

# **The difficulties faced by physical education supervisors in colleges and University medium The Sports Union in formation of Balqa ' applied university sports teams From their point of view**

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## **Abstract**

This study aims to identify the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation and training of sports teams, and identify differences in difficulty depending on the sex variable, and identify differences in difficulty depending on the variable educations. The study population consisted of (50) supervisors and teachers of physical education in Colleges and University medium. The sample of the study consisted of (25) supervisor of supervisors and teachers of physical education in Colleges and University medium represents (50%) of study population.

Through the objectives of the study and the scientific method used in this study, in the light of data and information, through sample survey, after viewing and discussing the results of the study, the researcher had reached the following conclusions:

1. Difficulties found at supervisors and vocational growth.
2. Great difficulties found on areas such as (students, physical and sports potential, management, and implementation of the program).
3. Statistically significant differences in the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation of sports teams and training between males and females for males to management and there is no mentioned differences at other areas.

The study recommended that provision must be made for the formation and training of sports teams, by the departments of Colleges and University, to enable students from competitive sports activities through:

Provide suitable and sufficient budget for sports teams and training in a University, a provision of tools, equipment and sports clothing adequate and appropriate for these sports teams, at the beginning of each year, collectors and providing arenas and stadiums and gyms, training teams, and provide places for vanity and switch clothing in these stadiums. Develop a plan for the formation and training of sports teams by sports supervision in College from the beginning of the year marked and can be implemented, and to involve students in developing such a plan, and provide security and safety factors, and health care for the student, when coaching practice, participating in sporting activities with the sports teams representing colleges

**Keywords:** physical education, supervisors, Sports Union, university.

## **1. Introduction**

Sports education has become in this arena as a basis for preparing individual and format for future life motivated process initialization is the tendency of the individual automatic playing with members of year for leisure when bored and getting sports even became one of the modes of communication between the peoples of the world because it is not limited to physical training, but also includes moral and social formation of polite personal and is integrated in the educational side marked with special capabilities for developing this athletic level

The higher education in Jordan aims to build and develop an integrated personality of student based balanced through integrated educational opportunities and diverse activities available to students during the years of study, the student becomes a valid able to assume the responsibilities of future contributor to the growth and development of his society, able to participate and has a high self-confidence, steady will, armed with an enlightened thinking and

knowledge and rich knowledge and physical and psychological health and high moral character.

The real value of sports is the largest interest in basic aspects of human, whatever sex and age in three dimensions (spirit, mind, body) which must attention and development as advocated theories and systems of education so scientists also praised the importance of sports in the construction of the body in all respects.

Given the large number of colleges and universities in Jordan where they taught nearly 53 000 students, the competitive sporting activities is important for this stage of university education. Hence this study has been made by the researcher to know the problems and constraints facing the sports supervisors towards the formation and training of sports teams.

The importance of this study comes from that it is study an important educational stage which is education beyond high school and this first phase included: Student personality is building in all respects mental and physical and psychological.

The student is prepared for practical life and requiring him to contact the mixing of the various groups in society.

This stage is characterized by an individual's growth is complete.

## **2.The problem of the study:**

The numbers of students studying in Colleges and Universities relatively large where estimated 53 000 students by reference to the statistics for 2004, for these reasons, the practice of sporting activity for this stage helps to be a main cause of personality development and refinement of the student.

Due to the work of the researcher for a period of 15 years in teaching and supervision in physical education in university faculties are medium-it was noted that a small number of colleges and universities participating in tournaments sports medium by the Sports Federation of colleges and University medium. A few of these colleges is formation of teams and sports teams and training, which resulting a lack of competitive entries of university colleges and university teams in the foreign Championships , So the researcher conducting the study to determine the causes and difficulties facing supervisors university colleges and University medium towards the formation and training of sports teams.

## **3.Study objectives:**

1. Identify difficulties faced by supervisors and teachers of physical education in colleges and University medium towards the formation and training of sports teams.
2. Identify differences in difficulties due to variable gender.
3. Identify differences in difficulty depending on the variable educations

## **4.Conceptual framework and previous studies:**

The optimal growth envisaged by the athletes educators to the individual is that guarantee full growth and ensure balanced growth in terms of physical, mental, social and emotional so that the individual can adapt itself and life in society in which they live through the motor and mental and social skills, Therefore planning programs of physical education of colleges and universities to provide opportunities to acquire skills and fitness for recreation and leisure, participation in sporting activity, internal and external at the individual and collective activities of great significance in:

1. Maintain body fitness in acceptable.
2. Recreation and leisure activities under the supervision of a trained and informed leadership.
3. Provide students with concepts, knowledge and experiences to help them cope with life process.
4. Configure social relationships through experiences they pass by.

