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ORIGINAL STUDY

Scouting Motivational Traits and Their Relationship with Leadership Behaviour Among Scout Team Leaders in the Directorate of Education, Baghdad Al-Karkh III Sector

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Abstract

This study explored motivational traits and leadership behaviour within the context of Scouting, aiming to deepen understanding of the relationship between these two pivotal variables in shaping effective Scout leaders. The research sought to assess the levels of motivational traits among Scout troop leaders and to analyze the dimensions of their leadership behaviour, with a particular focus on identifying the nature and extent of the correlation between them. To achieve these objectives, the researchers adopted a descriptive survey methodology deemed suitable for the nature of the study. A sample of 75 Scout leaders was selected from the Directorate of Education in Baghdad Al-Karkh III. Data were collected and analyzed using descriptive and inferential statistical methods to derive precise and objective findings. The results revealed a significant positive correlation between motivational traits and the dimensions of leadership behaviour, particularly with the training and democratic leadership dimensions. This indicates that leaders possessing strong motivational traits tend to exhibit more effective leadership behaviours and are more influential within their teams. Based on these findings, the researchers recommended the reinforcement of motivational traits among Scout leaders through specialized training programs. They further emphasized the importance of such traits in supporting the educational goals of the Scouting movement, which is characterized as a voluntary and non-political initiative. Additionally, the study called for future research involving leaders who hold the Wood Badge certification, with the aim of generalizing the findings and advancing the understanding of leadership development within the Scouting environment. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education)

Keywords: Scout leader, Scouting motivational traits scale, Wood badge

1. Introduction

The recent scientific advancements achieved globally have led to a strong interdependence between physical education and various scientific disciplines, particularly psychology. This interrelation is notably evident in scouting activities due to the

diversity of situations encountered therein. Sports psychology, in particular, has witnessed a significant qualitative leap, positioning it at the forefront of sciences that have captured the attention of psychologists. Consequently, recent efforts have focused on the psychological aspects of scouts, with particular emphasis on their cognitive, psychological, and

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scouting skills, as well as motivational traits and self-efficacy. Particular attention has been directed toward the diverse and variable psychological traits and the manner in which these traits contribute to either enhancing or diminishing performance among individuals involved in scouting teams. The subject of motivational traits, in particular, has garnered significant attention across various scientific domains. For both scout leaders and members of scouting teams, understanding the motivation and efficacy of leadership behaviour is of critical importance, as it facilitates the identification of stimuli that can enhance their abilities and improve their performance in ways that align with desired objectives.

Leadership, in this context, is considered a topic of considerable interest among scholars from various disciplines. It has been extensively examined through multiple methodologies and perspectives. Leadership has often been regarded as a primary driving force and a vital instrument in achieving success across different types of institutions—whether military, economic, political, or athletic—due to its pivotal role in enhancing group performance, guiding individual behaviour toward specific goals, and propelling the processes of advancement and development forward. Similarly, Al-Aroui (2024) emphasized that effective school leadership enhances creativity and sustainability, aligning with the scouting movement's educational goals. Leadership also plays a vital role in fostering group cohesion, regulating members' behaviour, and shaping the future of the group. An effective leader must possess interpersonal skills, be capable of making sound decisions, and demonstrate the ability to persuade others to accept and adopt his or her ideas. A leader's success and advancement within administrative or managerial domains depend largely on the capacity to guide others. In other words, effective leadership is contingent upon the nature of the group and the leader's repertoire of methods, abilities, and leadership skills.

No individual can assume a leadership role unless they are able to actively engage with the group's problems, articulate the group's needs and objectives, and lead its members toward fulfilling those needs and achieving their shared goals. The significance of this study lies in the importance of the subject it addresses—namely, the motivational traits of scout leaders and their relationship to leadership behaviour. This is particularly relevant given the novelty of this theoretical framework and its limited application within the context of scouting assessment tools. The study is also valuable in that it may provide researchers with insights into the specific motivational traits that lead to effective leadership behaviours among scout team leaders. Such insights

could encourage many leaders to re-evaluate and enhance their leadership styles to achieve greater productivity among team members.

Individual behaviour represents the simplest form of behaviour, as it pertains to a single person. Each of us encounters various situations in daily life, each labelled according to its context, and every individual exhibit distinct behavioural patterns with those they interact with. In this regard, the scout leader serves as a leader, educator, and guide, playing an active role in scouting life. This process is shaped by the leader's personality traits, motivational drive for leadership, and management style, all of which influence the nature of social relationships within the group.

