

# The Difficulties that face Al-Qalam University College students at the Department of Physical Education during the field application period

<sup>1</sup>Safa Mandel Agag

## Abstract

*Students face applied to through several application period may be scientific or educational or special equipment sports events, squares and other things that stand obstacle to achieving the goal of the field application, so the goal of research to identify the most important data facing the fourth stage students of the Department of Physical Education During the field application period, where the researcher used the descriptive method for its suitability and the nature of the research. As for the research community, it included the fourth stage students, who are (25) students and the prepared questionnaire was used. It consists of 41 paragraphs that were formulated according to five-year method distributed on five axes (sports capabilities, school students, supervision of field training, school administration, field training programs and curriculum), where the questionnaire was codified on the Iraqi environment after conducting validity and reliability and then processing the data statistically. was reached several conclusions , including the lack of harmony between the systematic theoretical and scientific, which negatively affects the students recommended a number of recommendations , including a student among the numbers of teaching methods in academic classes are guaranteed to enable him to overcome obstacles*

**Keywords :** students, Al-Qalam University College, Education, Sports, Application Field

## Introduction

The university is one of the main pillars on which the advancement, development and growth of society is based , because it is the academic educational institution that works to develop human resources and provides all other institutions with the necessary specializations and staff and all the requirements for comprehensive development in society (**Ibrahim; 1976**) and sport is one of the most important means of achieving social development In modern societies, sport has become one of the most important means of spreading the spirit of belonging to the homeland and instilling national values in the individual and the feeling of interconnectedness between members of society (**Lund, 2005**) Whereas, the fields of physical education work hard to match the professional duties in their various specializations by qualifying professionals with high academic qualification in the field of physical education, sports and educational (**Wayne, 2002**) Since the main elements of education are the teacher, the student and the curriculum, the teacher is the cornerstone of the educational process, and it is one of the most important factors on which the success of this process depends, and in order to achieve the goals of the curriculum, the teacher's role must be activated through qualifying and training in skills and increasing his appropriate educational efficiency . Where the preparation of cadres teaching in the department of physical education and physical systematically according to the approach , which includes part of preparing the theoretical academic aspect

---

<sup>1</sup>Al-Qalam University College

of scientific (training , where is the field training essential part in the field of) for the educational, psychological , and of both its materials (viewing and application) are of a positive impact in the preparation of the teacher The first semester is devoted to observation (individual application), through which the implementers learn about the books of educational situations, and the steps of the second semester . The second semester is devoted to the actual application in schools and this time is called (university application) and its duration is six continuous weeks, where the implementers receive the tasks of the teaching process in the selected schools. To be applied by them, knowing that it is the real field of teaching that is scientifically applied to the teaching profession to develop their ability and self-abilities (**Mustafa; 1982** ) and during this period students face several problems that may be scientific or educational or from special equipment for sports events, arenas and other things that stand in the way of Achieving the purpose of the field application Hence the importance of research in uncovering the problems facing students in the University College of the Pen, Department of Education Sports during the application period and highlighting its causes for teaching and providing educational aids, lesson evaluation and others.

*Research Problem* : The instructional applications is a for testing the first R - readiness insisted to teach if the student faces ( applied) anxiety and fear during the application and practical , as prepared by some of them stage test of its potential , forcing them into turmoil and feeling ashamed and since the college pen university educational institutions working on the preparation of (teachers) and prepare them scientifically, socially and educationally to be able to perform the teaching profession, this setting is necessary to identify the difficulties faced by students of the Department of Physical Education during the application period and on this basis , the researcher 's determination to hold a study designed to identify that facing external filleting during field application period .

## Literature review

### 1. Practical education

Practical education goes back to its origins in previous eras, when it was seen as a special method in preparing citizens for public jobs, which we used to call (apprenticeship) and in Islamic practical education, whoever wanted to be a teacher would accompany a master teacher for this task, whether it was in the field of Koran and the science of religion, language or other sciences , but a n first signal the fact that the breeding process of contemporary concept dates back to the thirteenth century, where he did not crystallize the concept of practical education current across contextually in different countries of the world , including the Arab countries only after evolution institutions to prepare teachers to If it reached the university preparation level, where its experiences, practices, and applied organizations varied (**Fardows; 2009**) practical education ( practice teaching It is the main part of the vocational preparation course as it is the application method for the various educational theories and methods and training student teachers to acquire basic skills related to effective teaching in schools. It does not mean training only, but rather it is in addition to that a pattern of realistic experience that an individual learns through trial and error with guidance Correct provided by the supervisor ( **Sajida ; 1980** )

