

## Impact of Management by Walking Around (MBWA) on Job Performance of Department Heads in the College and Departments of Physical Education and Sports Sciences at the University of Mosul

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### ABSTRACT

This research aimed to know the level of department heads' management practice by walking around (MBWA), its dimensions, and the level of teachers' job performance. Furthermore, it investigated the nature of the relationship between MBWA and performance, the level of practice of MBWA in the college and departments of physical education and sports sciences and the level of job performance of its teachers. The descriptive method and the survey method were used. Moreover, the sample included 79 faculty members at the College and Departments of Physical Education and Sports Sciences, University of Mosul. Two questionnaires for MBWA and job performance were used. The MBWA questionnaire comprised 43 items distributed over eight dimensions (human relations, decision-making, time management, motivation, improving communication, control, development and creativity, and feedback). The number of items in these dimensions is (7, 6, 6, 4, 4, 7, 5, 4) respectively. Furthermore, the job performance questionnaire included 37 items. The result showed a discrepancy in the levels of practice of MBWA and its dimensions for administration officials, as well as the level of teachers' job performance from their point of view. It also showed a significant effect of the level of practising management MBWA and its dimensions on job performance.

**Keywords:** management by walking around; MBWA; job performance; department heads, University of Mosul.

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## INTRODUCTION

In recent years, many administrative concepts have been developed that seek to harmonize the state of modernity in which organizations work, especially within the framework of the teachings imposed by the globalization of work and its emergence into the circle of the entire world. This has produced many diverse work patterns and methods in managing the work of these organizations and the tools they use. Anyone who follows work patterns and methods in organizations, regardless of their form and method, will find that they can only partially replace human work. Therefore, business management that takes place remotely and in a way that can be called (indirect) may only sometimes achieve the desired results.



In this context, management by walking around (MBWA) refers to the need for departments and leaders to interact directly with the reality of work without any barriers. This is to be able to exercise personal skills and abilities in accurately evaluating the exact reality and working to manage it with all its real components to reach the best results in performance (Ishtewi, 2015).

Successful leaders are keen to stay close to the actual work fields of their employees, as they consider their regular meetings with the teams working with them a vital factor for the success of their work. In this respect, management by walking around (MBWA) is a real model for achieving that goal and a real opportunity that allows managers to see everything that is happening within their organizations and at fieldwork sites and to discuss with their workers their ideas and the problems they encounter (Al-Hawamdeh & Al-Obaidi, 2012).

Sports organizations, including academic colleges and physical education departments, had the largest share in the practice of MBWA by their department heads due to the nature of their academic work, which relies on studies and research in developing administrative work systems and the nature of the job performance of their teachers, as well as the diversity in administrative work there. Teaching staff were also selected to determine the degree to which department heads practice MBWA, as they are concerned with performance and implementing tasks and work in the internal work environment. This requires follow-up and guidance by department heads.

The importance of the current research is evident in trying to know the level of department heads' practice of MBWA and the level of job performance of teachers in the colleges and departments of physical education and sports sciences from the point of view of their teachers. It is also an advanced administrative method that reflects sports organisations' scientific and applied aspects and academic importance. Thus, this research provides a reference framework for researchers in this subject.

Sports organisations, including the academy, need development as an important requirement to excel, strive to compete, and continue to face challenges and achieve goals. These organisations' development requires department heads to adopt direct communication and methods compatible with their teachers' sports development, job performance, and the renewal and diversity of challenges to achieve their goals.

Therefore, the need for department heads in the College and Departments of Physical Education at the University of Mosul to use modern administrative methods and methods, such as management by travelling around, has increased. This makes them close to the workplace and enables them to know the true levels of teaching performance there as much as possible.

Management by walking around (MBWA): A modern management method based on officials leaving their offices and being physically present at implementation sites, mingling with employees to identify and meet their desires and needs and improve communication in a way that reflects positively on their satisfaction, thus increasing their effectiveness in achieving goals (Nasima, 2017). Job performance: It is defined as an individual doing the right job in the right way, taking into account effectiveness, efficiency, general safety at work, and saving resources and time (Al-Jaradin, 2004; Qadoumi & Al-Khawaldeh, 2014). Department Head: The person who manages a group of teaching staff and is responsible for all work and activities in the workplace.