Given the significance and impact of this phenomenon on social dynamics during scouting camps, the present study has crystallized around the following central research question:

What is the relationship between the values embedded in the motivational traits of scout team leaders in the Baghdad Al-Karkh III Directorate of Education and their leadership behaviour?

From this main question, the following sub-questions emerge:

- *What is the level of motivational traits among scout team leaders in the Baghdad Al- Al-Karkh III Directorate of Education?*
- *What is the level of leadership behaviour among scout team leaders in the Baghdad Al- Al-Karkh III Directorate of Education?*

The objectives of the study are to:

- Identify the motivational traits of scout leaders in the Baghdad Al-Karkh III Directorate of Education.
- Identify the patterns of leadership behaviour among scout leaders in the Baghdad Al-Karkh III Directorate of Education.
- Identify the relationship between motivational traits and leadership behaviour among scout leaders in the Baghdad Al-Karkh III Directorate of Education.

2. Research methodology

The researchers adopted the descriptive survey method, as it is well-suited to the nature of the study.

2.1. Population sample

The research population was defined as scout team leaders within the Baghdad Al-Karkh III Directorate of Education for the academic year 2024/2025. A total of 75 scout leaders participated in this study,

Table 1. Illustrates the relative importance in determining the motivational traits of the scout leader.

No.	Motivational Traits	Relative Importance					Total score	Percentage
		1	2	3	4	5		
1	Conscientiousness			4	4	5	45	69%
2	Responsibility				4	9	53	82%
3	Training Status	2	3	5	3		35	54%
4	Aggressiveness	7	5	1			20	31%
5	Emotional Control			3	6	4	53	82%
6	Motivation				4	9	53	82%
7	Determination			2	5	6	56	86%
8	Resilience			2	7	4	54	83%
9	Self-Confidence				5	8	60	92%
10	Leadership				6	7	59	91%
11	Trust in Others			1	7	5	56	86%

representing various sectors within the Baghdad Al-Karkh III Directorate of Education.

2.2. Procedures

After exploring the concept of motivational traits by reviewing scholarly sources in educational and psychological measurement within the field of sports sciences, the researchers adopted a scale originally developed by this approach resonates with [Al-Dawash and Al-Hadhrami's \(2023\)](#) framework, which highlights psychological foundations for activity analysis in educational settings. This scale comprises 55 items assessing 11 distinct traits: drive, aggression, determination, responsibility, leadership, self-confidence, emotional control, resilience, trainability, conscientiousness, and trust in others. The scale was adapted and translated by Mohamed Hassan Allawi.

The researchers identified the motivational traits of the scout leader by developing a questionnaire to solicit expert opinions from specialists in the domains of psychology, testing and measurement, and scouting movement. The questionnaire was distributed to 13 experts in these fields and requested that they assess the relative importance of various domains representing the motivational traits of a scout leader, using a five-point Likert scale (1–5). This procedure was deemed essential for designing the test, allowing the researchers to determine the proportional distribution of the trait components.

A threshold of 75% was adopted to retain traits, while those scoring below this percentage were excluded. This threshold was selected at the researchers' discretion as an appropriate standard for identifying the motivational traits relevant to scout leadership. Consequently, the researchers established both face validity and content validity; after making minor adjustments to the phrasing of certain items to ensure they were suitable for the level of scout leaders. The finalized results are presented in [Table 1](#).

2.3. Determining the leadership behavior scale for the research sample

After defining the objective of the study and reviewing the concept of leadership behavior through an examination of specialized scientific sources in psychology, educational and psychological measurement, and administrative sciences within physical education, the researchers adopted the *Sports Leadership Scale* developed by Saleh and Chelladurai. This scale consists of 38 items and measures five dimensions of leadership behavior: training behavior (13 items), democratic behavior (9 items), autocratic behavior (5 items), social support behavior (8 items), and positive feedback behaviour (5 items).

2.4. Determining the dimensions of leadership behaviour for scout leaders

In order to identify the most important characteristics of leadership behaviour among scout leaders, the researchers developed a questionnaire to solicit expert opinions in the field of leadership behaviour. The questionnaire was presented to 13 experts specializing in psychology, administration, and scouting movement. Based on the results of the survey, leadership behaviour traits that received a percentage score below 75% were excluded, as researchers have the right to determine the appropriate threshold when selecting indicators and adopting them. Minor adjustments were made to the wording of the items to ensure they were suitable for the level of scout leaders. These modifications are detailed in [Table 2](#).

