# A Comparative Study for Reengineering Administrative Processes According to Educational Achievement in the Public Directorate of Sport Education, Ministry of Education – Iraq

**Wadad Youssef Mohamed**

*Faculty of Physical Education & Sports Science for Girls, Baghdad University*

d_fatimaa@yahoo.com

### Abstract

Educational institutions need to be reconsidered using a systematic method based on a certain engineering working to organize and master knowledge. This, in turn, needs efficient individuals with high educational achievement helping them implement modern methods for reengineering administrative processes. Hence, the problem of the study lies in studying the level of applying administrative reengineering and showing the effect of educational achievement on the extent o their application to enhance the performance of the Public Directorate of Sport Education, Ministry of Education. The researcher used the descriptive survey with the comparative method to solve the problem of the study.

Population of the study consists of workers in directorates connected with the Public Directorate of Sport Education, Ministry of Education (20 directorates in all Iraqi governorates except Kurdistan Region). The sample of the study was selected purposively to represent: (managers, assistants, public officials, male and female technical supervisors) working directorates connected with the Public Directorate of Sport Education, Ministry of Education (456 individuals). Two governorates were selected for: (northern, middle, southern, central Euphrates and 2 from Baghdad) in Iraq.

Moreover, the reengineering administrative processes scale was used. The scale includes 32 paragraphs distributed to five fields: (administrative processes understanding & realization: 4 paragraphs, being proactive: 4 paragraphs, planning: 4 paragraphs, programs preparation: 4 paragraphs, change: 8 paragraphs, application: 4 paragraphs and evaluation: 4 paragraphs) and Likert Scale with five gradations with psychometric bases. A questionnaire form was distributed with assertion on the necessity to select one respondent for a single alternative by ticking ($\sqrt{}$) sign at the option that he finds suitable and expressing his own point of view. The researcher also asked members of the sample to read instructions and paragraphs carefully, answer patiently and not to be hasty in selecting alternatives. After completing answers, questionnaires were collected and audited. The researcher added marks gained by each member of the sample regarding each paragraph of the scale in order to extract the total mark gained for each one in the sample to be put in special forms.

After reviewing statistical data using the Statistical Packages in Social Sciences program (SPSS), the researcher found that there is a contrast between workers in the education directorate at the reengineering administrative processes scale according to educational achievement as Bachelor & PhD degree holders are better in reengineering administrative processes and some fields than Diploma & the Master's degree.

**Keywords: reengineering, administrative processes, educational achievement, Ministry of Education, reengineering administrative processes.**

## 1. INTRODUCTION

Management reengineering is one of the educational principles for administrative development with its real untraditional ideas thoroughly in work procedures and in redesigning these ideas in a way that clarifies performance and efficiency and reduces cost in work achievement and service offering. This method aims to reach radical improvements at the field of the necessary time to offer services, reduce costs and enhance type of service. This method starts development using basic questions about feasibility of the necessity of finding each unit of the system with its requirements. This requires reconsidering jobs, organizational structure, technology and the adopted policies. This may be at the quantitative level or at the level of certain units as "it focuses on developing processes through which the institution's goals can be achieved, enhancing its performance and following-up improvements on product or service quality" (Mohamed Yaghi: 2002, 48).

The researcher thinks that by applying this modern administrative method, workers in educational institutions can be motivated to be creative in their performance, get rid of all repetitive uniform restrictions, and take a systematic look at the matters surrounding their business to help them reveal their intrinsic creative powers of each individual. This is because educational organizations are the basis in society as they provide their related secondary and supplementary organizations with human resources which are able to work efficiently and take immediate and creative actions with any problems that may arise inside or outside the organization.

Consideration of enhancing and developing outputs of the educational process comes through facing challenges facing the performance improvement of the Public Directorate of Sport Education, Ministry of Education by applying the latest administrative methods.

Reengineering administrative processes is one of these models using rethinking primarily and current redesign of the main processes of organizations to achieve ambitious improvement results at the modern performance measures in service, quality, cost and administrative quick achievement followed lately which were the main concern for the administrators, researchers and educators (Naser El Din: 1995, 126).

