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Pioneering characteristics and their significance in enhancing the organizational commitment of physical education and sports science teachers at Mosul University

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Abstract

To achieve the goal of the research, the researcher used two questionnaires on the characteristics of entrepreneurship, organizational commitment, and criteria by Hussain (2013). The questionnaire consists of five dimensions (risk (challenge), self-confidence, desire for achievement, insistence on achievement, optimism) (Organizational loyalty, responsibility towards work, willingness to continue work, faith in the organization) were verified and validated. In statistical processing, the percentage, mean, standard deviation, and Alpha coefficient are, For SPSS statistical analysis program. The researcher concluded that different levels of entrepreneurial characteristics, functional commitment, and dimensions have emerged, and there is a significant positive relationship between the pioneering characteristics and their dimensions and the functional commitment to teaching physical education and sports sciences.

Keywords: Yoga, pranayama, aged women, breath holding capacity, vital capacity

Introduction

Theoretical framework

Introduction and significance of the study

Pioneering characteristics are a prominent parameter for the quality of performance and behavior, and a variable of a high degree of importance, and are considered the main force that supports many strategic actions of individuals. It creates knowledge and an inferential base that makes the concerned person able to interact with developments and transformations in the organization's environment (Hussain, 2013, 67). Organizational commitment is also a behavior stemming from the same sports teacher and his personal components in his organization, and he seeks this from his sense of belonging and immersion in it and making effort and time and his ideas and future aspirations to reach success. The teachers in the faculties and departments of physical education and sports sciences are distinguished by their specialization and high professionalism in their performance and behavior, and they may rely on what they possess ingredients in an attempt to develop their knowledge, creativity, and experience for the advancement and scientific progress of sports represented by obtaining the best certificates and scientific titles. Scientific components of taking leadership and its characteristics, partially or completely, from risk, self-confidence, optimism, and determination to achieve all requirements for success and raise the quality of work.

Accordingly, the importance of the current research lies in trying to know the leadership characteristics and organizational commitment and their levels and the relationship between them for the sports teacher at the University of Mosul, as they are two methods for the development of the level of university sports teaching and its scientific and applied reflection on sports organizations and activities in Mosul, as well as the academic importance as they provide the frame of reference for researchers in this subject.

Study problem

Pioneering characteristics have an impact on the behavior and performance of individuals, as they are the main driver of entrepreneurial work and their role in achieving sustainable

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development for organizations (Sultan, 2015, 8) [7].

Through the academic sports study of the researcher, he noticed that there is some growth and trend toward raising the scientific, cognitive, and applied level of university sports teaching and searching for many methods, methods, studies, and research. The university sports teacher has to raise his level by it being the first concerned with the development of the scientific and cognitive side of physical education students and the rapid change we are experiencing, which pushes the university sports teacher as much as possible toward risk and optimism, raising self-confidence and aspiration to achieve achievement in accordance with his scientific qualifications and its reflection on his commitment in his organization. Therefore, the need arose to answer the following questions: On the level of entrepreneurial characteristics and organizational commitment of physical education and sports sciences teachers at the University of Mosul, and is there an impact of entrepreneurial characteristics and their dimensions on organizational commitment?

Study objectives

The purpose of the research is to identify

1. To the level of entrepreneurial characteristics and their dimensions from the point of view of teachers of physical education and sports sciences at the University of Mosul.
2. To the level of organizational commitment and its dimensions from the point of view of teachers of physical education and sports sciences at the University of Mosul.
3. On the relationship and percentage of contribution between the entrepreneurial characteristics, their dimensions, and organizational commitment, from the point of view of teachers of physical education and sports sciences.

Study hypotheses

1. Teachers of physical education and sports sciences have different levels of entrepreneurial characteristics and dimensions.
2. The teachers of physical education and sports sciences enjoy varying levels of organizational commitment and its dimensions.
3. There is a relationship and a positive contribution ratio with a moral significance between the entrepreneurial characteristics and their dimensions and organizational commitment from the viewpoint of teachers of physical education and sports sciences.

