Organizational silence in the Student Activities Department at the University of Mosul from The point of view of the members of the Student Activities Division

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الصمت التنظيمي في قسم النشاطات الطلابية في جامعة الموصل من وجهة نظر اعضاء شعب النشاطات الطلابية

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Abstract

The silence of the organization is a threat against organizational change and development. It has been emphasized that many employees do not communicate with their superiors on many issues despite their awareness and that it is an apparent contradiction that many organizations suffer from organizational silence, which can be summed up as the withholding of opinions and concerns on organizational issues. And the Scout at the University of Mosul, it was noticed that there was an organizational silence for some of the sports and scouting affiliates, and it may be a widespread phenomenon in all the people.

The aim of the research is to identify the dimensions of organizational silence and its factors among the members of the student activities division from the point of view of the members of the sports and scouting activities division. A questionnaire (Al-Kawas and Iskandar 2021) was used, which was applied to a sample of educational supervisors in Iraq, after verifying its apparent validity and stability. . Except for the administrative and organizational reasons in which silence was moderate.

Keywords: organizational silence, *organizational outspokenness, behavior of silence*

المستخلص

ان صمت المنظمة يعد بمثابة تهديد ضد التغيير التنظيمي والتنمية. وقد تم التأكيد على أن العديد من الموظفين لا يتواصلون مع رؤسائهم حول العديد من القضايا على الرغم من وعيهم وأنه من التناقض الواضح أن العديد مـــن المنظمات تعاني الصمت التنظيمي ، الذي يمكن تلخيصه بانه حجب الآراء والمخاوف بشأن القضايا التنظيمية .ومن خلال متابعة بعض شعب النشاط الرياضي والكشفي في جامعة الموصل تم ملاحظة وجود صمتا تنظيميـــا لـــبعض منتسبو الشعب الرياضية والكشفية، وربما تكون ظاهرة منتشرة في جميع الشعب.

وهدف البحث الى التعرف على ابعاد الصمت التنظيمي وعوامله لدى منتسبي شعب النشاطات الطلابية مـــن وجهــة نظر منتسبو شعب النشاطات الرياضية والكشفية، تم استخدام المنهج الوصفي بطريقة المسح، وتكونت عينة البحـــث منتسبو شعب النشاطات الطلابية في جامعة الموصل والبالغ عددهم (32) عضوا، وفي جمع البيانات تـــم اســـتخدام استبيان (الكواز واسكندر 2021) والمطبق على عينة من المشرفين التربويين في العراق وذلك بعد التحقـــق مـــن صدقه الظاهري وثباته، وفي معالجة البيانات احصائيا تم استخدام التكرار والنسبة المئوية الوسـط الحســـابي وتـــم

استنتاج الاتي: وجود صمت تنظيمي منخفض في شعب النشاطات الطلابية في جامعة الموصل. باستثناء الأسباب الادارية والتنظيمية التي جاء فيها الصمت متوسطاً.

الكلمات المفتاحية: الصمت التنظيمي، الجهر التنظيمي، سلوك الصمت

1. Introduction to research
1-1 Introduction and importance of research

Sports activities in the university campus are an essential point and an outlet during which the student can achieve himself and get out of the routine of study and the pressure of daily life. The Student Activities Department is one of the pivotal departments in the university, which is responsible for various sports and technical tasks, as it was established since the university's inception and was known as the University Sports Unit. 14), and then it was decided to change its name also to become the Directorate of Physical and Artistic Education after artistic and cultural activities were added to sports activities, according to the letter of the Ministry of Higher Education (2009) ([1]), then its name was changed to (Student Activities Department) according to the letter of the Ministry of Higher Education Year (2015) ([2]). The department has multiple tasks in relation to sports activities, including preparing the curriculum for the annual sports tournaments, supervising their implementation in the specified place and time after their approval, issuing special regulations and instructions according to the Ministry's instructions, implementing the sports curriculum and holding sports tournaments in colleges, as well as organizing university celebrations and participating in internal and external scouting camps.

