



Obstacles to achieving quality field application performance from the point of view of fourth-stage female students at the College of Physical Education and Sports Sciences, University of Baghdad

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Abstract

The aim of the research was to prepare a scale of obstacles to achieving quality performance, field application from the point of view of fourth-stage female students, to identify the difficulties and obstacles to achieving quality performance through field application from the students' point of view for the topic (school administrative procedures, learners, cognitive achievement, school tools). The researchers used the descriptive approach in the research procedures as it is an appropriate approach to achieve the research objectives. The following questions were asked: There are obstacles and difficulties faced by female students during the process of choosing schools, dealing with school administrations, and the difficulties faced by female students during field application. Therefore, the importance of this study came in knowing the obstacles facing female students. The scale of obstacles to achieving quality performance consisted of 24 paragraphs, as it included four axes, each axis had 6 paragraphs. The first axis was school procedures, the second axis was learners, the third axis was students' cognitive achievement, and the

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fourth axis was school tools. The number of fourth-stage female students reached 128 female students who graduated for the academic year 2022-2023. A proportional random research sample was chosen at a rate of 78.12% From 100 students. The researchers concluded that the scale of obstacles to achieving quality performance field application from the point of view of fourth-stage female students in the College of Physical Education and Sports Sciences, University of Baghdad, the quality of field application depends entirely on school variables (school tools and procedures and knowledge of students and learners) and the researchers recommend that there be a scientific study regarding the quality of schools before field application, developing educational methods and approaches in colleges for implementers, having the sports lesson at the beginning of the school schedule, holding workshops with school principals to develop the field application process.

Keywords: Field application, quality performance, Fourth stage students

introduction

The educational process is achieved through comprehensive quality that is centered on the learner. Through this scientific quality, educational foundations, methods, strategies, and patterns flow to the learners. It helps in achieving integrated quality in performance for learners in the educational process in educational and academic fields. All educational institutions, whether (educational or university) in various Arab and foreign countries, seek to achieve comprehensive quality with a distinguished and different scientific status among institutions of an educational and pedagogical nature. In the world, through what these educational institutions provide of tasks and functions with the highest levels of high and actual efficiency, if this depends on several basic pillars, the most important of which is (faculty members) in achieving the goals required of them. (Hamdan et al., 2024)

The educational curricula for the subject (Teaching Methods) at the College of Physical Education and Sports Sciences / University of Baghdad revolve around two axes: the scientific aspect and the theoretical aspect. It takes an average of two years in the (third, fourth) stage. The study in the third stage is (4 hours) divided into (two practical hours and two theoretical hours). As for the study in the fourth stage, it is (4) educational hours. All of these matters help to achieve comprehensive quality in the field application of female students. (Kadhim, 2024)

The field application is the final stage that the learner undertakes during the study period of 4 educational years and is considered the major challenge that learners face with a new educational environment with a character and tendencies that are not similar to the environment of the learners who practice it. He stated: male (Council for Exceptional Children, 2003) that Field training is of great importance in preparing Learners Employing the theoretical aspects and knowledge that these students receive in the classroom in practical reality and gaining them practical experience in professional practice and discovering the difficulties and obstacles facing practitioners of field application. The students' mastery of the skills of using the teaching methods given to them in the college curriculum helps them deal with the curriculum flexibly and achieve the goals and duties required of them. male (Leko, 2012) Field application is an educational activity, but it is done through practical practice in the field. You do not know without training that the student's field application in the field of education is considered an important opportunity that greatly affects his future success in professions. (Khudhair & Mohsin, 2022)



The problem lies in the study. The teaching methods teacher noted that there are obstacles and difficulties faced by female students during the process of choosing schools, dealing with school administrations, and the difficulties faced by female students during field application. Therefore, the importance of this study came in knowing the obstacles faced by female students and goal of the study to scale setting. Obstacles to achieving quality performance: field application for female students. In addition to identifying the difficulties and obstacles to achieving quality performance through field application from the students' point of view on the topic (school administrative procedures, learners, cognitive achievement, school tools). (Khadir, 2023)

Importance of the study

The importance of the study comes from knowing the difficulties that students face during field application and the ways to address these obstacles and presenting a study regarding them, as field application must have a distinct and important role for learners and provide them with the correct field application environment for them.

