



# Problems Encountered At College Of Physical Education in Suleimani University

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## ABSTRACT

The academic preparation of students needs all the potentials and efforts that would make this process fully integrated to realize purposes behind establishing colleges. Problems without finding the suitable solutions will negatively affect the quality of the postgraduate students. The current study aims at:

1. Identifying the problems encountered at the Department and College of Physical Education at the University of Suleimaniyah.
2. Identifying the severity of such problems encountered at the the Department and College of Physical Education at the University of Suleimaniyah
3. Making proposals and solutions that could help in reducing the problems.

Descriptive approach is used through survey to examine the study population that consisted of the teaching staff, (65), at the College of Physical Education in University of Suleimani. Twenty four of the teaching staff, (16) males and (8) females, are selected. The study tool was designed by the researcher and the questionnaire form was distributed among the teaching staff to identify the problems. After identifying the problems, they were primarily fixed and alternatives and solutions were proposed. Pilot study was made including (5) of the teaching staff that were not included in the study sample and then the main experiment was made. Mean, standard deviation, alpha coefficient, rate, Chi-square, Pearson correlation coefficient and severity degree were the main statistical means used in the study.

The study concludes that no scientific meetings or conferences are organized annually in Kurdistan universities and Kurdish specialized textbooks are not available. In addition, there are no objective criteria for taking the administrative positions resulting in a clear weakness and no contact among the teaching staff in the various scientific departments.

## 1. Introduction

### 1.1 Introduction and Importance of Study

Colleges and departments of physical education are of the academic institutes that prepare well educated teachers of physical education. This will entail the provision of the comprehensive teaching process requirements and these colleges should possess the potential

staff that includes well scientifically and educationally qualified teachers in addition to scientific curriculum, well furnished buildings, appropriate teaching and sports halls, various playgrounds and library full of modern references. Preparation process requires the provision of all these tools and equipment and any deficiency will negatively affect the students' performance that in turn will be future teachers. Enhancing the role of the teacher, through being qualified and trained and increasing his/her teaching capacity, will maintain both the school and the society (Abu Dalbooh, 2002, 155). Establishing new colleges and departments should be based on good planning and providing all the requirements for this process to be successful in order to avoid future problems that will hold back the purposes of such colleges and departments, the important of which is the academic and comprehensive preparation that will in turn hamper the occupational success of the students in achieving a positive role in their communities. University of Suleimaniyah has established new colleges and departments including physical education that needs more of the material and human potentials due to its huge curriculum. The importance of this study lies in identifying the problems faced and proposing some solutions.

### **1.2 Problem of the Study**

Working as a teacher in university of Suleimani, the researcher has observed many problems facing colleges and departments of Physical Education that hinder their activities and work. The current study is an attempt to reveal such problems through answering the following:

1. What are the problems encountered at the College of Physical Education at the University of Suleimani in view of the teaching staff (both males and females).
2. What are the most severe problems encountered at the College of Physical Education at the University of Suleimani in view of the teaching staff (both males and females).

### **1.3 Aims of the Study**

The study aims at identifying:

1. The problems encountered at the College of Physical Education at the University of Suleimani in view of the teaching staff (both males and females).
2. The severity of such problems encountered at the College of Physical Education at the University of Suleimani in view of the teaching staff (both males and females).
3. Making proposals and solutions that could help in reducing the problems.

### **1.4 Fields of the Study**

1. Human Field consisting of a sample of the teaching staff (males and females) at the College of Physical Education/ University of Suleimani.
2. Time field ranging for the period 28/4/2010 till 15/2/2011.
3. Place field located at College of Physical Education/ University of Suleimani.

## **1.5 Terminology:**

**1.5.1 Problems:** Clear expression indicating unsatisfied stressful need overwhelming the feelings with a special priority (Al Rudeini Hussein Abdul Fattah Gharib, 1988, 21). It also could be defined as a situation that requires certain solutions with indirect knowledge of how to find the solution (Abu Riyash Hussein and Quteit Ghasan, 2008, 16).

**1.5.2 Physical Education:** It is an incorporated mean of education to develop the individual physically, mentally, socially and emotionally through adopting selected physical activities supervised by good leadership to realize the utmost human values (Nashwan, 2010, 32).

