



## The Cognitive Achievement of the Physical Management Material and its Relation to the Organizational Deviations of the Training from the Point of View of the Students

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### Abstract

The introduction and the importance of research included that the level of sport needs to be built on and the most important of these foundations is the administrative aspect which is the cornerstone of the sport process in all its aspects and this aspect needs an in-depth study that adopts the researcher and the university professor to communicate it to the students and the extent The relationship of the student's cognitive achievement to this information with the organizational deviations of the teacher the problem was formulated in the form of several questions. The most important of which was to remove the organizational deviations of the teacher as a function of predicting the educational achievement of students of the fourth stage of the Faculty of Physical Education and Sports sciences at the University of Babylon Sports management, and there are several objectives, the most notable of which is the prediction of the achievement of the students of the fourth stage of the material of sports management in terms of the organizational deviations of the material teacher from the point of view of the students and the researcher used the descriptive curriculum for the suitability and nature of the study and through the results of the research was Several conclusions, including that the ratio of organizational deviations of the teacher from the point of view of students varies among them where there were several directives and proposals, the most important of which was to rely on the predictive equation produced by this study in other samples.

**Keywords:** *Cognitive achievement, Physical management, Material, Training and point of view.*

### Introduction

The most important means of upgrading the level of sport and the existence of the foundations and rules contribute to the achievement of a level of development in the performance of athletes through the various processes that contribute to this, including the important administrative process at all levels, which is the cornerstone of work at all levels, especially the academic role, which provides the cadres Sports the correct administrative work system to exploit all the possibilities available to achieve achievement, as the amount of information obtained by the student during the period of study will contribute effectively and large to promote the student's thinking to be a successful sports leader in the future and vice versa, which is the result the importance of the research to identify the relationship of organizational deviations to the teachers of the subject of sports management and the

cognitive achievement of the students. With this article [1].

The current research problem can be determined by answering the following questions: [2]

- Is it possible to build a test that measures the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon in the subject of sports management?
- Is it possible to legalize the test of organizational deviations in the teacher of the management material for the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon from the point of view of students?
- What is the level of the achievement of sport management material among

students in the fourth stage in the Faculty of Physical Education and Sports Science at the University of Babylon?

- What is the level of organizational deviations of the teacher of the sport management of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon from the point of view of students?
- Is there a relationship between the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon in the subject of management and organizational deviations from the point of view of students?
- If the organizational deviations of the teacher from the point of view of students linked to the relationship with the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Science at the University of Babylon, what is the strength of that relationship?
- If the organizational deviations from the point of view of the students related to the relationship with the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Science, University of Babylon, what is the type of that relationship and direction?
- If the organizational deviations from the point of view of the students related to the relationship with the achievement of students in the fourth stage of the Faculty of Physical Education and Sports Science at the University of Babylon, is this relationship real or is the result of chance?
- What is the extent of the contribution of organizational deviations from the point of view of students in the achievement of students in the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon?
- Any distance to the organizational deviations of the teacher from the point of view of students has the ability to predict the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon?
- Are the fields of the test of organizational deviations from the students' point of view a function in predicting the achievement of

fourth stage students in the Faculty of Physical Education and Sports Sciences at the University of Babylon?

## Research Objectives

The present research aims to develop a predictive model for the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Sciences at Babylon University in the subject of sports management in terms of the organizational deviations of the teacher from the point of view of students.

- Building an achievement test for the sport management material for students of the fourth stage in the Faculty of Physical Education and Sports Sciences at Babylon University for the academic year (2016 - 2017).
- Standardization of the test of organizational deviations of the teacher of the sport management material from the perspective of the students for the students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon for the academic year (2016 - 2017).
- Identify the differences between the average of the research community in the test of the collection of sports management material and the satisfactory mean of the test.
- Identify the differences between the average of the research community in the test of organizational deviations and the estimated mean of the test.
- Identifying the relations between the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon in the subject of sports management and organizational deviations of the teacher of the article from the point of view of students.
- Knowing the percentage of contribution of the organizational deviations of the teacher of the article from the point of view of the students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon in the subject of sports management.
- Predicting the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the

University of Babylon for the subject of management and organization in terms of organizational deviations of the teacher of the article from the point of view of students.