That sports' supervisor in College played a significant role in the area of the practicing the students to various types of sport activities because it directly related to students and lies turn in:

1. Develop comprehensive plans for sporting activity in the beginning of the school year to be commensurate with the potential of these plans in College, and involve students in the formulation of such plans, and consulting College management in these plans.
2. Develop programs and sports activities commensurate with the tendencies, desires, needs and capacities of students in College taking into account individual differences among them.
3. Taking into account the possibilities available in College when drawing up plans and programs for sports activity with coordination and knowing students programs so place where exercise student opposed to sports activities in accordance with the plan, which reduces the value of this activity.

4. Direct supervision and follow-up of sporting activity and directing students to practice sport activity proper commensurate with their inclination, desires and abilities.
5. Remove and analyze all the problems regarding the sport activity for students and encourage them to practice in different ways and means.
6. A process of continuous assessment of the conduct of sporting activity, commensurate with the plan

### **5.The General objectives of physical education in Jordan**

The General objectives of physical education in Jordan for all stages of education derive from the general goals of education in Jordan, aimed at development of citizens insured in God, from their homeland and nation, the be possessed of morality in humanity, developing in various aspects: physical, personal, spiritual, mental, emotional, social, and consistent with the programs of physical education seeks to achieve the following objectives:

1. Inculcation of religious principles and nationalism in the minds of students, and directing their dive during sports activities of patriotism.
2. Development of socialization between students and assume responsibility and dedication to the community to achieve membership home
3. Give students experiences for gamers to develop physical qualities to meet the circumstances of life.
4. The full enjoyment of physical activity and the fun for all students with orientation and their desires and their physical abilities within the possibilities available and providing useful educational experiences in life.
5. Development of creativity to the students in a democratic framework guarantees freedom of thought and expression to provide them the ability to solve everyday problems.
6. Definition of physical development needs of students through the practice of healthy life.
7. Complementing the national teams of various games of promising players highlight aspects of the home.

### **6.Previous Studies:**

In a study conducted by Cockerel (1970) about the involvement of college students in activities, in an attempt to provide supervisors in (11) Universities and Colleges in North Carolina with average correct data for use in planning activities properly, shows that students who have academic study opportunities to participate in sports programs, students study professional or technological, have the opportunity to participate in programs of activity for their dedication and concern in accomplishing their work.

In a study carried out by Aboini (1980) aimed at detecting administrative problems afflicting sports gurus and knowing about future aspirations for overcoming administrative problems, sample of all parameters and physical education teachers in secondary schools of education directorates in the governorate of Irbid, where sample (168) teachers. The main results, inadequate stadiums and arenas for sporting activities, the lack of schools to modern means and devices in teaching, increasing numbers of students per class, and lack of incentives offered by the school management for crack students and teams, and finally the existence of two period of which do not allow student from training and practicing sports.

From the results of the study, statistical significant differences found at the level of (0.01) to sense physical education teachers with administrative problems attributable to teacher's sex.

- statistically significant differences at the level of significance (0.01) to sense physical education teachers with administrative problems attributable to educations and years of experience in teaching.

-In a study by Hammouda, Hamdan, hiyari, (1989) with a view to identifying the problems and difficulties faced by physical education teachers in Jordan, and proposals to remedy these problems. The results of the study revealed that the difficulties facing education teachers are lack material resources, increase the number of schoolchildren, the lack of quota downloads, lack of cooperation of school management and misconception of sports education for the community.

- Study conducted by Alkilani (1987) aimed to identify alleged problems in professional sports teachers in elementary level teachers as they expressed, a sample search included (103), the researcher found that there are some professional problems faced by physical education teachers, including problems linked to professional growth, numbers of teachers, and an overview of the community with total occupation. (82%) of male teachers and (70%) female teachers proposed that the sports article must be fail and success. The number of students per class is not suitable for the teaching of physical education, and the lack of tools and hardware necessary for implementation of the platform for action sports, not to provide teachers with educational leaflets, and not to hold courses and seminars in the area of physical education and school administration does the importance of physical education in preparing comprehensive numbers of pupils.