Previous studies:

Study (Yasser Hussein, Abdullah Ghazi 2023) The role of the academic supervisor in the effectiveness of the field application performance of students of the Faculty of Physical Education and Sports Sciences in schools. The aim of the research was to prepare a scale for the role of the academic supervisor and the effectiveness of the field application for students, to identify the relationship between the role of the academic supervisor and the effectiveness of the field application for fourth-stage students / College of Physical Education and Sports Sciences / University of Baghdad / Al-Jadriya. The researchers used the descriptive approach in the research procedures as an appropriate approach in achieving the research objectives, and the following questions are: What will the field application (application) achieve for the students and what is the role of the academic supervisor in the field application process? The academic supervisor scale consisted of 15 paragraphs and the field application effectiveness scale for students consisted of 15 paragraphs. The research community included the teaching staff of the College of Physical Education and Sports Sciences, numbering (176) teachers, and the number of fourth-stage students 2022-2023 was (362) male and female students. The field application period for students was 6 months. A random, proportional research sample was selected at a rate of 42% of which 74 are teachers and 154 are students. The researchers concluded that the measures of the role of the academic supervisor and the effectiveness of the students' field application are strongly related to each other. The researchers concluded that the educational effectiveness in the students' academic stages was met with a qualified field (applied) performance to be part of the educational cadre on the basis of which it was developed, activated, evaluated, and effective in the educational process. It is the academic supervisor.

Study (Mohsen Mohamed, Amr Mustafa 2016) Difficulties in achieving quality performance in field application from the point of view of student teachers specializing in teaching at the Faculty of Physical Education for Boys, Alexandria University, revealing difficulties related to schools, difficulties related to components, difficulties related to



learners, difficulties related to professional preparation, descriptive approach, research community 154 students, while the research sample was 104 students.

The study (Imad Abdel Latif 2006) aimed to reveal the obstacles that prevent the achievement of quality in the application of field training courses in the field of social service. The descriptive approach was used, using a questionnaire to collect data, the research community was 154, and the research sample was 104.

proceduresTools:-I dependResearchersThe descriptive approach in research procedures as an appropriate approach to achieving the objectivesResearch includedResearch communityStudentsThe fourth stage in the College of Physical Education and Sports Sciences / University of Baghdad / for the academic year 2022-2023 (128) A female graduate student, a proportional random sample was selected for the research.78.12% 100 female students, and the survey sample amounted to 28 female students, representing 21.87%..

Table 1: Shows the distribution of the research community, the research sample, and the sample for preparing and applying the scale.

Research community	theTotal number	sampleSearch	percentage	Survey sample	percentage
Students	128	100	78.12%	28	21.87%

use ResearchersThe following means (paragraph validity determination form)Scale of Obstacles to Achieving Quality Performance Field Application from the Perspective of Fourth-Grade Female Students Arabic and foreign sources, transcription formtheData, statistical methods of the study). Specify (Scale of Obstacles to Achieving Quality Performance Field Application from the Perspective of Fourth-Grade Female Students) By conducting a survey of previous studies, if the scale consists ofFour axes (School administrative procedures, learners, cognitive achievement, school supplies)The response alternatives included a five-point Likert scale (very much, great, medium, little, very little) for the scale.

The scale was displayed onThe teachersAnd specialists To know the validityhAnd suitabilityhFor the study, as shown in Table (2), which shows the extent of agreement of the experts on:Axes andParagraphs The scale.