### Research Hypotheses

To achieve the objectives of research (3, 4, 5) the researchers put the following hypotheses:

- There are significant (real) differences in the average of the research community in the test of the collection of the management material and the estimated mean of the test.
- There are (real) differences between the average of the research community in the test of organizational deviations and the mean of the test.
- The fields of the test of organizational deviations from the point of view of students have a significant relation with the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon.

### Research Methodology

The researchers used the descriptive method - correlation studies - to suit the nature of this study. Where the relationship between the variables of research (organizational deviations) and (achievement) and the extent of correlation between them, to determine the possibility of predicting one (dependent variables) in terms of the other (independent variables).

### Research Community and Samples

#### Research Community

The statistical society of the current research includes the students of the fourth stage in

the Faculty of Physical Education and Sport Sciences for primary studies of the day, at the University of Babylon, for the academic year (2016 - 2017).

The total number of students was (107) students (64) and 43 students (22, 21, 22, 20 and 22) respectively. Table (1) shows this.

### Research Samples

#### Survey Sample

The sample consists of (10) students, including (6) students and (4) female students. This sample was chosen in the random stratified manner, with two students from each division.

### Sample Construction and Rationing

A sample that is the construction of testing the collection of material sports management and legalization of test organizational deviations, and consisted of (40) students, including (24) students and (16) female students, have been selected random stratified way, equal manner of the research community, by (8) students from each division.

### Sample Building the Forecast Model

Since the current research aims to build a predictive equation for the achievement of students in terms of the organizational deviations of teaching from their point of view, so the researchers felt that the sample of building and codification is the same as the sample building model.

### Sample Application Model

This is the sample on which the predictive equation was applied, and includes the remainder of the research community (57) students.

**Table 1: Number of students according to the people they belong to and the number of samples according to their purpose**

S	Class	Adjective	Total Number	Research samples				Notes
				Pilot study	Construction, standardization and model construction	Total	Application model	
1	A	Female students	22	2	8	10	12	Sample of construction and standardization add to it pilot study sample
2	B	Female students	21	2	8	10	11	
3	C	Male students	22	2	8	10	12	
4	D	Male students	20	2	8	10	10	
5	E	Male students	22	2	8	10	12	
Sum			107	10	40	50	57	

## Means of Data Collection

In this study, the researchers used two tests as two main means:

- The achievement test in the subject (sport management) for the fourth stage.
- Testing the organizational deviations from the students' point of view.

Where he will build the first and codify the second on a sample of the research community.

## Machines and Tools used in Search

Researchers used many of the numbers that helped get the required data:

- Electronic calculator (laptop) type (hp).
- Manual type calculator (Casio).
- Office materials (papers, pens).
- Registration forms for test results.

## Procedures for Building the Collection Test

### Identify the Test Areas and Prepare the Specification Table

In order to proceed with the construction of the achievement test, it is necessary to identify the areas in which the students' achievement will be measured. After studying the curriculum studied in the research college, the researchers found that it consisted of (12) fields. The relative importance of each field was determined by determining the number of pages of the unit (100).

To determine the number of questions for each content area, the researcher used the following equation:

The number of questions per field = the total number of questions  $\times$  the relative importance of the field/100

The number of questions for each behavioral goal or cell is extracted using the following equation:

Number of questions per objective = the sum of the questions of one field  $\times$  the relative importance of the target/100

**Table 2: Shows the number of pages per unit of study for the management material and the relative importance of each unit**

S	Name of unit (Subject)	Number of Unit Pages (Subject)	Unit weight (Subject)
1	Administration	39	18.660
2	Planning	32	15.311
3	Organization	12	5.742
4	Make decision	4	1.914
5	Censorship	6	2.871
6	Formatting	16	7.656
7	Telecommunications	7	3.349
8	Delegation	3	1.435
9	Supervision	10	4.785
10	Curriculum	32	15.311
11	Leadership	31	14.833
12	Manage matches	17	8.134
	Sum	209	100%