Research indicates that employees, although loyal to themselves, may be reluctant to express their opinions because they believe that participatory discussions and speaking clearly are risky business, and this indicates that employees are generally not willing to speak, hence the concept of organizational silence, and many confirm that Academics stress the necessity of correct communication between executive and higher levels for the benefit of the organization and to take advantage of different and multiple opinions to make effective decision. On the other hand, many employees have difficulties in communicating with higher levels of the hierarchy, although modern management techniques focus Open Communication (Çakıcı , 2010, 1-2).

Administrative thought has indicated the existence of the phenomenon of organizational silence in most organizations, but at different levels, and touching the reality in the field dictates acceptance of intellectual logic. Creates and reinforces a state of organizational silence (Samereh &Others, 2011, 1731)

The first axis: the methodological framework
First: the research problem

(Çakıcı, 2010, 2) asserts that the silence of the organization is a threat against organizational change and development. It has been confirmed that many employees do not communicate with their superiors on many issues despite their awareness and it is an apparent contradiction that many organizations suffer from organizational silence, which

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([1])The letter of the Ministry of Higher Education and Scientific Research / Scientific Supervision and Evaluation Authority No. (1718) dated 7/26/2009.
([2]) The letter of the Ministry of Higher Education and Scientific Research / Scientific Supervision and Evaluation Authority No. (327) dated 2/2/2015.

can be summarized as the withholding of opinions and concerns about organizational issues.

Through the follow-up of some divisions of sports and scouting activity at the University of Mosul, it was noticed that there is an organizational silence for some members of the sports and scouting divisions, and it may be a widespread phenomenon in all divisions. Therefore, the research problem can be summarized by the following questions:

- Is there an organizational silence in the Student Activities Department and what are its reasons?

Which reinforces the problem of the research, as far as the researchers are aware, there are no previous studies that dealt with organizational silence in the student activities department.

Second: Research objective

- Identifying the dimensions of organizational silence and its factors among the members of the student activities division from the point of view of the members of the sports and scouting activities division.

Third: The important of research

In order for the researchers to realize the importance of this topic and its repercussions on the sports reality in the university, especially the sports and scouting people, it was chosen due to the researchers' feeling of its importance and its effects on the suppression of important information for the sustainability of the student activities department. Therefore, the importance of the research can be summarized in the following points:

1. An attempt to solve a realistic problem related to organizational silence by identifying the strengths in them, diagnosing weaknesses and recommending them.

2. Shedding light on a recent and important topic within the management literature, which is (the topic of organizational silence).

3. Appropriate recommendations about addressing the weaknesses in organizational silence, if any.

Forth: Research Methodology

The researchers used the descriptive approach in the survey style for its relevance to the current research.

Fifth: Research Hypothesis

The high level of dimensions of organizational silence and its factors among members of the student activities division from the point of view of the members of the sports and scouting activities division

Sixth: Research community and its sample

The research community included members of the Student Activities Division in the faculties of the University of Mosul, who numbered (35 members). Distributed to (23) colleges in the University of Mosul. The researchers selected (7) members from the student activities department for the initial survey application of the questionnaire, and (15) members from the colleges of Tikrit University to verify the stability of the questionnaire.

(32) questionnaires were retrieved, after (3) incomplete forms were excluded, and thus the application sample represented (91.4%) of the research community. The following table shows that:

Table (1) Research Population and Samples

Sequence	Colleges of the University of Mosul		Faculties of the University of Kirkuk	
	Application Sample		survey sample	reliability sample
1.	Medicine	2	1	
2.	Engineering	2	1	
3.	Oil Engineering	1		2
4.	the sciences	2	1	
5.	Literature	2	1	
6.	electronic Engineering	1		
7.	Administration and	1		1
8.	Physical Education and	1		2
9.	Education for the humanities	2		1
10.	Education for pure sciences	2		1
11.	Veterinary Medicine	2	1	
12.	Rights	1	1	
13.	Political Science	1		1
14.	Tourism sciences	1		
15.	the pharmacy	2	1	
16.	Computer science and	2		1
17.	Nursing	1		1
18.	Fine arts	1		
19.	Political Science	1		1
20.	dentist	1		1
21.	Agriculture and Forestry	2		2
22.	Islamic sciences	2		1
23.	Environmental sciences and	1		
	Archaeology	1		
Total		35	7	15

Seventh: Research limits
1. Time limits: from 1/2/2022 to 3/27/2022.
2. Spatial boundaries: the divisions of student activities in the faculties of the University of Mosul.
3. Human Frontiers: Members of the Student Activities Division at the University of Mosul.

Eighth: Data collection methods

The questionnaire was relied upon as a means of data collection, and by looking at previous studies, a suitable tool was found to achieve the goal of the research, as the questionnaire (Iskandar and Al-Kawaz 2020) was adopted and applied to educational supervisors and specialists in Iraq after it was slightly modified in a way that does not affect the meaning of the phrase, and the questionnaire is composed Of (25) statements distributed over five dimensions, with (5) statements for the first dimension (administrative and organizational reasons), (5) paragraphs for the second dimension (lack of experience), (5) paragraphs for the third dimension (concerns related to work), and (5) paragraphs for the dimension The fourth (fear of social isolation) and (5) items for the fifth dimension (fear of harming relationships within work), and the appropriate weight was determined for each response and ranged between (1-5) degrees arranged in descending order on the proposed five-point Likert scale, which is (completely agree, Agree, somewhat agree, disagree, completely disagree). This questionnaire was chosen because it is characterized by comprehensiveness and objectivity and is applied to the Iraqi environment on a sample similar to that of the current research. It also has high reliability and reliability.

Tenth: The validity and Reliability of the research tool

The validity of the research tool was verified according to the following procedures:
1- Virtual validity: This procedure represents an appropriate means to ensure the validity of the scale, and in order to obtain the validity of the questionnaire, the researchers used virtual validity in which the analysis is carried out on the basis of the content of the tool, and depends on the report of experts and specialists, and accordingly some phrases were modified slightly, then The questionnaire was presented in its initial form after to a group of experts with expertise and specialization in the field of educational sciences, sports administration and public administration (Appendix 1) in order to know the clarity, accuracy, objectivity, relevance of the paragraphs and the research sample.) and more, and thus the questionnaire is considered valid, as (Owais) indicates that we can consider the test valid after presenting it to a number of specialists and experts in the field that the test measures. Experts" (0weis, 1999, 55).
2- Impartiality: To ensure impartiality, the sample was given sufficient time to answer the questionnaire without any external influences to obtain accurate realistic results.
3- The Reliability of the questionnaire: The stability of the questionnaire was verified by the method of re-testing, as the questionnaire was distributed to (15) members of the student activities divisions in the universities of Kirkuk, then the questionnaire was re-distributed to them after (14) days had passed, then the correlation coefficient was found between the first application The second, as it reached (0.82), is a good stability coefficient, and thus the researchers were assured of the possibility of applying the questionnaire to the main research sample.

Eleventh: Statistical treatments

The(spss) program was used to extract the frequency, percentage, and arithmetic mean in extracting the levels of response to the scales.

The second axis: the theoretical framework

1- The concept of organizational silence

One of the fundamental decisions people make in the workplace is whether or not to express their ideas, interests and opinions or even if they can be done. Morrison and Milliken "Organizational Silence", which prevents organizations from hearing the voice of

the employee and their employees as they choose to withhold their opinions and concerns about organizational problems. Or emotional on issues related to the workplace, and silence constitutes negative consequences for both employees and the organization, as it means not taking advantage of the intellectual contributions of employees regarding problems, non-reactions, information, and remaining problem solutions, thus preventing effective decision-making, as well as restrictions on development and performance improvement (Morrison, Milliken, 2000, 707), (Premeaux, 2001, 2).