-Study (Othman, Nagy 1972) has sought to identify the most important problems which correspond to physical education teachers at secondary and junior high where the researcher designed a questionnaire for this study, a sample was selected from search (50) teachers working in (30) junior high governmental school and (25) teachers working in (10) government secondary schools, the results of the study indicated that the major problems faced by physical education teachers are lack of sporting possibilities, not considering the texture sports education as a subject the student can fail or success, difficult to provide educational means and methods, parents discouragement of students to participate in sports activities, poor health for students, non-participation in the development of curriculum by teachers, and lack of commitment in sports attire, and problems relating to school administration.

- Roundy study (1967), aimed at identifying problems facing teachers of physical education for secondary school pupils and classified according to their importance, and determine the efficiency needed for these teachers to fix the problems efficiently.

For this purpose the researcher prepared questionnaire consisting of twenty-one fields for problems and one hundred and forty efficiency or the ability to overcome them, and then sent the questionnaires to respondents in the States (Utah) and (CA), send to (76) teachers and (26) Director of male secondary school in the State (Utah) and sent to (450) teachers and (50) director of the school in the California State, and signals that the results of the study to the most important problems facing teachers is a problem processing the classes with large numbers of students, the limited possibilities and equipment, lack of cooperation by the pupils, lack of effective incentives, the problem of developing programs for potential and needs of pupils, and pupils' lack of interest in physical education classes.

-The Bani Atta, (1986) a study aimed at detecting technical and administrative problems faced by teachers colleges in Jordan, the statement of range and level at each category of teachers and that there were differences between categories of teachers in every dimension of these problems, the study consisted of all teachers in Government and private colleges, the study addressed three dimensions are the vocational, personal and social dimension, the results of the study pointed to the following :

\* Gender: study shows that there are no statistical significant differences between the problems of male teachers and female teachers on professional and personal dimension, but found that male teachers were more vulnerable to problems of the social dimension significant of statistical.

• Type of College: no statistically significant differences between the problems of teachers colleges, governmental and private, but it was found that teachers of governmental colleges are more vulnerable to problems of the social dimension than private colleges teachers with significant statistical and also shows that there is no statistically significant differences between the problems due to the interaction between gender and the type of College.

• Additionally the study revealed teachers' complaints from non-remunerative salaries, poor economic status, feeling of inappropriate social status of teachers, they do not finding the social appreciation of the profession, and they did not receive an appropriate valuation from their heads their opinion not taken in their assigned work.

The study also assigned that teacher is not getting the opportunity to increase their vocational, upgrading scientific, business entrusted to them are many and cumbersome, and they're not finding means of recreation that relieving trouble work.

-Study (Al-Toubasi, 1971) which aimed to identify the degree of job satisfaction, its dimensions, and its causes at the teachers of secondary schools in Jordan, to identify the reasons for satisfaction or lack thereof have to achieve that a designed questionnaire has applied to a random sample consisting of (258) teachers in (14) school for boys (8) schools for girls and the results of this study:

-Lower the educations declined the satisfaction.

-Average degree of satisfaction decreased in general at new teachers.

-Found that the most important factors for dissatisfaction when teachers search to find additional work because of low salaries, exhausted work with pupils, weary and failure to achieve social status which aspire teacher in addition to lack of cooperation from parents with the school and the large number of students in class.

-In a study by (Adass, 1970) has a relation with problems of school teachers and was designed to detect the difficulties faced by teachers in Jordan to capture and identify the type and note the nature and extent of deployment, therefore, a questionnaire has been designed, consist of (96) questions each one of them related to a potential problem or difficulty faced by the teacher.

-The questionnaire has been applied to a sample of schools by stratified random sample of some provinces and brigades, the total sample contained (600) male teacher and female teacher, results were analysed and studied in the light of the following dimensions:

-Gender, academic level, educational phase, teacher's supervisory authority and years of experience.

- This study signaled that difficulty rates decreases when the years of service increases and there are no differences between difficulties whatever the variety of supervisory authority or sex is.

