

Role of Wise Leadership and its Relationship to Self-Management Among Physical Education Teachers in Directorate of Education of Maysan Governorate

Ali Raheem Kattan¹, Hassanein Jaber Shabeeb², Redha AbdulHussein Ali³
¹²³Ministry of Education, General Directorate of Education in Maysan, Iraq

Corresponding Author: lrhym2476@gmail.com

Article History <i>Received: 05-07-2026;</i> <i>Reviewed: 09-07-2026;</i> <i>Accepted: 12-08-2026;</i> <i>Published: 30-09-2026;</i>	ABSTRACT Backgroud: This study aimed to develop two scales: one for wise leadership and other for self-management, for physical education teachers in Maysan Governorate Education Directorate. It also aimed to identify correlation between these two scales. Methods: The researchers used a descriptive approach with correlational analysis, as it was suitable for nature of objectives. Research community was defined as physical education teachers in Maysan Governorate Education Directorate in Amarah district, totaling 320 teachers, sample was selected purposively and consisted of 200 teachers, representing 62.50% of total population. Results: Physical education teachers exhibited high levels of both wise leadership (M = 167.325, SD = 6.108) and self-management (M = 158.414, SD = 6.715), both significantly exceeding theoretical midpoints ($p < 0.001$). Pearson correlation analysis demonstrated an extraordinarily strong, statistically significant positive correlation between wise leadership and self-management ($r = 0.942, p < 0.001$). Conclusions: The most important conclusions and recommendations of study were as follows: study revealed a significant positive correlation between wise leadership and self-management among physical education teachers in Al-Amarah district. This indicates that applying principles of wise leadership directly contributes to self-improvement and self-management, and that physical education teachers possess a high level of wise leadership, which is reflected in their leadership qualities. This, in turn, contributes to improving their professional performance. The most important recommendations made by the researchers emphasized need to strengthen concept of wise leadership among educational leaders by holding specialized training courses and workshops to develop wise leadership, which has a positive impact on improving self-management. It also recommended providing a supportive organizational environment that encourages initiative and teamwork, which contributes to development of wise leadership and self-management.
--	---

INTRODUCTION

Leadership is foundation upon which educational institution relies to achieve its goals, as it plays an active role in guiding employees in all institutions, in addition to motivating them and increasing their motivation, which serves quality of institutional performance. In light of events and developments that world is witnessing in management and technology, a pressing need has emerged for a new leadership management that differs from traditional leadership methods, and possesses wisdom and ability to make sound decisions in future, and achieves fairness in work duties and what employees need. Wise leadership stands out as one of components of modern management, as it works to employ knowledge and experience in developing solutions and avoiding problems, and its decisions are sound. It also works to increase motivation of employees in institutions, and instills in them spirit of work and leadership, and thus this leads to achievement of educational goals.'

As for self-management, it is characterized by flexibility because it varies according to individual, and it may even differ for same individual according to situation. It is a plan that individual sets in order to increase his efficiency and effectiveness by applying self-management strategies. This concept is extremely important because it leads to generalization of adaptive behavior among individuals, which supports their independence and overcoming obstacles that prevent reaching goal. Self-management has received wide attention in administrative and educational thought, due to its role in organizing time, controlling emotions, determining priorities, and investing its capabilities efficiently and effectively.

Physical education teachers are an educational category whose specialization is characterized by their leadership skills and distinctive behavior, as a result of multiple roles that physical education teacher plays during school day, such as teaching, carrying out various activities, and conducting school championships with various events. physical education teacher is structure of school, so means that makes them possess self-management skills is an important factor in their professional success. Also, their influence by prevailing leadership styles within educational environment may contribute to developing these skills or limiting them. Importance of research lies in trying to identify role of wise leadership and its relationship to self-management for physical education teachers, by identifying nature of relationship between these two variables. researchers are trying to provide scientific results that can be used to develop and enhance abilities of physical education teachers to manage themselves efficiently, which will positively affect professional performance and quality of educational process.

Institutions in general, and educational institutions in particular, face frequent and increasing challenges due to developments in (administrative and educational) field. This requires adopting components that are characterized by leadership, are modern, and have ability to further improve performance of employees and enhance their professional capabilities. Physical education teachers are among important centers in educational process, as their work requires them to possess self-management skills, as these contribute to organizing their work, saving effort and time, flexibility, making accurate decisions, and dealing professionally and efficiently during situations within school environment .