**Table 3: The table shows the specifications of the achievement test for sport management for students in the fourth stage**

Content fields	Relative importance	Behavioral objectives				Total questions
		Knowledge (remembering) (%45)	Understanding (%10)	Application (%35)	Analysis (%10)	
Administration	19%	2.57	0.57	2.00	0.57	5.7
Planning	15%	2.03	0.45	1.56	0.45	4.5
Organization	6%	0.81	0.18	0.63	0.18	1.8
Make decision	2%	0.27	0.06	0.21	0.06	0.6
Censorship	3%	0.41	0.09	0.32	0.09	0.9
Formatting	8%	1.08	0.24	0.84	0.24	2.4
Telecommunications	3%	0.41	0.09	0.32	0.09	0.9

Delegation	1%	0.14	0.03	0.11	0.03	0.3
Supervision	5%	0.68	0.15	0.53	0.15	1.5
Curriculum	15%	2.03	0.45	1.56	0.45	4.5
Leadership	15%	2.03	0.45	1.56	0.45	4.5
Manage matches	8%	1.08	0.24	0.84	0.24	2.4
Sum	100%	13.54	3	10.48	3	30

## Determining the Style and Basis of the Formulation of the Achievement Test Paragraphs

There are multiple forms and forms of questions that are relevant to the subject we are trying to measure learning outcomes in. It is possible to see which type is most appropriate to measure the learning outcomes targeted and thus choose this or that type of question. So the researchers adopted a method (right or wrong).

## Preparation and Compilation of Test Paragraphs

The test designer should work on the preparation of the test paragraphs in advance because this gives him sufficient opportunity to review and modify them if necessary. It is also advisable to prepare a larger number of paragraphs than necessary, leaving enough to cover what is needed if some of them are deleted or Exclude him for one reason or another. Once the paragraphs have been prepared and reviewed, they are grouped into a single scale.

## Determine the Validity of Test Paragraphs

After the preparation of the paragraphs in the initial form of (30) paragraph, presented to (10) experts and specialists, in the form of a questionnaire to determine their validity, and to represent the fields and categories to which they belong, and whether they need to modify or add. After the data was collected and emptied, the (Chi square) test was used to identify the valid paragraphs. The results showed that all the paragraphs were accepted because they achieved values greater than the value of (Chi square) of the table (3.84) at the degree of freedom (1) and the level of significance (0.05).

## Test Instruction Setting

It is a good test condition to include instructions to demonstrate how the test is performed correctly to achieve the goal set for it. Instructions are a guiding tool for testing. However important and effective test questions are, they are useless if the laboratory cannot write its answer Questions,

preferably instructions are simple and clear and determine the time allowed to answer the paragraphs of the test and how to record answers.

## Execute Test Conditions

In order to obtain a validity response, we must plan to apply the test so that the two laboratories have appropriate conditions for response and at the same time adjust the factors that can interfere with the safety of the procedure. The researchers tried to adjust the above factors to ensure the safety of the procedure as much as possible and to make the instructions clear to simplify Process the performance of the test and achieve the goal.

## Conduct the Test Experiment

After the completion of the preparation and compilation of paragraphs of the scale comes the main step is the test and consists of the following procedures:

### Pilot Study

The pilot study was conducted at the building of the College of Physical Education and Mathematical Sciences at Babel University, on 3/3/2017 at 9:30 am. The purpose of the pilot experiment was as follows:

- Identify the difficulties faced by the researcher when applying the test.
- Know the ability of the assistant team to accomplish its task correctly.
- Identify the difficulty of the laboratory in understanding the test instructions in terms of wording and content, and in answering the paragraphs in terms of their ease or difficulty for the purpose of re-drafting.
- The time it takes to give both instruction and test.

## Application of the Test

The researchers proceeded with a test procedure consisting of (30) paragraphs for each individual sample of the building on (15/4/2017) and under the same conditions for the pilot experiment. The data were then

collected and arranged in tables for statistical analysis.