Qadoumi and Al-Khawaldeh (2014) researched MBWA among vocational school principals and its relationship to the job performance of school teachers. The research aimed to know the degree of practice of MBWA among vocational school principals and

its relationship to the degree of job performance among teachers of those schools. The descriptive analytical method was used, and the study sample, which was deliberately chosen, included 335 vocational school teachers in Palestine during the academic year (2010-2011). It constituted 79% of the study population, comprising 422 teachers. The researchers developed two tools. The first tool was developed to measure the degree of practising MBWA by vocational school principals, while the second tool aimed to measure the degree of job performance. Their reliability was verified. To answer the study's questions, appropriate statistical processing was conducted, such as calculating arithmetic means, standard deviations, and the Pearson correlation coefficient to calculate the strength and direction of the relationship between the degree of MBWA practice among vocational school principals and the degree of job performance among teachers in those schools. The study recommended the necessity of designing training programs to enhance the skills and experience of heads of administration and develop them in MBWA's concepts and operations. It also urged university administration directors to practice MBWA, as this provides sufficient time to discover facts, identify problems, improve communication, motivate workers (teachers and employees), and achieve development and creativity to choose the most appropriate decisions to address the crises that these universities are going through.

Limitations of research: 1) Population: Teachers in the College and Departments of Physical Education and Sports Sciences, University of Mosul; 2) Place: College and Departments of Physical Education and Sports Sciences, University of Mosul; 3) Time: The period from 10/15/2023 to 10/25/2023.

Through the sports academic study, the researcher noticed that department heads in the college and departments of physical education and sports sciences use MBWA at different levels. Therefore, the researcher considered it necessary to determine the levels of practice of MBWA from the teachers' point of view and whether it impacts the level of their job performance. In this respect, there is a need to answer the following question: What is the level of department heads' practice of MBWA, what are its dimensions, and what is the level of teachers' job performance? Is there a relationship and impact of the level of MBWA practice and its dimensions on the level of job performance of teachers in the college and departments of physical education and sports sciences?

Research objectives:

1. To identify the level of practice of MBWA by department heads in the College and Departments of Physical Education and Sports Sciences at the University of Mosul and its dimensions from the teachers' point of view.
2. To identify the level of job performance of teachers in the College and Departments of Physical Education and Sports Sciences at the University of Mosul from their point of view.
3. To identify the nature of the relationship and the impact of MBWA's practice level and its dimensions in the college and departments of physical education and sports sciences and the level of job performance of its teachers.

## **RESEARCH METHODOLOGY**

The researcher used the descriptive survey method as it suits the type of study and its objectives. The research population was selected and sampled using a deliberate comprehensive enumeration method. In this respect, the research included teachers

in the College and Departments of Physical Education and Sports Sciences, University of Mosul; 113 teachers. The researcher retrieved 79 questionnaires that can be analyzed statistically, constituting 68.911% of the research population, as shown in Table 1 below.

**Table 1.** The research population and sample

Variables	Population	Sample
College of Physical Education and Sports Sciences	78	51
College of Basic Education, Department of Physical Education and Sports Sciences	30	23
College of education for girls, Department of Physical Education and Sports Sciences	5	5
Total	113	79

To achieve the research objectives, the researcher used two questionnaires for MBWA and job performance (Qadoumi & Al-Khawaldeh, 2014). The MBWA questionnaire included 43 items distributed over eight dimensions (human relations, decision-making, time management, motivation, improving communication, control, development and creativity, and feedback). The number of items included in these dimensions is (7, 6, 6, 4, 4, 7, 5, 4) respectively. The job performance questionnaire included 37 items. The items in the two questionnaires were answered according to five alternatives: (strongly agree, agree, neutral, disagree, and strongly disagree).

