



THE ROLE OF CREATIVE ABILITIES IN THE JOB PERFORMANCE OF OFFICIALS OF STUDENT ACTIVITIES DIVISIONS

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Abstract

The research sought to ascertain the presence of creative abilities among student activities officials and their impact on performance. The study employed a descriptive approach utilising a survey method, targeting officials from the student activities divisions. A questionnaire was developed to gather essential data, which was distributed to a sample of 108 participants. The SPSS program was utilised to derive significant insights and indicators that align with the research objective. The researcher determined that the creative personality possesses distinctive abilities to a moderate extent. Student activities officials possess elements of effective performance, including professional skills, technical and managerial knowledge, and a comprehensive understanding of job requirements and related fields. Performance is regulated by controls that embody standards of quality. Assessing job performance in universities is routinely conducted without benefit to the officials in student activities and the ministry alike. The researcher advocates for the establishment of a management system for a creativity incubator and the formulation of a strategy grounded in precise criteria for identifying creators and talents. Implement decentralisation and delegation of authority, encourage subordinate participation in decision-making, and enhance the incentive system based on professional standards that prioritise excellence and creativity in performance. Recognise innovators and revise the evaluation system to incorporate objective assessment criteria.

Introduction

The Department of Student Activities, particularly its sports divisions, necessitates the enhancement of personal skills and capabilities to elevate performance levels, thereby effectively meeting the demands of rapid change in goal attainment (Siedentop, Hastie & Van der Mars, 2019). The significance of the relationship between change management and creativity is emphasised to attain innovative solutions that are both practical and effective in addressing the challenges presented by change in business development (Vaughan et al., 2019). Creativity has emerged as the paramount solution to address numerous challenges associated with the organisation and management of tournaments and competitions (Pedersen & Thibault, 2019). The significance of research is rooted in its direct influence on the enhancement of creative capacities necessary for goal attainment. This marks the initial step towards enhancing the job performance of student activities officials, particularly given the significance of the creative capabilities of unit and division leaders within the student activities department at both colleges and universities. The delegation of business, events, and sports festivals to them signifies a significant responsibility that necessitates specialised skills and a high level of functional dedication to attain the objectives of activities, both internal and external, in promoting university sports, uncovering athletic talents, and fostering a competitive spirit (Greenwell, Danzey-Bussell & Shonk, 2024).



Research problem

Identifying the competencies of student activity officials and their enthusiasm for engagement is the initial foundation for harnessing their creative energies and channelling them appropriately (Abrams, 2023; Cereda, 2024). It is essential to discern the attributes of the creative personality, which facilitates the precise identification of the innovative individual (Fardilha & Allen, 2020; Xiao et al., 2023). Consequently, it is imperative to focus on creative capabilities and motivation to accomplish and excel in business, as well as to enhance job performance and progress towards achieving objectives (Bhatti & Alnehabi, 2023). Identifying a creative employee is the initial step in channelling their innovative energies effectively (Skinner, Smith & Swanson, 2018). This subsequently enhances performance. It is crucial to recognise the attributes that differentiate creative employees, thereby facilitating the precise identification of creative individuals (Johnston et al., 2018). Consequently, the research problem can be articulated with the subsequent inquiry: What is the significance of creative capabilities in the job performance of officials in the student activities department at the Ministry of Higher Education and Scientific Research of Iraq?

Research objectives

1. Developing a questionnaire to assess the creative capabilities of officials in the student activities divisions.
2. Developing a questionnaire to assess the work performance of officials within the student activities divisions.
3. Identify the creative competencies and their correlation to the work performance of student activities authorities.
4. Assessing the actual work performance of university student activities administrators.

Research hypotheses

1. There exists a statistically substantial correlation between creative ability and occupational performance levels.
2. There are statistically significant variances in the responses of the study sample about the correlation between creative ability and work performance levels.

Research areas

Human area: Officials of student activities in colleges and universities.

Spatial area: the divisions and departments of student activities in southern colleges and universities.

Time area: 1/10/2025 to 26/4/2025.