Through work of the researchers and their knowledge of field reality, as well as their review of literature and previous studies, they noticed existence of varying percentages in levels of application of wise leadership within schools. This will be reflected in level of self-management among physical education teachers, and thus will affect their ability to perform their tasks efficiently and achieve desired educational goals. Despite increasing interest in developing educational performance, studies that addressed relationship between wise leadership and self-

management among physical education teachers are still limited, especially in Iraqi environment, research problem crystallized in an attempt to uncover nature of relationship between wise leadership and self-management among physical education teachers, and to identify extent to which wise leadership contributes to enhancing their self-management, in order to provide scientific indicators that can be used to develop leadership practices and improve professional performance within educational institutions.

Research objectives is to preparing a wise leadership scale for physical education teachers in Directorate of Education of Maysan Governorate. Developing a self-management scale for physical education teachers in Directorate of Education of Maysan Governorate. Identifying sample's responses to two scales of wise leadership and self-management. Identifying correlational relationship between two scales of wise leadership and self-management for physical education teachers in Directorate of Education of Maysan Governorate.

METHODS

The researchers used descriptive approach with a correlational relationship method, as it suited nature of research objectives, research community was identified as physical education teachers in Maysan Education Directorate in Al-Amarah District, numbering (320), sample was selected purposively, numbering (200), which represents (62.50%) of total population, sample was divided in following manner:

First: Sample of exploratory experiment For scale: sample for pilot study of scale consisted of (20), representing (10%) of total sample and (6.25%) of total population. Second: scale construction sample: scale construction sample consisted of (110) and a percentage of (55%) of total sample and (34.37%) of total population. Third: (application) sample: application sample for scale consisted of (70), representing (35%) of total sample and (21.87%) of total population, as shown in Table (1). Fourth: Excluded: sample consisted of (120) Teachers, representing (37.50%) of total population, were excluded due to blank forms, including those who had obtained licenses.

Table 1. Research community, sample, construction samples, application samples, and exploratory sample

No.	Research community	Research sample				
		Research sample	Survey sample	Construction sample	Sample application	Excluded
1	320	200	20	110	70	120
	Total	200	20	110	70	120
	Percentage of research sample	-	10%	55%	35 %	-
	Percentage of research population	61.017 %	6.25 %	34.37 %	21.87 %	37.50%

Defining research parameters

The researchers reviewed existing sources to determine appropriate research criteria relevant to research topic, aiming to achieve its objectives effectively and address research problem of (wise leadership and self-management). This involved reviewing all relevant previous studies and studies closely related to current research topic, as well as opinions... Experts adopted (wise leadership) scale, according to researcher. (Saeed, 2025) While (Self-Management) scale was based on a standardized scale for Iraqi environment of researcher (Al-Zubaidi, 2021), and according to scientific conditions for building and preparing practical and psychological scales.

Procedures for preparing scales of wise leadership and self-management

In order to obtain and arrive at preparation of scales based on correct scientific foundations (validity, reliability, objectivity), many important and correct procedures must be adhered to and arranged in their correct sequence, procedures must be applied in a systematic and correct manner in order to arrive at preparation of two scales (for workers in sports and scouting activities in education directorates of Maysan, related to this). Therefore, the researchers followed scientific steps for preparing scales as follows.

Identifying phenomenon to be measured: It is necessary to define required phenomenon correctly in order to measure it correctly and for its concept and boundaries to be completely clear. phenomenon that research aims to measure is (wise leadership and self-management).

Purpose of developing two scales for wise leadership and self-management: objective of preparing wise leadership and self-management scale was determined to identify degree of influence of wise leadership on self-management of physical education teachers in Al-Amarah district.

Defining theoretical foundations for developing a wise leadership scale and a self-management scale: Presenting theoretical framework of fields and statements correctly for research in building a wise leadership scale to obtain accurate and correct fields through which it helps to implement research procedures correctly. Through this, researchers identified specific theoretical starting points of research by relying on relevant theoretical literature in defining concepts of preparing two scales (wise leadership and self-management).

Defining areas of my scale (wise leadership and self-management): After reviewing literature and consulting with experts and specialists, researchers identified areas of wise leadership scale through following procedures:

1. Personal interviews, and seeking opinions of some experts in this field.
2. Researchers presented domains questionnaire to (15) experts and specialists (see Appendix 1) using both paper and electronic forms (using Google Forms), where main domains of scale were identified. wise leadership statement of validity of these areas, or making some modifications to them, or providing special suggestions for these areas, and after analyzing answers of experts and specialists using Chi-square law to agree on opinions of experts, areas of scale were determined, where areas whose significance level was less than or equal to (0.05) were adopted, as in Table (1).