Some minor modifications were made to the questionnaires so as to suit the sample of the current study, and then their face validity and reliability were verified as follows:

#### 1) Face validity

Face validity reflects the extent to which the test items are consistent with the test subject and its concepts according to the test builder's or developer's definition (Al-Nabhan, 2004, p.275). Arbitrators' agreement is one type of face validity. This procedure is also considered an appropriate way to ensure the scale's validity. Therefore, the researcher presented the two questionnaires to several experts specialized in sports management.

The arbitrators were asked to judge the items of the two questionnaires and to express their comments about each item as to whether it is valid or invalid in the designated field. They were also asked to express their opinions on the items' clarity, suitability to the sample, and validity of the alternatives. The analysis resulted in modifying some items in the two questionnaires. In the MBWA questionnaire, the experts added item (5) to the dimension of improving communication to enrich the scale and deleted item (4) from the dimension of development and creativity. Furthermore, item (23) was omitted from the dimension of the job performance questionnaire due to the lack of expert agreement. This happened as per the experts' suggestions.

The researcher obtained a percentage ranging between 85% and 100% of expert agreement for the remaining items of the two questionnaires. The modifications were made after the researcher obtained agreement from 7 experts because they represent more than 75% of the total. Thus, the final version of the two scales, which the researcher used in completing the research procedures described in Appendix (1), was structured.

## 2) Reliability of the two questionnaires

The Cronbach alpha method was used to obtain the reliability of the two questionnaires. It is worth noting that the Cronbach Alpha method is of particular importance because it is used in calculating the reliability coefficient of essay and objective tests (Al-Nabhan, 2004) and questionnaire items whose answer requires choosing from among multiple alternatives (Allam, 2006).

Abu Huwaj et al. (2002) point out that "the correlation coefficient for test reliability ranges between 0.70 to 0.90" (Abu Huwaj et al., 2002). Thus, the reliability coefficients are good, as shown in Table 2.

**Table 2.** Alpha reliability coefficient values for the MBWA, its dimensions, and the job performance scale

Dimensions	Cronbach Alpha	Dimensions	Cronbach Alpha	Dimensions	Cronbach Alpha
Human relations	0.804	Motivation	0.815	Creativity and development	0.774
Making decision	0.812	Improving communication	0.808	Feedback	0.758
Time management	0.73	Monitoring	0.761	MBWA (Total)	0.964
Job performance (Total)	0.955				

## 3) Description of the two questionnaires in their final form

The MBWA questionnaire included 43 items distributed over eight dimensions (human relations, decision-making, time management, motivation, improving communication, control, development and creativity, and feedback). The number of items in each dimension is (7, 6, 6, 4, 5, 7, 4, 4), respectively. The job performance questionnaire consists of 36 items. Five alternatives were also placed in front of each paragraph: (strongly agree, agree, neutral, disagree, and strongly disagree), carrying weights (5, 4, 3, 2, 1) respectively. The items in the two questionnaires were developed according to the sequence of dimensions and items. Thus, the two questionnaires appeared in their final form and were ready to be applied to the research sample, as shown in Appendix (1).

The response levels for the dimension were divided based on similar studies in this field, including (Al-Anzi, 2022; Al-Hasso, 2021; Al-Naimi, 2022; Al-Rawi, 2022; Al-Sharafani, 2022). This is further highlighted in Table 3.

**Table 3.** Categorization of response levels for the two scales and dimensions

Weight	Categories	Level	Weight	Categories	Level
1	80% or more	Very high	4	50% - 59%	Low
2	70% - 79%	High	5	Less than 50%	Very low
3	%69- %60	Average			

The research included the independent variable (the level of MBWA practice and its dimensions) and the dependent variable (the level of job performance). The statistical methods used are represented in calculating the percentage, arithmetic mean, standard deviation, alpha coefficient, and simple regression coefficient, using the SPSS statistical program to analyze the data.



## RESULTS AND DISCUSSION

This part includes a presentation and discussion of the results according to the research objectives, as follows.