Methodology

Research Methodology:

The selection of research technique in scientific inquiry is contingent upon the problem's nature; hence, a descriptive approach has been used to address the issue. Descriptive studies enhance our understanding of the present realities of numerous sports phenomena that influence sports favourably or adversely. Collectively, this knowledge has significant value for assessment capabilities. The present circumstances may lead to either its approval, endorsement, and support, or the proposal of other strategies for improvement (Jones, 2022).

Research sample:

The sample is integral to the community and is chosen based on certain criteria to accurately reflect it (Siedentop, Hastie & Van der Mars, 2019). The researcher's aims and methodologies will dictate the characteristics of the sample selected (Thomas et al., 2023). The sample was intentionally selected from the departments and divisions of student activities in colleges and universities, comprising a total of ten institutions. The number of officials overseeing student activities was 108, while 100 workers participated in the experiment, excluding 8 individuals who took part in the exploratory phase.

Research Tools:

It is the approach or technique used by the researcher to address the issue, including various tools, data, samples, and gadgets (Thomas et al., 2023). To address the study challenge, the researcher used the following methods:

1. Arab and foreign references and sources.
2. Personal interviews.
3. Questionnaire.

Research Procedures:

To fulfil the study's requirements, the questionnaire was crafted in alignment with the study's objectives and comprises a series of questions aimed at assessing the creative capabilities of student activities officials, as well as the actual state of their job performance. The study variables were assessed using fifty items. Each paragraph had five responses on the Likert five-point scale.

Exploratory experience:

The researcher performed an exploratory experiment prior to the final application of the research, using a questionnaire at a suitable moment for the study. A sample of eight officials from the student activities division was selected on January 17, 2025, to identify the factors contributing to success in administering the primary exam to the research sample. To assess the suitability of the questionnaire's paragraphs and to prevent any errors or complications during the final implementation of the study. The researcher determined that the questionnaire paragraphs were appropriate for the time limit, which was a maximum of 20 minutes, and the clarity of the content.

Credibility and stability of the questionnaire: The veracity of the questionnaire's paragraphs was validated by two methods:

1. **Apparent honesty (sincerity of arbitrators):** A questionnaire was administered to a cohort of twelve arbitrators, including experts and specialists.
2. **Internal consistency of the questionnaire paragraphs:** The researcher used the instrument to an exploratory sample of (8) officials of the student activities divisions, then the notes were gathered and



the paragraphs were adjusted. The internal consistency of the questionnaire sections was assessed in this survey sample by computing the correlation coefficients between each section and the overall score of its axis to determine the degree of correlation as follows:

Internal honesty of the first axis (creative abilities):

Table 1: Shows the internal honesty of the phrases of the first axis (creative abilities)

No	Paragraphs	Correlation coefficient	Sig
Creative abilities			
1	I accomplish the work assigned to me in a renewed and inspiring manner.	0.713	0.000
2	Stay away from repeating what others do to solve problems at work.	0.431	0.002
3	I am bored of repeating the procedures followed in completing tasks.	0.585	0.007
4	I have skill in organization and the ability to persuade.	0.482	0.001
5	I feel that I have a contribution to planning and new ideas to present in the field of work	0.618	0.000
Intellectual fluency			
6	I have the ability to come up with ideas and quick solutions to face problems.	0.621	0.000
7	I have the ability to present and propose more than one idea and solution within a short period of time.	0.522	0.000
8	I have the ability to design festivals and tournaments.	0.643	0.002
9	I have the ability to think quickly and plan alternatives in different circumstances.	0.645	0.000
10	I have the ability to express my ideas fluently and encourage events	0.527	0.003
Flexibility			
11	I have the ability to submit new ideas for various activities.	0.543	0.001
12	I am keen to know the opinion contrary to my opinion to benefit from it on other occasions.	0.631	0.000
13	I do not hesitate to change my position when I am convinced that it is not true and benefit from past experiences.	0.425	0.003