**1.5.3 Physical Education Profession:** Physical education is an important part of the educational process and the need for highly qualified physical education teachers is a necessity imposed by the current conditions. The problem of ill qualified teachers is not new as physical education teacher's preparation programs are always changeable and not coping with modern requirements is raising an important issue related to kind of preparation (Al Rubeei Mahmood and Hussien Ahmed and Ahmed Mazin, 1999, 41).

## **3. Methodology and Field Procedures**

### **3.1 Approach of Study:**

Descriptive approach, is used for it is suitable for the study nature.

### **3.2 Study Community and Sample**

The study community consisted of (65) of the teaching staff, (48) are males and (17) are females, at colleges of physical education in Suleimani, Kalar, Halabcha, and Khaniqeen at Suleimaniyah University. The study sample was randomly selected consisting of (24) of the teaching staff, (16) of whom are males while (8) are females. All the selected study sample hold master and doctoral degrees in physical education for the year 2010–2011.

### **3.3 Data Collection**

- Scientific references.
- Internet.
- Expert's views.

#### **3.3.1 Study Tool**

The researcher has codified the study tool through adopting the following steps:

1. Distributing the questionnaire form (Appendix 1) among a sample of the teaching staff to identify their problems in each of the aspects proposed by the researcher with the possibility of adding another aspect.
2. Formulating the problems and proposing the alternatives.
3. Establishing the scientific bases for the study tool.

### 3.3.2 Scientific Bases of the Study Tool

The researcher has verified study tool validity (judges validity) through reviewing the tool by experts <sup>(\*)</sup> to confirm items and their suitability with the aspects in addition (as in Appendix 2) to verifying the translation into Kurdish language <sup>(\*\*)</sup>. Constancy was derived through calculating alpha coefficient for the survey as a whole and for each of the aspects separately, as shown in table (1). Constancy refers to accuracy by which the test is measuring the phenomena (Allawi, 2000, 42). Correlation coefficients among aspects and correlation coefficients between the degree and each aspect were also found, as shown in table (2 and 3). Correlation among the study tool aspects were significant at (0.05) and (0.01) correlation coefficients among the aspects and the total degree that confirms constancy degree was at (0.05). As for objectivity, the study tool is characterized by its clear items for the study sample and answer where the test will be objective if the questions are clear and the question will be one (Khreebet, 1987, 73).

Table 1: Constancy Coefficients inside the Study Sample

Variables	Total	Males	Females
	N = 65	N = 16	N = 8
scientific aspect problems	0.872	0.828	0.963
Administrative aspect problems	0.863	0.826	0.839
educational environment problems	0.971	0.962	0.863
social aspect problems	0.917	0.894	0.914

<sup>(\*)</sup> 1. Dr. Amer Saeed Al Kheekani, Professor, Sports Psychology, College of Physical education, University of Babylon.

2. Dr. Farhang Faraj Mohammed, Assistant Professor, Physical Education Teaching Methods, College of Physical Education, University of Suleimaniyah.

3. Dr. Ali Jumaa Abdul Rahman, Assistant Professor, Education Teaching Methods, College of basic Education, University of Suleimaniyah.

4. Dr. Jawad Nemat Hussein, Assistant Professor, Measurements and Educational Evaluation, College of Basic Education, University of Suleimaniyah.

5. Dr. Solaf Fayeq Mohammed, Assistant Professor, Measurements and Educational Evaluation, College of Basic Education, University of Suleimaniyah.

<sup>(\*\*)</sup> Dr. Quyestan Jamal, Lecturer, Kurdish Language, College of Basic Education, University of Suleimaniyah.

Table 2: Coefficient Correlations among the Aspects

Variables	1	2	3	4
scientific aspect problems		** .489	** .438	** .522
Administrative aspect problems			** .532	** .466
educational environment problems				** .466
social aspect problems				

Tabular value (.404) when the degree of freedom of (22) and 0.05 (level) and (.515) level (.01)

Table 3: Coefficient Correlations between the Aspects and the Total Degree for the Study Tool

Variables	Correlation Coefficient
scientific aspect problems	** .745
Administrative aspect problems	** .763
educational environment problems	** .758
social aspect problems	** .632

Tabular value (.404) when the degree of freedom of (22) and 0.05 (level) and (.515) level (.01)