### Correct the Test

After the collection of the questionnaire forms for the construction sample, their total scores were extracted by using the correction key prepared for this purpose because "the tool in which the examiner reveals the answers indicating the existence of the

measured result" (1) and (zero) for the wrong answer.

### Extraction Coefficient of Difficulty and Ease of Test Paragraphs

The researcher used the following equation to extract the coefficient of ease or difficulty [3].

$$r = \frac{\text{Total } (r * p) + \text{total } (r * d)}{\text{total } (p) * \text{total } (d)}$$

Whereas: (r) means the coefficient of ease and difficulty.

Total (r \* p) Set the correct answers in the upper group

Total (r \* d) Set the correct answers in the lower group

Total (p) Number of members of the upper group

Total (d) Number of members of the lowest group

The coefficient of difficulty of the paragraph is subtracted by subtracting the coefficient of ease obtained by the above-mentioned equation from the value (1) because the sum of the correct and wrong answer ratios for each of the test paragraphs is equal to (1). Test designers recommend excluding

paragraphs that are less than 0.10 or greater than (0.90).

After processing the grades for the construction sample, no one of the two test clauses was excluded because they were within the recommended limits. Table (4) shows the ease and difficulty of the test clauses.

**Table 4: Shows the difficulty coefficients of the test paragraphs**

Paragraph number	Coefficient of ease	Difficulty coefficient	Paragraph number	Coefficient of ease	Difficulty coefficient
1	0.50	0.50	16	0.58	0.42
2	0.52	0.48	17	0.52	0.48
3	0.56	0.44	18	0.56	0.42
4	0.54	0.46	19	0.50	0.50
5	0.56	0.44	20	0.56	0.44
6	0.58	0.42	21	0.50	0.50
7	0.54	0.46	22	0.54	0.46
8	0.69	0.31	23	0.52	0.48
9	0.54	0.46	24	0.50	0.50
10	0.52	0.48	25	0.56	0.44
11	0.50	0.50	26	0.50	0.50
12	0.50	0.50	27	0.54	0.46
13	0.50	0.50	28	0.65	0.35
14	0.52	0.48	29	0.58	0.42
15	0.60	0.41	30	0.56	0.44

### Extraction of Discrimination Coefficient

Means discrimination coefficient (the ability of a paragraph to distinguish between

individuals with high marks and individuals with lower marks)[4]. To find the coefficient of discrimination, use the following equation:

$$T = \frac{\text{Total } (r * p) - \text{total } (r * d)}{1/2 (p + d)}$$

Whereas: (T) Means: coefficient of discrimination

Total (r \* p) means the sum of the correct answers for the upper group

Total (r \* d) means: the sum of the correct answers for the minimum group

(p) Means: number of members of the upper group

(d) Means the number of members of the lower group

According to Ebel, the criteria for comparing the discriminating

power, did not rule out any of the test paragraphs.

**Table 5: Shows the coefficient of discrimination for the test paragraphs**

Paragraph number	Discrimination coefficient	Evaluate paragraph	Paragraph number	Discrimination coefficient	Evaluate paragraph
1	0.88	distinctive	16	0.88	distinctive
2	1.00	distinctive	17	0.96	distinctive
3	1.00	distinctive	18	0.96	distinctive
4	0.92	distinctive	19	0.88	distinctive
5	0.88	distinctive	20	1.00	distinctive
6	1.00	distinctive	21	0.92	distinctive
7	0.92	distinctive	22	0.85	distinctive
8	0.62	distinctive	23	0.92	distinctive
9	0.96	distinctive	24	0.88	distinctive
10	1.00	distinctive	25	1.00	distinctive
11	0.92	distinctive	26	0.96	distinctive
12	0.85	distinctive	27	0.88	distinctive
13	1.00	distinctive	28	0.96	distinctive
14	0.81	distinctive	29	1.00	distinctive
15	1.00	distinctive	30	0.88	distinctive

**Coefficient between the degree of the paragraph and the total score of the test:**

To find the truth of the internal consistency, the simple correlation coefficient (Pearson) was used between the degree of the paragraph and the total degree of the test and for the construction sample. The results showed significant correlation coefficients with values ranging from (0.44) to (0.67) of (0.05) and therefore did not exclude any paragraph of the test.