Study limits

- **Human limits:** faculty members in the College and Departments of Physical Education and Sports Sciences at the University of Mosul.
- **Spatial limit:** College and departments of physical education and sports sciences at the University of Mosul.
- **Time limit:** 6/5/2021 to 9/28/2021

Terminology of study

The Pioneering educator: is the educator who is preoccupied with entrepreneurship and is preoccupied with it by realizing the idea of providing a new product or service in the business and carrying it to actual application (Hussain, 2013, 75).

Pioneering characteristics: a set of qualities, characteristics, and behaviors that make its owner characterized by the ability to be creative, innovative, create value for resources, and his ability to respond to renewable and ambiguous conditions

within the framework of achieving the goals of the organization (Al-Khafaf, 2012, 34) [6].

Organizational commitment: close attachment to the organization's goals and values, acceptance of goals and values, willingness to make a reasonable effort on behalf of the organization, and strong desire to stay and continue its membership (Bani Issa and Aba Zaid, 2014, 363) [3].

Literature review

Sultan (2015) [7] The level of availability of entrepreneurial characteristics and their relationship to some personal variables an applied study on undergraduate students majoring in "Business Administration" in the universities of the south of the West Bank.

The study aimed to identify the level of availability of leadership characteristics among undergraduate students "specializing in business administration" in universities in the southern West Bank and to investigate the possibility of a relationship between the level of availability of these characteristics and a set of personal variables of the respondents, and this study also seeks to know the necessary needs of students to go to work. Pioneering. For the purposes of achieving these goals, the study adopted the descriptive analytical approach and used the questionnaire as a tool for collecting primary data, as well as books and previous studies for the purposes of collecting secondary data. The study concluded that the level of availability of the characteristics of the entrepreneur among the sample members was significantly higher. And that the requirements for the pioneering work of the students were different. The study also proved that there are no differences in the degree of availability of leadership characteristics among the students surveyed due to the variable of gender, university average, high school certificate, and enrollment in youth leadership programs, while there are differences attributed to the university variable.

Bani Issa and Aba Zeid (2014) [3] The role of organizational commitment in improving the performance of employees in the Jordanian banking sector.

The study aimed to know the role of organizational commitment in improving the performance of employees in the Jordanian banking sector and to know the extent of its availability and the prevailing pattern in the Jordanian banking sector. (325) questionnaires were distributed to the study sample of employees in Jordanian banks (commercial and Islamic), and arithmetic averages, regression, and test (F) were used to extract the results of the study. The organizational commitment is positive and to a high degree, and there is a positive and high degree of relationship to the role of organizational commitment in improving the performance of workers in the Jordanian banking sector. Emotional commitment is the most influential pattern of organizational commitment on the performance of workers, and it is the prevailing pattern in the Jordanian banking sector.

Study procedures

Study Methodology

The researcher used the descriptive approach in the survey method because it suits the type of the study and its objectives.

The study community and its sample

The research community was chosen and sampled by a deliberate comprehensive inventory method. The research

included the teaching staff in the College and Departments of Physical Education and Sports Sciences, University of Mosul, who numbered (103), and the researcher obtained (92) forms

subject to statistical analysis, which constitutes (89.32%) of the research community, as shown in Table (1).

Table 1: Shows the study community, its sample, and its variables for teachers of physical education and sports sciences

Variables	Study community	Study sample	Qualifications		Academic title			
			Ph.D.	Master	Professor	Assistant Professor	Teacher	Assistant Teacher
Faculty of Physical Education and Sports Sciences	73	62	43	19	11	15	19	17
Faculty of Basic Education Department of Physical Education and Sports Sciences	23	23	10	13	5	2	9	7
Faculty of Education for Girls Department of Physical Education and Sports Sciences	7	7	4	3	-	4	-	3
Total	103	92	57	35	16	21	28	27

Study tool

To achieve the research objectives, the researcher used two questionnaires for entrepreneurial characteristics and organizational commitment prepared by (Hussain, 2013). Optimism), and the organizational commitment questionnaire consisted of (20) items distributed equally on four dimensions (organizational loyalty, responsibility towards work, desire to continue working, and belief in the organization). I don't agree, I don't totally agree.) Some minor modifications were made to it to suit the work of the teachers in the College and Departments of Physical Education and Sports Sciences, University of Mosul, and then verify their apparent sincerity and stability as follows:

Virtual validity

It reflects the extent to which the test items are consistent with the test subject and its concepts, according to the definition of the test builder or developer (Al Nabhan, 2004, 275) [10]. Therefore, the researcher presented the two questionnaires to a number of experts in sports management to judge the scale items, and asked each of them to make his observations in each A paragraph of the questionnaire was valid or invalid in the specified field, as they were asked to express their opinions about the clarity of the paragraphs and their suitability to the sample, as well as the validity of the alternatives. And two paragraphs to after the desire to achieve to enrich the scale and delete paragraph (5) after optimism for not obtaining the percentage of expert agreement in the questionnaire of entrepreneurial characteristics. After the researcher obtained an agreement (7) experts, because it represents more than (75%), as Bloom indicates that the researcher must obtain an agreement percentage (75%) or

more than the opinions of the arbitrators in this type of honesty (Bloom *et al.*, 1986, 126) [2]. Thus, the final version of the two scales was formed, which the researcher will adopt in completing his research procedures.

Stability of the scales

To obtain the stability of the two questionnaires, the Alpha coefficient method was used, and it is worth noting that the Alpha method is of special importance as it is used in calculating the reliability coefficient of the article and objective tests (Al Nabhan, 2004, 248) [10], and the paragraphs of the questionnaires whose answers require a choice of alternatives. Multiple” (Allam, 2006, 100) [6], as the value of the alpha stability coefficient for entrepreneurial characteristics, was (0.972) while it reached job commitment (0.93). Thus, the stability coefficients are good.

Description of the two scales in their final form

The scale of entrepreneurial characteristics consisted of (28) items distributed over five dimensions (risk (challenge), self-confidence, desire for achievement, insistence on achievement, optimism) and at (7, 5, 7, 5, 4) respectively. Out of (20) paragraphs distributed on four dimensions (organizational loyalty, responsibility towards work, desire to continue working, belief in the organization) and by (5) paragraphs for each dimension, five alternatives were put before each of the two scales’ paragraphs: (Fully agreed, agreed, Neutral, disagree, totally disagree) bearing the weights (5, 4, 3, 2, 1) respectively, and the researcher conducted a systematic random mixing of these items as shown in Table (2).

Table 2: Paragraphs sequence of the dimensions of the two scales of Pioneering characteristics and job commitment

Scale	Dimensional	Number of paragraphs	Paragraph sequence in the scale
Pioneering Characteristics	Risk (challenge)	7	1 6 11 16 21 25 27
	Self-assurance	5	2 7 12 17 22
	Desire to accomplish	7	3 8 13 18 23 26 28
	Insist on achievement	5	4 9 14 19 24
	optimism	4	5 10 15 20
Job Commitment	organizational loyalty	5	1 5 9 13 17
	Responsibility to work	5	2 6 10 14 18
	Desire to continue working	5	3 7 11 15 19
	Faith in the organization	5	4 8 12 16 20

Thus, the two scales in their final form are 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 those (Baqir, Muhammad Ali, 2013, 60) [1], (Al-Mawla, 2015, 98) [9], and (Hamoud, 2017, 122) [15], as shown in Table (3).

Table 3: Divide answer levels for scale and dimensions

Sr.	Categories	Level
1	80% or more	Too high
2	70% - 79%	High
3	60% - 69%	Medium
4	50% - 59%	Low
5	less than 50%	Too low

Statistical methods

Percentage, mean, standard deviation, alpha coefficient, and simple regression coefficient using SPSS statistical program in data analysis.

Results and discussion

This chapter includes a presentation and discussion of the results according to the research hypotheses as follows:

The first hypothesis: The teachers of physical education and sports sciences have varying levels of entrepreneurial characteristics and dimensions.

Table 4: Shows the Mean, standard deviations, and the level of risk (challenge).

