. There is a significant correlation between leadership skills and job performance among professors of the College of Physical Education and Sports Sciences at the University of Thi Qar.

Keywords: Leadership Skills, Job Performance, University Professor.

Introduction

Leadership skills are one of the most important factors that greatly affect the success of educational institutions and the achievement of their goals. Effective leadership contributes to directing individuals towards achieving optimal performance and motivating them towards achieving performance and exerting their utmost efforts in the academic environment. Educational leaders play a pivotal role in developing competencies and improving job performance among faculty members and greatly affect job performance in the era of modern education. Teachers need effective leaders who enhance the work environment and help achieve educational goals. It is shown that leaders with strong leadership skills can motivate their teams and improve student outcomes, which contributes to enhancing job performance. Understanding the relationship between leadership skills and job performance is of paramount importance, as enhancing leadership skills can improve levels of motivation and commitment among teachers, which positively reflects on the quality of education. Effective leaders also have the ability to identify individual needs and provide appropriate support and guidance, which helps in achieving their professional aspirations.

The development of learning strategies has become an educational necessity for the learning process and one of the important factors that contribute and help in the development of the educational process. So, it was necessary to think and discover new methods to reach excellence, Amal. S . j. (2023)

Therefore, identify the key leadership skills that leaders in educational institutions should have, and how these skills affect different aspects of job performance, such as efficiency, innovation, and interaction with students. The research will also analyze the challenges facing leaders in developing these skills and how they can be overcome.

Leadership is one of the main factors that affect job performance. Leadership skills contribute to directing and motivating students, which is positively reflected in employee productivity and work quality. In this research, we explore leadership practices and their relationship to job performance, as we discuss how different leadership styles affect employee motivation and commitment. The importance of the research is evident in understanding the relationship between leadership and job performance in improving human resource management strategies. The research contributes to the preparation of effective training programs for leaders, which increases their efficiency and ability to achieve goals.

Research objectives

1-Building a scale of leadership skills and a scale of job performance among faculty members in the College of Physical Education and Sports Sciences / University of Thi Qar

2-Identifying leadership skills and job performance among faculty members in the College of Physical Education and Sports Sciences / University of Thi Qar

3-Identifying the relationship between leadership skills and their relationship to job performance among faculty members in the College of Physical Education and Sports Sciences / University of Thi Qar

Research problem

The concept of leadership skills refers to a set of abilities and behaviors that help individuals direct and motivate others towards achieving common goals. These skills include: effective communication, decision-making, strategic thinking, the ability to solve problems, and building trust and relationships. Successful leaders use these skills to inspire their teams and enhance cooperation, which contributes to achieving high performance and a positive work environment and contributes to the extent of the individual's efficiency and effectiveness in performing his tasks and responsibilities within the educational institution. This concept includes achieving specific goals, quality at work, commitment to deadlines, and interaction with colleagues. Job performance evaluation is based on a set of criteria, such as the results achieved, the skills acquired, and the ability to adapt to changes. Good performance contributes to the success of the institution and reflects professionalism and professionalism.

The main problem is the lack of clarity about how different leadership styles affect job performance in the College of Physical Education and Sports Sciences. There are many leadership styles, but not all of them achieve the desired results, which requires a careful study to find out what achieves a balance between guidance and support and how leaders can enhance the overall performance of the institution they lead.

Research areas

1-Human field: A sample of faculty members at Thi Qar University¹

2-Temporal field: Academic year 2024/2025

3-Spatial field: College of Physical Education and Sports Sciences / Thi Qar University

Theoretical studies

Leadership skills:

Leadership is a social phenomenon like other different societal phenomena, as individuals automatically tend to the nature of love of society and leadership as a social phenomenon that exists in a social situation, if it confirms the activity of individuals and different groups, it is a form of social interaction and it is also a behavior carried out by the leader to help achieve the desired goals on the one hand and to improve the interaction between members on the other hand to maintain their cohesion and the continuity of their survival" (¹).

Hence, leadership skills "are an essential element in all areas and equations of success, whether on the personal, professional or academic level, and are considered one of the most flexible skills, as all societies and groups need a leader" (²).