Therefore, the significance of the study is clear in studying a new administrative concept in education that hopes this study can provide administrative development officials with new and accurate information in the Public Directorate of Sport Education, Ministry of Education. These will help in decision making concerning enhancing the directorate's performance and setting suitable educational plans through defining strength and weakness points in administrative processes and services offered by the Public Directorate and its related departments. Accordingly, it will help determine the role of reengineering administrative processes according to educational achievement for workers in this field.

Educational institutions need to be reconsidered using a systematic method based on a certain engineering working to organize and master knowledge. This, in turn, needs efficient individuals with high educational achievement helping them implement modern methods for reengineering administrative processes. Hence, the problem of the study lies in studying the level of applying administrative reengineering and showing the effect of educational achievement on the extent o their application to enhance the performance of the Public Directorate of Sport Education, Ministry of Education

## 2. METHODOLOGY

The researcher used the descriptive survey with the comparative method to solve the problem of the study during the period from 20-01-2015 to 15-04-2015.

**Population & Sample of the Study**

Population of the study consists of workers in directorates connected with the Public Directorate of Sport Education, Ministry of Education (20 directorates in all Iraqi governorates except Kurdistan Region). The sample of the study was selected purposively to represent: (managers, assistants, public officials, male and female technical supervisors) working directorates connected with the Public Directorate of Sport Education, Ministry of Education (456 individuals). Two governorates were selected for: (northern, middle, southern, central Euphrates and 2 from Baghdad) in Iraq including table (1) about the directorates related Directorate of Sport Education, Section of sport and scouting in Iraq's governorates except Kurdistan region.

**Table (1) the directorates related Directorate of Sport Education, Section of sport and scouting in Iraq's governorates except Kurdistan region.**

| Serial | Governorate | Directorates |
|--------|-------------|--------------|
| 1 | Waset | Public directorate of education, Waset |
| 2 | Babel | Public directorate of education, Babel |
| 3 | Al Anbar | Public directorate of education, Al Anbar |
| 4 | Karbala | Public directorate of education, Karbala |
| 5 | Al Najaf | Public directorate of education, Al Najaf |
| 6 | Al Basra | Public directorate of education, Al Basra |
| 7 | Al Muthana | Public directorate of education, Al Muthana |
| 8 | Mesan | Public directorate of education, Mesan |
| 9 | Al Kadesia | Public directorate of education, Al Kadesia |
| 10 | Dhi Qar | Public directorate of education, Dhi Qar |

| 11 | Nainawa | Public directorate of education, Nainawa |
|----|---------|------------------------------------------|
| 12 | Salah Eldin | Public directorate of education, Salah Eldin |
| 13 | Karkouk | Public directorate of education, Karkouk |
| 14 | Diala | Public directorate of education, Diala |
| 15 | Baghdad | Public directorate of education, Rasafa I |
| 16 | Baghdad | Public directorate of education, Rasafa II |
| 17 | Baghdad | Public directorate of education, Rasafa III |
| 18 | Baghdad | Public directorate of education, Al Karkh I |
| 19 | Baghdad | Public directorate of education, Al Karkh II |
| 20 | Baghdad | Public directorate of education, Al Karkh III |

**Table (2) shows numbers of workers at related directorates as there were 20 managers, 20 assistants, 75 public officials and 341 technical supervisors.**

| Number of directorates to the Public Directorate | Managers | Assistants | Public officials | Technical supervisors | Total |
|---|---|---|---|---|---|
| 20 | 20 | 20 | 75 | 341 | 456 |

**Table (2) numbers of workers at related directorates to the Public Directorate**

**The reengineering administrative processes scale**

The scale includes 32 paragraphs distributed to five fields: (administrative processes understanding & realization: 4 paragraphs, being proactive: 4 paragraphs, planning: 4 paragraphs, programs preparation: 4 paragraphs, change: 8 paragraphs, application: 4 paragraphs and evaluation: 4 paragraphs) and Likert Scale with five gradations with psychometric and scientific bases performed on similar samples in the Iraqi environment (Wedad: 2015, 179) as in Annex (1).

**The Main Trial**

The main trial of the study sample (456 individual workers in directorates) was performed for the period from 12/02/2015 to 28/03/2015 with the help of the work team.

