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ADMINISTRATIVE COMPETENCIES AND THEIR RELATIONSHIP WITH ETHICAL PRACTICES AMONG ACADEMIC STAFF IN COLLEGES OF PHYSICAL EDUCATION AND SPORTS SCIENCES AT SELECTED IRAQI UNIVERSITIES

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Abstract

This study aimed to investigate the administrative competencies of academic staff in Colleges of Physical Education and Sports Sciences at selected Iraqi universities, examine the nature of their ethical practices, and explore the relationship between administrative competencies and ethical practices among these Academic staff. The researcher adopted the descriptive method due to its appropriateness for the nature of the research. The primary research sample consisted of 119 Academic staff from various Colleges of Physical Education and Sports Sciences.

The study concluded that college administrations work to overcome administrative and technical obstacles faced by academic staff according to the available resources. It was also found that Academic staff at the colleges under study possess the ability to effectively use necessary software, devices, and tools relevant to their work.

The study recommended enhancing technical cooperation among colleges by joining specialized technology associations, which would enable knowledge exchange, innovation sharing, and increased opportunities for communication and collaboration. It also recommended strengthening the administrative and planning competencies of college officials through continuous training and development to improve their investment-related processes. Additionally, it emphasized promoting an organizational culture that upholds adherence to laws and ethical values, while providing guidance and support for academic staff.

Keywords: Administrative Competencies, Ethical Practices, Academic staff.

Introduction and Research Problem

Government institutions strive to effectively perform the tasks assigned to them, provide optimal services to citizens, safeguard public funds, and enhance good governance. At all administrative levels, there is a continuous effort to implement professional behavioral codes, which serve as standards for ethical conduct in institutional work. From the standpoint of upholding noble values that require institutions to carry out their duties with integrity and objectivity, all employees must adhere to ethical principles and standards.

Administrative competencies have emerged as a growing area of interest within organizations. These competencies are formed through the collaboration and interaction of the institution's members. Their presence can be identified through indicators such as effective communication, which fosters a shared language among work teams, facilitates the appropriate exchange of information, and strengthens interpersonal relations aimed at transferring competencies and resolving conflicts. Administrative competencies are inherently coordinative in nature and are not merely the sum of individual competencies. Instead, they depend on the dynamic interplay and collaboration among institutional personnel.

The researcher observes a significant lack of administrative and technical support provided to academic staff in colleges, which leads to a sense of underappreciation and lack of recognition for their efforts. This, in

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turn, negatively affects job satisfaction within the colleges and hinders effective and positive participation in collaborative work environments. Moreover, the researcher notes an absence of genuine justice among academic staff due to the lack of clear standards for treatment and performance evaluation. There is also no clear orientation within the colleges concerning the development of internal regulations, nor is there a unified set of regulations across Colleges of Physical Education and Sports Sciences at the national level.

Research Objectives

- To examine the administrative competencies of academic staff in Colleges of Physical Education and Sports Sciences at selected Iraqi universities.
- To explore the nature of ethical practices among academic staff in these colleges.
- To identify the relationship between administrative competencies and ethical practices among academic staff.

Research Questions

- What is the current state of administrative competencies among academic staff in Colleges of Physical Education and Sports Sciences at Iraqi universities?
- What is the current state of ethical practices among these Academic staff?
- What is the nature of the relationship between administrative competencies and ethical practices among academic staff?

Research Methodology The researcher employed the descriptive method due to its suitability for the nature of the study.

Research Population The research population consists of academic staff (Professors, Associate Professors, and Lecturers) from Colleges of Physical Education and Sports Sciences at selected Iraqi universities.

Research Sample The researcher selected the sample using a simple stratified random sampling technique. The main sample consisted of 119 individuals, while the pilot sample included thirty individuals who were not part of the main sample.

Table (1): Description of the Research Sample

No.	Academic Rank	Exploratory Sample		Main Sample	
		Number	Percentage (%)	Number	Percentage (%)
1	Professor	10	33.3%	50	42.1%
2	Associate Professor	10	33.3%	40	33.6%
3	Lecturer	10	33.3%	29	24.3%
	Total	**30**	**100%**	**119**	**100%**

The researcher prepared two questionnaires. The first consisted of four domains, each containing a set of statements under its respective axis. The second questionnaire comprised three domains, also including a group of statements under each axis. Both questionnaires were then presented to a panel of experts to gather their opinions, allowing them to suggest additions or deletions as deemed appropriate.