-In a study by Elliott (1981) with the aim of knowing the level of awareness and a sense of students, teachers and parents with problems that appear in the schools specially sports-related problems, the results of the study indicated that there is no general agreement among students and parents for the problems facing teachers specially sport education teacher, while most sports problems that hinder the implementation of sports programs are : Lack of financial budget and the lack of tools and equipments and the limited availability of qualified supervisors to implement programs of physical education, in addition to the lack of sufficient time for the training of sports teams

-In a study conducted by Barros 1982, about selecting principals views towards sports, and regard their looking relationship in the conduct of sporting activities, and impact on sports education programs were the most important results of that administrative problems faced by physical education teachers resulting from poor planning for the physical education programs, and ignorance of supervisors based implementation of these programs by modern methods, and these results also attached great importance to the views of the principals in the functioning of the activities within the school where : Providing financial means to purchase understand hardware and sporting equipment, and ensure the moral and material incentives for crack students.

In (1976 KGHOLSON) study and analysis the perceptions of students and management about student activities for selected secondary schools in USA, which revealed that there are several factors affecting participation in activity including: lack of time for after-school activity, and unmet needs and activities for students, and not inclined to train supervisors and program implementers to activity or rehabilitation practice and application.

-In a study by KLIENK, 1974 to identify the reality of student activities in secondary schools in the State (Wisconsin) the results of several things lead to non-student participation in available school activities including fear of failure, and lack of participation of students in the calendar activity, lack of desire with some of the students.

In a study by (Kurdi, 1986) aimed to recognize the reality of physical education program in secondary school for boys in Jordan, and to identify the most important problems that preclude the achievement of sporting education programs of educational objectives, and develop a program proposal for physical education in view of the calendar and select educational foundation for the advancement of school sports education program.

The sample was selected from experts and specialists in the fields of education and sports (38) and (18) male supervisor and female supervisor of athletics and (76) teachers and 300 students in different grades, and the researcher found the lack of clear and specific objectives of sports can be applied and measured, thus it does not lead to the desired results, schools also face a shortage of human and material resources which affect the achievement of the program objectives and its contents, particularly educational supervisors, stadiums and sports facilities and tools, budget allocated to education Sports in schools.

The results of the study also indicated that the most important issues facing operators on the implementation of the program of physical education and prevent achieving the objectives, problems associated with the educational system such as limited sports education weekly classes, increased numbers of students per class, and problems associated with students such as lack of commitment on the part of pupils, sports attire and discourage of their parents for participating on sporting activities, teacher-related problems are the lack of incentive to achieve professional compatibility, and the platform does not contribute to making the process of innovation and creativity for the teacher.

#### **7.Comment on the studies:**

Through the review of previous studies Arabic and foreign, the researcher found that these studies are balanced and comprehensive all aimed to identify:

Difficulties or problems and constraints or unwillingness concerning physical education teacher and sports activity or sport in General, and most studies agreed on the same grounds in terms of difficulties and problems and constraints faced by physical education teacher and shift or prevent or lessen exercise and sport activity was the most important of these reasons are: lack of awareness of sports, and a lack of interest and cooperation officials, lack of professional growth for teachers.

The current study agreed with many studies with similar results and in goal and curriculum study and tool used.

This study searched difficulties on five areas (difficulties associated with students, the difficulties associated with potential sports, physical difficulties associated with management, difficulties associated with professional

growth and supervisors, the difficulties associated with the implementation of training programs for sports teams), and study variables (gender: male (m), female (f) qualification: Ph.d., m.SC., diploma, Bachelor, diploma average).

#### **8.Study questions:**

1. What are the difficulties that facing physical education supervisors in universities medium and colleges towards forming and training sports.
2. Are there differences in the difficulties facing supervisors and teachers of physical education in colleges and University medium for the formation and training of sports teams due to variable sex?
3. Are there differences in the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation of sports teams and training due to variable educations?

#### **9.Determinants of the study:**

Researcher committed when performing this study following determinants:

1. Geographical area: the study applied on physical education teachers and supervisors in all governorates of the Hashemite Kingdom of Jordan and has been divided into three main regions: North, South, and Central.
2. Domain timeline: this study was conducted in the first semester of the academic year.
3. People: includes supervisors and teachers of physical education in colleges and University-Jordan.

#### **10.Terminology:**

Outer (external) activity:

An optional activity for best student athletes where scramble team with another group of the same sex is a school or college or club or institution having sufficient training, and her foundations and playing internationally recognized and locally, and a system to determine the winner of the score between two or more opposing individuals or groups.

University medium education (community colleges):

Is the stage of university education student enrolling average after finishing the second stage of secondary (tawjihi) successfully and a study by two or three years after termination is subject to the student faculty successfully to the comprehensive exam and supervised by Al-Balqa ' applied University.