From employees point of view by remaining silent they are burdened with expressing problems in the workplace themselves and it can also affect commitment, confidence and job satisfaction and lead to the tendency of job resignation in addition to that it will be very difficult for employees to remain silent on issues related to the organization especially if they feel competent in Something that they can do better, and as a result they feel frustrated, stressed, and unappreciated.

"The concept of silence in organizations was initially considered a sign of loyalty, however, it is basically a negative behavior because employees consciously hide knowledge about organizational issues." (Çakıcı, 2010, 9)

It is also defined by (Nikmaram) "the employee's choice to withhold their opinions and concerns about organizational problems and when most members of the organization choose to remain silent on organizational matters, silence represents a collective behavior referred to as organizational silence" (Nikmaram, et al, 2009, 1647), "and when most employees prefer commitment Silence about organizing becomes a collective behavior called organizational silence" (Morrison, Milliken, 2003, 138),

2- Reasons for silence

There can be several reasons for employee silence in organizations, stressing that organizational silence may appear due to lack of trust between employees and officials, considering talking as risky work, fear of isolation, and fear of damaging relationships (Çakıcı, 2010,11) and that one of the most important factors Which causes silence in organizations are:

(Fear, financial troubles, narrowing perceptions of moral responsibility, friends of those involved, lack of opportunity for voice, lack of organizational political skills)

3- Consequences of organizational silence

Organizational silence can lead to several consequences for organizations and employees. Employees believe that they should comment openly or remain discreet when they express their opinions about organizational issues and mistakes. Therefore, they avoid expressing opinions and remain silent about organizational progress. Organizational silence not only slows down organizational development but also causes several problems. Consequences such as a decrease in employee commitment levels causing internal conflicts, limiting the decision-making process, preventing change and innovation, and preventing positive or negative feedback on management.

Organizational silence also leads to an increase in behaviors such as demoralization and employee motivation, absenteeism, tardiness, and releases that negatively affect individual and organizational activities. Employees who feel anxious and under pressure are increasingly involved in the cycle of silence. Among the problems caused by organizational silence is the inability of employees to produce new ideas. Failure to provide importance to it and employees can contribute to organizational development and progress by producing new ideas Negative consequences resulting from silence both damage the

structure of the organization The silence of the employee is a danger to the organization because these employees become indifferent to their managers and to the quality of work and ultimately this leads to apathy To their organization and the silence of the employee is ignored by the responsible leaders and this leads to reckless behaviors of the employees in the organization. These behaviors can harm both the employees and the organization. (Nikmaram, 2012, 1272)

4-Means of overcoming organizational silence

- Encourage employees to talk about work issues and choose the appropriate time for that
- Increase the exchange and circulation of new ideas among employees
- Coordination between different departments and divisions within the organization
- Providing good channels of communication between employees within the organization
- Attention to the ethics of employees within the organization
- Providing organizational support for the exchange of ideas related to work issues
- Encouraging employees to think creatively within the organization. (Wageeh, 2016, 66)

The third axis is the applied framework

Table (2) : shows the frequency of responses of the research sample individuals, the percentage, the mean, the standard deviation, and the response result on the dimensions and factors of organizational silence.

sequence	organizational silence phrases	Answer options	I don't agree at all	I don't agree	to some extent	agree	totally agree	mean	STD	response result
		Degree	1	2	3	4	5			
Administrative and organizational reasons								2.909	1.169	to some extent
1	I don't talk about work problems in front of my boss.	freq	2	8	13	7	5	3.143	1.115	to some extent
		%	5.7	22.9	37.1	20.0	14.3			
2	I hesitate to warn my boss when he stumbles on business	fre	5	8	7	6	9	3.171	1.424	to some extent
		%	14.3	22.9	20.0	17.1	25.7			
3	My words about working in the supervision department do not do any good	fre	5	11	9	9	1	2.714	1.100	to some extent
		%	14.3	31.4	25.7	25.7	2.9			
4	There is no official	fre	3	12	11	6	3	2.829	1.098	to