Table (2): Questionnaire Axes, Distribution of Statement Numbers, and Their Count

No.	Axes	Statement Numbers	Number of Statements
1	Logistical and Strategic Competencies	1–13	13
2	Personal and Behavioral Competencies	14–20	7
3	Technical Competencies	21–31	11
4	Professional Competencies	32–40	9
	Total		**40**

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
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ISSN (E): 2942-9943

Exploratory Study:

The researcher conducted an exploratory study of the questionnaire using a sample of thirty individuals from the research population who were not part of the main research sample.

Scientific Procedures:

Content Validity:

Content validity was verified through expert judgment. The questionnaire form was presented to a panel of ten academic experts in the field of sports management to gather their opinions regarding the relevance and adequacy of the domains and their corresponding statements.

Internal Consistency Validity:

The researcher measured internal consistency validity by calculating the correlation between each statement's score and the total score of the axis (domain) to which it belongs, as well as the correlation between the score of each domain and the total score of the questionnaire.

Reliability:

The researcher used the test-retest method to determine the reliability coefficient of the questionnaire.

Table (3): Questionnaire Axes, Distribution of Statement Numbers, and Their Count

No.	Axes	Statement Numbers	Number of Statements
1	Personal Ethical Practices	1–11	11
2	Administrative and Ethical Practices	12–21	10
3	Organizational Justice Practices	22–33	12
	Total		**33**

Exploratory Study

The researcher conducted an exploratory study on the questionnaire using a sample of thirty individuals from the research population, but outside of the main research sample. The following results were obtained:

Scientific Procedures

Content Validity:

Content validity was verified through expert judgment. The questionnaire was presented to ten academic experts in the field of sports management to express their opinions regarding the relevance and adequacy of the axes and their respective statements.

Internal Consistency Validity:

After confirming the content validity through expert review, the researcher calculated internal consistency validity by determining the correlation between each statement's score and the total score of the axis to which it belongs. In addition, the correlation between each axis score and the total questionnaire score was also calculated.

Reliability:

The researcher used the **Test-Retest Method** to calculate the reliability coefficient, applying it to a sample of thirty individuals from the research population who were not part of the main research sample.

Presentation and Discussion of Results

First: Presentation and Discussion of the Results Related to the First Research Question

"What is the current state of administrative competencies among Academic staff in Colleges of Physical Education and Sports Sciences?"

Table (4): Frequency, Percentage, Chi-Square Value, and Ranking of Statements According to the Responses of the Research Sample – Domain: Logistical and Strategic Competencies

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

No.	Yes (Freq)	Yes (%)	Somewhat (Freq)	Somewhat (%)	No (Freq)	No (%)	Relative Weight	Relative Importance	Calculated Chi-Square (χ^2)	Rank
1	104	87.4	11	9.2	4	3.4	338	94.67	157.15*	1
2	91	76.5	23	19.3	5	4.2	324	90.75	103.74*	2
3	64	53.5	46	38.7	9	7.6	293	82.07	39.65*	11
4	61	51.3	49	41.2	9	7.6	290	81.23	37.38*	12
5	67	56.3	47	39.5	4	3.4	299	83.75	52.26*	8
6	57	47.9	61	51.3	1	0.8	294	82.35	56.74*	10
7	84	70.6	29	24.4	6	5	316	88.51	81.05*	3
8	73	61.3	43	36.1	2	1.7	307	85.99	64.06*	5
9	69	58	44	37	5	4.2	300	83.03	52.47*	7
10	70	58.8	40	33.6	8	6.7	298	83.47	48.48*	9
11	61	51.3	49	41.2	8	6.7	289	80.95	38.95*	13
12	86	72.3	26	21.8	6	5	316	88.51	87.41*	3
13	67	56.3	47	39.5	5	4.2	300	84.3	50.49*	6

Chi-Square value (χ^2) is significant at the 0.05 level.