1. *Identifying the level of practice of MBWA and its dimensions for department heads in the College and Departments of Physical Education and Sports Sciences at the University of Mosul from the teachers' point of view.*

**Table 4.** Arithmetic means, standard deviations, level of MBWA practice and their dimensions

MBWA	Arithmetic means	Standard deviation	Percentage	Level
Human relations	27.911	4.552	%79.745	High
Making decision	23.379	4.142	%77.93	High
Time management	22.696	3.663	%75.653	High
Motivation	15.848	3.125	%79.24	High
Improving communication	19.582	3.514	%78.328	High
Monitoring	27.202	4.498	%77.72	High
Development and creativity	15.974	2.921	%79.87	High
Feedback	16.101	2.771	%80.505	Very High
Total	168.493	26.89	%78.368	High

Table 4 above obviously shows that the arithmetic means for the dimensions of the practice of MBWA (human relations, decision-making, time management, motivation, improving communication, control, development and creativity, feedback) for department heads in the college and departments of physical education and sports sciences from the teachers' point of view ranged between 27.911 and 15.974, with a standard deviation ranging between 4.552 and 2.771, and percentages ranging between 80.505 and 75.653%, with a level between very high and high. The overall arithmetic mean was 168.493, with a standard deviation of 26.89 and a percentage of 78.368%. The level was generally high.

The researcher believes that the emergence of slightly varying levels between very high and high in the practice of MBWA for department heads in the college and departments of physical education and sports sciences and its dimensions from the point of view of teachers is due to the similar nature of the work they practice. Regarding the very high level from the point of view of the teachers, it is due to the generally positive view of the teachers about the department heads' practice of management by walking around, paying attention to joint and direct teamwork, examining the nature of work, relationships, and solving problems, and adopting creativity and development as a criterion for competition, motivation, and building human relationships between the teachers in the work environment, development of various aspects of work, and participation in decision-making.

**Table 5.** Arithmetic means, standard deviations, and level of the human relations items

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	4.239	0.816	%84.78	Very high
2	4.222	0.766	%84.44	Very high
3	4.025	0.875	%80.5	Very high

4	3.931	0.935	%78.62	High
5	4.145	0.883	%82.9	Very high
6	3.897	0.894	%77.94	High
7	3.769	0.941	%75.38	High

Table 5 above reflects that the arithmetic means for the human relations items ranged between 4.239 and 3.769, with a standard deviation between 0.941 and 0.766 and percentages between 84.78% and 75.38%. Moreover, the level of the items ranged between (very high and high). The researcher believes that the very high level in all items is due to the interest of department heads in collective and cooperative work based on strengthening human relations in the work environment and being informed of the working conditions and conditions of teachers.

**Table 6.** Arithmetic means, standard deviations, and level of decision-making items

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	4	0.798	%80	Very high
2	4.017	0.85	%80.34	Very high
3	3.965	0.753	%79.3	High
4	3.905	0.918	%78.1	High
5	4.076	0.892	%81.52	Very high
6	3.658	1.026	%73.16	High

Table 6 above reflects that the arithmetic means for the decision-making items ranged between 4.076 and 3.658, with a standard deviation between 1.026 and 0.753 and percentages between 81.52% and 73.16%. The level of the items ranged from very high to high. The appearance of the very high and high levels in all items is due to the department heads' adoption of free discussion, accepting realistic ideas, praising their presentation, and the participation of teaching staff in decision-making.

**Table 7.** Arithmetic means, standard deviations, and level of time management

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	4.145	0.779	%82.9	Very high
2	3.897	0.884	%77.94	High
3	3.897	0.834	%77.94	High
4	3.923	0.911	%78.46	High
5	3.427	0.976	%68.54	Average
6	3.41	1.059	%68.2	Average

Table 7 shows that the arithmetic means for the time management items ranged between 4.145 and 3.41, with a standard deviation between 1.059 and 0.779 and percentages between 82.9% and 68.2%. The level of the items ranged between (very high and moderate). The very high and high levels in items (1, 2, 3, 4) show that the department heads determine the necessary times for meetings and allocate appropriate times to perform tasks. The average level in items (5 and 6) is due to the variation in the opinion of the study sample about the period that department heads spend wandering outside the work offices.