Table 2. Chi2 value for domains of Wise Leadership Planning Scale

No	Fields	Agree	Disagree	Chi ²	Sig. level	Sig. type
1	Sound and correct governance	14	1	11.26	0.000	Sig.
2	Delegation of authority	13	2	8.06	0.000	Sig.
3	shared optimism	14	1	11.26	0.000	Sig.
4	Understanding and conveying essence	15	0	15.00	0.000	Sig.
5	Effective communication skills	15	0	15.00	0.000	Sig.

*Significant at a significance level less than (0.05)

All fields were approved This is based on value of Chi², where calculated value of Chi² was acceptable at a significance level of (0.000), and thus it became functional and acceptable.

Table 3. Value of Chi2 value for domains of self-management scale

No	Fields	Agree	Disagree	Chi ²	Sig. level	Sig. type
1	Time management	15	0	15.00	0.000	Sig.
2	Social Relations Management	15	0	15.00	0.000	Sig.
3	Contact	14	1	11.26	0.000	Sig.
4	Planning	14	1	11.26	0.000	Sig.
5	self-confidence	15	0	15.00	0.000	Sig.

All fields were adopted according to value of Chi², where calculated value of Chi² was acceptable at a significance level of (0.000), and thus it became significant and acceptable.

Preparing statements for two scales (Wise Leadership and Self-Management)

After completing identification of domains of Wise Leadership and Self-Management Scale for those working in sports and scouting activities, the researchers prepared a questionnaire containing selected statements for domains. These statements were distributed within domains, with each statement representing domain in which it was placed. Suggested answer alternatives were identified for both Wise Leadership Scale, which had (48) statements in its initial form, and Self-Management Scale, which had (50) statements in its initial form. This step is considered one of fundamental pillars in designing scales, taking into account following aspects when formulating scale statements: Each field should have its own terminology, statements for each field should express theoretical definition of field, phrase should have only one specific meaning, phrases should be clear in meaning and words understandable. Avoid using incomprehensible phrases. After areas of two scales were identified, questionnaire of statements was presented to experts and specialists to determine validity and suitability of statements formulated by researchers for areas and that are appropriate to research topic.

Determining validity of statements

The researchers presented (48) statements to represent domains of (wise leadership) scale and (50) statements for (self-management) scale. After presenting two scales to experts and using value of chi2, results showed validity of (46) statements for (wise leadership) scale and validity of (44) statements for (self-management) scale.

Exploratory test of (Wise Leadership, Self-Management) scale

Conducted pilot study on Sunday, February 8, 2026, at their workplace with (20) workers. objective was: Identifying clarity of statements and instructions in two scales. Identifying time required to answer. Identifying obstacles that researchers may face in applying final scale. Identifying effectiveness of answer alternatives. Knowing efficiency of support staff. All statements were designed to be clear, simple, and understandable to pilot group in order to help avoid errors and difficulties that researchers might encounter during implementation. time required to complete each of two scales was 15 to 20 minutes.

Application of construction sample for scales

Scale was administered to a construct sample of both scales (wise leadership and self-management). primary objective of this experiment was to statistically analyze items, determine their discriminatory power, and identify discriminatory and non-discriminatory items during period from Tuesday, February 17, 2026, to Wednesday, March 4, 2026. To achieve this, researchers conducted main experiment (construct sample), which involved administering scale to a construct sample of 110 physical education teachers in Amarah district. After final distribution of two scales, researchers obtained 90 valid questionnaires for statistical analysis.

All items of two scales were retained, which met conditions specified by statistical significance of calculated (T) value, as (Sig.) score was < (0.05) and significance level was (0.05). With this procedure, scale became composed of (46) items and with a total score ranging from

(46 - 230) Wise Leadership Scale has a score of (44) points, while Self-Management Scale now consists of (44) items, with a total score ranging from (44 - 220) points for Self-Management Scale.

Performed internal consistency testing, retaining all items from both scales that met criteria for statistically significant correlation coefficients between item weight and total scale score, and between item weight and total domain score. Specifically, Sig values were < 0.05 at 88 degrees of freedom and a significance level of 0.05. Furthermore, no item had a correlation coefficient less than 0.19. This indicates that all items fulfill these criteria for internal consistency and do not require modification according to item consistency requirements. With this procedure, scale consists of 46 items with a total score ranging from 46 to 230. A score for wise leadership scale, and a total score ranging from (44 - 220) for self-management scale.