### 3.4 Final Form of the Study Tool

The final form of the study tool consisted of four parts each of which has number of items. Answer options were as follows: big problem: 3 marks; medium problem: 2 marks and small problem: 1 mark, as shown in the table:

Table 4: Parts and Numbers of the Study Tool

Variables	No. of Items
scientific aspect problems	18
Administrative aspect problems	10
educational environment problems	15
social aspect problems	5
<b>Total</b>	<b>48</b>

### 3.5 Pilot Experiment

The researcher on December 24<sup>th</sup>, 2010 has made a pilot experiment on a sample of the teaching staff at College of Physical Education/ University of Suleimaniyah. The sample consisted of (5) of the teaching staff who are not included within the study sample in order to identify the difficulties that could be faced in the main experiment. Results showed that items are clear and could be easily answered.

### 3.6 Main Experiment

The researcher distributed the forms for the period January 26<sup>th</sup>, 2010 till February 8<sup>th</sup>, 2011. All the forms were then statistically analyzed.

### 3.7 Statistical Means

Statistical means were used to analyze the answers as follows:

1. Calculating alpha coefficient values within the sample and according to aspects to find constancy.
2. Calculating correlation coefficients among the minor measures (aspects) of the study tool.
3. Calculating correlation coefficients among the minor measures and the total degree for each aspect separately.
4. Calculating means and standard deviations of the individuals measures (aspects) of the study tool according to sex.
5. Calculating T-values for asymmetrical values and their significance among the means according to sex.
6. Calculating repetitions, rate and chi square and their significances for each of the study items.
7. Calculating severity degree for the problems according to aspects.

SPSS statistical software was used in analyzing results.

## 4. Results and Discussion

### 4.1 Sample Answers for the Study Tool

Table 5: Means, Standard Deviations and T values Significance among Males and Females according to Size of Problems

sample and indicators variables	male	16	femal	8	T value s	significance
	X	Y	X	Y		
Scientific aspect problems	28.13	5.04	28.75	5.78	0.787	not significant

Administrative aspect problems	19.38	1.89	19.50	2.56	0.893	not significant
educational environment problems	35.50	3.88	35.38	3.81	0.941	not significant
social aspect problems	10.93	1.77	10.00	1.63	0.245	not significant
total degree	23.48	9.88	21.71	10.94	0.468	

Table (5) shows that there are no significant differences among the males and the females according to size of problems and this indicates that there is agreement in deciding these problems by the teaching staff (both males and females).

Table 6: Scientific Aspect Problems and Study Sample Answers

Sample	N = 24						Calculated chi square	significance
	Big problem		medium problem		small problem			
	rep.	%	rep.	%	rep.	%		
1.	-	-	6	25	18	75	13	significant
2.	16	66.66	6	25	2	8.34	7	significant
3.	6	25	8	33.33	10	41.67	1	not significant
4.	14	58.33	6	25	4	16.17	7	significant
5.	16	66.66	4	16.67	4	16.17	12	significant
6.	4	16,67	16	66.66	4	16,67	12	significant
7.	8	33.33	15	62.50	1	4.17	12.26	significant
8.	7	29.17	14	58.33	3	12.5	7.76	significant
9.	14	58.33	6	25	4	16.67	7	significant
10.	11	45.83	7	29.17	6	25	1.73	not significant
11.	20	83.33	4	16.67	-	-	18.5	significant

12.	24	100	-	-	-	-	32	significant
13.	7	29.17	13	54.16	4	16.66	5.26	not significant
14.	22	91.67	2	8.33	-	-	29	significant
15.	5	20.84	15	62.50	4	16.66	9.26	significant
16.	14	58.33	7	29.17	3	12.50	7.76	significant
17.	18	75	3	12	3	12.5	18.76	significant
18.	12	50	9	37.50	3	12.50	5.26	not significant