#### **11.Study Procedure**

##### **First: The methodology of the study**

The researcher used the descriptive methodology as curriculum images of cadastral map method because of its suitability to achieve the objectives of this study.

##### **Second: Study Population**

The study consisted of (50) male and female supervisors and teachers of physical education in Colleges and University medium.

##### **12. Third: Study Sample**

The sample of the study consisted of (25) male supervisor and female supervisor of supervisors and teachers of physical education in colleges and University medium, this sample represents (50%) of the population. The sample is chosen randomly.

##### **13.Fourth: Study Tool**

The researcher used questionnaire as a tool for data and information collection and study tool has been designed in accordance with the following steps:

1. Revision of previous studies and research related to the subject of study.
2. Preparation of the initial version and then displayed on the board of arbitrators consisted of nine Governors including two PhDs and two masters and three studying master's degree and two Bachelors campaign will serve as supervisors in colleges and University medium to make sure suitable paragraphs for each area, and the wording of paragraphs, and what is appropriate in the Add or delete certain paragraphs.

Distributed paragraphs difficulties as follows: Supplement No. (1).

-Field difficulties associated with students contain a paragraph (2).

-Field difficulties associated with sporting potential and material contains (9) paragraphs.

-Field difficulties associated with administration contains (10) paragraphs.

-Field difficulties associated with professional growth and supervisors contains (12) paragraph.

-Field difficulties associated with the implementation of training programs for sports teams (12) contains a paragraph.

3. Be a response from the five responses are:

1. I agree very much (5) degrees.

2. I agree (4) degrees.

3. I agree moderately (3) degrees.

4. I agree with the low (2) degrees.

5. I agree with very little (1) degree.

4. Participants were asked to flag (x) in the appropriate column on the left of each paragraph according to degree of difficulty which is consistent with the sports supervisor.

5. According to a response researcher characterized among five levels of percentage of difficulties:

-20% and below, very few

-21-40% low

-41-60% medium

-61-80% large

-80% and above too large

#### 14. **Fifth: Scientific Coefficient of Questionnaire**

1. Tool Validity:

Tool Content validity identified through display it on the board of arbitrators consisted of seven people, including six PhDs and one of the masters.

2. Tool Reliability:

Reliability factor is calculated via the tool test and retest sample strength (25) supervisor of athletes from outside the study sample application, the period between the first and second was (10) days.

#### 15. **Sixth: Study Procedure Steps**

After the selection of the sample of the study, the researcher initiated the distribution of sample survey tool on the supervisor.

#### 16. **Seventh: Basic Variables of the study**

1. Independent variables to study:

A. gender (male, female)

B-educations (PhD, M.Sc., High Diploma, Bachelor, Diploma Average)

2. Dependent variables:

Includes areas of constraints and difficulties facing supervisors and teachers of physical education in Colleges and University medium towards the formation and training of sports teams, which are:

- Students, sports and physical potential, growth management and supervisors implement vocational training programs for sports teams

17. **Eighth:** the statistical treatment:

Means, percentages of mean, standard deviation have been used to answer all questions.

#### 18. **The results and discussion**

In the light of the objectives of the study and its questions, the researcher conduct statistical analysis of the data obtained through the application of identifying the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation of sports teams and trained it, the following display results depending on the sequence of questions.

#### 19. **First Question:**

What are the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation and training of sports teams.

To answer this question mean, percentages of mean, standard deviation have been used of the response of each paragraph of study and tables (2) (3) (4) (5) (6) explains that, while the table (7) shows the summary of the obstacles and difficulties and its ranking.

#### **Constraints and difficulties associated with students:**

N=25

Average response area: 3.41

The following table shows:

N=25

Average response on the area: 3.29

Percentage of response on the area: 65.9%

Maximum value for paragraph (5) degrees

Maximum value for the domain (45) degree

From table (3) the following have been revealed:

-Responses to all paragraphs of the area generally large and varied between (64% 72.8%) express great difficulties on this area.

-The highest response rate which has a high degree of difficulty was on the paragraph (9) and percentage (72.8).

-Lowest response rate was on the paragraph (7) with medium degree and percent of (60.8%), which is a very close proportion with ratios of major difficulties as an answer to this study.