### **The Correlation Coefficient between the Degree of the Paragraph and the Total Score of the Field to which it belongs and for the two Test Types**

It is necessary to conclude the relationship between the degree of the paragraph and the total score of the field to which that paragraph belongs. To achieve this, the total sum of each of the (12) fields and the scores of the paragraphs belonging to those fields were calculated. (0.59-0.72). No paragraph was excluded because all the values of the significance level associated with the correlation coefficients were less than (0.05).

### **Calculation of Scientific Bases for Testing**

#### **The validity of the test**

The credibility of many types taken by the researchers to increase the validity of the test, and makes it a test measures that actually prepared for testing, and these types used by the researcher is the apparent honesty, and the truth of content.

### **Stability Test**

The coefficient of alpha is used to confirm the stability of the results of the scale, where the value of this coefficient is 0.77 and since the stability coefficient is actually the coefficient of correlation with the same,[5] the stability coefficient is high, (0.59) are within the index limits (0.50 - 0.75). The correlation coefficient is high and the relationship is strong if its value is within this indicator [6].

### **Regulatory Procedures for Testing Organizational Deviations**

The study has shown the importance of the role of these instructions in interpreting or influencing the results of the tests, which makes it difficult to compare the results of the test in different situations. The instructions are written on a separate page of the test pages and, if necessary, the tested must read them without modification or change and for all the testers.

### **Execute Test Conditions**

In order to obtain an honest response, a path must be drawn to apply the test so that the two laboratories have appropriate conditions for response and, at the same time, control factors that can interfere with the safety of the procedure.

- Test or measurement conditions
- Standardize the test position
- Clarity of instructions

The researchers tried to adjust the above factors to ensure the safety of the procedure as much as possible and to make sure the instructions are clear meaning to simplify the process of performing the test and achieve the desired goal.

### The Pilot Study

The pilot study was conducted to test the organizational deviations with the exploratory experiment to test the collection.

### Apply the Scale to the Rationing Sample

The test of (organizational deviations) on the sample of rationing - students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon.

### Correct the Test

After the completion of the collection of the questionnaires for the individuals of the standardization sample, their total scores were extracted using the correction key prepared for this purpose because it is the tool by which the examiner reveals the answers that indicate the existence of the measured result (1).

Alternatives are the test paragraphs according to five alternatives: (always, often, rarely, and rarely). They carry the weights: (1, 2, 3, 4, 5) respectively for the negative paragraphs. And weights (5, 4, 3, 2, 1) respectively for the positive paragraphs, and the total degree of the test ranged between (32 - 160) degrees.

### Socometric Characteristics of the Scale

#### Validity

In order to verify the validity of the test, the researchers relied (sincerity of discrimination), where the grades obtained by the members of the sample were ranked in descending order and the highest and lowest (27%) of the total scores were taken. (0.61). When compared to the scale value of (0.317) at the degree of freedom (26) and the level of significance (0.05), it is a statistical function,

indicating the validity of the test (organizational deviations).

### Stability

The researchers relied on the data of the standardization sample of 50 students to confirm the validity of the test in the half-split method. The sections were divided into two halves (single paragraphs and pairs). The homogeneity of the halves was verified by extracting the value (1,336) and when compared with their tabular value of (1.6298) at the degrees of freedom (49, 49) and the level of significance (0.05) showed their insignificance.

The correlation coefficient between the two test halves was extracted using the simple correlation coefficient (Pearson), which reached (0.77). In order to obtain complete stability of the test, the Spearman-Brown equation was applied. The total stability coefficient (0.87) the test is valid because the value of the tally test calculated for the significance of the correlation was 10,858, which is greater than the (1,684) tertiary at the freedom level (48) and the significance level (0.05).

### Application of the Test of Organizational Deviations

After the validity of the test for the application of the research sample, represented by the students of the fourth stage in the Faculty of Physical Education and Sports Science at the University of Babylon, for the academic year (2016 - 2017) the researchers began applying it to the rest of the research community (sample application) and the total vocabulary (57) male students and female students.