The results from Table (4) show that the calculated chi-square values for the responses of the research sample on the domain of Logistical and Strategic Competencies ranged between 37.38 and 157.15, and these values were statistically significant at the 0.05 level for all statements. The percentage of "Yes" responses ranged from 47.9% to 87.4%, the percentage of "Somewhat" responses ranged from 9.2% to 51.3%, and the percentage of "No" responses ranged from 0.8% to 7.6%. The relative importance values for the statements ranged from 80.95 to 94.67.

The "Yes" response was the most frequent for all statements except for statement six, where "Somewhat" was the most frequent. The results indicated that Academic staff in Physical Education and Sports Sciences Colleges have an unobstructed vision and mission for the college and work to align their priorities with the strategic goals of the college. A stimulating environment exists to achieve high performance levels, and the administration works to overcome obstacles they face. Additionally, there is good management in setting up programs and schedules. However, the ability to make full use of available material and human resources was rated as "Somewhat."

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

The researcher believes that the logistical and strategic competencies of academic staff in Physical Education and Sports Sciences Colleges are represented by a set of characteristics and skills that contribute to achieving their educational, research, and service goals. Academic experience is crucial, which necessitates Academic staff having a strong background in the sports field they teach and staying updated on the latest research and developments in the field.

These findings align with the study by Samah Mohamed Abdel-Mutajalli, which emphasizes the need for leaders to have a clear strategic vision and understand how to achieve institutional goals. Leaders must be able to identify trends and priorities, determine the necessary plans and strategies for success, and be capable of evaluating available data and information to make decisions that contribute to achieving institutional goals and enhancing exceptional job performance.

Table (5): Frequency, Percentage, Chi-square Value, and Ranking of Responses from the Sample for the Personal and Behavioral Competency Axis

S/N	Statement	Yes	Percentage	Somewhat	Percentage	No	Percentage	Relative Weight	Relative Importance	Calculated Chi-square Value (χ^2)	Ranking
14	Statement 14	95	79.8%	21	17.6%	2	1.7%	329	92.15%	121.75*	1
15	Statement 15	88	73.9%	28	23.5%	2	1.7%	322	90.19%	98.1*	2
16	Statement 16	61	51.3%	49	41.2%	6	5%	245	68.62%	42.24*	7
17	Statement 17	77	64.7%	35	29.4%	5	4.2%	306	85.71%	65.99*	3
18	Statement 18	52	43.7%	36	30.3%	30	25.2%	258	72.26%	6.53*	6
19	Statement 19	59	50%	52	43.7%	7	5.9%	288	80.67%	40.16*	5
20	Statement 20	78	65.5%	30	25.2%	10	8.4%	304	85.15%	61.59*	4

Chi-square Value at a 0.05 significance level

The results from Table (5) show that the calculated chi-square values for the responses of the sample in the personal and behavioral competencies axis ranged between (40.16 – 121.75). The values were statistically significant at a 0.05 significance level for all statements. The percentage of responses indicating "Yes" ranged between (43.7% – 79.8%), the percentage for "Somewhat" ranged between (17.6% – 43.7%), and the percentage for "No" ranged between (1.7% – 25.2%). The relative importance values for the statements ranged between (6.53% – 92.15%).

All the statements showed a favorable response of "Yes." The results indicated that the Academic staff in physical education and sports science colleges have an unobstructed vision for professional development, possess problem-solving, listening, influencing others, self-management, and stress management skills, and are committed to work schedules.

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

The researcher believes that the personal and behavioral competencies are affected by obstacles individuals may face in developing their behaviors and achieving personal and behavioral goals. These competencies include internal factors related to the individual and their impact on behavior.

The results of this study align with the study by Taremeen Ahmed Kamal Karima, which emphasizes the need to evaluate current leaders using competency packages to identify their strengths and weaknesses in required skills. This information can be used to pinpoint areas that need development and enhance performance, such as effective communication, decision-making, leadership, and time management skills.