Paragraphs	Mean	SD.	Percentage	Level
1	4.19	0.91	83.3%	too high
2	3.67	0.95	73.4%	high
3	4.16	0.96	83.2%	too high
4	3.92	1	78.4%	high
5	4.29	0.96	85.8%	too high
6	4.35	0.93	87%	too high
7	4.23	0.9	84.6%	too high
Total	28.84	6.64	82.4%	too high

Table (4) shows that the means of risk (challenge) ranged between (4.35 - 3.67), with a standard deviation that ranged between (1 - 0.9), and percentages that ranged between (87% - 73.4%), and level of the paragraphs ranged between (very high - high).), and the total mean was (28.84), with a standard deviation of (6.64), and a percentage of (82.4%), and the

Table 7: Shows the mean, standard deviation, and level of persistence in achievement.

Paragraphs	Mean	SD.	Percentage	Level
1	4.21	0.91	84.2%	too high
2	4.46	0.85	89.2%	too high
3	4.17	0.99	83.4%	too high
4	4.06	0.95	81.2%	too high
5	4.09	1.01	81.8%	too high
Total	21.02	4.73	84.08%	too high

It is evident from Table (7) that the means of insistence on achievement ranged between (4.46 - 4.06) and with a standard deviation that ranged between (1.01 - 0.85) and percentages that ranged between (89.2% - 81.2%), and the level of the paragraphs was (very high), and the mean was Arithmetic total (21.02) with a standard deviation of (4.73) and a percentage of (84.08%), and the level, in general, was very high.

Table 8: Shows the mean, standard deviation, and level of optimism

Paragraphs	Mean	SD.	Percentage	Level
1	4.33	1.01	86.6%	too high
2	4.31	0.99	86.2%	too high
3	4.07	1.13	81.4%	too high
4	4.26	0.98	85.2%	too high
Total	16.98	4.12	84.9%	too high

level, in general, was very high.

Table 5: Shows the mean, standard deviation, and level of self-confidence

Paragraphs	Mean	SD.	Percentage	Level
1	4.42	0.98	88.4%	too high
2	4.32	0.79	86.4%	too high
3	3.91	0.93	78.2%	high
4	4.43	0.77	88.6%	too high
5	4.05	0.89	81%	too high
Total	21.15	4.38	84.6%	too high

Table (5) shows that the means of self-confidence ranged between (4.43-3.91), with a standard deviation between (0.98-0.77), and percentages that ranged between (88.6% - 78.2%), and the level of the paragraphs ranged between (very high - high), the overall mean was (21.15), standard deviation (4.38), and the percentage amounted to (84.6%), and the level, in general, was very high.

Table 6: Shows the mean, standard deviation, and the level of desire for achievement

Paragraphs	Mean	SD.	Percentage	Level
1	4.29	1.01	85.8%	too high
2	4.61	0.76	92.2%	too high
3	4.05	0.94	81%	too high
4	4.06	0.89	81.2%	too high
5	4.03	0.91	80.6%	too high
6	4.13	0.95	82.6%	too high
7	3.9	1.06	78%	high
Total	29.09	6.56	83.11%	too high

Table (6) shows that the means of the desire to achieve ranged between (4.61 - 3.9), with a standard deviation ranging between (1.06 - 0.76), and percentages that ranged between (92.2% - 78%), and the level of the paragraphs ranged between (very high - high), The overall mean was (29.09), with a standard deviation of (6.56), and a percentage of (83.11%), and the level, in general, was very high.

Table (8) shows that the means of optimism ranged between (4.33 - 4.07), with a standard deviation between (1.13 - 0.98), and percentages that ranged between (86.6% - 81.4%), and the level of the paragraphs was (very high), and the total arithmetic mean was (16.98), with a standard deviation of (4.12) and a percentage of (84.9%), and the level, in general, was very high.

After the statistical analysis shown in Tables (4, 5, 6, 7, 8) the emergence of different levels for each of the entrepreneurial characteristics of physical education and sports science teachers at the University of Mosul. The researcher believes that this discrepancy from the point of view of the study sample is due to the difference in goals and opportunities to achieve them, the aspirations of the teachers, and their fields of work that allow them to compete, excel and provide the best through their characteristics of challenge, self-reliance

and a sincere desire to achieve the best, as well as the difference at scientific levels.

The second hypothesis: The teachers of physical education and sports sciences have varying levels of organizational commitment and dimensions.

Table 9: Shows the mean, standard deviation, and level of organizational loyalty.