### Results and Discussions

#### Presentation and Discussion of the Results and Statistical Description of the Distribution of Research Variables (Organizational Deviations, Collection) of the Research Community

**Table 6: The mean, standard deviations and the value of the test (Kolmogorf Smirnov) for the research community in the variables investigated**

Variables		Mean	STD.EV.	Test(k-s)	
Organizational Deviations	Areas			Calculate	Sig. level
	Lack of respect for time	12.788	4.242	0.900	0.177
	Laxity and laziness in the performance of duties and negligence and neglect of their requirements	20.963	6.359	0.867	0.393
	Failure to comply with the orders and instructions of the presidents	14.525	3.593	0.887	0.403



	Negative	15.500	3.366	0.982	0.410
	Do not take responsibility	18.900	4.649	0.877	0.290
	Disclosing the secrets of action	15.863	3.686	0.835	0.456
	Scale as a whole	118.075	17.16	0.585	0.883
	Collection	19.438	5.933	0.983	0.287

The results of table (6) indicate the high prevalence of the scores of the research community at each of the research variables, the organizational deviations in their different fields as well as the achievement. The values of the moral level accompanying the calculated values of the (k-s) test, which

are all greater than the value of the significance level (0.05) However, all variables have achieved the average curve.

### Differences between the Mean of the Research Sample in the two Variables (Organizational Deviations, Collection) and the Mean

**Table 7: Mean of the difference and the value of the test (t) of the research sample in the variables investigated (organizational deviations, collection)**

Variables	Mean	The mean medium	Mean of differences	(t) calculate	Level of significance	Statistical significance
organizational deviations	118.075	96	22.075	11.506	0.000	Sig.
collection	19.438	15	4.438	6.694	0.000	Sig.

Table (7) indicates that the mean value of the differences between the two arithmetical variables of the research variables (organizational deviations and achievement) and their mean were respectively (22.075 and 4.438), and these values are insufficient to determine the level of organizational deviations from the students' point of view and their collection is higher than the satisfactory mean.

This difference is due to the chance factor, and results from the selection of outstanding subjects in the administration and management, who have an opinion that the level of organizational deviations in teaching management and management is high. To make the appropriate decision, and where the value of (t) calculated for the variables (organizational deviations, collection)

respectively (11.506, 6.694) and the level of significance calculated for them respectively (0.000, 0.000) (0.05). Thus, the null hypothesis was rejected and the alternative hypothesis that there are significant differences between the level of organizational deviations and achievement and the mean of them is accepted. This indicates that the research community has a high level of achievement, and indicates that the organizational deviation in teaching the material from the point of view of students is high.

### Indicators of the Model of Collection Forecast in Terms of Organizational Deviations

### Finding Correlation between Achievement and Organizational Deviations

**Table 8: The correlation between achievement and organizational deviations among members of the research community**

Variables		Correlation nature	Coefficient of correlation		Statistical significance
Result	Predictive		Calculation	Sig. level	
collection	Lack of respect for time	simple	0.256	0.011	Sig.
	Laxity and laziness in the performance of duties and negligence and neglect of their requirements	simple	0.313	0.002	Sig.
	Failure to comply with the orders and instructions of the presidents	simple	0.054	0.316	Non sig.

	Negative	simple	0.255	0.011	Sig.
	Do not take responsibility	simple	0.218	0.026	Sig.
	Disclosing the secrets of action	simple	0.081	0.238	Non sig.

When reviewing the results of table (8), we find that the values of the coefficient of correlation between the variable (collection) and the organizational deviations in their fields (lack of respect for time, laxity and laziness in the performance of duties, negligence and negligence of requirements, negativity, irresponsibility) reached respectively (0.256, (0.011, 0.002, 0.011, 0.026), which is smaller than the value of the significance level (0.05).

This indicates that the correlation is significant and the relationship is real, did not come by chance. As for the other two fields (non-compliance with the orders and instructions of the superiors, disclosure of the secrets of work), the values of their

correlation coefficients were (respectively) (0,054, 0,238) and the values of their accompanying moral level, respectively (0.316 and 0.161) Significance (0.05) indicating that the correlation is not significant and the relationship is not real, and that they came as a result of chance.