*The stages of scientific education:* 1- The stage of cognitive preparation of the student teacher 2- The stage of actual observations 3- The stage of mini-teaching 4- The stage of observations within the training school 5- The stage of actual participation in teaching with the teacher the basic chapter 6- The stage of actual teaching 7- The stage of constructive evaluation and criticism For teaching (**Nawal; 2002**)

*Objectives of practical education:* 1- Providing the applied students with the opportunity to gain the necessary experiences for their success in performing their job as teachers through the practical application of educational and psychological theories they study 2- Training the applied students in planning a successful educational position and giving them the opportunity to experiment and innovate in teaching methods and educational means 3- Education provides practical experiences that help the teacher student and the exercise of his responsibilities in the school organization and school life practical opportunity allows education for students to learn about the students growth characteristics in school orientation and abilities and to identify individual differences among students and in the position of education management 5. linking Theory and practice by way of putting what he has learned in the theoretical aspect of the subject of implementation 6- Acquiring and developing professional competencies that enable him to perform his professional work successfully 7- Gaining self-confidence and overcoming fears that he may feel when facing new professional life situations 8- Identify the student teacher from During the practical field to meet the various difficulties of the profession (**Muhammad, 1982**)

## 2. Elements of practical education

*Viewing* : The viewing is a step prepared for the actual application in teaching and an important source to learn from the students viewers thing a lot about the art of teaching, and the purpose of viewing is to provide an opportunity for students viewers to see and methods and methods of practical and realistic in teaching and Yu faced to areas that benefit them in the application It gives them an insight into the kinds of difficulties they may face in order to prepare for them before actual implementation . (Abd al - Rahman; 1987) Watching provides students with opportunities to apply their theoretical information that they took in a college, whether in specialization subjects, or in psychological educational lessons, especially teaching methods, as viewers should be directed to the fact that the main goal of watching is not to evaluate the lesson or judge it, but rather It is to see what is going on in the classroom in terms of activities, events and influences that affect the course of lessons, such as the curriculum, the book and the teaching aids, the conditions of the classrooms, the goals of the theory and the extent of their achievement, and the knowledge of the types of teaching methods and the prescriptive principles that the original teacher applied during the teaching process. In the simplification of the system and the human relations that govern the administration, teachers and students, and observation lessons are carried out in the Faculties of Education in the form of groups of students, the number of one group ranges between (15-20) male and female students, and the observation is accompanied by a professor of the viewing subject and he should be a specialist in practical education or in curricula and methods Teaching (Fardows; 2009)

*Observation objectives*: 1 Introduce the "student observer" to the classroom management method and address educational situations 2 Enable the (student observer) to follow what he receives theoretically from material and practical application 3 To direct (the witness student) to the aspects of interest to him in the application, and to enlighten him about the type of difficulties that he may face In order to prepare for it before starting the actual application process. 4 Introduce the "student observer" to the elements of the school environment and their role in the educational process. (Abdel -Rahman; 1987)

*Application*: the application as it explains good in the Education Dictionary: it is a concept used to define the activities that are practiced by the applied in a real teaching process in the classroom. It can be simplified by the following concept, which is an educational activity practiced by the practitioner in actual practice within a classroom by teaching a subject of study in the field of his practical specialization to a number of students in a particular class for a certain stage of the school, and the importance of the application is evident as it is the broad field in which the applicant applies what he has learned from Information and theories in the college and his ability to teach grow and gain strength in scientific teaching and by repeating practice. There is no doubt that the competencies that have been acquired and developed during the preparation period must find the appropriate environment to deepen them through teaching and practical practice, as well as the theoretical content of the numbers of the applied student, including their experiences and trends And educational and psychological principles and directives are the other that require selection and evaluation, and this can only be achieved through actual practice and scientific application, so scientific application is a program that has its own components and components (Fardowse; 2009)

*Objectives of practical application* : 1- It provides an opportunity for (the applied student) to actually practice education during his preparation period 2- Identify the true potentials (of the applied student) in managing the educational process in the classroom and work on its development 3- Introduce the (applied student) to the most important problems he faces in Practical life and how to overcome it 4- Enabling (the applied student) to overcome the fears that he may encounter when facing educational situations and increase by himself 5- Enabling (the applied student ) to teach to use methods, methods and modern technologies in the educational process. (Abdel-Rahman, 2005)

### Methodology

*Research community and its sample*: The research community consisted of (25) male and female students representing students of the fourth stage of the Department of Physical Education for the morning study, plus (5) students hosted from the evening study for the academic year 2018-2019. As for the research sample, it included (20) students after excluding the sample of the exploratory experiment and the exclusion of the research student because he is from the original community

*Search tools* : The researcher used the questionnaire clinic by (Badr, 2004) and the pain dish of the Saudi environment included the questionnaire on (41) paragraph was drafted in accordance with the method of Lake rate five (OK degree too high, OK high degree, OK moderately, Slightly Agree, Very Little Agree)

Including five areas (Sports Capabilities for School Students , Supervising Field Training , School Administration , Field Training Programs and Curriculum).