Table (2) It shows the percentage of agreement of experts regarding the validity of Scale axes

Axes	It is suitable	percentage	It is not suitable	percentage
Procedure at School	11	100%	0	%0
Learners	11	100%	0	%0
Cognitive achievement (For learners)	11	100%	0	%0
School supplies	11	100%	0	%0

Table (3) shows the percentage of agreement between experts regarding the validity of the scale items.

The first axis (School administrative procedures)							
Paragraphs	It is suitable	percentage	Not suitable	percentage	Kai value calculated	Ka value table	Significance
1	11	100%	0	%0	11	3.84	moral
2	11	100%	0	%0	11		
3	11	100%	0	%0	11		
4	11	100%	0	%0	11		
5	11	100%	0	%0	11		
The second axis (Educated)							
1	11	100%	0	%0	11	3.84	moral
2	11	100%	0	%0	11		
3	11	100%	0	%0	11		
4	11	100%	0	%0	11		
5	11	100%	0	%0	11		
6	10	80.80%	1	8.1%	7.36		
The axis the third (Cognitive achievement)							
1	11	100%	0	%0	11	3.84	moral
2	11	100%	0	%0	11		
3	11	100%	0	%0	11		



4	11	100%	0	%0	11		
5	11	80.80%	0	8.1%	11		
6	10	90.90%	1	9.1 %	7.36		
The axisFourth(School supplies)							
1	11	100%	0	%0	11	3.84	moral
2	11	100%	0	%0	11		
3	11	100%	0	%0	11		
4	11	90.90%	1	9.1 %	11		
5	11	100%	0	%0	11		
6	10	100%	0	%0	7.36		

Scientific foundations for the performance evaluation scale for graduates working in the sports field:

How to correct paragraph alternatives Scale

After verifying the validity of the alternatives And its approval according to The five-point Likert scale method, which was represented by (very large, large, medium, small, very small), and since the scale is an ordinal scale, the scale was corrected by placing an appropriate degree for each paragraph according to the respondent's answer through the correction key, which is the tool by which the examiner reveals the answers that indicate the existence of the result being measured, the table(4) It shows that. Thus, the limits of the scale degrees were (The highest score that can be obtained is 120 The lowest score that can be obtained is 24) Table (5) shows the degrees of the four axes. While the hypothetical medium The scale reached (72).

table4 Weights of answer alternatives

Answer alternatives	Too big	Big	Medium	Few	Very little
the weight	5	4	3	2	1



Table (5) Degree limits For the four axes of the scale

The attribute	Highest axis degree	Minimum axis degree	Hypothetical mean of the axes
School procedures.	30	6	18
Learners.	30	6	18
Cognitive achievement (for learners).	30	6	18
School supplies.	30	6	18
Total scale	120	24	72

First: Content validity (the validity of experts and specialists): -

This kind of honesty has been confirmed through Rise Researchers By design Questionnaire Distributed For professionals In this field And it was taken Researchers With suggestions Provided by experts Some modifications were made to some paragraphs of the axes, revealing the validity of the scale and the alternatives to the scale, in addition to the paragraphs related to (To measure the obstacles to achieving quality performance in field training from the point of view of fourth-stage female students) and Private for all axis By the value of Ka_2 To nominate it for use.

Second: Tool stability I depend Researchers Within the procedures Scientific By setting the scale (To measure the obstacles to achieving quality performance in field training from the point of view of fourth-stage female students) With Special statistical methods will be used, by calculating the stability coefficient. alpha Cronbach's, where the overall reliability coefficient was For the four axis (0.82) It is considered a high value and qualifies for the purpose of study, as shown in the table below.

Table 6 Cronbach's alpha coefficient value For scale axes And the total score.

The axis	Cronbach's alpha	Number of	Sample
The first axis (School procedures)	0.81	6	100
The second axis (Learners)	0.81	6	
The third axis (cognitive achievement of learners)	0.82	6	
Axis Four (School Tools)	0.85	6	
Total score for the stability	0.82	24	

Internal consistency of the scale:-Researchers have done by extracting the internal consistency coefficient by relying on the value of the correlation coefficient (Pearson) between the score of each paragraph and the total score for each axis. The total scale score is combined with the total score for each axis.