¹ Nariman Younis and Majida Ahmed: Modern Educational Leadership Skills, 1st ed., Jordan, National Library, 2012,p75-83.

² Khair Al-Din Ali Awis and Essam Al-Hilali: Sports Sociology, 1st ed., Cairo, Dar Al-Fikr Al-Arabi, 1997,p221.

"Personal leadership skills have recently acquired the utmost importance due to their sweeping of all aspects of human life" ⁽³⁾.

Leadership skills are a set of abilities that enable individuals to inspire and motivate others, direct them to achieve common goals, and make effective decisions in diverse environments. These skills include a set of personal and mental abilities that contribute to successfully leading teams and groups.⁽⁴⁾

Mahmoud Sheet Khattab (1972) explained, "It is a set of qualities that a certain individual carries that distinguish him from others. These qualities are born and not acquired due to the difficulty of learning or acquiring those skills that make their holder a leader with a leadership personality" ⁽⁵⁾.

Mahmoud Daoud and Ahmed Badri (2001) explained, "The leadership personality is the ability to influence the behavior of others and direct their behavior to achieve common goals. It is therefore a responsibility towards the group led to reach the set goals" ⁽⁶⁾.

Noha Awad (2016) adds, "Personal skills complement fixed skills that require techniques from the job and many other activities. The skilled person is an important part of his individual contribution to the success of any organization or group. For this reason, personal skills have received a lot of attention from researchers for the purpose of studying them and finding the correct scientific methods to develop them in individuals" ⁽⁷⁾.

As for Farah Muhammad Reda (2020), "A set of personal traits, social graces, communications, language, personal habits, generosity, and optimism that distinguish our relationships with others" ⁽⁸⁾.

The concept of job performance

Job performance refers to the extent to which an employee is able to accomplish the tasks and responsibilities associated with his job effectively and efficiently. Job performance reflects the results of the effort made to achieve the expected work goals, including quantity, quality, and adherence to time and organizational standards. Job performance is affected by a set of factors, such as: personal skills, motivation, work environment, and available resources. ⁽⁹⁾

It is also considered a critical element in achieving organizational success, as it is related to the employee's effectiveness in achieving individual goals and the goals of the organization as a whole. Job performance is usually measured using quantitative and qualitative standards such as productivity, quality of work, punctuality, and the ability to innovate and solve problems ⁽¹⁰⁾)

Dimensions of job performance ⁽¹¹⁾

1-Related to technical competence in carrying out the required tasks Technical performance:

2-Includes commitment to the required job behaviors, such as cooperation with the team, and commitment to organizational values Reflects the extent to which the employee is able to achieve the planned goals

⁻³ schoen .c: personality assessment critical surrey, London, Methuen, 1963

⁻⁴. Northouse, P. G. (2018). *Leadership: Theory and Practice* (8th ed. Sage Publications

⁻⁵ . Mahmoud Sheet Khattab: Science The Soul between Faith and Leadership, Cairo, Dar Al Fikr, 1972,p31

⁻⁶. Mahmoud Daoud Al-Rubaie and Ahmed Badri Hussein: Leadership and Training in the Scouting Movement, Amman, Dar Al-Manahij, 2001p85

⁻⁷. Nuha Awad: The Role of Creative Leadership and Personal Skills Development, Gaza,p:38

⁻⁸. Farah Muhammad Reda Hamza Al-Rubaie (2020) The Role of Mathematics Teachers in Developing Creative Thinking Skills, Iraq, Ministry of Education Libraryp:169.

⁻⁹. Muhammad bin Abdullah. (2010). Job Performance: Its Dimensions and Standards. Dar Al-Masirah for Publishing and Distribution.

⁻¹⁰. Abdullah Radwan (2018): Performance Management Theory and Application, Cairo, Scientific Books House.

⁻¹¹. Khaled Nasser (2015): Job Performance Evaluation and its Impact on Productivity, Cairo, Anglo Egyptian Library.