14	I make sure to make changes in the style of tournaments and make alternative plans.	0.591	0.005
15	I have the ability to see things from different angles and a constant calendar.	0.708	0.000
Predicting for problems			
16	I predict business problems before they occur.	0.601	0.000
17	I plan to face the problems of organizing tournaments that could happen.	0.621	0.003
18	I can put a lot of solutions most of the time.	0.501	0.028
19	I make sure to know the shortcomings or weaknesses in my performance.	0.582	0.007
20	I have a vision to face the problems experienced by others.	0.401	0.030
Objectives			
21	I focus on achieving the goal.	0.605	0.001
22	When setting goals, take time to study the information you gathered.	0.398	0.026
23	I do not compromise on my goals and insist on achieving them in direct or indirect ways.	0.591	0.000
24	I have a strong motivation to succeed in competitions.	0.594	0.000
25	My interest is more about developing my skills than trying to get the approval of others.	0.497	0.005
Risk			
26	I accept losses with open arms and learn from them.	0.646	0.000
27	I face failure as the experience that precedes success.	0.571	0.003
28	I have the ability to defend my plans with argument and proof.	0.482	0.005
29	I initiate new plans, ideas and methods and look for solutions to problems.	0.536	0.001
30	I take responsibility for what I do and I am prepared to face the results.	0.559	0.001
Ability to analyze and conclude			
31	I have the ability to organize my goals.	0.644	0.002
32	I have the ability to divide the labor.	0.391	0.046
33	I have the ability to analyze.	0.384	0.001
34	I specify the sections of the work before starting to implement it.	0.480	0.011
35	Recognize the relationship between things and develop solutions .	0.527	0.001

Table (1) indicates that the correlation coefficients are significant at the 0.05 level, as the significance for each statement is below 0.05 and the calculated r value exceeds the tabular r value of 0.353. Consequently, the statements of the first axis are deemed valid for their intended measurement.

The internal honesty of the paragraphs of the second axis: The actual work performance of student activities authorities and the corresponding outcomes are shown in Table (2).



Table 2: Shows the internal honesty of the paragraphs of the axis job performance

No	Paragraphs	Correlation coefficient	Sig
Elements of functionality			
1	Activities officers have the professional skill and technical knowledge required to organize tournaments efficiently.	0.633	0.000
2	Activities administrators are dedicated, serious and responsible.	0.629	0.000
3	Activities officers perform the functions assigned to them in accordance with the required quality standards.	0.634	0.000
4	Activities officers make sufficient effort to accomplish the tasks required of them.	0.582	0.001
5	Activities officers carry out their work according to the annual curriculum and drawn plans.	0.583	0.001
Determinants and criteria for job performance			
6	Activities administrators have the skill and ability to solve organizational problems.	0.602	0.000
7	Activities managers have the motivation, ability and desire to do their job	0.710	0.000
8	The budgets are proportional to the size of the tasks assigned to them.	0.370	0.021
9	Activities officers feel job satisfaction with their work.	0.520	0.006
10	Activities officers understand their roles accurately and clearly.	0.648	0.000
Calendar			
11	The performance of activity officers is evaluated according to carefully and clearly defined objective principles and criteria.	0.490	0.005
12	The performance appraisal system effectively identifies their strengths and weaknesses.	0.413	0.020
13	Shares the results of their annual performance evaluation with the activities officers so that they can enhance strengths and develop and improve weaknesses.	0.570	0.001
14	Performance evaluation is one of the basic and important methods used to detect the necessary training and development needs.	0.399	0.021
15	The performance of activity officers is evaluated according to carefully and clearly defined objective principles and criteria.	0.487	0.008

Table (2) indicates that the correlation coefficients are significant at the 0.05 level, as the significance for each statement is below 0.05 and the calculated r value exceeds the tabular r value of 0.353. Consequently, the statements of the second axis are deemed valid for their intended measurement.



Sincerity of the structural consistency of the research axes:

Table 3: Shows the correlation coefficient between the rate of each of the research axes with the total rate of the paragraphs of the questionnaire.

No	Axis	Correlation coefficient	Sig
The first	Creative abilities.	0.923	0.000
Second	Job performance of activities officers	0.871	0.000

Table (3) indicates that the correlation coefficient between the rate of each research axis and the overall rate of the questionnaire paragraphs ranges from 0.871 to 0.923. This signifies a strong correlation between the rate of each research axis and the overall rate of the questionnaire paragraphs, thereby validating these axes as accurate measures of the intended constructs.

Stability of the paragraphs of the resolution: This section presents the determination of the Cronbach alpha coefficient, an indication of the test's reliability. Table (4) presents the Cronbach alpha coefficients for each specific dimension and for the overall scale.