**Table 8.** Arithmetic means, standard deviations, and level of motivation items

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	3.914	0.961	%78.28	High
2	4.128	0.793	%82.56	Very high
3	4.059	0.873	%81.18	Very high
4	3.965	0.946	%79.3	High

Table 8 clearly shows that the arithmetic means for the motivation items ranged between 4.128 and 3.914, with a standard deviation between 0.961 and 0.793 and percentages between 82.56% and 78.28%. The level of the items ranged between (very high and high). The very high values in all items reflect the continuous presence of department heads in the workplace and the diligent follow-up of the demands of teaching staff according to the specified capabilities and motivating them to give their best.

**Table 9.** Arithmetic means, standard deviations, and level of the communication improvement items

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	3.991	0.825	%79.82	High
2	3.82	0.943	%76.4	High
3	4	0.804	%80	Very high
4	4.17	0.78	%83.4	Very high
5	3.811	0.909	%76.22	High

Table 9 reveals that the arithmetic means for the communication improvement items ranged between (4.17 and 3.811), with a standard deviation ranging between (0.943 and 0.78), and percentages that ranged between 83.4% and 76.22%. The level of the items ranged between very high and high. The high and very high values in all aspects of improving communication are due to department heads providing the opportunity for teachers to learn about work relationships, exchange information, and cooperate between them.

**Table 10.** Arithmetic means, standard deviations, and level of control items

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	4.23	0.781	%84.6	Very high
2	3.991	0.814	%79.82	High
3	3.923	0.901	%78.46	High
4	3.957	0.834	%79.14	High
5	3.837	0.89	%76.74	High
6	3.444	1.177	%68.88	Average
7	3.683	0.988	%73.66	High

Table 10 reflects that the arithmetic means for the control items ranged between 4.23 and 3.444, with a standard deviation between 1.177 and 0.781 and percentages between 84.6% and 68.88%. The level of the items ranged from very high to medium. The very high and high levels of items (1, 2, 3, 4, 5, 7) appear through the follow-up systems and their development according to the organizational sequence and the



carrying out of various oversight tasks. In this respect, the average level in item (6) is due to the department heads relying only on written reports in the performance monitoring process.

**Table 11.** Arithmetic means, standard deviations, and level of development and creativity items

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	4.145	0.853	%82.9	Very high
2	3.897	0.913	%77.94	High
3	4.085	0.856	%81.7	Very high
4	3.863	0.981	%77.26	High

Table 11 shows that the arithmetic means for the development and creativity items ranged between (4.145 and 3.863), with a standard deviation that ranged between (0.981 and 0.853), and percentages that ranged between (82.9% and 77.26%). The level of the items ranged between (very high and high). The very high values in all items confirm the keenness of department heads to discover creative opportunities among teachers and inspire them with creative solutions.

**Table 12.** Arithmetic means, standard deviations, and level of feedback items

Items	Arithmetic mean	Standard deviation	Percentage	Level
1	4.239	0.665	%84.78	Very high
2	3.88	0.892	%77.6	High
3	4.087	0.841	%81.74	Very high
4	3.853	0.972	%77.06	High

Table 12 reveals that the arithmetic means for the feedback items ranged between 4.239 and 3.853, with a standard deviation between 0.972 and 0.665 and percentages between 84.78% and 77.06%. The level of the items ranged from very high to high. The very high values in all feedback items confirm the ability of department heads to identify strengths and weaknesses in teachers' performance and choose the type of training appropriate to their performance.

## 2. Identifying the level of job performance of teachers in the College and Departments of Physical Education and Sports Sciences at the University of Mosul from their point of view.