Table 7 It shows the correlation coefficient between the statement score and the total score for the two axes (practical, theoretical) of the performance evaluation scale for graduates working in the sports field.

Internal consistency of the first axis (School procedures)				Internal consistency of the second axis (Educated)			
T	Paragraph link to axis	value sig	Significance	T	Paragraph link to axis	value sig	Significance
1	**0.386	0.000	Morale	1	0.238*	0.003	Morale
2	**0.475	0.000	Morale	2	0.361**	0.000	Morale
3	.625**0	.0.000	Morale	3	0.602**	0.000	Morale
4	0.324**	0.000	Morale	4	0.377**	0.000	Morale
5	0.349**	0.000	Morale	5	0.359**	0.000	Morale
6	.494**0	0.000	Morale	6	0.516**	0.000	Morale
Internal consistency of the third axis (cognitive achievement of learners).				Internal consistency of the fourth axis (school tools).			
T	Paragraph link to axis	value sig	Significance	T	Paragraph link to axis	value sig	Significance
1	0.165	0.102	Morale	1	.485**0	0.000	Morale
2	.360**0	0.000	Morale	2	0.217*	0.030	Morale
3	.403**0	.0000	Morale	3	0.334**	0.001	Morale

4	.229**0	.0000	Morale	4	0.550**	0.000	Morale
5	.443**0	0.000	Morale	5	0.378**	0.000	Morale
6	.555**0	0.000	Morale	6	0.294**	0.003	Morale

Table (8) Correlation of the college scale score with the college score for each axis.

Significance	valuesig	Correlation of the scale score to the	T
Morale	0.100	0.641**	1
Morale	0.000	.650**0	2
Morale	.0000	.457**0	3
Morale	0.000	0.484**	4

- After completing internal consistency For all scale axes It was found that all the scale items have a significance level of (0.00).0- 0.102)
- After completing the internal consistency of the total scale score and the score of each axis, it was found that all the scale axes have a significance level of (0.000).

Results

Table 9: Arithmetic means and standard deviation (for the first axis/school procedures) for the scale of obstacles to achieving quality performance in the field application from the point of view of female students in the fourth stage.

T	Paragraphs		too big	Big	Medium	Few	Very little	Arithmetic mean	Standard deviation	Repetition
1	The administration's lack of interest in the applications during the field application period.	Sample	15	50	27	5	3	3.690	0.895	1
		%	15%	50%	27%	5%	3%			
2	The lack of interest in the administration's assistance and cooperation	Sample	22	16	40	22	0	3,380	1.061	3
		%	22%	16%	40%	22%	0%			

	with the applications.									
3	The administratio n's lack of interest in the mechanism and role of applications in the school.	Samp le	19	34	12	30	5	3.320	1.229	4
		%	19 %	34 %	12%	30 %	5%			
4	Assigning administrativ e duties by the school to employees in fields other than theirs.	Samp le	15	28	21	18	18	3,040	1.340	6
		%	15 %	28 %	21%	18 %	18 %			
5	Give the sports lesson in the schedule at the end of the day.	Samp le	22	36	22	17	3	3,570	1.103	2
		%	22 %	36 %	22%	17 %	3%			
6	Not providing motivation for the applicators during the field application period	Samp le	12	35	32	7	14	3.240	1.190	5
		%	12 %	35 %	32%	7%	14 %			
weighted mean		3.373								
Standard deviation		0.504								

Table 10: Arithmetic means and standard deviation (for the second axis/educators) for the scale of obstacles to achieving quality performance in field application from the point of view of female students in the fourth stage.