Significant at 0.05 and freedom degree 3-1

Table 7: Administrative Aspect Problems and Study Sample Answers

Sample	N = 24						Calculated chi square	significance
	Big problem		medium problem		small problem			
	rep.	%	rep.	%	rep.	%		
1.	20	83.34	2	8.33	2	8.33	27	significant
2.	14	58.34	8	33.33	2	8.33	7	significant
3.	12	50	8	33.33	4	16.67	4	not significant
4.	6	25	15	62.50	3	12.5	9.76	significant
5.	11	45.83	12	50	1	4.17	9.25	not significant
6.	14	58.33	9	37.50	1	4.17	10.75	significant
7.	12	50	7	29.17	5	20.83	13.46	significant
8.	16	66.66	6	25	2	16.67	13	significant
9.	16	66.66	7	29.17	1	4.16	14.26	significant
10.	15	62.5	7	29.16	2	16.67	7.02	significant

Significant at 0.05 and freedom degree 3-1



Table 8: Educational Environment Aspect Problems and Study Sample Answers

Sample	N = 24						Calculated chi square	Significance
Alternatives	Big problem		Medium problem		small problem			
Items	Rep.	%	rep.	%	rep.	%		
1.	18	75	6	25	-	-	13	Significant
2.	16	66.66	6	25	2	8.34	13	Significant
3.	14	58.33	6	25	4	16.67	7	Significant
4.	13	34.16	7	29.16	4	16.67	8.13	Significant
5.	9	37.5	13	37.5	2	8.34	8.13	Significant
6.	15	41.67	3	12,5	6	25	9.71	Significant
7.	12	50	2	8.34	7	29.16	7	Significant
8.	24	100	-	-	-	-	32	Significant
9.	15	62.5	9	37.5	-	-	6.26	Significant
10.	12	50	10	41.67	2	16.67	7	Significant
11.	13	34.16	9	37.5	2	8.34	7.76	Significant
12.	17	70.83	6	25	1	4.17	15.13	Significant
13.	20	33.33	13	34.16	3	12.5	6.26	Significant
14.	8	33.33	13	34.16	3	12.5	6.26	Significant
15.	6	25	12	50	6	25	3	not significant

Significant at 0.05 and freedom degree 3-1

Table 9: Social Aspect Problems and Study Sample Answers

Sample	N = 24						Calculated chi square	Significance
	Big problem		Medium problem		small problem			
	Rep.	%	rep.	%	rep.	%		
1.	9	37.5	13	54.17	2	8.33	7.76	Significant
2.	3	12.5	13	54.17	8	33.33	6.39	Significant
3.	14	58.33	5	20.83	5	20.83	6	not significant
4.	4	16.66	14	58.33	6	25	6.5	Significant
5.	12	25	2	8.33	10	41.67	7	Significant

Significant at 0.05 and freedom degree 3-1

#### 4.2 Results of Identifying Problems Severity and Ranking for the Study Sample:

Table 10: Scientific Aspect Problems Severity Degrees and Ranking for the Study Sample

No.	Problems	Severity	Ranking
12	There are no yearly scientific conferences in the province universities.	3	1 <sup>st</sup>
14	Rare physical education textbooks in Kurdish.	2.93	2 <sup>nd</sup>
11	There are no periodic training or development courses for the teachers.	2.83	3 <sup>rd</sup>
17	Rare participation of teachers in conferences outside Iraq.	2.63	4 <sup>th</sup>
2	No available time for the teachers to give additional lectures as related to teaching hours.	2.58	5 <sup>th</sup>
9	Number of teaching hours and administrative responsibilities hinder attending conferences.	2.42	6 <sup>th</sup>
18	Variance of the scientific level of the teachers.	2.38	7 <sup>th</sup>

No.	Problems	Severity	Ranking
4	Large number of the students at the scientific lessons hinders the teacher efficiency at the department or the college.	2.33	8 <sup>th</sup>
15	Teacher's evaluation by the students.	2.30	9 <sup>th</sup>
7	Difficulty in familiarity with the new in the province universities.	2.29	10 <sup>th</sup>
5	Large number of the students at the theoretical lessons hinders the teacher efficiency at the department or the college.	2.25	11 <sup>th</sup>
10	The department or the college procedures for each member to take part in conferences.	2.21	12 <sup>th</sup>
8	No information bank is available for the teachers when writing studies.	2.17	13 <sup>th</sup>
13	Marks collection system through attendance or giving lectures in seminars by the teachers.	2.13	14 <sup>th</sup>
16	There are no material and significant bonus for writing books.	2.04	15 <sup>th</sup>
6	Student's number matching the teachers at the department or the college.	2	16 <sup>th</sup>
3	Adopting suitable teaching means suitable for each material.	1.83	17 <sup>th</sup>
1	Weekly teaching hours matching the scientific class of the teachers.	1.25	18 <sup>th</sup>