Table 4: Coefficient of stability (Wolfa Cronbach method)

Axis	Axis content	Number of paragraphs	Cronbach's alpha coefficient
Creative Abilities	Creative Abilities	5	0.913
	Intellectual fluency	5	0.901
	Flexibility	5	0.894
	Predicting for problems	5	0.873
	Goals	5	0.854
	Risk	5	0.840
	Ability to analyze and conclude	5	0.911
job performance	Elements of functionality	5	0.918
	Determinants and criteria for job performance	5	0.901
	Performance Appraisal	5	0.827

Table (5) indicates that the Cronbach alpha coefficient for all questionnaire items is (0.883), signifying a high level of reliability. This reflects the consistency of the respondents' answers and demonstrates the research tool's efficacy in measuring its intended constructs.

Stability: To determine the stability coefficient of the resolution, the half-fractionation method was employed, as it is time-efficient and aligns with the current test requirements. The test was administered to 20 student activity officials, and following the correction of their responses to the test items, the researcher calculated the stability coefficient using Pearson's correlation coefficient, resulting in a stability coefficient



of 0.883. The association was substantial in comparison to the tabular value. This technique prepares the questionnaire for application to the study sample.

Field application of the questionnaire:

Upon establishing the scientific foundations of the questionnaire and its appropriateness for the research problem and sample, the questionnaire was administered to a sample of 108 participants. The researcher distributed the questionnaire to the division officials in student activities from February 6 to February 28, 2025, with assistance from the student activities departments at southern universities prior to the application of the sample. The sample was briefed on the questionnaire and given directions on how to respond to its sections.

Statistical Methods

The researcher has extracted and examined the questionnaire using the SPSS statistical software.

Results

Presentation, analysis and discussion of results

To attain the study goals, the responses of the research sample members were analysed, and the following presentation encompasses the research data and analysis:

Presentation, analysis and discussion of the creative abilities pillar

The T-test for samples was used to assess the presence of creative talents as shown in Table 5.

Table 5: The analysis shows the paragraphs of the first axis related to (creative abilities)

No	Paragraphs	M	SD	Weight Relative	T	Sig
1	I accomplish the work assigned to me in a renewed and inspiring manner.	4.29	0.538	86.54	42.90	0.000
2	Stay away from repeating what others do to solve problems at work.	4.28	0.626	85.40	35.37	0.000
3	I am bored of repeating the procedures followed in completing tasks.	4.20	0.869	82.91	24.53	0.000
4	I have skill in organization and the ability to persuade.	4.39	0.509	87.99	47.40	0.000
5	I feel that I have a contribution to planning and new ideas to present in the field of work	4.11	0.771	83.04	23.10	0.000
6	I have the ability to come up with ideas and quick solutions to face problems.	4.40	0.539	86.72	45.10	0.000
7	I have the ability to present and propose more than one idea and solution within a short period of time.	4.31	0.751	86.17	34.97	0.000

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8	I have the ability to design festivals and tournaments.	4.28	0.652	85.23	42.96	0.000
9	I have the ability to think quickly and plan alternatives in different circumstances.	4.30	0.499	84.63	45.65	0.000
10	I have the ability to express my ideas fluently and encourage events	4.41	0.581	85.64	44.11	0.000
11	I have the ability to submit new ideas for various activities.	4.27	0.671	84.18	32.79	0.000
12	I am keen to know the opinion contrary to my opinion to benefit from it on other occasions.	4.49	0.590	92.01	48.98	0.000
13	I do not hesitate to change my position when I am convinced that it is not true and benefit from past experiences.	4.39	0.651	83.16	38.93	0.000
14	I make sure to make changes in the style of tournaments and make alternative plans.	4.11	0.866	82.87	24.19	0.000
15	I have the ability to see things from different angles and a constant calendar.	4.05	0.724	84.81	28.73	0.000
16	I predict business problems before they occur.	3.76	0.812	77.25	20.01	0.000
17	I plan to face the problems of organizing tournaments that could happen.	4.11	0.491	81.19	31.32	0.000
18	I can put a lot of solutions most of the time.	4.02	0.564	81.82	30.17	0.000
19	I make sure to know the shortcomings or weaknesses in my performance.	4.52	0.490	86.52	48.11	0.000
20	I have a vision to face the problems experienced by others.	3.89	0.704	77.06	17.48	0.000
21	I focus on achieving the goal.	3.82	0.735	77.09	21.520	0.000
22	When setting goals, take time to study the information you gathered.	4.28	0.453	82.94	46.502	0.000
23	I do not compromise on my goals and insist on achieving them in direct or indirect ways.	4.34	0.647	87.10	38.827	0.000
24	I have a strong motivation to succeed in competitions.	4.65	0.604	90.55	50.523	0.000
25	My interest is more about developing my skills than trying to get the approval of others.	3.76	0.933	71.74	13.632	0.000
26	I accept losses with open arms and learn from them.	4.44	0.596	88.48	41.066	0.000