T	Paragraphs		too big	Big	Medium	Few	Very little	Arithmetic mean	Standard deviation	Repetition
1	Learners' perception that the sports lesson is not important	Sample	12	49	30	7	2	3.620	0.861	1
		%	12%	49%	30%	7%	2%			
2	Repeated absences of learners without an excuse from the sports lesson.	Sample	18	22	39	20	0	3.383	1.007	3
		%	18%	22%	39%	20%	0%			
3	Learners realize that the sports lesson is not included in the lesson schedule.	Sample	18	29	14	34	5	3,210	1.233	5
		%	18%	29%	14%	34%	5%			
4	Not wearing the sports uniform for the subject.	Sample	17	27	23	17	16	3.120	1.327	6
		%	17%	27%	23%	17%	16%			
5	Difficulty dealing with learners in the	Sample	22	32	22	19	5	3,470	1.175	2
		%	22%	32%	22%	19%	5%			

6	Some learners belittle the importance of the sports lesson during the lesson.	Sampl	14	38	26	8	14	3,300	1.226	4
		%	14%	38%	26%	8%	14%			
weighted mean		3.353								
Standard deviation		0.479								

Table 11: Arithmetic means and standard deviation (for the third axis/cognitive achievement (students)) for the scale of obstacles to achieving quality performance in the field application from the point of view of female students in the fourth stage.

T	Paragraphs		too big	Big	Medium	Few	Very little	Arithmetic mean	Standard deviation	Repetition
1	Lack of basic information about the sport.	Sample	16	42	19	15	7	3,440	1.148	3
		%	16%	42%	19%	15%	7%			
2	Lack of physical fitness for many learners.	Sample	25	26	26	21	2	3.510	1.141	1
		%	25%	26%	26%	21%	2%			
3	Lack of interest of learners in sports lessons in schools	Sample	16	25	32	20	7	3,230	1.153	6
		%	16%	25%	32%	20%	7%			
4	Learners lack neuromuscular abilities in athletic performance	Sample	17	27	23	17	16	3,350	1.113	4
		%	17%	27%	23%	17%	16%			

5	Lack of interest by parents in students' sports activities.	Sample	22	32	22	19	5	3,440	1.131	2
		%	22%	32%	22%	19%	5%			
6	Learners do not realize that physical education lessons are not useful in schools.	Sample	14	38	26	8	14	3,410	1.272	5
		%	14%	38%	26%	8%	14%			
weighted mean			3.396							
Standard deviation			0.420							

Table 12: Arithmetic means and standard deviation (for the fourth axis/school tools) for the scale of obstacles to achieving quality performance in the field application from the point of view of female students in the fourth stage.

T	Paragraphs		too big	Big	Medium	Few	Very little	Arithmetic mean	Standard deviation	Repetition
1	Schools lack appropriate playgrounds to implement lesson requirements.	Sample	15	44	23	11	7	3,490	1.096	2
		%	15%	44%	23%	11%	7%			
2	Lack or scarcity of tools available at school.	Sample	13	25	38	19	5	3,220	1.0596	5
		%	13%	25%	38%	19%	5%			
3	The school lacks a room for the physical education teacher.	Sample	17	41	17	20	5	3,450	1.140	3
		%	17%	41%	17%	20%	5%			
4	Lack of maintenance of available	Sample	21	27	16	17	19	3,140	1.428	6

	playgrounds in schools.	%	21%	27%	16%	17%	19%			
5	The tools available at the school are not valid.	Sample	22	36	26	11	5	3.590	1.101	1
		%	22%	36%	26%	11%	5%			
6	Schools lack a special changing room.	Sample	14	34	26	19	7	3.290	1.139	4
		%	14%	34%	26%	19%	7%			
weighted mean		3.363								
Standard deviation		0.446								