The concept of university professor

A university professor is a person who specializes in a specific academic field, and works in higher education within universities or colleges. His primary role is to teach students, conduct scientific research, and guide students in their areas of specialization. The university professor is responsible for transferring scientific knowledge and critical thinking, developing students' academic and research skills, and contributing to the development of science through research. ⁽¹²⁾

Main tasks of the university professor⁽¹³⁾

- 1- Teaching: The professor teaches students in lectures, workshops, or discussions, and transfers to them knowledge and skills related to his specialization.
- 2- Scientific research: Participates in conducting academic research that contributes to the advancement of knowledge in his academic field.
- 3- Academic supervision: Supervises students' projects and research theses, and guides them in their academic career.
- 4- Participation in university activities: Contributes to university activities such as academic committees, university organizations, and participation in improving educational curricula.

Research Methodology and Field Procedures

Research Methodology:

The descriptive approach depends on studying the reality or phenomenon as it exists in reality and is concerned with describing it accurately using qualitative expression that describes the phenomenon and clarifies its characteristics or quantitative expression that gives a numerical description that clarifies the amount and size of the phenomenon ⁽¹⁴⁾.

Therefore, the researcher had to choose the descriptive approach using the survey and correlation methods to suit the nature of the study problem and its solution.

Research Community and Samples

The researcher used the research community and its sample using the deliberate method (comprehensive inventory) of the faculty members of the College of Physical Education and Sports Sciences / University of Thi- Qar and chose a sample of 50 teachers to build and apply the two scales

Research tools

1-Information collection methods1

Arabic and foreign sources and references, previous studies and research, the international information network (Internet).

2-Data collection methods2

Personal interview, questionnaire form, - Registration form

^{-12.} **kuh, G. D., & Kinzie, J. (2007).** *Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations*. ASHE-ERIC Higher Education Report.

^{-13.} **Badke, W. (2014).** *Teaching Research Processes: The Faculty Role in the Development of Skilled Researchers*. Cando's Publishing

^{-14.} Mohammad Khalil Abbas and others: *Introduction to Research Methods in Education and Psychology*, 3rd ed., Amman, Dar Al-Masirah for Publishing, Distribution and Printing, 2011.

3-Data analysis methods

Statistical methods, electronic and manual computer software

Procedures for constructing a scale of leadership skills and job performance

Purpose of constructing the two scales

The early need to determine the purpose of the test when deciding to construct it follows the hypothesis that the form of the test and some of its characteristics differ according to the purpose of the test ⁽¹⁵⁾.

Therefore, the researcher had to identify leadership skills and job performance and then prepare two scales that are characterized by accuracy and comprehensiveness in measuring leadership skills and job performance Faculty members at the College of Physical Education and Sports Sciences / University of Thi Qar

Defining the phenomenon to be studied

The phenomenon to be studied should be defined and its concept and boundaries should be completely clear, and the phenomenon to be studied (leadership skills and job performance) The researcher relied on the theoretical framework.

After reviewing some related sources and studies and conducting personal interviews with a group of experts and specialists, the researcher relied on foundations in formulating the scale paragraphs.

Paragraphs should be related to the specific objectives of the study and cover all dimensions and areas related to the topic

Paragraphs are formulated in a way that serves the purpose of the scale

The researcher refers to the theoretical framework and previous studies to understand how to formulate similar paragraphs and avoid repetition or errors

Paragraphs are formulated in clear and simple language that suits the target group

Avoid using complex or ambiguous terms that may lead to misinterpretations.

The scale should contain paragraphs in a positive and negative form to achieve balance in the response and reduce bias

20 items were formulated for the leadership skills scale and 20 items for the job performance scale.

The initial version of the scales was presented to experts

The initial version of the scale was presented to a panel of experts with experience and specialization in the field of general psychology and sports psychology, numbering (5) experts, in order to verify the validity of the scale paragraphs and their suitability for the field in which they were developed and to judge them as being suitable or not. After the experts expressed their answers and comments on the paragraphs of the two scales and after completing the analysis of the experts' answers, it became clear that all experts agreed at a rate of 100% on the paragraphs of the two scales.