27	I face failure as the experience that precedes success.	4.28	0.712	86.91	31.622	0.000
28	I have the ability to defend my plans with argument and proof.	4.60	0.510	92.01	53.134	0.000
29	I initiate new plans, ideas and methods and look for solutions to problems.	4.13	0.701	81.82	30.129	0.000
30	I take responsibility for what I do and I am prepared to face the results.	4.66	0.469	92.10	64.166	0.000
31	I have the ability to organize my goals.	4.60	0.499	90.81	52.069	0.000
32	I have the ability to divide the labor.	4.49	0.508	93.01	52.323	0.000
33	I have the ability to analyze.	4.41	0.512	92.11	53.327	0.000
34	I specify the sections of the work before starting to implement it.	4.63	0.512	90.31	52.099	0.000
35	Recognize the relationship between things and develop solutions .	4.38	0.602	87.95	37.955	0.000
	All paragraphs of the creative abilities axis	4.26	0.381	87.03	58.913	0.000

Table (5) indicates that the arithmetic mean of all paragraphs pertaining to the first axis on (creative abilities) is (4.26), with a relative weight of (87.03%). The calculated t-value is (58.913), and the significance level is (0.000), suggesting that the officials of student activities possess a high degree of creative abilities. This signifies that the competencies shown by the respondents in any study sample are substantial, being one of the fundamental foundations upon which university sports are founded. The capability of the student activity organisers Sports and scouting are essential, since the absence of individuals with the requisite skills and credentials would hinder the attainment of targeted outcomes (Covell et al., 2012; Tikhvatullina et al., 2021). The organiser encompasses not only those who directly arrange sports matches but also individuals involved in sports practices, training, and the preparation of requisite procedures for their execution. This includes participation, whether remote or local, in planning and coordination, involving activity coordinators in various forms such as competitions or sports initiatives (Greenwell, Danzey-Bussell & Shonk, 2024; Herold et al., 2022).

Presentation, analysis and discussion of paragraphs on the job performance axis

The results are shown in Table (6)

Table No. (6)

No	Paragraphs	M	SD	Weight Relative	T	Sig
1	Activities officers have the professional skill and technical knowledge required to organize tournaments efficiently.	4.19	0.491	86.35	47.10	0.000
2	Activities administrators are dedicated, serious and responsible.	4.35	0.543	80.71	40.12	0.000



3	Activities officers perform the functions assigned to them in accordance with the required quality standards.	3.80	0.869	77.60	19.70	0.000
4	Activities officers make sufficient effort to accomplish the tasks required of them.	4.20	0.580	82.91	35.78	0.000
5	Activities officers carry out their work according to the annual curriculum and drawn plans.	4.34	0.490	85.03	46.24	0.000
6	Activities administrators have the skill and ability to solve organizational problems.	4.10	0.564	81.92	42.87	0.000
7	Activities managers have the motivation, ability and desire to do their job	4.29	0.567	83.34	46.59	0.000
8	The budgets are proportional to the size of the tasks assigned to them.	3.81	0.756	70.36	21.21	0.000
9	Activities officers feel job satisfaction with their work.	3.71	0.562	78.14	24.80	0.000
10	Activities officers understand their roles accurately and clearly.	4.22	0.496	81.43	41.09	0.000
11	The performance of activity officers is evaluated according to carefully and clearly defined objective principles and criteria.	3.18	1.323	62.01	0.951	0.000
12	The performance appraisal system effectively identifies their strengths and weaknesses.	2.34	1.902	47.02	-9.16	0.000
13	Shares the results of their annual performance evaluation with the activities officers so that they can enhance strengths and develop and improve weaknesses.	1.40	0.792	27.12	-35.54	0.000
14	Performance evaluation is one of the basic and important methods used to detect the necessary training and development needs.	2.54	1.290	47.95	-8.78	0.000
15	The evaluation process is routinely done in vain.	1.81	1.905	36.93	-22.05	0.000
All paragraphs of the second axis are job performance.		3.91	0.406	71.96	28.99	0.000