**Table 13.** Arithmetic means, standard deviations, level of job performance and its items

No	Arithmetic mean	Standard deviation	Percentage	Level	Items	Arithmetic mean	Standard deviation	Percentage	Level
1	4.521	0.726	%90.42	Very high	19	3.957	0.913	%79.14	Very high
2	4.452	0.622	%89.04	Very high	20	4.136	0.808	%82.72	Very high
3	4.179	0.826	%83.58	Very high	21	4.042	0.844	%80.84	Very high
4	4.333	0.809	%86.66	Very high	22	3.931	1.014	%78.62	High
5	4.102	0.874	%82.04	Very high	23	4.034	0.899	%80.68	Very high
6	3.88	0.901	%77.6	High	24	4.111	0.838	%82.22	Very high
7	4.282	0.705	%85.64	Very high	25	4.162	0.753	%83.24	Very high
8	4.23	0.824	%84.6	Very high	26	4.025	0.914	%80.5	Very high
9	4.341	0.732	%86.82	Very high	27	3.811	0.86	%76.22	High
10	4.35	0.698	%87	Very high	28	4.205	0.701	%84.1	Very high
11	4.239	0.714	%84.78	Very high	29	3.965	0.8297	%79.3	High
12	4.307	0.7	%86.14	Very high	30	3.974	0.845	%79.48	High
13	4.333	0.719	%86.66	Very high	31	3.717	0.998	%74.34	High

14	4.059	0.801	%81.18	Very high	32	4.316	0.847	%86.32	Very high
15	4.094	0.86	%81.88	Very high	33	3.564	1.162	%71.28	High
16	3.914	0.978	%78.28	High	34	3.88	0.872	%77.6	High
17	3.914	1.03	%78.28	High	35	4.188	0.741	%83.76	Very high
18	4.042	0.854	%80.84	Very high	36	4.153	0.772	%83.06	Very high
To tal						147.76	18.860	%82.08	Very high

Table 13 shows that the arithmetic means for the feedback items ranged between 4.521 and 3.564, with a standard deviation between 1.162 and 0.622 and percentages between 84.78% and 77.06%. The level of the items ranged from very high to high. The arithmetic mean of the overall level of job performance was 147.76, with a standard deviation of 18.860, a percentage of 82.08%, and a very high level. The high level of job performance and all its items for teachers confirm that department heads adopt human relations, interact with them, and provide material and moral capabilities in the work environment, contributing to high job performance.

### 3. Identifying the nature of the relationship and the impact between the level of the practice of MBWA and its dimensions in the college and departments of physical education and sports sciences and the level of job performance of its teachers.

**Table 14.** The relationship and effect of the level of practicing MBWA and its dimensions on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R2)	F value	B	DF	Sig.
Level of job performance	0.534	0.285	5.376	Human relations	0.506	8
				Making decision	0.677	108
				Time management	0.571	
				Motivation	1.272	
				Improving communication	0.929	116
				Monitoring	0.069	
				Development and creativity	0.322	
				Feedback	0.87	

Table 14 reflects a significant positive relationship between the practice of MBWA and its dimensions in the level of job performance in the college and departments of physical education and sports sciences at the University of Mosul. The results of the statistical analysis showed that there was a significant effect of the level of practising MBWA on the level of teachers' job performance, as the correlation coefficient R reached (0.534) at the significance level (0.05), while the coefficient of determination (R) was (0.285). This means that the value of (0.285) of changes in the level of job performance of teachers results from the change in MBWA's practice level. The value of the (B) influence scores were (0.506, 0.677, 0.571, 1.272, 0.929, 0.069, 0.322, 0.87) for the dimensions (human relations, decision making, time management, motivation, improving communication, control, development and creativity, feedback) respectively.

This means that an increase by one degree in the level of MBWA practice leads to an increase in the level of teachers' job performance with the values of the (B) effect

scores for the dimensions. The significance of this effect is confirmed by the calculated F value, which was (5.376), and it is significant at the level of (0.05).

To obtain detailed results that clarify the nature of the relationship and the impact of each dimension of the level of management practice by examining the level of teachers' job performance, the researcher resorted to using the simple regression method. The following tables show the results related to this point.