A questionnaire in its final form was distributed to the sample with assertion on the necessity to select one respondent for a single alternative by ticking (√) sign at the option that he finds suitable and expressing his own point of view. The researcher also asked members of the sample to read instructions and paragraphs carefully, answer patiently and not to be hasty in selecting alternatives. After completing answers, questionnaires were collected and audited. The researcher added marks gained by each member of the sample regarding each paragraph of the scale in order to extract the total mark gained for each one in the sample to be put in special forms in order to treat them statistically using suitable statistical methods.

## 3. DISCUSSION AND ANALYSIS OF RESULTS

**Table (3): description of reengineering administrative processes scale and its fields to define values of the study sample in general:**

| Reengineering administrative processes scale & its fields | Paragraphs | Mean | Standard Deviation | Hypothetical Mean | Skewness Coefficient | T Counted Value for single sample | Error level | Result |
|---|---|---|---|---|---|---|---|---|
| Reengineering administrative | 32 paragraphs | 102.1 | 29.76 | 96 | -0.28 | 45.8 | 0.000 | Significant |

| processes | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Understanding & realizing administrative processes | 4 paragraphs | 12 | 3.26 | 12 | 0.09 | 49.16 | 0.000 | Significant |
| Being proactive | 4 paragraphs | 13.3 | 2.53 | 12 | -0.36 | 70.2 | 0.000 | Significant |
| Planning | 4 paragraphs | 13.6 | 2.15 | 12 | 0.27 | 84.54 | 0.000 | Significant |
| Program preparation | 4 paragraphs | 12.1 | 1.46 | 12 | -0.46 | 110.19 | 0.000 | Significant |
| Change | 8 paragraphs | 26 | 5.86 | 24 | -0.17 | 59.33 | 0.000 | Significant |
| Application | 4 paragraphs | 13.1 | 2.24 | 12 | 0.15 | 78.11 | 0.000 | Significant |
| Evaluation | 4 paragraphs | 12 | 1.49 | 12 | -0.48 | 107.36 | 0.000 | Significant |

Table (3) generally showed that the sample of the study is characterized with reengineering administrative processes. The researcher attributed this to creativity in work, getting rid of repetition restrictions, rigidity and holistic views helping to explode creative powers inside individuals. Belal refers that through rethinking basically and radical redesigning of main processes in organizations we can achieve good results and enhance quality with the least cost and quick achievement (Belal: 2009, 147).

**Table (4) Arithmetic Means & Standard Deviations for members of the sample in reengineering administrative processes scale and its fields according to educational achievement variable:**

| Reengineering administrative processes scale & fields according to educational achievement | Diploma / 28 | | Bachelor / 127 | | Master / 9 | | PhD / 5 | |
|---|---|---|---|---|---|---|---|---|
| | Mean | S.D+ | Mean | S.D+ | Mean | S.D+ | Mean | S.D+ |
| Administrative processes engineering scale | 77.1 | 25.27 | 139.2 | 1.92 | 56.66 | 3.16 | 102.7 | 29.46 |
| Administrative processes understanding & realizing | 11.96 | 3.52 | 12.8 | 3.11 | 11.44 | 3.32 | 12 | 3.242 |
| Being proactive | 11.85 | 2.83 | 15 | 1.58 | 16.44 | 0.527 | 13.35 | 2.3 |
| Planning | 13.71 | 2.24 | 13.8 | 2.48 | 12.88 | 1.9 | 13.58 | 2.157 |
| Program preparation | 12.25 | 1.53 | 13.4 | .89 | 11.66 | 1 | 12.05 | 1.45 |
| Change | 22.0 | 5.77 | 21.8 | 6.94 | 30.11 | 3.51 | 26.52 | 5.813 |
| Application | 12.03 | 2.755 | 13.8 | 2.48 | 10.88 | 2.1 | 13.15 | 2.127 |
| Evaluation | 11.78 | 1.59 | 13.4 | 0.89 | 11.55 | 0.72 | 11.94 | 1.52 |

Table (4) showed that the sample of workers of Diploma & Master degree holders do not have reengineering administrative processes unlike Bachelor and PhD holders. Diploma holders did not achieve reengineering administrative processes in the following fields: (understanding & realizing administrative processes, being proactive, change, evaluation), the Master's degree

holders did not achieve reengineering administrative processes in (understanding & realizing administrative processes, planning, application and evaluation), while the PhD holders did not achieve in the field of evaluation.