	mechanism to support talking about work problems in the supervision	%	8.6	34.3	31.4	17.1	8.6			some extent
5	Social relations between colleagues do not encourage brainstorming.	fre	4	13	11	4	3	2.686	1.105	to some extent
		%	11.4	37.1	31.4	11.4	8.6			
lack of experience								**2.229**	**1.038**	I don't
6	do not have enough experience to make suggestions about work.	fre	9	12	11	2	1	2.257	1.010	I don't agree
		%	25.7	34.3	31.4	5.7	2.9			
7	I don't have the ability to raise my voice to talk about business problems	fre	6	16	10	2	1	2.314	0.932	I don't agree
		%	17.1	45.7	28.6	5.7	2.9			
8	My thoughts are not important to my managers	fre	7	15	8	4	1	2.343	1.027	I don't agree
		%	20.0	42.9	22.9	11.4	2.9			
9	Problems with the activities section are none of my business.	fre	15	12	5	2	1	1.914	1.040	I don't agree
		%	42.9	34.3	14.3	5.7	2.9			
10	My qualification is not sufficient to provide administrative and technical solutions	fre	10	12	7	4	2	2.314	1.183	I don't agree
		%	28.6	34.3	20.0	11.4	5.7			
Work Concerns								**2.383**	**1.104**	I don't
11	My participation in the work mechanism and its problems causes me to be exposed to negative	fre	7	10	11	6	1	2.543	1.094	I don't agree
		%	20.0	28.6	31.4	17.1	2.9			
12	I am subjected to ill-treatment and unfairness when I raise problems with the supervision department	fre	6	12	9	6	2	2.600	1.143	I don't agree
		%	17.1	34.3	25.7	17.1	5.7			
13	I hesitate to bring up any topic for fear of my direct manager's reaction	fre	6	16	6	6	1	2.429	1.065	I don't agree
		%	17.1	45.7	17.1	17.1	2.9			
14	Fear of losing my position prevents me from speaking	fre	11	12	8	3	1	2.171	1.071	I don't agree
		%	31.4	34.3	22.9	8.6	2.9			
1	Colleagues feel	fre	12	12	5	5	1	2.171	1.150	I

5	dissatisfied when I share solutions to performance	%	34.3	34.3	14.3	14.3	2.9			don't agree
Fear of social isolation								**2.303**	**1.136**	I don't
1 6	When I mention a problem, my colleagues look at me as having problems	fre	8	16	8	2	1	2.200	0.964	I don't agree
		%	22.9	45.7	22.9	5.7	2.9			
1 7	Fear of losing the trust and respect of my colleagues prevents me from expressing my	fre	8	12	10	3	2	2.400	1.117	I don't agree
		%	22.9	34.3	28.6	8.6	5.7			
1 8	I expect negative reactions from my colleagues when discussing work matters	fre	8	12	10	4	1	2.371	1.060	I don't agree
		%	22.9	34.3	28.6	11.4	2.9			
1 9	People who announce the downsides of work are not welcomed by others	fre	11	12	5	4	3	2.314	1.278	I don't agree
		%	31.4	34.3	14.3	11.4	8.6			
2 0	The activities section lacks channels of communication with the people.	fre	12	12	5	3	3	2.229	1.262	I don't agree
		%	34.3	34.3	14.3	8.6	8.6			
Fear of damaging relationships at work								**2.360**	**1.050**	I don 't
2 1	Talking about the problems of the activities section can affect my relationship with colleagues	fre	8	13	11	2	1	2.286	0.987	I don't agree
		%	22.9	37.1	31.4	5.7	2.9			
2 2	I am afraid that my colleagues will not support me when I talk about the department's problems.	fre	12	8	11	2	2	2.257	1.172	I don't agree
		%	34.3	22.9	31.4	5.7	5.7			

