PARTICIPATIVE LEADERSHIP AND ITS ROLE IN THE PERFORMANCE OF STUDENT ACTIVITY OFFICIALS IN SOME IRAQI UNIVERSITIES FROM THE PERSPECTIVE OF EMPLOYEES

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Abstract

The study sought to determine the extent to which extracurricular activity authorities at certain Iraqi universities used participatory leadership, as well as to discover the variations in this degree of application. Given the nature of the study, the researcher used a descriptive method. The research community was made up of personnel from various Iraqi universities who worked in the sports industry. There were 110 people in the sample that were chosen at random. A scientifically constructed questionnaire with three dimensions and thirty statements was created. The questionnaire was prepared for use with the research sample after being validated using scientific processes. The results of the research indicated that the degree of use of participative leadership by student activity officials in some Iraqi universities was high. Furthermore, the degree of use of participative leadership by these officials increased with higher educational qualifications.

Keywords: Participative Leadership, Extracurricular Activities, Student Activities, Sports Activities.

Introduction:

The closest domain to students is extracurricular activities, which give them the opportunity to participate in sports and artistic endeavors as well as watch their classmates participate in extracurricular activities. Students have the chance to profit from and maximize these activities since they take place in a peaceful, balanced educational setting. This advances the student's general growth by promoting increased dedication to their responsibilities, upholding attendance at the university, and following other academic lectures.

As a result, extracurricular activities are becoming increasingly important to colleges since they are an essential and efficient way for students to meet their requirements. The university colleges' student activities departments work hard to supply all the tools required to run events all year long. With ongoing guidance, most students participate in these activities based on their interests and skill levels.

One democratic feature is participatory leadership, in which authorities and staff work together to make decisions, promoting collaboration and creating interpersonal interactions. One of the most crucial strategies is participatory management, which integrates and emphasizes worker participation in decision-making to accomplish objectives (Al-Rifai, 2009).

Because it is one of the few types of research that focuses on sporting activities, this one is quite important. It contributes to the accomplishment of the goals established by the extracurricular activity officials.

Problem Statement:

The study's issue is that some extracurricular activity administrators make decisions on their own, which has a detrimental impact on some universities' outcomes. This is a result of the officials making choices alone, without consulting their staff. The investigator devised the subsequent inquiries:

- What is the degree of use of participative leadership by extracurricular activity officials in the colleges of some Iraqi universities?
- Are there statistically significant differences in the degree of use of participative leadership by extracurricular activity officials in the colleges of some Iraqi universities?

Research Objectives:

- To ascertain the extent to which representatives of extracurricular activities at certain Iraqi universities employ participative leadership.
- To determine how differently officials of extracurricular activities at various Iraqi universities employ participatory leadership.

Research Methodology:

The researcher used the descriptive method as it aligns with the research objectives.

Population and Sample of the Study:

The study population consisted of employees involved in extracurricular activities in some Iraqi universities. The sample included 110 individuals.

Table (1) Description of the Sample

Percentage (%)	Number	Qualification
30.9	34	Doctorate
28.2	31	Master's
40.9	45	Bachelor's
100%	110	Total

Study Procedures:

A series of statements were written for each of the three axes on the questionnaire—human interactions, leadership engagement, and power delegation—by the researcher. After that, the questionnaire was given to a group of specialists for comment, and changes were made in response, culminating in a final draft of thirty assertions.

Statistical Analysis of the Scale Items:

Internal Consistency:

1. Item-Total Correlation:

This process aims to ascertain whether the answers to the questions are logically consistent with the behavioral patterns they suggest. Most of the scale items were found to significantly correlate with the questionnaire's overall score.

2. Item-Domain Correlation:

The study determined the correlation between the overall score for each scale domain and the score for each item, considering the diversity of the scale domains. Most of the scale items were discovered to be statistically significant.

Reliability:

The researcher calculated reliability, which is a scientific requirement in scale construction. The split-half method and Cronbach's alpha coefficient were used to determine reliability.