**Table 15.** The relationship and effect of the level of human relations on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R2)	F value	B	DF	Sig.
Level of job performance	0.478	0.229	34.082	2.87	1 115 116	0.000

The statistical analysis results, as in Table 15, showed a significant effect of human relations on teachers' job performance. The correlation coefficient R was (0.478) at the significance level (0.05), while the coefficient of determination R was (0.229). This means that the value of (0.229), which changes teachers' job performance, results from a change in human relations. The impact score value was B (2.87). This means that an increase of one degree in the level of human relations leads to an increase in teachers' job performance by a value of (2.87). The significance of this effect is confirmed by the calculated F value, which was (34.082), and it is significant at the level of (0.05).

The moral impact is due to the efforts of department heads to participate with teachers on all different occasions to achieve the desired goal.

**Table 16.** The relationship and effect of the level of decision-making on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R2)	F value	B	DF	Sig.
Level of job performance	0.484	0.234	35.123	2.412	1 115 116	0.000

The statistical analysis results, as in Table 16, showed a significant effect of the level of decision-making on the level of teachers' job performance. The correlation coefficient R was (0.484) at the significance level (0.05), while the coefficient of determination R was (0.234). This means that a value of (0.234) of changes in the level of job performance of teachers results from a change in the level of decision-making. The value of the impact score was B (2.412). This means that an increase of one degree in the level of decision-making leads to an increase in the level of teachers' job performance by a value of (2.412). The significance of this effect is confirmed by the calculated F value, which was (35.123), and it is significant at the level of (0.05). The moral influence of department heads making decisions in light of a comprehensive view reflects the performance of teaching staff.

**Table 17.** The relationship and effect of the level of time management on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R2)	F value	B	DF	Sig.
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Level of job performance	0.461	0.212	31.014	2.584	1 115 116	0.000
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The results of the statistical analysis, as in Table (17), showed a significant effect of the time management level on teachers' job performance. The correlation coefficient (R) was (0.461) at the significance level (0.05), while the coefficient of determination (R) was (0.212). This means that a value of (0.212) of changes in the level of job performance of teachers results from a change in the level of time management. The value of the impact scores was (2.584). This means that an increase of one degree in the level of time management leads to an increase in the level of teachers' job performance by a value of (2.584). The significance of this effect is confirmed by the calculated F value, which was (31.014), and it is significant at the level of (0.05). The moral effect confirms the interest of department heads in time management and its reflection on the daily performance of teachers.

**Table 18.** The relationship and effect of the level of motivation on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R2)	F value	B	DF	Sig.
Level of job performance	0.481	0.232	34.66	3.156	1 115 116	0.000

The results of the statistical analysis, as in Table 18, showed a significant effect of the level of motivation on the level of job performance of teachers. The correlation coefficient (R) was (0.481) at the significance level (0.05), while the coefficient of determination was (0.232). This indicates that a value of (0.232) of changes in the level of job performance of teachers results from a change in the level of motivation. The value of the impact scores was (3.156). This means that an increase of one degree in the level of motivation leads to an increase in the level of teachers' job performance by a value of (3.156). The significance of this effect is confirmed by the calculated F value, which was (34.66), and it is significant at the level of (0.05).

The moral impact appears through department heads' efforts to deepen the teachers' sense that they are partners in setting goals for the work environment.

**Table 19.** The relationship and effect of the level of communication improvement on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R2)	F value	B	DF	Sig.
Level of job performance	0.5	0.25	38.346	2.934	1 115 116	0.000

As in Table 19, the statistical analysis results showed a significant effect of communication improvement on teachers' job performance. The correlation coefficient (R) was (0.5) at the significance level (0.05), while the coefficient of determination was (0.25). This indicates that the value of (0.25) changes in the level of teachers' job performance results from the change in improving communication. The value of the impact scores was (2.934). This means that an increase of one degree in the level of

communication improvement leads to an increase in teachers' job performance by a value of (2.934). The significance of this effect is confirmed by the calculated F value, which was (38.346), and it is significant at the level of (0.05). The moral impact confirms the keenness shown by department heads to exchange information in modern ways that are appropriate to the nature of the work and performance of teaching staff.