Table (6): Frequency, Percentage, Chi-Square Value, and Ranking of Responses for the "Technical Competencies" Axis

T	Yes	Percentage	To Some Extent	Percentage	No	Percentage	Relative Weight	Relative Importance	Calculated Chi-Square Value	Ranking
21	54	45.4	37	31.1	27	22.7	263	73.66	9.4*	11
22	65	54.6	42	35.3	11	9.2	290	81.23	37.03*	8
23	75	63	36	28.6	9	7.6	302	84.59	56.06*	4
24	61	51.3	50	42	7	5.9	290	81.23	41.07*	8
25	64	53.8	49	41.2	6	5	296	82.91	45.7*	6
26	62	52.1	48	40.3	8	6.7	290	81.23	39.61*	8
27	75	63	33	27.7	11	9.2	302	84.59	53.31*	4
28	65	54.6	47	39.5	5	4.2	294	82.35	47.83*	7
29	85	71.4	29	24.4	5	4.2	218	89.07	84.98*	1
30	84	70.6	31	26.1	4	3.4	318	89.07	83.52*	1
31	78	65.5	30	25.2	10	8.4	304	85.15	61.59*	3

Chi-Square Value at 0.05 Significance Level

It is clear from the results of Table (6) that the calculated Chi-square values for the responses of the research sample regarding the technical competencies axis ranged from 9.4 to 84.98, and these values were statistically significant at the 0.05 level for all statements. The percentage of responses for "Yes" ranged between 45.4% and 71.4%, the percentage of responses for "To some extent" ranged between 24.4% and 41.2%, and the percentage of responses for "No" ranged between 3.4% and 22.7%. The relative importance values for the statements ranged from 73.66% to 89.07%.

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

All statements were favorable for the "Yes" response. The results indicated that Academic staff in physical education and sports science colleges possess the ability to deal with software, devices, tools, e-learning platforms, and statistical programs necessary for data analysis, and they use information networks in scientific research and curriculum development. They are also sufficiently aware of digital security concepts and data protection, following correct security practices to maintain the confidentiality of their data.

The researcher also believes that the technical competencies of academic staff in physical education and sports science colleges reflect the challenges they may face in using technology and electronic tools in their educational and research work. Educational technology has evolved, and e-learning tools and virtual communication have become essential parts of the educational process. However, some Academic staff may face difficulties in adapting to and effectively using these technologies.

The findings of this study are consistent with the study by Iman Gomaa Abdel Wahab, which emphasizes the need to improve teaching and learning through information and communication technology. The availability of advanced educational tools and resources helps Academic staff enhance the teaching process and improve the students' learning experience. Multimedia, online learning platforms, and interactive educational programs can be used to deliver content in an engaging and effective manner.

Table (7): Frequency, Percentage, Chi-square Value, and Ranking of Responses from Research Sample Individuals on the Professional Competencies Axis.

It is evident from the results of Table (7) that the calculated Chi-square value for the responses of the research sample individuals on the Professional Competencies axis ranged from (6.53 to 121.75). The values

T	Yes - Frequency	Yes - Percentage	To Some Extent - Frequency	To Some Extent - Percentage	No - Frequency	No - Percentage	Weight	Relative Importance	Chi-Square Value	Rank
32	95	79.8	21	17.6	2	1.7	329	92.15	121.75	1
33	88	73.9	28	23.5	2	1.7	322	90.19	98.10	2
34	61	51.3	49	41.2	6	5.0	245	68.62	42.24	9
35	77	64.7	35	29.4	5	4.2	306	85.71	65.99	3
36	52	43.7	36	30.3	30	25.2	258	72.26	6.53	8
37	59	50.0	52	43.7	7	5.9	288	80.67	40.16	7
38	78	65.5	30	25.2	10	8.4	304	85.15	61.59	4
39	62	52.1	48	40.3	8	6.7	290	81.23	39.61	6
40	65	54.6	47	39.5	5	4.2	294	82.35	47.83	5

were statistically significant at the 0.05 significance level for all statements. The percentage of responses of "Yes" ranged from (43.7 to 79.8), the percentage of responses of "To Some Extent" ranged from (17.6 to

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
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ISSN (E): 2942-9943

43.7), and the percentage of responses of "No" ranged from (1.7 to 25.2). The relative values of importance for the statements ranged from (68.62 to 92.15).

All statements favored the "Yes" response, as the results indicated that Academic staff in physical education and sports science colleges possess clear expertise in their academic specialization and are aware of the latest developments and innovations. They also have effective teaching skills, the ability to work as part of a team with colleagues, and the capacity to effectively communicate information to students.

The researcher believes that Academic staff in physical education and sports science colleges possess a diverse set of professional competencies that aid them in fulfilling their educational and research duties. These competencies are enhanced through experience, continuous training, and dedication to the profession of teaching and scientific research.