Paragraphs	Mean	SD.	Percentage	Level
1	4.64	0.62	92.8%	too high
2	3.64	0.95	72.8%	high
3	4.05	0.95	81%	too high
4	4.05	0.99	81%	too high
5	4.15	0.93	83%	too high
Total	20.54	4.46	82.16%	too high

Table (9) shows that the means of organizational loyalty ranged between (4.64 - 3.64), with a standard deviation between (0.99 - 0.62), and percentages that ranged between (92.8% - 72.8%), and the level of the paragraphs ranged between (very high - high). The overall mean was (20.54), with a standard deviation of (4.46), and with a percentage of (82.16%), and the level, in general, was very high.

(88.4% - 79%), and the level of the paragraphs ranged between (very high - high). The overall mean was (20.75), the standard deviation (was 4.2), and a percentage of (83%), and the level, in general, was very high.

Table 10: Shows the mean, standard deviation, and the level of responsibility towards the work.

Paragraphs	Mean	SD.	Percentage	Level
1	4.41	0.72	88.2%	too high
2	4.26	0.66	85.2%	too high
3	4.07	0.8	81.4%	too high
4	4.22	0.87	84.4%	too high
5	4.39	0.78	87.8%	too high
Total	21.36	3.85	85.44%	too high

Table (10) shows that the means of responsibility towards work ranged between (4.41 - 4.07), with a standard deviation between (0.87 - 0.66), and percentages that ranged between (88.2% - 81.4%), and the paragraph level was (very high), and the mean was The arithmetic total (21.36), with a standard deviation of (3.85) and a percentage of (85.44%), and the level, in general, was very high.

Table 12: Shows the mean, standard deviations, and the level of faith in the organization

Paragraphs	Mean	SD.	Percentage	Level
1	3.71	1.04	74.2%	high
2	3.93	0.82	78.6%	high
3	4.41	0.78	88.2%	too high
4	4.17	0.93	83.4%	too high
5	4.05	0.97	81%	too high
Total	20.29	3.39	81.16%	too high

Table (12) shows that the means of belief in the organization ranged between (4.41 - 3.71), with a standard deviation ranging between (1.04 - 0.78), and percentages that ranged between (88.2% - 74.2%), and the level of the paragraphs ranged between (very high - high). The overall mean was (20.29), with a standard deviation of (3.39) and a percentage of (81.16%), and the level, in general, was very high.

Table 11: Shows the mean, standard deviations, and the level of desire to continue working

Paragraphs	Mean	SD.	Percentage	Level
1	4.21	0.92	84.2%	too high
2	4.42	0.57	88.4%	too high
3	4.01	0.79	80.2%	too high
4	4.14	0.94	82.8%	too high
5	3.95	0.97	79%	high
Total	20.75	4.2	83%	too high

Table (11) shows that the means of the desire to continue ranged between (4.42 - 3.95), with a standard deviation between (0.97 - 0.57), and percentages that ranged between

After the statistical analysis shown in the tables (9, 10, 11, 12), there are different levels of job commitment for physical education and sports science teachers at the University of Mosul. The researcher believes that this discrepancy from the point of view of the study sample reflects the different views towards the work organization and the extent of the sense of responsibility towards it and acceptance of continuing to work and loyalty to it through solving problems and active participation in all circumstances, believing that it achieves compatibility between its values and the values of the teachers.

The third hypothesis: Is the existence of a relationship and a positive contribution ratio with a moral significance between the entrepreneurial characteristics and their dimensions and organizational commitment from the point of view of teachers of physical education and sports sciences.

Table 13: Shows the results of the test of the relationship between the dimensions of entrepreneurial characteristics and job commitment.