The researcher found that the Diploma & Master degree holders were not characterized with comprehensive process redesigning in order to gain technological facilities and products and new markets understanding new needs and expectations of consumers according to modern bases and continually. Accordingly, this affected understanding & realizing administrative processes including planning, application and evaluation. Russell & Taylor refer that reconsidering the followed method is shown in dividing work into simple tasks and then reintegrating main tasks in solid processes. This is by making the organization start working from zero in redesigning processes based on information technology to change the basic course and achieve essential development in performance with the least cost, quickest achievement and work quality (Russell & Taylor: 2009, 43).

The PhD holders are always on top of job pyramid. It is their duty to seek reengineering administrative processes, achieving radical enhancements in work means and methods in organizations suitable with the rhythm and requirements of this age of technological revolution and achieving quality, quickness and enhancing workers' performance to achieve right and beneficial business correctly serving goals of the institution. Khalil Ata asserts that one of the most important bases of reengineering administrative processes is enhancing quality of services and products to be consistent with the needs and desires of clients through cancelling unnecessary processes and focusing on ones with added value. This is done by depending on human resources that are distinguished from others in concepts and models of enhancement, development and evaluation (Khalil Ata: 2008, 101).

**Table (5): variables in the field of educational achievement in reengineering administrative processes scale:**

| Reengineering administrative processes scale & its fields | Contrast source | Total squares | Freedom degree | Average squares | T counted value | Error level | Significance |
|---|---|---|---|---|---|---|---|
| Administrative processes engineering scale | Inter-group | 39048.831 | 3 | 13016.27 | 16.819 | 0.000 | Significant |
| | Intra-group | 135434.208 | 175 | 773.910 | | | |
| | Total | 174483.039 | 178 | | | | |
| Administrative processes understanding & realizing | Inter-group | 6.043 | 3 | 2.014 | 0.186 | 0.906 | Insignificant |
| | Intra-group | 1891.957 | 175 | 10.811 | | | |
| | Total | 1898.000 | 178 | | | | |
| Being proactive | Inter-group | 162.016 | 3 | 54.005 | 9.919 | 0.000 | Significant |
| | Intra-group | 952.833 | 175 | 5.445 | | | |
| | Total | 1114.849 | 178 | | | | |
| Planning | Inter-group | 5.044 | 3 | 1.681 | 0.358 | 0.784 | Insignificant |
| | Intra-group | 822.688 | 175 | 4.701 | | | |
| | Total | 827.732 | 178 | | | | |
| Program preparation | Inter-group | 11.098 | 3 | 3.699 | 1.735 | 0.162 | Insignificant |
| | Intra-group | 373.092 | 175 | 2.132 | | | |
| | Total | 384.190 | 178 | | | | |
| Change | Inter-group | 707.589 | 3 | 235.863 | 7.132 | 0.000 | Significant |
| | Intra-group | 5787.707 | 175 | 33.073 | | | |
| | Total | 6495.296 | 178 | | | | |
| Application | Inter-group | 70.102 | 3 | 23.367 | 4.634 | 0.004 | Significant |
| | Intra-group | 882.434 | 175 | 5.042 | | | |
| | Total | 952.536 | 178 | | | | |

| Evaluation | Inter-group | 12.662 | 3 | 4.221 | 1.881 | 0.135 | Insignificant |
|---|---|---|---|---|---|---|---|
| | Intra-group | 392.779 | 175 | 2.244 | | | |
| | Total | 405.441 | 178 | | | | |
| Significant at level ≤ 0.05 | | | | | | | |