The results of this study align with the study by Amal Ali Mahmoud, which emphasizes the necessity for academic staff to possess effective teaching and guiding abilities for researchers and students. This will enhance professionalism, excellence, and foster trust, respect, and credibility between academic staff and the academic community.

This addresses the first question: What is the reality of the administrative competencies of academic staff in physical education and sports science colleges?

Secondly: Presentation and discussion of the results related to the second question, which asks: What is the reality of the ethical practices of academic staff in physical education and sports science colleges?

Table (8) Frequency, Percentage, Chi-Square Value, and Ranking of Responses from Research Sample Individuals on the Ethical Personal Practices Axis

T	Yes - Frequency	Yes - Percentage	To Some Extent - Frequency	To Some Extent - Percentage	No - Frequency	No - Percentage	Relative Weight	Relative Importance	Chi-Square Value	Rank
1	98	82.3%	12	10%	9	7.5%	327	91.59	128.81*	2
2	61	51.3%	49	41.2%	6	5%	245	68.62	42.24*	11
3	104	87.4%	11	9.2%	4	3.4%	338	94.7	157.15*	1
4	84	70.6%	31	26.1%	4	3.4%	318	89.07	83.52*	5
5	88	73.9%	28	23.5%	2	1.7%	322	90.19	98.1*	4
6	77	64.7%	35	29.4%	5	4.2%	306	85.71	65.99*	7
7	64	53.8%	37	31.1%	17	14.3%	283	79.3	28.06*	10
8	98	82.3%	12	10%	9	7.5%	327	91.59	128.81*	2
9	70	58.8%	43	36.1%	6	5%	302	84.59	52.05*	8
10	76	63.9%	38	31.9%	5	4.2%	309	86.55	63.65*	6

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

11	70	58.8%	43	36.1%	6	5%	302	84.59	52.05*	8

The results of Table (8) show the calculated Chi-square values for the responses of the research sample individuals on the ethical personal practices axis. The values ranged between (42.24 - 157.15), with statistical significance at the 0.05 level for all statements. The percentage of "Yes" responses ranged between (51.3% - 87.4%), the percentage for "To Some Extent" ranged between (9.2% - 41.2%), and the percentage for "No" responses ranged between (1.7% - 14.3%). The relative importance values of the statements ranged from (68.62% - 94.7%).

All the responses favored "Yes," with results indicating that Academic staff in physical education and sports sciences faculties are characterized by integrity in performing their work. The relationship with students is marked by respect, empathy, and continuous cooperation to improve their teaching skills. They treat all students fairly and impartially, maintain the confidentiality of personal information, avoid any personal or political biases, adhere to academic and institutional regulations, respect cultural and intellectual differences, and adhere to the schedule.

The researcher believes that the personal ethical practices of academic staff in physical education and sports sciences reflect behaviors and actions based on ethical principles and values. These practices reflect the ethical attitudes of academic staff and how they apply them in their professional and personal lives.

The findings of this study align with the study by Iyad Raheem, which emphasizes the importance of the sample's integrity and honesty in dealing with others. This includes avoiding cheating, manipulation, or lying, and committing to truthfulness and transparency in personal and professional interactions.

Table (9) Frequency, Percentage, Chi-Square Value, and Ranking of Responses of the Sample Members for the Ethical Administrative Practices Axis

Chi-Square values are significant at the 0.05 level.

No.	Yes (Frequency)	Yes (%)	Somewhat (Frequency)	Somewhat (%)	No (Frequency)	No (%)	Relative Weight	Relative Importance	Calculated Chi-Square Value	Ranking
12	73	61.3	27	22.7	18	15.1	291	81.5	43.89*	10
13	74	62.2	34	28.6	11	9.2	301	83.3	83.3*	7
14	87	65.5	30	25.5	11	9.2	332	92.9	60.13*	1
15	95	79.8	21	17.6	2	1.7	329	92.2	121.76*	2
16	72	60.5	33	27.7	14	11.8	296	82.9	44.09*	8
17	87	73.1	23	19.3	9	7.6	316	88.5	88.5*	3
18	78	65.5	32	26.9	9	7.6	307	85.9	62.24*	4
19	75	63.02	34	28.6	10	8.4	303	84.9	54.48*	6
20	66	55.5	42	35.3	11	9.2	293	82.1	38.34*	9
21	79	66.4	28	23.5	12	10.1	305	85.4	61.74*	5