### Linear regression equation efficiency criteria

In order to evaluate the model's accuracy of the result, the researchers resorted to the multiple correlation between predictive variables (laxity and laziness in the performance of tasks, neglect and neglect of requirements, lack of respect for time) and result (collection), whose results are shown in Table (9).

**Table 9: Quality Indicators of Linear Regression Equation Model**

Variables		Coefficient of correlation (R)	Contribution Ratio (R2)	Contribution Ratio as amended (R2)	Standard error for estimation
Predictive	Result				
collection	Laxity and laziness in the performance of duties and neglect and neglect of their requirements, lack of respect for time	0.139	0.161	0.139	5.507

Table (9) shows that the value of the correlation coefficient was (0.139) and that the interpretation factor (contribution ratio) was (0.161). Since the model was derived from the society, the adjusted contribution ratio R2 indicates the amount of variation in the dependent variable (Collection), which is interpreted by the model if derived from the community and this means that (laxity and laziness in the performance of duties and

negligence and neglect of requirements, lack of respect for time) explain the percentage (16.1%) of collection. This indicates that the prediction of collection does not depend only on variables (laxity and laziness in the performance of job duties, neglect and neglect of requirements, lack of respect for time), but other factors not included in the model. Other fields of organizational deviations may be or may be other variables.

**Table 10: Shows the value of the calculated f test and the value of its associated significant level**

Source of Contrast	Total squares	df	Average squares	(f) value		Statistical significance
				Calculation	Sig. level	
Between groups	446,538	2	223.269	7.327	0.001	Sig.
Within groups	2335.141	27	30.327			
Total	2781.688	29	-			

Table (10) indicates that the value of the mean value associated with the calculated value of (7.327) is (0.001), which is smaller than the value of the significance level (0.05), which indicates the significance of the multiple linear regression model, among the variables under consideration (achievement

and (laxity and laziness in the performance of duties and neglect and neglect of requirements, lack of respect for time) best representation.

### Extraction of Regression Equation Coefficients (Model)

**Table 11: The values for the regression equation coefficients and the significance of the model parameters**

Coefficients					(t) value		Statistical signifi- cance
Nature of coefficient		The parameter value of the equation			Calculation	Sig. level	
		Non-standard	Standard error	Standard (beta)			
Fixed amount	A	8.937	2.809		3.182	0.002	Sig.
	B1	0.287	0.097	0.308	2.950	0.004	Sig.
	B2	0.350	0.146	0.250	2.395	0.019	Sig.

In the study of table (11), the calculated values of t (B1 and B2) were respectively (2,950 and 2,395), and the corresponding level of morale came respectively (0.004, 0.019), which is below the significance level (0.05) This means that the values of B1 and B2 are significantly different from zero, and that the two predictive variables (laxity, laziness, neglect and neglect of requirements, lack of respect for time) effectively contribute to the estimation of outcome values.

When comparing the statistical values (t), the effect of laxity and laziness in the performance of duties and neglect and neglect of their requirements is greater than the impact of lack of respect for time. Although the values and significance of the constant are important, they should be studied, but the interpretation of standard versions of fixed values is easier (independent of the units of measurement for variables).

The standard beta value tells us the number of standard deviation units where the result will change, because the predictive variable changes by one standard deviation. Returning to the same table, we find that the standard beta value of the variable laxity and laziness in the performance of duties and negligence and neglect of requirements by (0.308) this value is greater than the value of the beta standard of the variable, the lack of respect for time, which came in (0,250) This indicates that the variable laxity and laziness

**Non-standard Equation**

$$R = A + B1 \times X1 + B2 \times X2$$

**Whereas:**

R = value of the result (collection)

A, b = fixed amount

Q = the value of the predicted variables (laxity and laziness in the performance of duties and negligence and negligence of requirements, lack of respect for time)

in the performance of duties Functional neglect and neglect of its requirements is of greater importance in the model of variable time disrespect. The same table indicates that the standard error values were very small.