Choosing the rating scale

After reviewing a group of scales, the researcher determined the three-point scale for the two scales because it provides multiple choices and reduces the degree of guesswork (always, sometimes, never). The experts' answers supported this type of proposed scale because it obtained a 100%

⁻¹⁵. **kuh, G. D., & Kinzie, J. (2007). Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations.** ASHE-ERIC Higher Education Report.

agreement rate from the experts' opinion, which makes the proposed rating scale valid for the two scales. The weights were given according to the direction of the paragraph.

Table.1 Grading scale degrees

Leadership skills			
Paragraph direction	Agree	Neutral	Disagree
Positive	3	2	1
Negative	1	2	3
Job performance			
Paragraph direction	Agree	Neutral	Disagree
Positive	3	2	1
Negative	1	2	3

Statistically analyzing the scale paragraphs:

In order to reveal the accuracy of the scale paragraphs and what they were created for, the researcher statistically analyzed the paragraphs to reveal their ability to distinguish and their association with the total score for each scale. The researcher adopted the method of the two-party groups and internal consistency.

Discriminatory power of the scale paragraphs

- For the purpose of calculating the discriminatory power, the respondent's alternative score was given to each paragraph of the scale, then the paragraph scores were collected for each individual from the sample individuals, representing the total score for the individual.
- The scores obtained by the sample individuals were arranged in descending order from highest to lowest
- Two sets of scores were taken, one representing 27% of the individuals who obtained the highest scores and the second 27% of the individuals who obtained the lowest scores.

To calculate the discriminatory power of the paragraphs, we apply the equation ⁽¹⁶⁾

$$M, Z - M, D$$

$$T = \frac{M_Z - M_D}{K/2}$$

T= the power of discrimination of the paragraph.

M Z = Total number of correct answers for the upper group.

M D = total number of correct answers for the lower group.

1/2 k= half of the individuals in both the upper and lower groups.

Table (2) Discriminatory power of scale items using item discrimination law and for the two scales

Leadership skills							
sequence	Discriminatory	Sequence	Discriminatory	Sequence	Discriminatory	Sequence	Discriminatory
1	1	6	1,125	11	0,750	16	1,375
2	0,875	7	0,250	12	0,825	17	1,125
3	0,825	8	0,750	13	1,2375	18	1,250

⁻¹⁶. Ebel R L : Essentials of education measurement prentice-Hall Englewood cliffs, New jersey,1972.p41

4	1	9	0,825	14	1	19	1,375
5	0,625	10	1.125	15	1,125	20	1
Job performance							
1	0,875	6	0,750	11	0,625	16	1,375
2	1	7	1	12	0,875	17	1,250
3	1	8	0,750	13	0,625	18	1,250
4	1,125	9	0,625	14	1,125	19	1
5	1	10	1	15	1,250	20	1

After completing the analysis of the statistical operations to extract the discrimination coefficient of the paragraphs, the scores ranged from (0.750-1.375) for the emotional response scale, and the scores ranged from (0.625-1.375).

(Ebel 1972) set values for the discrimination coefficient of the paragraph, in which the paragraph was considered very good when its discrimination power was (0.40) or more, and for this reason the researcher adopted this coefficient, and all the paragraphs had a discrimination coefficient greater than (0.40) ⁽¹⁷⁾.

Internal consistency

It means "the association of each paragraph with the scale as a whole, and the consistency of the paragraphs confirms that all paragraphs measure the same thing that is intended to be measured ⁽¹⁸⁾. This indicator was extracted using the significance of the correlation coefficient (Pearson) between the score of each paragraph and the total score of the scale using the statistical bag (SPSS)

Table (3) shows the internal consistency coefficient for the paragraphs of the two scales