2 3	Colleagues may look at me negatively when talking about problems in the activities section	fre q	5	17	9	3	1	2.371	0.942	I don't agree
		%	14.3	48.6	25.7	8.6	2.9			
2 4	The fear of losing the satisfaction of the director of the activities department pushes me to silence	fre	2	16	13	3	1	2.571	0.850	I don't agree
		%	5.7	45.7	37.1	8.6	2.9			
2 5	The activities section lacks a culture of listening art	fre	14	4	12	2	3	2.314	1.301	I don't agree
		%	40.0	11.4	34.3	5.7	8.6			
Total(Organizational silence)								2.437	1.100	I don't

From Table (2), the results of organizational silence are clear, which can be interpreted according to the following dimensions:

- **Administrative and organizational reasons:**

We find that the total arithmetic mean for this dimension is (2,909) and the total standard deviation is (1,169), as the answer tends towards (to some extent) at an average level, in the sense that some members of the student activities division have silence due to administrative and organizational matters, while others are vocal. If we notice the content of the paragraphs, we find that they are It expresses the relationship of the department head with the members, and thus it can be said that the personality of the department head is what determines the silence or the organizational loudness, and the results are consistent with what is confirmed by the study (Morrison & Milliken, 2003,176) when he indicated that "the greater the confidence in the senior management at work Whenever this leads to freedom of expression and a decrease in the behaviors of organizational silence, in order to continue its existence, all organizations, regardless of their organizational type, depend on effective human resources, so the confidence of employees in managing their institutions will allow them to work more effectively and efficiently, and employees who feel safe will contribute to The institution is more, because they will increase motivation and creativity and this is important for educational institutions, because they lead the future of these societies.A strong and healthy society is only possible, where employees do their jobs properly and contribute to Their organization is at its best and employees who trust the organization tend to use any type of information for the benefit of the organization and increase the possibility of reaching organizational goals. On the other hand, employees who

don't trust their organizations tend to keep their silence and tap into their potential with less." (Saglam, 2016,225)

- lack of experience

The total arithmetic mean for the above dimension was (2,229) and the standard deviation was (1,038) and the answer tends towards (I do not agree). Administrative, and the researchers believe that this matter helps them to present their ideas related to work problems, discuss them, and cooperate in resolving them, and this matter is considered healthy in organizations because it helps in the process of positive change for the organization, and this was confirmed by the study of Detert, et al, 2013)) that is because individuals with great experience In the field of work, they have a greater ability to speak and not be silent, due to the accumulation of knowledge and the balance of experience they have, compared to individuals with less experience (Detert, et al, 2013, 625)

- Work related concerns

The total arithmetic mean for this dimension was (2,383) with a standard deviation of (1,104), as the answer tends towards (I do not agree). There are fears that hinder them from conveying their voice and ideas to the head of the supervision department. The researchers believe that this result is in favor of the educational and specialist supervision departments, as it helps to transfer information and deliver it in a real and logical manner without being exposed to the pressure of fear. Both (Milliken, 2003) confirmed that the behavior of supervisors has multiple effects on Behaviors of subordinates to the influence that the supervisor has on the subordinate and its impact on him, and at the same time the supervisors may feel threatened by the possibility that their role and responsibilities will be examined so they move away from any problem and prefer to provide negative feedback to his subordinates. (Milliken, 2003, 1354

- Fear of social isolation

We note from the results of this dimension that the total arithmetic mean of the dimension is (2,303) and the total standard deviation is (1,136), as the answer tends towards (I do not agree), as this result shows that the supervisors encourage respect and appreciation among themselves and understand the positions despite their differences at times, and that they are working to put forward Work-related problems, even if they are negative, but rather they exchange opinions and suggestions and exchange knowledge, and the researchers believe that this result helps in creating a positive organizational climate in the supervision departments, which is very important for the sustainability of work, and in this regard (Jennifer and Durkheim, 2013) indicates that culture The organizational structure contributes to the harmonious performance of the organizing group, and the incompatibility between the beliefs of individuals and the culture of the organization leads to a sense of isolation and loss of identity and belonging to the group. Certain with achieving a balance between their psychological satisfaction and achieving the desired goals.
 (Jennifer Durkheim, 2013, 51)