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

It is clear from the results of Table (9) that the calculated Chi-Square values for the responses of the research sample on the ethical administrative practices axis ranged between 38.34 and 121.76. The values were statistically significant at the 0.05 level for all statements. The percentage of responses indicated "Yes" ranged from 55.5% to 79.8%, the percentage for "Somewhat" responses ranged from 17.6% to 35.3%, and the percentage for "No" responses ranged from 1.7% to 15.1%. The relative importance values for the statements ranged from 81.5% to 92.9%.

All statements favored the "Yes" response, indicating that Academic staff in physical education and sports science colleges possess social responsibility and work towards guiding the institution to make a positive contribution to society. They participate in workshops and training programs to enhance their ability to manage the college. They also have the capacity to deal with ethical or legal violations, oppose any negative practices, and work collaboratively. Additionally, they possess the ability to persuade students during discussions.

The researcher believes that the ethical administrative practices of academic staff in physical education and sports science colleges are based on ethical principles and values within the context of work and administration. These practices aim to create an optimal work environment, fostering integrity, responsibility, and respect in dealing with students and colleagues within the institution.

The results of this study align with the study by Amr Mohamed Awad, which asserts that ethical administrative practices reflect the principles and ethical behaviors that managers and leaders must follow within the context of management and business. These practices reflect the leaders' commitment to ethical values and standards when making decisions and dealing with employees and other stakeholders.

Table (10) Frequency, Percentage, Chi-square Value, and Ranking of Responses of the Study Sample Individuals on the (Organizational Justice Practices) Axis

Statement	Yes (Frequency)	Yes (%)	Somewhat (Frequency)	Somewhat (%)	No (Frequency)	No (%)	Relative Weight	Relative Importance (%)	Chi-Square Value	Rank
22	94	78.9	17	14.3	8	6.7	324	90.8	90.8	1
23	82	68.9	19	15.9	18	15.1	302	84.6	84.6	10
24	87	73.1	23	19.3	9	7.6	316	88.5	88.5	3
25	74	62.2	34	28.6	11	9.2	301	84.3	84.3	11
26	82	68.9	31	26.1	6	5.04	314	87.9	87.9	4
27	79	66.4	28	23.5	12	10.1	305	85.4	85.4	6
28	78	65.5	30	25.2	10	8.4	304	85.15	61.59	8
29	75	63.02	34	28.6	10	8.4	303	84.9	54.48	9
30	77	64.7	35	29.4	5	4.2	306	85.71	65.99	5
31	79	66.4	28	23.5	12	10.1	305	85.4	61.74	6
32	70	58.8	40	33.6	8	6.7	298	83.47	48.48	12
33	86	72.3	26	21.8	6	5	316	88.51	87.41	2

Proximus Journal of Sports Science and Physical Education
Volume 2, Issue 5, May, 2025
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

The results from Table (10) show that the calculated Chi-square values for the responses of the study sample on the **Organizational Justice Practices** axis ranged from (48.48 to 90.8), and these values were statistically significant at the 0.05 level for all statements. The percentage of responses for "Yes" ranged from (58.8% to 78.9%), the percentage of responses for "To some extent" ranged from (14.3% to 33.6%), and the percentage of responses for "No" ranged from (4.2% to 15.1%). The relative importance values of the statements ranged from (83.47% to 90.8%).

All statements favored the response of "Yes," indicating that the results show that Academic staff at colleges of physical education and sports sciences are employed based on their abilities and academic qualifications, and they are evaluated in a fair and transparent manner. Additionally, available resources are distributed equitably, and the policy of promoting equal opportunities among academic staff is adopted, free from any biases or unlawful factors. The college administrations adopted a democratic system that encourages participation in decision-making, setting goals, and formulating policies. All decisions are implemented without exceptions.

The researcher notes that organizational justice practices for academic staff at colleges of physical education and sports sciences involve principles and procedures that ensure equality and fairness in their treatment and evaluation. This includes clear and fair criteria for hiring promotion, work distribution, and professional development opportunities. Equal opportunities for research, publication, and other academic activities should be provided, and evaluations should be based on pre-established, transparent criteria. Constructive feedback and guidance should also be provided to academic staff for performance improvement.