Dependent variable	R correlation coefficient	R2 coefficient of determination	Calculated F	B regression coefficient	DF.	Sig.
Job Commitment	0.427	0.183	3.842	risk (challenge)	0.344	5
				Self-assurance	0.135	86
				Desire to accomplish	0.048	91
				Insist on achievement	0.141	
				0.048		

Table (13) shows that there is a positive and significant relationship between the dimensions of the entrepreneurial characteristics and the job commitment of the physical education and sports sciences teachers at the University of

Mosul, where the results of the statistical analysis showed a significant effect of the dimensions of the entrepreneurial characteristics on job commitment; The correlation coefficient R was (0.427) at the significance level (0.05), and the

coefficient of determination R was (0.183), meaning that its value (0.183) of changes in job commitment resulted from the change in the dimensions of the entrepreneurial characteristics, and the value of the impact degrees was B (0.344) to risk (challenge); and (0.135) for self-confidence; and (0.048) for the desire to achieve; and (0.141) to insist on achievement; and (0.048) for optimism; This means that an increase of one degree in the dimensions of entrepreneurial characteristics leads to an increase in job commitment with a value of (0.344) for risk (challenge); and (0.135) for self-

confidence; and (0.048) for the desire to achieve; and (0.141) to insist on achievement; and (0.048) for optimism. The significance of this effect is confirmed by the calculated F value, which amounted to (3.842), which is significant at the level (0.05).

The researcher attributes this influence and relationship to the teacher’s feeling that he possesses many characteristics through which he shows the extent of his personal superiority and achievement of his goals, which he can only achieve through his commitment to the work organization.

Table 14: Shows the results of the test of the relationship of risk (challenge) with job commitment.

Dependent variable	R correlation coefficient	R2 coefficient of determination	Calculated F	B regression coefficient	DF.	Sig.
Job Commitment	0.421	0.177	19.343	0.421	1	0.000
					90	
					91	

Table (14) shows that there is a positive, significant relationship between risk (challenge) and job commitment for teachers of physical education and sports sciences, at the University of Mosul. The results of the statistical analysis showed a significant effect of risk (challenge) on job commitment; The correlation coefficient R was (0.421) at the significance level (0.05), and the coefficient of determination R reached (0.177), meaning that its value (0.177) of changes in job commitment resulted from the change in risk (challenge), and the value of the impact degree was B. (0.421); This means that an increase of one degree in risk

(challenge) leads to an increase in job commitment by a value of (0.421). The significance of this effect is confirmed by the calculated F value, which amounted to (19.343) and is significant at the level (0.05).

The researcher believes that the morale of the relationship and the effect are due to the teacher’s interest in the future and the surrounding uncertainty and uncertainty, so he seeks in his work organization to reduce the gap between ambiguity and truth with all his knowledge of power and material capabilities, challenging risks and all difficulties to achieve goals.

Table 15: Shows the results of the test on the relationship of self-confidence to job commitment.

Dependent variable	R correlation coefficient	R2 coefficient of determination	Calculated F	B regression coefficient	DF.	Sig.
Job Commitment	0.405	0.164	17.701	0.405	1	0.000
					90	
					91	

Table (15) shows that there is a positive, significant relationship between self-confidence and job commitment for teachers of physical education and sports sciences, the University of Mosul. The results of the statistical analysis showed a significant effect of self-confidence on job commitment; the correlation coefficient R was (0.405) at the significance level (0.05), and the coefficient of determination R reached (0.164), meaning that its value (0.164) of changes in job commitment resulted from the change in self-confidence, and the value of the impact degree B was (0.405);

This means that a one-degree increase in self-confidence leads to an increase in job commitment with a value of (0.405). The significance of this effect is confirmed by the calculated F value, which amounted to (17.701) and is significant at the level (0.05).

The positive relationship and the impact of self-confidence on the career commitment of the physical education teacher is due to his belief in his scientific and practical abilities as a starting point for achieving success in his sports organization.

Table 16: Shows the results of the test of the relationship of desire for achievement with a job commitment

Dependent variable	R correlation coefficient	R2 coefficient of determination	Calculated F	B regression coefficient	DF.	Sig.
Job Commitment	0.399	0.159	17.07	0.399	1	0.000
					90	
					91	

Table (16) shows that there is a positive relationship with a moral significance between the desire for achievement and the job commitment of the physical education and sports sciences teachers at the University of Mosul, where the results of the statistical analysis showed a significant effect of the desire to achieve on job commitment; The correlation coefficient R was (0.399) at the significance level (0.05), and the coefficient of determination R reached (0.159), meaning that its value (0.159) of changes in job commitment resulted from the change in the desire to achieve, and the value of the impact degree B was (0.399.); This means that an increase of

one degree in the desire for achievement leads to an increase in job commitment by a value of (0.399). The significance of this effect is confirmed by the calculated F value, which amounted to (17.07) and is significant at the level (0.05).