The study agrees with all previous studies in this area, so that all previous studies on field sports potential, such as difficulty or hindrance to the exercise of sporting activity, indicated a great difficulties and constraints in this area and previous studies section of chapter III of this study reveals that.

The researcher believes that the high proportion of responding on this link because there is a great shortage of sports possibilities at colleges and universities, and most colleges do not make a separate budget provisions for sports activities for students. The great interest in colleges and University is the academic side position only in terms of potentials.

#### **The area of difficulties and obstacles associated with the Department**

N = 25

Average response on all paragraphs of the area: 3.12

The percentage of all paragraphs of the area: 62.56%

Maximum value for paragraph (5) degrees

Maximum value for the domain: (50) degree.

Table (4) revealed the following:

-The response has been great on paragraphs (2) (3) (5) (6) (7) (10) with a percentage proportions ranging from (63.2%-70.45%). These ratios reflect the high degree of difficulty.

-Response rates on paragraphs (1) (4) (8) (9) were medium ratios in proportions ranging from percentage (49.6% and 57.6%). These ratios reflect the degree of medium difficulty.

-The percentage of whole field was (62.56%). Which expresses a high degree of difficulty.

-This result is consistent with studies (Hammouda) (6) study (Othman, Asaad) (8) and study (Bani Atta) (11).

-The researcher believes that there is a lack of appreciation of the importance of management colleges, sports activities and sports supervisor role compared with other activities and other school materials.

#### **The area of difficulties and obstacles associated with professional growth and supervisors**

N=25

Average response on all paragraphs of the area: 4.05

The percentage of all paragraphs of the area: 81.2%

Maximum value for paragraph (5) degrees

Maximum value for the domain: (50) degree.

Table (5) revealed the following:

-The response rate was very high in paragraphs (2) (3) (4) (5) (6) with a percentage ranging from (85.00-89.6%). These ratios reflect a high degree of difficulty.

-The response rates on paragraphs were high for the rest of the paragraphs (1) (7) (8) (9) (10). These ratios reflect a high degree of difficulty.

-The percentage of responding to all paragraphs of the area was 81.12% and reflects a high degree of difficulty.

-This study is consistent with the study (Ibrahim) (7) and study (Othman, Asaad) (8) and study (Bani Atta) (10) and (Tubasi) (11), and the study of Eliot (13) study (Golson) (15) (a Kurdish) (18).

-The researcher believes that the reason for this difficulties (very high) due to the lack of career growth for athletic supervisor through courses, seminars and scholarships, career instability of supervisor sports because of the absence of curriculum taught in university faculties, in addition to sport supervisors has been blamed when sports teams loss in sports competitions.

#### **The difficulties and obstacles associated with implementing training programs for sports teams.**

N = 25



Average response for all paragraphs in the area: 3.82

The percentage of all paragraphs of the area: 76.4%

-Maximum value for paragraph (5) degrees

-Maximum value for the domain: (60) degree

Table (6) reveals the following:

-The percentage of responding to paragraph (2) was very high (89.6%). It reflects a very high difficulty.

-The percentage on all paragraphs of the remaining area was ranging between (65.6%-80.8%). It reflects a high degree of difficulty.

-The percentage of responding to all paragraphs that are (76.4%). This percentage reflects a high degree of difficulty.

-This result is consistent with the study of (coekeril, 1970), study (Othman, Assaad, Nagi 1972), (Bani Atta 1982) study of Elliot (1982), Jules (1967) study and the study of Kurdi (1986).

-The researcher believes that failures in regarding Physical education course as the rest of the articles and the limited time period of the school day, poor media coverage for most games and sports championships, and the expansion of academic facilities in colleges at the expense of stadiums and sports arenas are the cause of difficulties in this area.

Table (7) reveals the following:

-The highest response rate was on professional growth and supervisors by percentage (81.12%), then the area of the implementation of the program by percentage (76.4%) then the area of potential by percentage (65.95%) then the area of students by percentage (62.8%), finally management by percentage (62.65%).

-The researcher believes that the low response rate to the percentages of the area potential which was contrary to the results of previous studies where this work occupies first place in most previous studies, is due to the field of professional growth and the implementation of the program has primary importance from the standpoint of the study sample and linked directly into the formation and training of sports teams, because sports teams formation process based on sound scientific grounds, and coaching needed to plan and prepare a training plan that builds during the sports supervisor for that, he must be scientifically qualified in this area, then it needs to implement this in the belief of the researcher that make these areas advanced on the field of possibilities in this study.