*Authenticity of the questionnaire* :In order to legalize the questionnaire and apply it to the Iraqi environment, the researcher relied on calculating the validity of the questionnaire on the opinions of the arbitrators to provide their opinion on the extent of the validity of the questionnaire in order to achieve the goal for which it was set. The questionnaire was presented to a number of experts and referees \* and the experts gathered on the validity of the axes and phrases.

*Stability* :The concept of consistency means that the test will give the same results if it is re-applied to individuals themselves and in the same circumstances (Mustafa, 1991). For the purpose of identifying the stability of the questionnaire, the researcher applied the questionnaire on March 10, 2019 on (4) students from the research community and from Outside the research sample and re-application on the same students after a week, and then calculate the degree of stability using the simple correlation coefficient Pearson, where the reliability coefficient reached (0.86), which is a good stability coefficient.

*Exploratory experiment*: The researcher conducted an exploratory experiment on 3/20/2019 on (4) students and outside the research sample to ensure the clarity of the paragraphs and it was found that all the paragraphs are clear to them.

*Tool Application* :After checking the validity and reliability of the tool was distributed questionnaires to members of the sample's (20) b of 25 - 31 /3/2019 and during the application period, and in order to determine the degree of difficulty by the percentage to answer areas.

## Results

### 1. Sport abilities

**Table1: Statistical treatment of the responses of the study sample individuals to the difficulties in the field of mathematical possibilities**

the number	The paragraphs	Weighted center	percentage	Class
1	The limited number of sports equipment and tools for group and individual games.	4	80 %	big
2	The lack of legal playgrounds for training and matches in the school.	3.26	65.2 %	Medium
3	The lacks of educational tools that help explain mathematical skills.	3.25	65 %	Medium
4	Unavailability of specialized scientific resources and references in the school library.	4.65	93 %	big
5	Sports equipment is old and most of it does not comply with legal specifications.	2.4	48%	Weak
6	Unavailability of places for changing clothes.	4	80 %	big
7	The available sports equipment is not suitable for the number of students in the school	4.15	83 %	big

Is evident from Table 1 that the degree of unit difficulties the field of potential sports according to their ranking in the table and are: not to provide sources of specialized scientific references in the school library by 93% and to a large extent , and this is what we find from the lack of dominated schools and scientific libraries competent for sports references that can be benefit from practical lessons , followed by a paragraph mathematical tools available are not commensurate with the number of students in school 83% and to a large extent and that lead time and effort more in special learning if there are large numbers of students in the classroom , followed by the lack of special places to switch clothes and paragraph small number of devices and tools sports own collective and individual games by 80% , respectively , and a large degree of where the lack of availability of a private room to switch affect negatively on the progress and implementation of the lesson especially since most of the students dressed in sports clothes in the classroom and leading to the loss of time during the switch . This is confirmed by Mustafa 1995 that leaving clothes and pupils 'belongings in the classroom irregularly can lead to losing them. Therefore, a place for dressing must be provided in every school and near the yard in order to reduce the lost time from the lesson. (Mustafa , 1995) as paragraph a few special tools lesson caused by lack of equipping the schools with the tools of sports needed which is not enough throughout the year since it was introduced for consumption, making few tools or no poverty lack of special training legal stadiums and games in the school and The lack of educational tools that help explain

mathematical skills at a rate of 65 % and an average degree respectively, as most of the squares and playgrounds in schools do not meet the legal specifications in terms of quality and planning the arenas, the lack of educational aids represented by the signs and goals, the absence of basic sports requirements and the weak infrastructure for the tools necessary for the trainee, then The mathematical equipment section is old and most of it does not comply with the legal specifications, 48 % and with a weak degree

**Table (2): Statistical treatment of respondents of study sample to the difficulties of the field of school students**

the number	The paragraphs	Weighted center	percentage	Class
8	Students often do not adhere to uniforms.	2.65	53%	Weak
9	The large number of students in a class.	3.25	65 %	Medium
10	The student prefers to review another course during the physical education class.	2.6	52 %	Weak
11	Sports activities are limited to a small group of students.	2.8	56%	Weak
12	The majority of students refrain from participating in sporting activities.	2 . 7.	54%	Weak
13	Iqbal and the lack of cooperation in the students studied the education of sports	2.05	41%	Weak
14	Students get accustomed to playing specific sports games.	3.5	70 %	Medium
15	Some students have disabilities and deformities.	2	40 %	Weak