2.5. Scale scoring procedure

The items corresponding to the *Training Behaviour* dimension are: 1, 5, 8, 11, 14, 17, 20, 26, 29, 35, and 38.

The items related to the *Democratic Behaviour* dimension are: 2, 9, 15, 18, 21, 17, 24, 30, 33, and 39.

Table 2. The relative importance of expert opinion agreement in identifying the key leadership behavior traits of the scout leader.

No.	Leadership Behavior Traits of the Scout Leader	Relative Importance					Total score	Percentage
		1	2	3	4	5		
1	Training Behavior			2	6	5	55	84%
2	Democratic Behavior				8	5	57	88%
3	Autocratic Behavior			3	6	4	53	81%
4	Supportive Social Behavior			2	3	8	58	89%
5	Reinforcement Behavior			1	4	8	51	80%

The items under the *Autocratic Behaviour* dimension are: 6, 12, 18, 27, 34, and 36.

The *Supportive Social Behaviour* items include: 3, 7, 13, 19, 25, 31, 32, and 36.

The *Reinforcement Behaviour* dimension comprises items: 10, 4, 16, 22, and 28.

Each item is rated using the following scale:

- Very Great Extent = 5 points
- Great Extent = 4 points
- Moderate Extent = 3 points
- Low Extent = 2 points
- Very Low Extent = 1 point

The score for each dimension is calculated separately by summing the responses to the relevant items. The total scale consists of 38 items.

2.6. Pilot study

In order to evaluate the clarity of the items and response alternatives for the research sample, determine the time required, and identify any potential difficulties in the administration of the two scales to avoid such issues during the actual application, the two scales were administered to a randomly selected sample of 15 scout leaders at the Sports and Scouting Activities Directorate of Baghdad Al-Karkh III between November 20 and December 20, 2024.

The results of the pilot study indicated that the instructions were clearly understood by the sample, and the time required to complete both scales ranged between 20 and 30 minutes. Furthermore, the response alternatives were appropriate for the level of the sample, and the items themselves were deemed suitable. Accordingly, the scales—with their instructions, items, and response alternatives—were deemed ready for application to the research sample.

3. Psychometric properties of the scales

3.1. Scale validity

Often referred to as face validity, this type of validity aims to determine the extent to which a test or scale

represents the aspects of the trait or characteristic it is intended to measure. It is typically assessed by consulting experts in the field relevant to the construct being measured.

The researchers verified the validity of the scales by presenting the dimensions of both the *Motivational Traits Scale* and the *Leadership Behaviour Scale* to a panel of subject-matter experts. These experts evaluated the appropriateness and representativeness of the scales' components. Based on their feedback, any dimension receiving expert agreement of 75% or higher was retained, while those with lower percentages were excluded. This process confirmed the content validity and the appropriateness of the essential components of both scales, ensuring that they adequately represent the constructs they aim to measure.

3.2. Scale reliability

Given that the Leadership Behaviour Scale for scout leaders assesses each of its five dimensions separately—without providing an overall composite score—the researchers calculated internal consistency coefficients for each individual dimension of the two scales (*Motivational Traits and Leadership Behaviour*). This was done using Cronbach's alpha to evaluate the reliability of each scale.

Additionally, the researchers calculated the overall reliability coefficient for the entire questionnaire by dividing the total composite score across all dimensions by the number of dimensions. The results of this analysis are presented in [Table 3](#).

3.3. Main experiment (Final administration of the scale)

After completing the necessary preparations for the motivational traits and leadership behavior scales, and verifying their validity and reliability, the main experiment was conducted from January 1 to March 15, 2025. The study sample consisted of 75 scout leaders representing eight sectors within the geographical area of the Directorate of Education in Baghdad Al-Karkh III, namely: Al Tarmia, Al Taji, Al Kadhimiya, Al Shuala, Al Iskan, Al Hurriyah,

Table 3. Reliability coefficients for the dimensions of the scales used in the study.

Scale	Dimension	Number of Items	Reliability Coefficient (α)	The overall reliability coefficient (α) percentage for the questionnaire domains.
Motivational Traits Scale	Responsibility	5	0.86	0.80
	Emotional Regulation	5	0.80	
	Motivation	5	0.78	
	Determination	5	0.74	
	Mental Toughness	5	0.83	
	Self-Confidence	5	0.79	
	Leadership	5	0.85	
	Trust in Others	5	0.81	
Scout Leader's Leadership Behavior Scale	Training Behavior	13	0.87	0.83
	Democratic Behavior	9	0.83	
	Autocratic Behavior	5	0.85	
	Supportive Social Behavior	8	0.78	
	Reward Behavior	5	0.81	

Al-Adel, and Al-Atifiya. The two scales were distributed to the leaders during their participation in scouting meetings or through visits to their respective schools. The time required to complete both scales ranged between 16 and 25 minutes. Table 4 illustrates the scout Motivational Traits Scale.