Table (6) indicates that the arithmetic mean of all paragraphs pertaining to work performance is (3.91), with a t-value of (28.99), a relative weight of (71.96%), and a significance level of (0.000). This indicates the



favourable perspective of the sample members about the overall paragraphs pertaining to the components of work performance. The work performance findings indicate that all components of effective job performance are accessible to the student activities officials; nevertheless, their planning abilities vary significantly among them. and in the execution of plans and the formulation of strategies to enhance the operational framework of the department, divisions, and units of student activities. Whether at universities or colleges, we are dissatisfied with formal engagement that yields no results. The findings on the drivers and standards of work performance indicate that the most significant criteria and factors influencing job performance among student activities officials are present to varied extents within the study sample. The job performance evaluation method for officials is inadequately implemented, failing to provide a thorough assessment of student activities in identifying talents and fostering rivalry for superior rankings among institutions. The work performance of student activities officials is generally regarded as satisfactory based on available opportunities. Accessible resources include budgetary allocations and sporting facilities, such as stadiums, equipment, tools, and personnel, alongside creative competencies (including creativity, intellectual fluency, adaptability, issue anticipation, goal setting, risk assessment, and analytical reasoning). A comparison of job performance among student activities officials is essential, and student activities require support through trained personnel for the organisation and management of tournaments, competitions, and events, both internally at the college and university level and externally among Iraqi universities. The Pearson test was used to ascertain the correlation between creative talents and work performance levels, with the findings shown in Table (7).

Table 7: Shows the correlation coefficient between creative abilities and job performance

Axis	Axis content	Sample size	Correlation coefficient	Sig
The reality of job performance	Creative Abilities	5	0.913	0.000
	Intellectual fluency	5	0.901	0.000
	Flexibility	5	0.894	0.000
	Predicting for problems	5	0.873	0.000
	Goals	5	0.854	0.000
	Risk	5	0.840	0.000
	Ability to analyze and conclude	5	0.911	0.000

Table (7) indicates that the correlation coefficient for all distinctive abilities of the creative personality is (0.439), with a significance level of (0.000), demonstrating a statistically significant relationship between the abilities of the creative personality and the level of job performance among student activities officials at a significance level of (0.05). Matic et al. (2022) assert that years of service and scientific qualifications significantly contribute to achieving results, job creativity, and success. Furthermore, education during employment is a prevalent and effective method for training administrators, while field experience is crucial as it enhances skills (Siedentop, Hastie & Van der Mars, 2019; Sesinando, Seguí-Urbaneja & Teixeira, 2022).



Conclusions:

1. The validity of a questionnaire designed to assess creative ability and evaluate work performance.
2. Student activities authorities has a high degree of creative talents, organised according to their relative significance as follows: The ability to analyze, deduction, risk, intellectual fluency, flexibility, goals, and predicting problems.
3. These findings indicate the suitability of student activities officials for administrative innovation.
4. These findings indicate a conducive environment for their exemplary work performance.
5. The process of evaluating job performance in student activities departments is not done properly and effectively to serve the officials of the divisions, units and the ministry together.

Recommendations

1. Formulate a plan grounded on precise criteria to identify creative and talented individuals, and implement training programs to cultivate competent sports administrative executives who can channel their creative impulses into enhancing student activities and job performance.
2. Decentralisation, delegation of power, and subordinate involvement in decision-making, planning, curriculum development, and championship organisation.
3. Compensating student activity officials according to professional criteria that include competence and inventiveness in performance and outcomes.
4. Evaluating the performance assessment system to include objective and transparent evaluation criteria and standards, ensuring that student activities officials are apprised of their performance evaluation outcomes. This provides them the chance to augment their strengths and ameliorate their flaws, while the performance review procedure must identify their requisite training requirements.

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