From table 9 I got Paragraphs The first axis: School procedures, with a score of (agree) with an arithmetic mean of 3.37 and a standard deviation of 0.504 according to the Likert scale, the degree of difficulties and obstacles to achieving quality performance in field application from the point of view of female students for the fourth stage, where paragraph 4 (Assigning administrative duties by the school to employees in fields other than theirs.) With an arithmetic mean of 3.040 and an average score on the Likert scale, it was in last place. School administrations do not help the applied students to have the opportunity to develop school sports by assigning them other matters, such as making up for vacant classes, giving them administrative matters, or assigning them duties throughout the field application period. All of these matters lead to the failure to achieve comprehensive quality for the applied students by completing the basic meals given to them during the field application period. (HalalAtiyah et al., 2024) If there were high difficulty levels for the remaining paragraphs, the paragraphs obtained high arithmetic means and percentages, as shown in Table No. 9.

Table 10 paragraphs obtained The axis the second Learners On the degree of (Big) by the arithmetic mean 3.353 And a standard deviation of 0.479 According to the Likert scale, the degree of difficulties and obstacles to achieving quality performance in field application from the point of view of female students in the fourth stage, (Mousa & Kadhim, 2023) where paragraph 4 obtained (Not wearing the sports uniform for the subject) On average my calculation was 3.120 And to a degree (medium) According to the Likert scale, it was ranked last. Learners have a major role in completing the field application curriculum correctly. Learners' lack of awareness of the importance of the physical education lesson negatively affects the field application, as most learners do not have the correct idea about the sports lesson. If there were high difficulty levels for the remaining paragraphs, the paragraphs obtained high arithmetic means and percentages, as shown in Table No. 10. (Easa et al., 2022)

Table 11 paragraphs obtained The axis Furniture (Students' cognitive achievement) On the degree of (Big) by the arithmetic mean 3.396 And a standard deviation of 0.420 According to the Likert scale, the degree of difficulties and obstacles to achieving quality performance in field application from the point of view of female students in the fourth stage, where the paragraph obtained 3 (Lack



of interest in sports lessons in schools) On average my calculation was 3.230 And to a degree (medium) According to the Likert scale, (Munaf et al., 2021) it was ranked last. The lack of mathematical knowledge in schools among learners is considered a factor that has a negative impact on learners. Not understanding the simplest basics of mathematical knowledge makes the learner lack self-confidence, as it affects the quality of the students' field application performance and the failure to prepare a mathematical lesson correctly. If there were high difficulty levels for the remaining paragraphs, the paragraphs obtained high arithmetic means and percentages, as shown in Table No.11. (Jamil & Saeed, 2021)

Table 12 paragraphs obtained The axis Fourth (school supplies) On the degree of (Big) by the arithmetic mean 3.363 And a standard deviation of 0.446 According to the Likert scale, the degree of difficulties and obstacles to achieving quality performance in field application from the point of view of female students in the fourth stage, where the paragraph obtained 4 (Lack of maintenance of available playgrounds in schools) (Manaf, 2015) On average my calculation was 3.140 And to a degree (OK) According to the Likert scale, it was ranked last. The failure of schools to provide full importance to the school's infrastructure and their lack of a correct vision towards the school and the school administration's reliance on developing the educational aspect of the rest of the subjects and isolating the most important aspect in the school, which is providing the necessary tools for the sports lesson, such as playgrounds and their maintenance and providing the necessary tools for the success of the sports lesson. All of these matters have a negative impact on the quality of field application performance because the basis of application in schools depends on the infrastructure and what the school provides of things that contribute to the development of this educational process. If there were high difficulty levels for the remaining paragraphs, the paragraphs obtained high arithmetic means and percentages, as shown in Table No.12. (Kadhim et al., 2021)

Conclusions

- The researchers concluded that the quality of field application depends entirely on school variables (school tools and procedures and knowledge of students and learners).
- Researchers recommend that there be a scientific study on the quality of schools before field application, developing educational methods and approaches in colleges for implementers, having the sports lesson at the beginning of the school schedule, and holding workshops with school principals to develop the field application process.



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