Leadership skills			Job performance		
Sequence	correlation coefficient	Sig	sequence	correlation coefficient	Sig
1	0,662	0,000	1	0,881	0,000
2	0,654	0,000	2	0,752	0,000
3	0,566	0,000	3	0,752	0,000
4	0,883	0,000	4	0,887	0,000
5	0,654	0,000	5	0,662	0,000
6	0,832	0,000	6	0,566	0,000
7	0,662	0,000	7	0,881	0,000
8	0,819	0,000	8	0,664	0,000
9	0,664	0,000	9	0,819	0,000
10	0,654	0,000	10	0,875	0,000
11	0,515	0,000	11	0,654	0,000
12	0,880	0,000	12	0,880	0,000
13	0,883	0,000	13	0,886	0,000
14	0,515	0,000	14	0,883	0,000
15	0,875	0,000	15	0,515	0,000
16	0,662	0,000	16	0,883	0,000
17	0,752	0,000	17	0,875	0,000
18	0,752	0,000	18	0,832	0,000
19	0,654	0,000	19	0,752	0,000
20	0,832	0,000	20	0,654	0,000

⁻¹⁷. Ebel R L : Essentials of education measurement prentice-Hall Englewood cliffs, New jersey,1972.p41

⁻¹⁸. Mohammad Nasr Al-Din Radwan: Introduction to Measurement in Physical Education and Sports, 1st ed., Cairo, Book Center for Publishing, 2006. p. 231

Validity of the scale

1-Apparent Validity This type of coincidence was achieved when the scale was presented to a group of specialists in sports psychology, numbering (6) professors, and approval was obtained by agreement of 100% of the members of the expert committee

2-Construct validity: It was achieved as a result of the statistical analysis of all the scale paragraphs, which have very good discriminatory power because all paragraphs are greater than (0.40)

Reliability

The researcher extracted the stability of the test using the split-half method: The researcher used odd paragraphs versus even paragraphs. This method is characterized by saving effort and time, as it requires applying the test once, and it is one of the most used methods to find the stability coefficient

Table (4) Correlation and stability coefficient for the two scales

Geithmans	Pearson	Cronbach's Second half	Cronbach's first half
0,913	0,891	0,866	0,901

Final application of the scale

The scale was applied in its final form to the application sample of 50 referees. The data was collected, unpacked, processed statistically and the results were extracted

Statistical methods:

Discriminatory power equation

Statistical package (SPSS) to obtain statistical results

Presentation, analysis and discussion of the results: -

This chapter deals with presenting, analyzing and discussing the research results, after the researcher completed collecting the resulting data, which were placed in the form of tables for what they represent in terms of ease in extracting scientific evidence and because they are an appropriate explanatory tool for the research that enables us to achieve the research objectives in light of the field procedures that we carried out.

Table (5) Identification of the leadership skills scale

Skew	Standard error	Hypothetical mean	Standard deviation	Arithmetical mean	Sample	s
0,83	1,14	100	5.47	131,22	50	1

To achieve this goal, the emotional response scale for football referees, numbering (50), was applied. After analyzing their answers and processing them statistically, it was found that the arithmetic mean was (131.22) degrees, and the standard deviation was (5.47), which is higher than the hypothetical mean (100). The standard error was (1.14), which is a small value indicating the internal consistency of the sample results. The skewness coefficient was (0.83), which indicates the moderate distribution of the sample on the normal distribution curve. The sample is normally distributed, as the more the skewness coefficient value is between (+3, -3)¹⁹, the more homogeneous the sample is. The researcher attributes the fact that university professors possess leadership skills, which is of great importance to their diverse role in the academic community and beyond. Their role

¹⁹.Wadih Yassin Al-Takriti and Muhammad Hassan Al-Ubaidi: Statistical Applications and Uses of Computers in Physical Education Research, Dar Al-Kutub for Printing and Publishing, Mosul, 1999. p. 178.

is not limited to teaching and transferring knowledge, but also includes supervising research, guiding students, and contributing to the development of educational policies. They need leadership skills to guide students and enhance their capabilities, whether in scientific research or in achieving their academic goals. Professionalism.

In addition to the fact that professors work in an environment that requires coordination with diverse research teams, leadership skills help in managing time, distributing tasks, and resolving conflicts within the team to achieve fruitful results and make decisive decisions based on accurate analysis. These skills are necessary in academic circles, whether in terms of developing curricula or participating in the management of colleges and universities. Leading professors do not only influence their universities, but they also contribute to shaping society as a whole by graduating generations capable of leadership and change.