Pilot Study:

Outside the research sample, the researcher gave the questionnaire to a group of student activity officials. Because the questions were simple to grasp and the directions were straightforward, it was discovered that the sample approved the questionnaire.

Final Version of the Questionnaire:

After completing the statistical procedures and scientific validation, the questionnaire was finalized with the following structure:
- First Axis: Human Relations (11 items)
- Second Axis: Participation in Leadership (12 items)
- Third Axis: Delegation of Authority (7 items)

The definitive version was ready to be administered to the sample using a five-point Likert scale (very high degree, high degree, moderate, low, very low).

Statistical Methods:

The researcher will use the SPSS software to calculate the statistical measures and achieve the research results:
- Descriptive Statistics: (mean, relative weight)
- Validity Measures: (internal consistency)
- Reliability Measures: (Cronbach's alpha, split-half method)

Discussion of Results:

Examining the first study question: To what extent do authorities of extracurricular activities in the colleges of several Iraqi universities employ participative leadership? As indicated in Table (2), the researcher computed the averages and relative weights for the extent of participatory leadership use around authority delegation.

Table (2): Arithmetic Means and Relative Weights for the Degree of Utilizing Participative Leadership in the Domain of Human Relations

Degree	Relative Weight (%)	Mean Score	Statements
High	78.20	3.91	Contribution to providing a decent work climate
High	84	4.20	Creating an atmosphere of understanding and participation
High	79.20	3.96	Continuous communication with staff in the extracurricular activity department
High	79	3.95	Fostering positive attitudes among extracurricular activity staff
High	77	3.85	Encouraging exchange of experiences among members
High	81.40	4.07	Patience in dealing with members
High	80	4.00	Maintaining the dignity of members
High	83.80	4.19	Maintaining confidentiality of work
High	80.60	4.03	Fostering an atmosphere of mutual respect
High	84.60	4.23	Treating everyone without discrimination
High	81	4.05	Assisting members in problem-solving
High	80.79	4.04	Total Score for the Domain of Human Relations

The maximum response score is (5) points.

Table (3): Arithmetic Means and Relative Weights for the Degree of Utilizing Participative Leadership in the Domain of Leadership Participation

Degree	Relative Weight (%)	Mean Score	Statements
High	84	4.20	Involving members in decision-making
High	79	3.95	Providing opportunities for members to represent the college in competitions
High	79.60	3.98	Participation in solving work-related problems

High	78.80	3.94	Distribution of administrative and leadership tasks among members according to their abilities and inclinations
High	83.60	4.18	Participation in goal setting
High	82.20	4.11	Involving members in budgeting and training
High	77	3.85	Involving members in the evaluation process
High	79.60	3.98	Performing tasks assigned by senior management
High	78.60	3.93	Supporting the organization of training courses for members on decision-making processes
High	75	3.75	Fostering team spirit in the workplace
High	80	4.00	Encouraging regular meetings
High	78.60	3.93	Participation in forming committees to develop relationships with students
High	79.60	3.98	Total Score for the Domain of Leadership Participation

The maximum response score is (5) points.

Table (4): Arithmetic Means and Relative Weights for the Degree of Utilizing Participative Leadership in the Domain of Power Delegation

degree	Relative Weight (%)	Mean Score	Statements
High	81.20	4.06	Assisting the manager in decision-making
High	79	3.95	Encouraging the manager to accept decisions from senior management
High	79	3.95	Involving members in problem-solving
High	78	3.90	Working according to the powers granted by senior management
High	77.40	3.87	Continuous follow-up with students
High	79.60	3.98	Collective contribution to creating a competitive environment for students
High	82	4.10	Delegating those who wish to represent the college in competitions
High	79.60	3.98	Total Score for the Domain of Power Delegation

The maximum response score is (5) points.

Table (5): Arithmetic Means, Relative Weights, Degrees, and Rankings for Areas of Participatory Leadership

Ranking	Degree	Relative Weight (%)	Mean Score	Participatory Leadership Areas
1	High	80.80	4.04	Human Relations
2	High	79.60	3.98	Leadership Participation
3	High	79.60	3.98	Power Delegation
	High	80	4	Total Score for Participatory Leadership

The maximum response score is (5) points.