**Table (6): the least significant difference among members of the study sample in reengineering administrative processes scale and its fields showing significant difference only according to educational achievement variable:**

| Arithmetic mean of Reengineering administrative processes scale & its fields | | | Means difference | Error level | Difference significance |
|---|---|---|---|---|---|
| Reengineering administrative processes scale | 77.1-139.2 | Diploma – Bachelor | 25.59359-* | 0.000 | Significant |
| | 77.1 -56.66 | Diploma – Master | 20.44048 | 0.057 | Insignificant |
| | 77.1-102.7 | Diploma – PhD | 62.09286-* | 0.000 | Significant |
| | 56.66- 139.2 | Bachelor – Master | 46.03406* | 0.000 | Significant |
| | 102.7- 139.2 | Bachelor – PhD | 36.49927-* | 0.004 | Significant |
| | 102.7-56.66 | Master – PhD | 82.53333-* | 0.000 | Significant |
| Being proactive | 15-11.85 | Diploma – Bachelor | 1.49322-* | 0.002 | Significant |
| | 16.44-11.85 | Diploma – Master | 4.58730-* | 0.000 | Significant |
| | 13.35-11.85 | Diploma – PhD | 3.14286-* | 0.006 | Significant |
| | 16.44-15 | Bachelor – Master | 3.09408-* | 0.000 | Significant |
| | 13.35-15 | Bachelor – PhD | 1.64964- | 0.122 | Insignificant |
| | 13.35-16.44 | Master – PhD | 1.44444 | 0.269 | Insignificant |
| Change | 21.8-22 | Diploma – Bachelor | 4.45412-* | 0.000 | Significant |
| | 30.11-22 | Diploma – Master | 8.03968-* | 0.000 | Significant |
| | 26.52-22 | Diploma – PhD | 0.27143 | 0.923 | Insignificant |
| | 30.11-21.8 | Bachelor – Master | 3.58556- | 0.072 | Insignificant |
| | 26.52-21.8 | Bachelor – PhD | 4.72555 | 0.073 | Insignificant |
| | 26.52-30.11 | Master – PhD | 8.31111* | 0.010 | Significant |
| Application | 13.8-12.03 | Diploma – Bachelor | 1.11757-* | 0.017 | Significant |
| | 10.88-12.03 | Diploma – Master | 1.14683 | 0.184 | Insignificant |
| | 13.15-12.03 | Diploma – PhD | 1.76429- | 0.107 | Insignificant |
| | 10.88-13.8 | Bachelor – Master | 2.26440* | 0.004 | Significant |
| | 13.15-13.8 | Bachelor – PhD | 0.64672- | 0.528 | Insignificant |
| | 13.15-10.88 | Master – PhD | 2.91111-* | 0.021 | Significant |
| Significant at level ≤ 0.05 | | | | | |

Tables 5 & 6 showed that there are differences among workers at education directorates in reengineering administrative processes scale according to educational achievement. We can find that the Master & Bachelor degree holders are better in reengineering administrative processes and some fields than Diploma and Master degree holders. The researcher found that this difference is

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attributed to age, experience and courses studied by holders of these certificates which promoted the distinction of reengineering or weaker. Moayad: 2009 found that the stronger the performance of an organization is, the less its need to radical changes in strategy will be. In addition, poor performance is an alert signal referring to poor strategy, poor implementation of this strategy or both (Moayad: 2009, 248). The researcher found that the most important characteristic in the organization's work distinguishing it from other organizations id its workers clear and distinct performance which represents its ability to utilize its sources efficiently and achieve the desired results through good application of the set strategies that ensure being in competition environment and facing work challenges. Rafeda: 2011 found that the needed goal of reengineering processes should be basic with meaning and value and not a superficial change representing improvement and development of what is already present from its roots and rebuild it according to current requirements and goals of the organizations. (Rafeda: 2011, 132). Reengineering administrative processes depends on investing workers' efficiency in information technology and using this technology efficiently. It should be employed for radical change that creates a creative style in work application means and methods and not as a machine aiming to save time (Mahmoud: 2010, 253). Therefore, this stage includes setting outlines of enhancing future performance, developing plans group for change, design a reengineering model with assigned individuals for this task, setting reengineering time with a long-term plan to determine the trend of the directorate while dealing with environment variables with stress on including this plan a factual evaluations for both goals of organizational change and the needed resources to do so (Wilson: 1995, 241).

## 4.   CONCLUSION

The researcher found that there is a contrast between workers in the education directorate at the reengineering administrative processes scale according to educational achievement as Bachelor & PhD degree holders are better in reengineering administrative processes and some fields than Diploma & the Master's degree.

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