This means that most samples have fixed values similar to their values in the combined sample. There is little difference between similar samples, it is important to build the model to determine the extent of overlap between the predicted variables. The correlation between these variables should be low. If the correlation is high, it means that there is an overlap between them. There are many common factors among them - or two or more variables may be the same variable the virtual label, making the study model fragile and the findings of the researchers unreliable.

Consequently, the correlation between the predicted variables based on the inflation factor (VIF) was determined by (1.227), which is less than (5). This indicates that there is no overlap between the predicted variables in their effect on the result variable.[7]

### Application Model

After it has been verified that the model is capable of predicting the collection well, it will apply the model to some expectations, as the model will take the following form:

Standard equation:

$$R = b_1 x_1 + b_2 x_2$$

Whereas:

R = value of the result (collection)

B = fixed amount

Q = the value of the predicted variables (laxity and laziness in the performance of duties and negligence and negligence of requirements, lack of respect for time)

Expectations of achievement can now be made by replacing laxity and laziness with the performance of duties, neglect and neglect of their requirements, not respecting time with the values we want, without measuring achievement.

**Table 18: Swipe prediction values for the application sample**

S	Laxity and laziness in the performance of duties and negligence and neglect of their requirements	Lack of respect for time	Collection	Collection using Equation
1	19	12	-	18.59
2	27	15	-	21.936
3	15	6	-	15.342
4	14	8	-	15.755
5	30	22	-	25.247
6	22	15	-	20.501
7	14	7	-	15.405
8	26	15	-	21.649
9	19	9	-	17.54
10	20	20	-	21.677
11	15	7	-	15.692
12	17	12	-	18.016
13	11	17	-	18.044
14	19	20	-	21.39
15	19	17	-	20.34
16	20	5	-	16.427
17	33	19	-	25.058
18	18	16	-	19.703
19	19	17	-	20.34
20	30	10	-	21.047
21	27	13	-	21.236
22	19	12	-	18.59
23	15	13	-	17.792
24	14	8	-	15.755
25	30	8	-	20.347
26	22	11	-	19.101
27	25	11	-	19.962
28	26	11	-	20.249
29	19	17	-	20.34
30	20	18	-	20.977
31	15	14	-	18.142
32	17	13	-	18.366
33	11	8	-	14.894
34	19	9	-	17.54
35	19	10	-	17.89
36	32	16	-	23.721
37	33	14	-	23.308
38	18	15	-	19.353
39	19	16	-	19.99
40	30	17	-	23.497
41	15	8	-	16.042

42	17	5	-	15.566
43	11	11	-	15.944
44	19	13	-	18.94
45	19	18	-	20.69
46	18	11	-	17.953
47	33	10	-	21.908
48	18	16	-	19.703
49	19	14	-	19.29
50	15	15	-	18.492
51	27	16	-	22.286
52	19	17	-	20.34
53	24	18	-	22.125
54	26	5	-	18.149
55	25	11	-	19.962
56	15	13	-	17.792
57	15	18	-	19.542

## Conclusions

From the data collected by researchers and within the framework of statistical treatments, and in the light of the results of the research, the following conclusions were reached:

- Stepwise - used in the current study - is an appropriate way to derive predictive models.
- The percentages of the contribution of the dimensions of the organizational deviations from the point of view of the students vary among them, with the achievement of the students of the fourth stage in the Faculty of Physical Education and Sports Sciences at the University of Babylon in the administration and management.
- Predictive models can be constructed to predict the achievement of students in the fourth stage of the Faculty of Physical Education and Sports Sciences at the

University of Babylon in the subject of management and organization in terms of organizational deviations of the teacher from the point of view of students.

- The results proved the accuracy and efficiency of the model to predict the achievement of students of the fourth stage in the Faculty of Physical Education and Sports Science at the University of Babylon in the subject of management and organization in terms of organizational deviations of the teacher of the article from the point of view of students.
- The results demonstrated the possibility of disseminating the derived model to other samples.
- The results showed that there is no overlap between the predictive variables, which means that the relationships between these variables, when they affect the outcome variable (collection) are causal relationships and not coincidence.

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