**Table 20.** The relationship and effect of the level of control on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R <sup>2</sup> )	F value	B	DF	Sig.
Level of job performance	0.421	0.177	24.714	1.919	1 115 116	0.000

The statistical analysis results, as in Table (20), showed a significant effect of the level of supervision on the level of teachers' job performance. The correlation coefficient (R) was (0.421) at the significance level (0.05), while the coefficient of determination was (0.177). This means that the value of (0.177) changes in the level of job performance of teachers results from the change in the level of supervision.

The impact score value was (1.919). This means that an increase of one degree in the level of supervision leads to an increase in the level of teachers' job performance, which is significant at the level of (0.05). This effect appears in the officials' adoption of evaluating teachers' performance according to the monitoring process due to the achievement they see.

**Table 21.** The relationship and effect of the level of development and creativity on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R <sup>2</sup> )	F value	B	DF	Sig.
Level of job performance	0.387	0.15	20.24	2.618	1 115 116	0.000

The statistical analysis results, as in Table 21, showed a significant effect of the level of development and creativity on teachers' job performance. The correlation coefficient (R) was (0.387) at the significance level (0.05), while the coefficient of determination was (0.15). This indicates that the value of (0.15) changes in the level of job performance of teachers is the result of a change in the level of development and creativity. The value of the impact scores was (2.618). This means that an increase of one degree in the level of development and creativity leads to an increase in the level of teachers' job performance by a value of (2.618). The significance of this effect is confirmed by the calculated F value, which was (20.24), and it is significant at the level of (0.05). This confirms the new ideas that department heads present to teachers to improve performance.

**Table 22.** The relationship and effect of the level of feedback on the level of job performance

Dependent variable	Correlation coefficient (R)	Determination coefficient (R <sup>2</sup> )	F value	B	DF	Sig.
	0.345	0.119	15.571	2.497	1	0.000



Level of job	115
performance	116

The statistical analysis results, as in Table 22, showed a significant effect of the level of feedback on the level of teachers' job performance. The correlation coefficient (R) was (0.345) at the significance level (0.05), while the coefficient of determination was (0.119). This means that the value of (0.119) changes in the level of teachers' job performance resulted from the change in the level of feedback. The value of the impact scores was (2.497). This means that an increase of one degree in the level of feedback leads to an increase in the level of teachers' job performance by a value of (2.497). The significance of this effect is confirmed by the calculated F value, which was (15.571), and it is significant at the level of (0.05). This indicates that the department heads provide feedback to teachers about their performance through their walks to help them realize their abilities and skills.

## CONCLUSION

The results of this study have revealed that the variation in the level of practice of MBWA was high in general and in terms of dimensions (human relations, decision-making, time management, motivation, improving communication, control, development, and creativity). At the same time, from the teachers' point of view, the dimension of feedback to department heads in the college and departments of physical education and sports sciences at the University of Mosul was very high. Furthermore, there was a variance in teachers' job performance levels. Besides, the results reflected a significant effect of the level of practice of MBWA and its dimensions (human relations, decision making, time management, motivation, improving communication, control, development and creativity, feedback) on the level of job performance. The recommendation is Department heads in the college and departments of Physical Education and Sports Sciences should increase the activation of the practice of MBWA, as this enables finding a solution to crises, identifying problems directly, improving communication, motivating teachers, achieving creativity and development, and improving job performance; Encouraging other sports organizations such as federations, sports clubs and forums to practice MBWA; Linking the methodology of practising MBWA with the job performance of employees in sports organizations to achieve harmony between the set strategic aspirations and the goals to be achieved; Encouraging management officials in sports organizations to practice MBWA. This will be done by holding training and development courses and seeking the assistance of specialists and academic experts in this field. Conducting more research and studies on the practice of MBWA in various sports organizations.

## CONFLICT OF INTEREST

Authors declare no conflict of interest in this manuscript.

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