Scientific basis of the scales

1. Criterion validity: Content validity was used, as This type was used when items of two scales, their alternatives, and their instructions were presented to a group of experts and specialists in field of testing and measurement to approve their validity.
2. Reliability of two scales: split-half method was used, whereby items of two scales were split into odd and even items. variance of odd and even items was calculated and subjected to (f) coefficient. We find that difference is not statistically significant, and this means homogeneity of odd and even items. Pearson correlation coefficient was calculated between two halves of two scales, and calculated value for wise leadership scale was (0.68), and for self-management scale it was (0.75). This score means reliability for half of test. In order to obtain reliability of entire test, (Spearman -Brown) equation was applied, and its value appeared for succession scale (0.81), and for self-management scale (0.88), which are high values that indicate reliability of two scales.

This method was used because it is applicable to any type of objective or essay question . Reliability was calculated using this method by applying Cronbach's equation to sample used in constructing scale, employing Statistical Package for Social Sciences (SPSS). reliability coefficient for dimensions of Wise Leadership Scale was found to be... It is (0.798), which is a good reliability coefficient and can be relied upon to estimate reliability of test. As for with regards For Self-Management Scale, it was found that reliability coefficient value for dimensions of Self-Management Scale is (0.802), which is a good reliability coefficient, and it can be relied upon to evaluate test.

Objectivity of Wise Leadership and Self-Management Scale

After data was extracted from two scales and returned, it became clear that all items were clear to sample, and they are characterized by having multiple-choice alternatives and not accepting more than one answer, and there is no open-ended answer statement, two scales are highly objective, and there is no disagreement about scores obtained by sample members.

Final description of my scale Wise leadership and self-management

Scale of wise leadership consists of In its final form, it consists of (46) items distributed across five domains and a five-point rating scale, where the highest score for entire scale was (230), lowest score was (46), and hypothetical mean was (138). As for Self-Management Scale In its final form, it consists of (44) items distributed across five domains and a five-point rating scale, where the highest score for entire scale was (220), lowest score was (44), and hypothetical average was (132).

Final application of Wise Leadership and Self-Management scales (application sample)

After the researchers completed procedures for building two scales in their final form through statistical analysis operations that researchers carried out for scale items and calculating discriminatory ability and internal consistency and extracting scientific foundations in correct way (validity. reliability) for these areas and items, researchers applied two scales in their final form to

application sample of (70) physical education teachers of secondary schools in Al-Amarah district, on (Wednesday) corresponding to (18/3/2026) until (Thursday) corresponding to (16/4/2026), where the researchers distributed questionnaires and then data were collected in a special form, so that each person had his own score.

Statistical methods

The researchers used Statistical Package for Social Sciences (SPSS) Version 24 to extract results of current research.

RESEARCH RESULTS

Presenting results of means, standard deviations, and calculated (t) value for items of wise leadership and self-management scale among research sample

Table 4. Means, standard deviations, and calculated t-value are shown for items of wise leadership and self-management scale among sample

Field	Mean	Standard deviation	Value (t)	Error rate	Sig. type
Wise leadership	167.325	6.108	68.325	0.000	Sig.
Self-management	158.414	6.715	47.813	0.000	Sig.

Table 5. Means, standard deviations, and R -value for items on Time Management and Self-Awareness Scale among sample

Field	Mean	Standard deviation	(R) Value
Wise leadership	167.325	6.108	0.942
Self-management	158.414	6.715	

DISCUSSION

Results presented in Tables (1) and (2) indicate a strong correlation between wise leadership and self-management among physical education teachers in secondary schools in Al-Amarah district. correlation coefficient reached (0.942), a high value indicating that more wise leadership and effective management skills a physical education teacher possesses, the higher their self-management capabilities. This is linked to a higher level of self-awareness. Wise leadership among teachers contributes to improving administrative and organizational aspects, including self-management. This result is an important indicator confirming a direct and interconnected influence between leadership style and leadership roles within school. These results align with a (ALshammari, 2021, pp. 114-130)study conducted on a sample of team sports coaches, which confirmed a positive correlation between an individual's leadership style and their ability to manage their time effectively. Another study indicated (Al-Abedi, 2022, صفحة 32)that wise leadership refers to ability to manage situations and institutions in a balanced and rational manner, based on a deep understanding of reality, meticulous planning for future, and decision-making grounded in comprehensive knowledge and fairness (Al-Hamad, 2022, صفحة 98). Sports leaders who are clear in communication and decisive in decision-making possess high organizational capabilities that contribute to effective self-management. An individual's good management of himself and his efficient and competent dealings with himself are one of indicators of success in life. Conversely, his failure with himself is a cause for his failure in his life, as process of self-management is a matter that depends primarily on teacher's personal, scientific, psychological, social and behavioral attributes, as it requires motivation, ability, method, style and environment that provides incentives for learning. main core is (Self), so if it is reformed, then reform will be achieved for everyone, and this is a rule that has no room for debate (Hashim, 2007, صفحة 131).