Table (6) shows the identification of the job performance scale

Skew	Standard error	Hypothetical mean	Standard deviation	Arithmetic mean	Sample	S
0,881	0,988	100	3,56	122,34	50	1

To achieve this goal, the emotional response scale was applied to football referees, numbering (50) referees. After analyzing their answers and processing them statistically, it was found that the arithmetic mean was (122.34) degrees, and the standard deviation was (3.56), which is higher than the hypothetical mean (100). The standard error was (0.988), which is a small value indicating the internal consistency of the sample results. The skewness coefficient was (0.881), which indicates the moderate distribution of the sample on the normal distribution curve. The researcher attributes the possession of university professors of good job performance as a basic factor for achieving the success of the educational and research process within the university and for achieving the quality of education, as it directly affects the level of education provided to students. High-performing professors contribute to developing students' skills and knowledge, which is reflected positively. University professors contribute to scientific research and developing knowledge in their areas of specialization. Good performance helps produce high-quality research, which enhances the university's position in global rankings. Outstanding university professors contribute to finding solutions to societal problems through innovative research projects or partnerships with other institutions. Good job performance helps implement the university's vision and mission of education, research, and community service, which enhances its role as an influential academic institution that contributes to building a positive relationship with students, making the learning environment more stimulating and encouraging for success. High job performance enhances the university's competitiveness at the local and international levels, which helps it attract outstanding students and academic competencies.

Possessing job performance means not only academic excellence, but also includes administrative skills, the ability to innovate, and interact with the community.

Table (7) shows the arithmetic mean, standard deviation, and calculated (t) value for leadership skills and professional performance

Statistical significance	T-value		Standard deviation	Arithmetic mean	Variables
	Tabular	Calculated			
411	0,195	5,23	5,47	131,22	Leadership skills
			3,56	122,34	Job performance

Table (7) shows that the arithmetic mean of emotional response skills was (42.43) with a standard deviation of (7.56) and the arithmetic mean of decision-making was (34.11) with a standard deviation of (4.22) and the calculated (t) value was (5.23) greater than the tabular (t) value of (1.95) with an error level of (0.05). This means that there are significant differences between emotional response and decision-making. The researcher attributes the existence of a significant correlation between leadership skills and job performance to an integrated and highly influential relationship in the work environment. Leaders with good leadership skills can direct and motivate their teams to achieve the desired goals. This enhances the job performance of the individual and the team in general. Effective leaders are characterized by their ability to make informed and quick decisions, which helps solve problems and achieve continuous progress in the workflow. Leadership depends largely on communication skills. A good leader knows how to communicate ideas clearly, which reduces tensions and increases coordination among employees, and positively affects performance. A leader with high leadership skills has the ability to influence others. This influence is positive when used to motivate individuals to achieve the goals of the team or organization, which leads to improved job performance. Good leadership skills play a fundamental role in improving job performance by enhancing guidance, motivation, and effective communication, and building a work environment that encourages cooperation and development. It represents the foundation on which outstanding job performance is built. A leader with these skills enhances the work environment and motivates individuals to give their best.

Conclusions and Recommendations

Conclusions

- 1-The leadership skills scale and the job performance scale that the researcher standardized and met their scientific conditions are capable of measuring the trait for which they were developed.
- 2-The professors of the College of Physical Education and Sports Sciences at Thi Qar University possess a high percentage of leadership skills and job performance.
- 3-There is a significant correlation between leadership skills and job performance among professors of the College of Physical Education and Sports Sciences at Thi Qar University.

Recommendations

- 1-Organizing workshops and training courses for university professors to enhance leadership skills, such as motivation skills, decision-making, effective communication, and stress management.
- 2-Encouraging professors to participate in specialized sports training programs to develop leadership skills within sports teams.
- 3-Supporting professors in assuming the leadership role within university sports activities or various sports teams, which enhances their ability to guide students and achieve sports goals
- 4-Creating platforms and events that allow continuous communication between professors and students in sports activities, which enhances their leadership role in understanding students' needs and providing appropriate guidance.
- 5-Supporting scientific research that addresses the relationship between leadership and job performance, which contributes to developing performance.
- 6-Allocating research projects to study the impact of leadership skills on the results of sports teams within universities.

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