The results of this study align with those of Duaa Mohamed Rizk, who indicates that organizational justice practices aim to promote fairness and equality within the organization, applying equal standards for all individuals and groups. These practices reflect the organization's commitment to justice across all aspects, from recruitment processes to performance evaluations and the distribution of rewards.

This also answers the second question: **What is the reality of ethical practices among academic staff at colleges of physical education and sports sciences?**

Thirdly: Presentation and discussion of the results related to the third question, which asks: **What is the relationship between administrative competencies and ethical practices among academic staff at colleges of physical education and sports sciences?**

Table (11) Correlation Matrix Between the Axes of the Administrative Competencies Questionnaire and the Axes of the Ethical Practices Questionnaire for Academic staff at Colleges of Physical Education and Sports Sciences

Axes Ethical Practices Reality Axes	Logistical & Strategic Competencies	Personal & Behavioral Competencies	Technical Competencies	Professional Competencies
Personal and Ethical Practices	0.688*	0.742*	0.629*	0.746
Administrative and Ethical Practices	0.607*	0.698*	0.658*	0.768*
Organizational Justice Practices	0.675*	0.657*	0.778*	0.629*

Value of Chi-square at a significance level of 0.05

It is clear from the results of Table (11) the correlation relationships between the axes of the Administrative Competencies Questionnaire and the axes of the Ethical Practices Questionnaire for Academic

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staff. The results indicate that there are statistically significant positive correlations between the axes of the Administrative Competencies Questionnaire, which include logistical and strategic competencies, personal and behavioral competencies, technical competencies, and professional competencies, and the axes of the Ethical Practices Questionnaire, which include personal and ethical practices, administrative and ethical practices, and organizational justice practices.

The researcher believes that the administrative competencies of academic staff at the Colleges of Physical Education and Sports Sciences refer to the barriers or obstacles that may hinder or affect their ability to effectively perform their academic and professional duties. In contrast, ethical practices are related to the ethical standards that Academic staff should follow in their professional and academic behavior. Therefore, there is a relationship between administrative competencies and ethical practices, and this relationship is evident in the following points:

The results of this study align with the study of Iyad Rahim Ali, which states that work ethics refer to the professional standards and values that govern the behavior of individuals and groups within organizations, enhancing the organization's reputation and improving its overall performance. One of the main rules of ethical conduct is that employees in an organization should possess high professional competencies that qualify them to perform their duties and responsibilities effectively, and for this to be achieved, the organization must commit to these standards.

This answers the third question: What is the relationship between administrative competencies and ethical practices of academic staff at the Colleges of Physical Education and Sports Sciences?

Conclusions:

- The management of the colleges removes obstacles faced by academic staff, whether administrative or technical, based on available resources.
- Academic staff at the colleges in the study can work with necessary software, devices, and tools.
- Academic staff possess the skills to use statistical tools and programs to analyze research data.
- Academic staff at the colleges possess skills in scientific research, analyzing academic articles, and authoring research papers.
- Academic staff have clear expertise in their academic field.
- Academic staff can work in academic teams and collaborate with colleagues and students on research projects and joint academic activities.
- Academic staff have a strong culture of anti-corruption across all administrative work, including financial and procurement areas.
- Colleges adopt policies that aim to promote equality among academic staff.

Recommendations:

- Enhance technical cooperation between colleges, such as joining specialized technology associations where knowledge and innovations can be exchanged, and opportunities for communication and collaboration are provided.
- Strengthen the administrative and planning capabilities of college officials through continuous training and development to improve their ability to manage investment operations.
- Encourage an organizational culture that reinforces commitment to laws and ethical values, providing guidance and support for academic staff.
- Employ technical experts at the colleges to assist Academic staff in implementing and applying modern technology.
- Provide necessary attention to planning and investing in infrastructure properly.

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- Ensure the involvement of academic staff in selecting leaders and making decisions, and ensure these decisions are applied equally.
- Design a training program for academic staff focused on ethical practices.
- Ensure that university leaders prioritize students' interests.
- The administration should handle student complaints and incentives with transparency and fairness.

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