The researcher attributes the cause of the relationship and the effect to the teacher’s need to move his efforts within his organization towards his specific goals in order to restore his balance in his work, as well as reflect his achievement on others, which achieves social harmony together general and professional.

Table 17: Shows the results of the test of the relationship of persistence to achievement and job commitment

Dependent variable	R correlation coefficient	R2 coefficient of determination	Calculated F	B regression coefficient	DF.	Sig.
Job Commitment	0.389	0.151	16.047	0.389	1	0.000
					90	
					91	

It is evident from Table (17) that there is a positive relationship with a moral significance between the insistence on achievement and the job commitment of the teachers of physical education and sports sciences, at the University of Mosul, where the results of the statistical analysis showed a significant effect of the insistence on achievement on the job commitment; The correlation coefficient R was (0.389) at the significance level (0.05), and the coefficient of determination R reached (0.151), meaning that its value (0.151) of changes in job commitment resulted from the change in the insistence on achievement, and the value of the impact degree was B

(0.389); Which means that an increase of one degree in the insistence on achievement leads to an increase in job commitment by a value of (0.389). The significance of this effect is confirmed by the calculated F value, which amounted to (16.047) and is significant at the level (0.05). The researcher believes that this moral effect appears from the teacher’s belief that his success in his work is part of the success of his sports organization, so he seeks with others to use and learn the best scientific and technical methods and strategies that achieve his goals and objectives of his organization.

Table 18: Shows the results of the test of the relationship of optimism to job commitment

Dependent variable	R correlation coefficient	R2 coefficient of determination	Calculated F	B regression coefficient	DF.	Sig.
Job Commitment	0.4	0.16	17.152	0.4	1	0.000
					90	
					91	

Table (18) shows that there is a positive, significant relationship between optimism and job commitment for teachers of physical education and sports sciences, at the University of Mosul. The results of the statistical analysis showed a significant effect of optimism on job commitment; the correlation coefficient R was (0.4) at the significance level (0.05), and the coefficient of determination R was (0.16), meaning that its value (0.16) of changes in job commitment resulted from the change in optimism, and the value of the impact degree B reached (0.4).; This means that an increase in optimism by one degree leads to an increase in job commitment by a value of (0.4). The significance of this effect is confirmed by the calculated F value, which amounted to (17.152) and is significant at the level (0.05).

The researcher may attribute the positive relationship and influence to the teacher’s belief that optimism and lack of negative thinking is the right start for all work in the organization, as well as looking at failure as a temporary station that can be considered the right starting point for correcting the course within the work organization.

Conclusions

1. The emergence of different levels of entrepreneurial characteristics and its dimensions (risk (challenge), self-confidence, desire for achievement, insistence on achievement, optimism) for teachers of physical education and sports sciences, University of Mosul.
2. The emergence of different levels of job commitment and its dimensions (organizational loyalty, responsibility towards work, desire to continue working, faith in the organization) for physical education and sports sciences teachers at the University of Mosul.
3. There is a positive relationship with a moral significance between the entrepreneurial characteristics and its dimensions (risk (challenge), self-confidence, desire for achievement, insistence on achievement, optimism) and job commitment for physical education and sports sciences teachers at the University of Mosul.

Recommendations

1. Increasing the activation of the pioneering characteristics

of the university sports teacher and activating the principle of competition and according to educational achievement by setting development work programs and increasing interest in leadership programs in terms of content, design and timing in line with the scientific levels of the university sports teacher and its reflection on his behavior and commitment in his job.

2. Developing and amending regulations and some university education laws that Target University sports teachers with various training and development courses that take into account their needs to enhance the levels of sports teaching and their organizational commitment to ensure the formation of the integrated pioneering personality of the teacher.
3. Emphasis on conducting studies and research on leadership and its characteristics on other sports samples and adopting it as a dependent variable that fits with personal tests and can be learned and acquired.

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