4. Presentation and discussion of results

4.1. Presentation and analysis of the results of the research scales: Motivational traits and leadership behaviour of the research sample

This section presents the results obtained by the researchers following the implementation of the main research experiment, whereby the data were statistically processed in accordance with a rigorous scientific framework. The results were analyzed using means, standard deviations, and Pearson's correlation coefficients to determine the values for the Motivational Traits Scale and the dimensions of the Leadership Behaviour Scale across its five domains within the research sample. The findings are displayed in tabular form to facilitate interpretation and discussion, and to support subsequent statistical analyses aimed at achieving the research objectives. Table 5 illustrates these findings.

5. Discussion

The skewness coefficient values ranged between -0.581 and 0.239, which fall within the parameters of a normal (zero) distribution curve. This confirms the appropriateness of applying statistical analysis based on the normal distribution (Wadih & Mohammed, 1999).

Furthermore, the results demonstrated a statistically significant relationship between motivational

traits and the "training behaviour" dimension of the leadership behaviour scale, as evidenced by a Pearson correlation coefficient of -0.296^* and a significance level (sig) of 0.010. Given that this value is smaller than the designated significance threshold of 0.01, the result is considered statistically significant.

The researchers attribute this statistical significance between motivational traits and the training behaviour dimension to the integration facilitated by experiential learning, which is considered one of the core components of the Scout method. According to AL-Mamari (2016), it is "a progressive system of self-education and a means that should be applied throughout the programs and curricula of all Scouting stages." The researchers argue that the learning process is intrinsically tied to the Scout leader's ability—or that of the individual responsible for training Scout team members—to effectively transfer knowledge, both cognitively in theory and practically in skill performance, while taking into account individual differences among learners.

Moreover, the findings revealed a statistically significant relationship between motivational traits and the democratic behaviour dimension on the leadership behaviour scale for the study sample, with a Pearson correlation coefficient of -0.313^{**} and a significance level of 0.006. As this value is below the designated significance threshold of 0.01, it confirms a statistically significant association.

Within the framework of result interpretation, these findings are supported by Al-Ghafri et al. (2024), who demonstrated that motivational traits significantly impact both teacher satisfaction and student performance, it becomes evident that enhancing motivational traits among Scout leaders constitutes a vital investment in the development of effective leadership capacities.

Table 4. The scout motivational traits scale.

No.	Scale Items	Always	Often	Sometimes	Rarely	Never
1	I ensure that each member of the scout troop performs according to their abilities.					
2	I listen to others' opinions regarding creativity in applying scouting skills during certain meetings and camps.					
3	I assist members of the scout troop in resolving their personal problems.					
4	I praise a scout troop member in front of others when they perform well.					
5	I explain to each member of the scout troop how to perform the scouting skills and ways to innovate in their execution.					
6	I plan the scouting program for the troop without involving its members.					
7	I help scout troop members resolve or settle conflicts or disputes among them.					
8	I place special emphasis on correcting each scout troop member's mistakes.					
9	I seek the approval of scout troop members on important issues before making decisions.					
10	I encourage scout troop members who demonstrate good performance.					
11	I ensure that the role and responsibilities of the scout troop leader toward the troop members are clearly understood by all members.					
12	I do not attempt to explain the reasons behind my behavior or decisions.					
13	I show personal concern for the welfare of scout troop members.					
14	I teach the basic scouting skills to each troop member on an individual basis.					
15	I allow scout troop members to participate in decision-making.					
16	I make sure that scout troop members are rewarded as a result of good performance.					
17	I demonstrate scouting skills before the scout troop members attempt to perform them.					
18	I encourage scout troop members to offer suggestions regarding how to organize and manage scouting activities during camps and meetings.					
19	I provide personal services or assistance to scout troop members.					
20	I explain to each scout troop member what should and should not be done.					
21	I give scout troop members the freedom to set their own goals.					
22	I express positive feelings toward others.					
23	I allow scout troop members to perform tasks in their own way, even if they make some mistakes.					
24	I encourage scout troop members to trust me.					
25	I clarify each scout troop member's strengths and weaknesses.					
26	I reject compromise in matters related to the scout troop.					
27	I express approval when a scout troop member performs well.					
28	I provide individual guidance to each scout troop member on what should be done in every situation.					
29	I seek the opinions of scout troop members on important matters.					
30	I encourage friendly or informal relationships between myself and the scout troop members.					
31	I care about maintaining the scout troop as a cohesive and unified group.					
32	I allow scout troop members the freedom to perform at their own pace.					
33	I carry out my duties independently of the scout troop.					
34	I explain how scout troop members contribute to group performance and success.					
35	I invite scout troop members to visit me at my home.					
36	I clearly specify what is expected of each member of the scout troop.					
37	I allow scout troop members to apply their imaginative ideas that can be implemented during camps and scouting events.					
38	I try to provide scout troop members with the opportunity to discuss or inquire.					