The results of the aforementioned tables (2-3-4-5) pertaining to the first issue were presented, and they demonstrated that student activity managers in certain Iraqi institutions use participatory leadership to a high extent overall achieving an 80% proportion. In every area of participatory leadership, there was an extremely high degree of response. Our findings align with research by Tayfour (2020), Al-Nawfal (2021), and Abu Naser (2020), which showed a notable use of participatory leadership.

The nature of work in student activities, which necessitates group interaction with students during exercises and competitions, is thought by the researcher to be the cause of these outcomes. This shows that everyone is working together and getting along well. It implies that humanistic and collaborative leadership is what participative leadership entails, elevating subordinates to positions of authority. They guarantee that decision-making and decision-taking procedures are participated in, instilling in subordinates a sense of accountability, dedication, cooperation, and unity in the face of shared success and failure. This has a major positive impact on creativity, accomplishments, and the effective attainment of objectives.

Table (6) Results of the one-way ANOVA for significance of differences in the use of participatory leadership according to the variable of educational qualification (Human Relations field)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Significance
Between Groups	5.726	2	2.863	6.752	0.002*
Within Groups	45.373	107	0.424		
Total	51.100	109			

The asterisk (*) indicates statistical significance at the significance level (< 0.05).

Table (7) Results of one-way analysis of variance for the significance of differences in using participatory leadership according to the variable of academic qualification (area of leadership participation)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Significance
Between Groups	2.128	2	1.064	2.540	0.084
Within Groups	44.823	107	0.419		
Total	46.951	109			

The asterisk (*) indicates statistical significance at the significance level (< 0.05).

Table (8) Results of the analysis of variance for the significance of differences in the use of participatory leadership according to the variable of educational qualification (authority delegation domain).

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Significance
Between Groups	4.307	2	2.154	4.238	0.017*
Within Groups	54.381	107	0.508		
Total	58.688	109			

The asterisk (*) indicates statistical significance at the significance level (< 0.05).

Table(9) Results of the Analysis of Variance for Significance of Differences in the Use of Participatory Leadership by Educational Qualification Variable (Total Score for Participatory Leadership)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Level of Significance
Between Groups	3.172	2	1.586	3.857	0.024*
Within Groups	44.008	107	0.411		
Total	47.180	109			

The asterisk (*) indicates statistical significance at the significance level (< 0.05).

Table (10) Results of the Scheffe Test for Pairwise Comparisons of Differences in Means of Two Fields (Human Relations and Delegation of Authority and the Overall Degree of Participatory Leadership) According to the Variable of Educational Qualification

Field	Educational Qualification	Mean	Bachelor's	Master's	PhD

Human Relations	Bachelor's	4.35	----	4.47*	0.28*
	Master's	3.82	----	-0.22*	
	PhD	4.07			
Delegation of Power	Bachelor's	4.00	----	0.20	-0.33
	Master's	3.80	----	-0.53*	
	PhD	4.33			
Total Leadership	Bachelor's	4.16	----	0.34*	-0.01
	Master's	3.82	----	-0.35	
	PhD	4.17			

*Significant at 0.05 level.

The above tables (6-7-8-9-10) show the results, which show that the majority of the disparities in the usage of participatory leadership were in favor of those with higher degrees, particularly doctorates. These results align with research conducted by Hadi (2020) and Abu Nasser (2020).

According to the study, these statistical disparities favor those with higher degrees because their experiences have equipped them to perform effectively and professionally. Additionally, they have the scientific maturity and aptitude that support their ability to exercise participative leadership when working. This suggests that there are statistically significant variations in the application of participatory leadership.

Conclusions:

1. The degree of using participatory leadership by student activity officials in some Iraqi universities was high.
2. The degree of participatory leadership by student activity officials increases with higher educational qualifications.

Recommendations:

1. It is necessary to continuously apply participatory leadership by student activity officials as it plays a role in achieving objectives.
2. It is essential to hold specialized courses on participatory leadership for all staff in student activities in all Iraqi universities.

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