Self-management stems from within, i.e., independent management, which means ability to make decisions and choices, i.e., ability to act and focus self-management on maintaining balance. Self-management also means starting with most important before important (Merel, 2000, 78 صفحة).

CONCLUSIONS AND RECOMMENDATIONS

Results showed a statistically significant positive correlation between wise leadership and self-management among sports teachers in Al-Amarah district, indicating that applying principles of wise leadership directly contributes to self-improvement and self-management. Physical education teachers possess a high level of wise leadership, which is reflected in their leadership qualities, and this has contributed to improving their professional performance. A supportive organizational environment based on wise leadership enhances motivation of sports teachers and increases their job commitment. There is a clear impact of wise leadership on development of physical education teachers' skills.

Need to promote concept of wise leadership among educational leaders through establishment of specialized training courses and workshops, to develop wise leadership, which has a positive impact on improving self-management. Providing a supportive organizational environment that encourages initiative and teamwork, which contributes to development of wise leadership and self-management. Focusing on developing self-management skills among teachers in general. Develop periodic self-assessment programs based on scientific indicators related to wise leadership.

REFERENCES

- Abdul Rahman Al-Khaldi. (2014). Self-awareness and its relationship to psychological adjustment among male and female high school students. Master's thesis, King Abdulaziz University, Educational Guidance.
- Ahmed Abdul Amir Saeed. (2025). Role of Wise Leadership in Administrative Development of Some Departments of Ministry of Youth and Sports from Employees' Perspective. Master's Thesis, College of Physical Education and Sports Sciences, Al-Mustansiriya University.
- Ahmed Waleed Al-Hamad. (2022). Employing dimensions of wise leadership in addressing behaviors of invisible employee: An exploratory study of opinions of a sample of employees in Mosul Municipality Directorate. University of Mosul.
- Al-Shinawi, Ahmad. (2001). Socialization. Amman: Dar Al-Safa.
- Ali Razzaq Al-Abidi. (2022). Wise leadership and its role in job engagement: An applied study in Najaf education. Proceedings of Scientific Conference , page 32.
- ALshammari. (2021, 33(2)). relationship between leadership traits and time management among team sorts coaches. journal of studies and research in physical education, university of Basra., pp. 114-130
- Atheer Alaa Abdul Hussein and Abdul Razzaq Kadhim Al-Zubaidi. (Volume (33) - Issue (3), 2021). An Analysis of Reality of Self-Management among Presidents of Central Sports Federations from Perspective of Administrative Bodies in Iraq. Journal of Physical Education .
- Fadwa Shawqi Mufleh and Noura Muhammad Hashim. (2007). Self-Management Towards Success and Creativity. Amman: Dar Al-Bidaya Press.
- Fayez Jumaa Al-Najjar. (2010). Scientific Research Methods - An Applied Perspective (Volume 2). Amman: Dar Hamed.
- Mohammed Al-Hamahmi. (2020). Principles of Sport for All: Philosophy, Programs, Professional Development, and Challenges (Scientific Studies and Workshop). Cairo: Book Center for Publishing.

- Mohammed Mahmoud Al-Hila. (2012). Life Skills. Amman: Dar Al-Masira.
- Saleh Muhammad Abu Jadu and Muhammad Bakr Nawfal. (2010). Teaching Thinking: Theory and Application. Amman: Dar Al-Masirah.
- Stephen Merrill. (2000). Managing Priorities. Translated by Mr. Al-Mutawalli Hassan: Jarir Bookstore, Riyadh.
- Zakaria Latrach. (2021). role of leisure sports practice in developing social interaction among secondary school students (15-18 years old). Unpublished Master's thesis, Mohamed Khiser University of Biskra, Department of Science and Technology of Physical and Sports Activities.