Table 11: Administrative Aspect Problems Severity Degrees and Ranking for the Study Sample

No.	Problems	Severity	Ranking
1	There are no clear and objective criteria for holding the administrative and supervising positions in the department or college.	2.75	1 <sup>st</sup>

No.	Problems	Severity	Ranking
9	Unfamiliarity of the teachers by their rights, duties in the university.	2.63	2 <sup>nd</sup>
6	A routine in teacher's promotion procedures in the department, college or university.	2.58	3 <sup>rd</sup>
10	Weakness of professional and administrative efficiency in the department or the college.	2.54	4 <sup>th</sup>
2	Abandoning rights and duties for anyone having administrative responsibility in the college or the department.	2.50	5 <sup>th</sup>
5	Absence of scientific evaluation by the college of the department for performance of the teachers.	2.46	6 <sup>th</sup>
3	There is some exploiting the administrative position for personal benefits.	2.33	7 <sup>th</sup>
7	No appointment of employees in the department of the college based on efficiency and experience.	2.29	8 <sup>th</sup>
4	There is no serious participation by the teachers in administration.	2.13	9 <sup>th</sup>
8	No administrative or psychological tests are applied for any candidate by the teachers.	2.2	10 <sup>th</sup>

Table 12: Educational Environment Aspect Problems Severity Degrees and Ranking for the Study Sample

No.	Problems	Severity	Ranking
8	There are no physiology or biomechanics laboratories in the department or the college.	3	1 <sup>st</sup>
13	There is swimming pool for the college or the university.	2.83	2 <sup>nd</sup>
1	There are no well equipped teaching halls.	2.75	3 <sup>rd</sup>
12	There is no playground for practical or sports competitions.	2.67	4 <sup>th</sup>

No.	Problems	Severity	Ranking
9	There is no enough sport equipment.	2.63	5 <sup>th</sup>
2	There is no W.Cs for the students.	2.58	6 <sup>th</sup>
3	There is no W.Cs for the teachers.	2.42	7 <sup>th</sup>
4	There are no halls for scientific meetings in the department or the college.	2.38	8 <sup>th</sup>
11	There is no storehouse staff in the department or the college.	2.33	9 <sup>th</sup>
10	<b>Lack of specialized staff and stores equipment in the department or college</b>	2.25	10 <sup>th</sup>
7	There is no cafeteria for the teachers in the college or the department.	2.21	11 <sup>th</sup>
6	There is no typical library.	2.17	12 <sup>th</sup>
5	There are no rooms for the teachers in the department or the college.	2.13	13 <sup>th</sup>
15	There is no internet hall for the teachers.	2	14 <sup>th</sup>
14	Absence of educational techniques inside the teaching halls.	1.92	15 <sup>th</sup>

Table 13: Social Aspect Problems Severity Degrees and Ranking For the Study Sample

No.	Problems	Severity	Ranking
3	There is neither cooperation nor connection among the teachers in the various scientific departments.	2.42	1 <sup>st</sup>
1	Absence of scientific cooperation among the teachers for exchanging information.	2.17	2 <sup>nd</sup>
2	Weakness of social relation among the teachers inside the department or the college.	2	3 <sup>rd</sup>
5	There are no family trips for the teachers in the department or the college	1.92	4 <sup>th</sup>

No.	Problems	Severity	Ranking
4	Rare relations among the teachers and the administrative staff in the department or the college.	1.75	5 <sup>th</sup>