It is evident from Table No. (2) that Paragraph 14 is the accustomed students to practicing specific sports games at a rate of 70% and to a large degree, as the traditional teaching of a sports teacher and his unwillingness to develop himself and contemporary methods and methods of modern teaching and his sufficiency in some specific skills or games in each lesson without change that would lead to To boredom and students 'unwillingness to study sports, the paragraph came about the large number of students in the class at a rate of 65% and the degree of great difficulties and this is what most schools suffer, as one class contains more than 40 students, which leads to effort and the student does not take enough time to learn a skill and play either The rest of the paragraphs came with a weak degree of difficulty, which is the paragraph that sports activities are limited to a small group of students. With a rate of 56% and a paragraph, the majority of students refrain from participating in sports activities at a rate of 54%, and a paragraph the student prefers to review another course during the physical education class at a rate of 52% and a paragraph that there are some cases of disability and deformities among some students by 40%

**Table (3): Statistical treatment of the respondents of the study sample to the difficulties related to supervising field training**

the number	The paragraphs	Weighted center	percentage	Class
16	The supervisor's academic qualification does not qualify him to be a training supervisor .	2.85	57%	Weak
17	The supervisor focuses on using traditional teaching methods .	2.25	45%	Weak
18	The supervisor does not take into account the facilities and tools available in the school.	2.85	57%	Weak
19	The supervisor often evaluates the applied student on the basis of the class given.	2.9	58%	Weak
20	The supervisor deals with the applied student with inappropriate and non-pedagogical words.	2.25	45%	Weak
21	Lack of positioning for the supervisor's evaluation of the student and reliance on personal relationships.	2.5	50%	Weak
22	The supervisor does not contribute to solving problems facing the applied student.	2.8	56%	Weak
23	Lack of visits and follow-up by the supervising teacher of the student / teacher.	3.25	65%	Medium

It is clear from Table No. (3) That Paragraph 23 is the lack of visits and follow-up by the teacher supervising the student / teacher. At a rate of 65% and with an average degree, the basis of the share given to 58% and the paragraph came in the scientific qualification of the supervisor does not qualify him to be a supervisor of training, and the supervisor paragraph does not take into account the possibilities and tools available in the school. By 57%, while the supervisor's paragraph does not contribute to solving the problems facing the applied student by 56%, the lack of localization for the supervisor's evaluation of the student and reliance on personal relationships by 50%, followed by my two paragraphs. The supervisor focuses on using traditional teaching methods and the supervisor deals with the applied student in inappropriate words. And non-educational by 45%

**Table (4): Statistical treatment of the responses of study sample individuals to the difficulties related to school administration**

the number	The paragraphs	Weighted center	percentage	Class
24	The school administration is not convinced of the importance of physical education.	3.05	61%	Weak
25	The school administration regards the physical education subject as less important than other school subjects.	3.5	70%	Medium
26	The school administration does not respect the scientific and professional opinions and suggestions of the student / teacher.	2.5	50%	Weak
27	School administration does not pay attention to sports activities	2.55	51%	Weak
28	The school administration views the student / teacher less than his colleagues.	2.4	48%	Weak
29	The school administration does not offer material and moral rewards for outstanding students	2.75	55%	Weak
30	The physical education teacher does not cooperate with the applied student.	2.05	41%	Weak
31	Not giving the student the opportunity to evaluate students in the school.	2.7	54%	Weak

It is evident from Table No. (4) that the paragraph of the school administration views physical education subject as less important than other school subjects by 70% and to a moderate degree as the lack of weekly sports classes and the increase in the number of students in the class and the school administration's failure to deal with the applied student to consider that The physical education share is less important than the rest of the other teaching lessons, which negatively affects the personality of the applied student, while the rest of the paragraphs came with weak grades and varying percentages, as the school administration paragraph was unconvinced of the importance of physical education by 61 %, followed by a paragraph that does not provide the school administration with material and moral rewards for outstanding students With a rate of 55 %, followed by the clause not to give the student the opportunity to evaluate students at the school by 54% . It is followed by a paragraph that the school administration does not take care of and interest in sports activities, at a rate of 51%, followed by a paragraph that does not respect the school administration's scientific and professional opinions and suggestions of the student / teacher by 50%, while a paragraph that the school administration views the student / teacher with 48% less than his colleagues, and finally the non-cooperation of the physical education teacher With the applied student at 41%