#### **20.Second Question:**

Are there any differences in the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation of sports teams and training due to variable sex?

-Maximum value for paragraph 5 degrees.

-Maximum value in difficulties for all areas (265) degree.

Table (8) reveals:

-The percentage and response averages for areas (students, potential, program implementation) for males and females all expresses the degree of difficulty, although there are minor differences, these ratios are for female at two domains students and potential, and for males at the implementation of the program.

-The percentage and average of professional response for the males and the females reflect a very high degree of difficulty by a very close proportions.

-The percentage and average of management response reflect a high degree of difficulty for males with percentage of (66.4), and a medium degree of difficulty for females with percentage response (56).

-No differences in response due to variable sex, for all fields of study, except management.

-That there are differences in response due to variable sex on management, reflecting differences in favour of males on this domain.

-The researcher believes that the reason for these differences is that the Department often are cooperating with the female sports supervisory and trying to provide every sporting activity requirements.

#### **21.Third question:**

Are there any difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation and training of the sports teams assigned to variable educations?

-Maximum value of paragraph (5) degrees

-Maximum value for all areas in difficulties (265) degree.

Table (9) reveals:

-Average percentage of responding to area students were all reflect the degree of difficulty and there is a difference in the percentages of response.

-That there are differences in the average percentage of responding to area potential, among the variables of study

depending on the variable educations, where the response of the master expresses very high difficulty degree, higher diploma, Bachelor's response reflects the high degree of difficulty, and the response average diploma reflects the degree of difficulty medium.

-With the relation field management, the study indicated that the percentage and average response was high for master's degree and higher diploma, diploma, Bachelor's degree; the average response rate was reflective of the degree of difficulty medium.

-In the area of professional growth, percentage average response indicated very high degree of difficulty, did not show any differences in response.

-In the area of program implementation, the study demonstrated differences in percentage and average response, showing the degree of difficulty is very high for masters and diploma average, and the degree of difficulty for Bachelor and graduate diploma.

**22. The researcher believes that the reason for these differences is due to:**

1. The difference in the workplace, so that this sample representing various colleges and University medium spread in all regions of the Kingdom, so that each area of privacy.
2. Different educations lead to difficulties differently from qualifier to another so that the process of overcoming the difficulties varies depending on the scientific level.
3. That the objectives set by admin sports colleges vary in size from a scientific qualification to another, so that the size of the goals appropriate proportional educations.

**23. Conclusions and recommendations**

Through the objectives of the study and the scientific method used in this study, in the light of data and information through sample survey after viewing and discussing the results of the study, the researcher had reached the following conclusions:

1. A very high degree of Difficulties at supervisors and vocational growth.
2. A high degree of difficulties at areas (students, physical and sports potential, management, and implementation of the program).
3. Statistically significant differences in the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation of sports teams and training between males and females for the benefit of males to management and there is no differences can be mentioned at the other areas.
4. Statistically significant differences found depending on the variable educations (M.SC., high (Graduate) Diploma, BA, diploma average), in the difficulties facing supervisors and teachers of physical education in colleges and University medium towards the formation of sports teams and training, with superiority for master degree of difficulty and high diploma, Bachelor's with high degree of difficulty on the area of sports and physical potential and for masters and higher diploma and diploma average on management and master's and diploma average on the implementation of the program.

In the light of the objectives of the study and discussion, the researcher recommends:

- (1) Provide all requirements for the formation and training of sports teams, by the departments of university colleges and University, to enable students from practicing the competitive sports activities through:
  - A. Providing appropriate and adequate budget for the formation and training of sports teams, at the beginning of each year collectors.
  - B. Providing the appliances and sports clothing, adequate and appropriate for these sports teams, at the beginning of each year collectors.
  - C. Provision of stadiums and arenas, training teams, and provide places for vanity and switch clothing in these stadiums.
- (2) Develop a plan for the formation and training of sports teams by sports supervisor in College from the beginning of the year marked and can be implemented, and to involve students in developing such a plan.
- (3) Providing security and safety factors, and health care for the student, when coaching practice, participating in sporting activities with the sports teams representing colleges.
- (4) Organizing and planning times sports training so that they do not conflict with the times and circumstances of students study at the College, and does not affect students.
- (5) Spread sports and cultural awareness among students to fight false beliefs (such as the sports activity affect future school students).
- (6) The adoption of moral and material incentives to privileged students and participants in college sports teams.