#### 4.2.1 Discussion

Table (10) indicates scientific aspect problems severity degrees and ranking for the study sample. Severity law is used by the researcher to identify the problems severity and their ranking. In the first place, problem No. 12, There are no yearly scientific conferences in the province universities, and this due to no availability of financial support by the officials in the province universities to hold local and international meeting because of not realizing the importance of such meetings by them. Most of the teachers attempt to attend scientific meetings to acquire valuable information, publish studies and be familiar with the participants. Fuzzily confirms the importance of holding scientific meetings at the colleges to provide opportunities for the teachers to be more familiar with scientific studies and provide fair opportunities for all the teaching staff to attend various meetings (Abdul Ghafor, 2002, 16). Problem No. 14, Rare physical education textbooks in Kurdish, is in the second place as the majority of the students are not speaking Arabic and all the books are available in Arabic or English and some in Kurdish. The teacher is responsible for translating into Kurdish and explaining the materials that take a lot of time and effort. Problem No. 11, There are no periodic training or development courses for the teachers, is in the third place where the teacher needs to develop his/her teaching skills either inside or outside the province universities. As for problems No. 5, 10, 8, 13 and 16, they are less sever and could be treated while problems No. 6, 3 and 1 are not sever for the study sample.

Table (11) shows the administrative aspect problems severity degrees and ranking for the study sample. Problem No. 1, There are no clear and objective criteria for holding the administrative and supervising positions in the department or college, is in the first place as holding administrative positions by unqualified persons lead to the department or college underdevelopment and this agrees with Abdul Ghafor (2002) and Mohammed (1994). Problem No. 9, Unfamiliarity of the teachers by their rights, duties in the university, is in the second place and this could lead to various confusions in work in particular when the teacher is not restricted to the university regulations. Problem No. 6, a routine in teacher's promotion procedures in the department, college or university, is in the third place where such procedures take more than two years as old procedures are still followed. The remaining problems, 3, 7, 4 and 8 are less sever.

Table (12) indicates the educational environment aspect problems severity degrees and ranking for the study sample. Problem No. 8, There are no physiology or biomechanics laboratories in the department or the college, is in the first place indicating the teachers' need for such laboratories in both teaching the students and performing studies. Problem No. 12, There is swimming pool for the college or the university, is in the second place where swimming is among the important classes and there is no closed swimming pool in the

university. For the third place, problem No. 1, There are no well equipped teaching halls, negatively affect the students learning of new skills in the scientific classes. Suheela confirms that utilizing equipment in teaching is not an end but a mean for efficiently achieving teaching and education (Al Fatlawi, 2003, 225).

Table (13) shows the social aspect problems severity degrees and ranking for the study sample. Problem No. 3, There are no cooperation nor connection among the teachers in the various scientific departments, is in the first place because most of the teachers are busy with various responsibilities due to the rare number of teachers. As for problem No. 1, Absence of scientific cooperation among the teachers for exchanging information, it is in the second place but not a real problem because of not passing (2).

## 5. Conclusions and recommendations

### 5.1 Conclusions

- Large problems in the scientific aspect are as follows:
  - There are no yearly scientific conferences in the province universities.
  - Rare physical education textbooks in Kurdish
  - There are no periodic training or development courses for the teachers.
- Medium problems in the scientific aspect are as follows:
  - Rare participation of teachers in conferences outside Iraq.
  - No available time for the teachers to give additional lectures as related to teaching hours.
- Medium problems in the administrative aspect are as follows:
  - Unfamiliarity of the teachers by their rights, duties in the university.
  - A routine in teacher's promotion procedures in the department, college or university.
  - Weakness of professional and administrative efficiency in the department or the college.
  - Abandoning rights and duties for anyone having administrative responsibility in the college or the department.
- Large problems in the educational environment aspect are as follows:
  - There are no physiology or biomechanics laboratories in the department or the college.
  - There is swimming pool for the college or the university.
- Medium problems in the educational environment aspect are as follows:
  - There are no well equipped teaching halls.
  - There is no W.Cs for the students.
- There are no large problems in the social aspect. However, medium problems are as follows:
  - Weakness of social relation among the teachers inside the department or the college.

## 5.2 Recommendations

- Holding local and international scientific meetings yearly at the province universities.
- Providing financial support and other kinds of support for translating physical education textbooks into Kurdish.
- Encouraging the teachers to make studies and take part in local and international meetings.
- Reducing teaching hours in order that teachers will be able to give additional lectures.
- Providing clear and objective criteria for holding the administrative positions in the department or the college.
- Adopting new procedures for promotion depending on electronic correspondence.
- Developing the administrative staff in the college.
- Providing physiological and biomechanics laboratories in the college.
- Providing a swimming pool in the college.
- Providing well equipped teaching halls.
- Providing closed sports halls for practical lessons and enough sports equipment and tools.

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