**Table (5): Statistical treatment of the responses of the study sample to the difficulties related to the field training program and curriculum**

the number	The paragraphs	Weighted center	percentage	Class
32	The specialized time for application in schools is insufficient.	2.60	52 %	Weak
33	Not giving the student the opportunity to choose the school in which he wishes to apply.	3	60 %	Weak

34	Experiences which my gained in scientific courses and the process is not sufficient.	2.5	50%	Weak
35	The curriculum is not suitable for all schools because of the different possibilities from one school to another.	3.25	65%	Medium
36	The curriculum often restricts the student / teacher and leaves no room for choice.	3.05	61%	Weak
37	The curriculum focuses largely on the theoretical and cognitive side.	3.05	61%	Weak
38	The curriculum often does not take into account individual differences among students	2.6	52%	Weak
39	The small number of physical education classes scheduled for physical education subject.	2.1	42%	Weak
40	Failure to choose appropriate schools nearby for field training.	2.35	47%	Weak
41	The inappropriateness of distributing physical education classes in the school schedule.	2.25	40%	Weak

Is evident from Table 5 that paragraph curriculum decision does not suit all schools because of the different possibilities of school and another got t the highest degree of difficulty 65% as the curriculum binding is not consistent with the potential and the readiness of schools and the inability of the student teacher directed lesson image full either the rest of the paragraphs were largely weak and that do not represent the difficulties in front of the student applied where she received two paragraphs of the curriculum often restricts the student / teacher and leaves him room to choose a paragraph curriculum focuses largely on the theoretical and cognitive side by 61% , while paragraph curriculum does not take into account the often individual differences Between students and the provision of the specialized time for application in schools is insufficient by 52%, while the paragraph of experiences that I have gained in scientific and practical courses is insufficient at 50%, followed by the clause not to choose appropriate and close schools for field training and by 47%, followed by the paragraph of the lack of the number of physical education classes prescribed for the subject of education Sports education by 47%, and finally, the inadequacy of the distribution of physical education classes in the school schedule 40%

### Conclusions

1. There is a lack of equipment and necessary sports equipment, squares, legal playgrounds, places to change clothes, and educational aids necessary for the success of the physical education lesson.
2. Lack or absence of special books on physical education.
3. The school administration's view of the physical education lesson is less important than other school subjects.
4. . It can also be concluded that the supervisors' requirements are higher than the capabilities of the applied students, with the lack of help and visits by the supervisors.
5. Harm and Rh provide supplies and sports equipment, and maintenance of the squares affected, and to provide the tide Lars sports needs necessary for the physical education lesson.
6. The necessity to increase the number of the supervisor's visit to the applied student.
7. Preparing the student academically in the lessons of teaching methods in a way that ensures his ability to overcome obstacles.
8. The need for the school administration to pay attention to studying physical education.

### References

1. Abdul Rahman Al-Hassoun and others; 1987, General Teaching Methods i 1, Ministry of Education Press, Baghdad
2. Abdul Rahman Hassan Al-Mousawi , 2005; The guide to scientific education, the world of modern books, Irbid, Jordan
3. Fardows Ali Amin; 2009 , The Problems Facing the Kurdish Language Department and its Applications in the College of Education, Ibn Rushd, Journal of the College of Arts, Iraq, Issue 92
4. Ibrahim Al-Shalabi and others; 1976 , Evaluation of the educational process, Al-Marouf Press, Baghdad
5. Lund J., & D. Tannehill. 2005, Standards-Based Curriculum Development in Physical education. Sudbury. MA; Jones & Bartlett Publishers
6. Mohamed Tantawi Donia; 1982, teaching materials and social strategies, i 1, library Falah, Kuwait

7. Mustafa Mahmoud Emam and others , 1991; Evaluation and Measurement, Dar Al-Hikmah for Printing and Publishing, Baghdad
8. Mustafa Sayeh, 1995, recent trends in the teaching of Physical Education Radiation Technical Press, Alexandria, suck.
9. Mustafa Zain Al-Abidin, and others; 1982 , evaluation of the application process for fourth-stage students in the College of Education, University of Basra, College of Education Journal, fourth year, number seven
10. Nawal Ibrahim Shaltout and Mervat Ali Khafaga; 2002 , Teaching Methods, Physical Education, Part 2, Al Radia Art Press, Alexandria
11. Sajida Jabbar gesture; 1980 , Attitudes of students of the Physics Department, College of Education/ Al-Mustansiriya University towards the teaching profession before and after teaching applications, Journal of the College of Education, First Issue
12. Wayne G. 2002, North Dakota Standards and Benchmarks content Standards Physical Education. Bismarck.