Developmental training programs that focus on enhancing these traits are essential for supporting active leaders within Scout teams, as they contribute to elevating leadership effectiveness and enabling leaders to confront potential challenges. Accordingly, comprehensive strategies should be formulated

to integrate motivational traits into training curricula, which would benefit both individuals and organizations alike and enhance the overall quality of Scouting activities in the region ([Zaghouani, 2017](#)). 'Such a human-cantered approach, when reinforced within the group, not only boosts the morale of its

Table 5. Descriptive statistics for the motivational traits scale and the leadership behavior scale and its dimensions for the research sample.

No.	Statistical Methods Variables	Mean	Median	Minimum Value	Maximum Value	Standard Deviation	Skewness Coefficient
	Motivational Traits Scale	124.613	122	77	177	27.68	0.05
	Leadership Behavior	27.813	25	11	47	9.997	0.02
	Democratic Behavior	28.227	28	15	44	7.839	−0.054
	Autocratic Behavior	16.133	18	7	27	5.719	0.01
	Supportive Social Behavior	31.280	31	19	39	5.67	−0.051
	Reinforcement Behavior	16.467	17	8	22	4.101	0.041

members and unleashes their creative potential, but also provides them with psychological security—a foundational element for interaction, a sense of belonging, and the collective satisfaction of the scout troop and its members' (Alves, 2009, p. 19). Furthermore, the results regarding the relationship between motivational traits and the democratic behaviour dimension of the leadership behaviour scale for the study sample showed that the value of the Pearson correlation coefficient reached -0.044 , and the significance level (sig) was 0.000. When compared to the significance threshold of 0.05, the result was found to be statistically significant as it is less than the threshold value.

The researchers attribute this significant correlation to the notion that "leadership behaviour is a mirror that reflects the personal traits of the leader." The findings indicated that leaders who are capable of employing motivational strategies tend to achieve tangible success in setting clear goals and directing team members toward achieving them. In this context, the results also demonstrated that leaders who adopt transformational leadership styles—which emphasize inspiring individuals and elevating their morale—record higher achievements in scouting activities. This highlights the crucial role of motivational traits in shaping and enhancing leadership identity (Almurqren et al., 2024).

The relationship between motivational traits in scouting and leadership behaviour among scout troop leaders in the Directorate of Education in Baghdad, Al-Karkh III District, reveals a significant association. Through an analysis of data derived from questionnaires and in-depth interviews, it was found that there is a notable correlation between motivational traits—such as enthusiasm, creativity, and the ability to inspire—and the leaders' performance in various leadership situations. These traits not only enhance the level of interaction and communication between leaders and their team members but also contribute to cultivating a positive educational environment that boosts the effectiveness of scouting activities and supports the achievement

of their intended goals (Abdul-Jalil, 2022; Almurqren et al., 2024; Al-Zahrani & Fahad, 2025).

6. Conclusions

The current scale serves as a tool for assessing the level of leadership behavior among Wood Badge holders in the Directorate of Sports and Scouting Activities, Baghdad Al-Karkh III.

The research sample was distributed across five levels of the scouting motivational traits scale, with the highest level being "very good," followed by "good," then "average," "acceptable," and finally "weak."

The findings revealed that the sample achieved a "good" level on the scouting motivational traits scale.

7. Recommendations

Emphasize the need to enhance motivational traits within the scouting movement, as these traits are among the core objectives of scouting, which is a voluntary, non-political movement.

Conduct further studies to examine the relationship between scouting motivational traits and leadership behaviour among Wood Badge-certified scout leaders.

Conflicts of interest

None.

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Author's contributions

All contributions to this study were provided by the researcher, who conceived the idea, authored the manuscript, and finalized all elements.

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Data availability

The data that support the findings of this study are available from the corresponding author on reasonable request.

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