- Fear of harming relationships at work

When observing the expressions of this, the total arithmetic mean of the dimension is (2,360) and the total standard deviation is (1,050), as the answer tends towards (I do not agree) and the paragraphs show that the supervisors do not possess organizational silence and that they agree to dialogue among themselves and work to find appropriate solutions to them and not be afraid Or the failure of senior management when taking the necessary measures in accordance with regulations and instructions. These results are consistent with the study (Jaber, et al, 2013) that managers should encourage workers to exchange their ideas and protect them from organizational silence, (Jaber et al, 2013, 2213). This is confirmed by the study (Al-Wahaibi, 2014) that the factors that lead to organizational silence in descending order are managers' fear of feedback, lack of communication skills, lack of support from senior management, isolation, and fear of negative reactions to any suggestions or criticisms made by employees. The results also showed that there is an effect of good values, the flow of communication, and the view of the human element, individually and collectively, on organizational silence in government departments (Al-Wahaibi, 2014, 365)
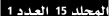
The fourth axis: conclusions and recommendations

First: conclusions

1. The contents of the theoretical framework that was reviewed through what was presented indicated the importance and novelty of the topic and its effects on organizational work, whether positively or negatively.

2. There is a low organizational silence among the members of the Student Activities Division at the University of Mosul. Except for the administrative and organizational reasons, in which the silence was average. Which reflects the people's possession of freedom of expression.

Second: Recommendations

1. Encourage organizational outreach among the members of the student activities division, which reflects transparency and democracy in the administration of the department.

2. Conducting similar studies on organizational silence and its effects on organizational development and commitment.

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Supplements

supplement (1)

Names of experts and specialists in the field of sports management and public administration

sequence	The scientific title	name	college	University	Specialization
1.	PhD Professor	Akram Ahmed Al-Taweel	Administration and Economics	Mosul	Business Management
2.	PhD Professor	Walid Khaled Hammam	Faculty of Basic Education	Mosul	sports management
3.	PhD Professor	Facilitator Ibrahim Ahmed Al-Jubouri	Administration and Economics	Mosul	Business Management
4.	PhD Assistant Professor	Najla Younes Muhammad Al Murad	Administration and Economics	Mosul	business management
5.	PhD Assistant Professor	Raad Adnan Raouf	Administration and Economics	Mosul	Business Management
6.	PhD Assistant Professor	Adel Zakir Al-Nama	Administration and Economics	Mosul	Business Management
7.	PhD Assistant Professor	Muhammad Zakir Salem Abdullah	Physical Education and Sports Science	Mosul	sports management
8.	PhD Assistant Professor	Khaled Mahmoud Aziz	Physical Education and Sports Science	Mosul	sports management
9.	PhD Assistant Professor	Raad Adnan Raouf	Administration and Economics	Mosul	Organizational management and organizational behavior
10.	PhD Assistant Professor	Salah Wahhab Shaker	Physical Education and Sports Science	Baghdad	sports management
11.	PhD Assistant Professor	Othman Mahmoud Shehaza	Physical Education and Sports Science	Diyala	sports management

sequence	The scientific title	name	college	University	Specialization
12.	PhD Lecture	Safa Idris Abboudi	Administration and Economics	Mosul	Organizational management and organizational behavior
13.	PhD Lecture	Hassan Thabet El Khashab	Administration and Economics	Mosul	Organizational management and organizational behavior
14.	PhD Lecture	Ahmed Raad Ibrahim	Faculty of Basic Education	Mosul	sports management