- (7) The provision of scholarships, for sport supervisors in college and University, to improve the scientific qualifications.
- (8) Participate sport supervisors in colleges of serving athletes and University in training courses held within and outside Jordan, and here must be cooperation institutions interested in this area, such as the Ministry of youth, sports and associations.
- (9) cooperation between management and supervisors athletes for solving administrative and academic problems of the players.
- (10) Set sport's plan in colleges and University medium since the beginning of the academic year.
- 11) Media interest in activities made by and University and colleges from different media.

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Table (1)

Shows the sample and its distribution on study variables

| Study Variables |                 | Supervisor No. | Percentage |
|-----------------|-----------------|----------------|------------|
| Gender          | Male            | 20             | 80%        |
|                 | Female          | 5              | 20%        |
| Education       | PHD             | 2              | 8%         |
|                 | M.SC            | 2              | 8%         |
|                 | High Diploma    | 3              | 12%        |
|                 | Bachelor        | 10             | 40%        |
|                 | Diploma Average | 8              | 32%        |
| Total           |                 | 25             | 100%       |

Table (2)

Shows total responses and average response deviation and percentages of constraints and difficulties facing teachers and supervisors of sports education in community colleges towards the formation and training of sports teams for each paragraph of scope constraints and difficulties associated with students

| No. | Paragraph   | Total Response | Average Response | Standard Dev. | %    |
|-----|---|----------------|------------------|---------------|------|
| 1.  | Parents discouragement to participate in sports team for different reasons  | 81             | 3.24             | 0.063         | 64.8 |
| 2.  | There is no incentive rewards for physical crack students in sport teams  | 96             | 3.84             | 0.73          | 76.8 |
| 3.  | Reluctant students athletes subscribers clubs and teams<br>National participation in the College's sports teams                                       | 56             | 3.84             | 0.71          | 44.8 |
| 4.  | Lack of interest by students of different sporting activities prevents the formation of foreign athletic teams  | 82             | 3.82             | 0.64          | 65.6 |
| 5.  | Poor health and fitness among some students prevented the formation of sports teams   | 90             | 3.60             | .068          | 72   |
| 6.  | Irregular yteams training times for different games   | 96             | 3.48             | .073          | 76.8 |
| 7.  | Feeling players lack security and safety factors when participating in team sports and training   | 69             | 2.76             | .064          | 55.2 |
| 8.  | Shame many players exercise training in open pitches  | 68             | 2.72             | .064          | 54.4 |
| 9.  | Feeling that students participate in sports teams adversely affect academic achievement   | 84             | 3.36             | .065          | 67.2 |
| 10. | Lack of time for a student to participate in team sports and training because of the concern in the study and curriculum.                             | 104            | 4.28             | .085          | 85.6 |
| 11. | Few players practicing sports in College lead to non-sports teams.  | 110            | 4.40             | .88           | 88   |
| 12. | Players participating in team sports people are not finding the necessary health care and this understanding away from participation in sports teams. | 84             | 3.36             | .65           | 67.2 |

Table (3)

Difficulties related to substantial and physical possibilities

| No. | Paragraph   | Total Response | Average Response | Standard Dev. | %    |
|-----|---|----------------|------------------|---------------|------|
| 1.  | Lack of sports equipment for college sports teams of all individual and collective sports activities          | 82             | 3.82             | 0.064         | 65.6 |
| 2.  | Lack of stadiums and sports arenas in College   | 81             | 3.24             | 0.064         | 64.8 |
| 3.  | Lack of halls and gyms in College   | 80             | 3.20             | .063          | 64   |
| 4.  | Lack of suitable stadiums and arenas for sporting activity in College.  | 78             | 3.21             | 0.063         | 62.4 |
| 5.  | Lack of health facilities and places suitable for washing after sporting activities and training in College   | 85             | 3.40             | 0.065         | 68   |
| 6.  | Lack of special places to change clothes before starting training in college.                                 | 82             | 3.28             | 0.064         | 65.8 |
| 7.  | The tools in College is not valid and suitable for sports activity  | 76             | 3.04             | 0.063         | 60.8 |
| 8.  | Lack of financial allocations to purchase hardware, tools and clothing special sports in college sports teams | 87             | 3.48             | 0.066         | 69.6 |
| 9.  | Absence of special financial budget in shaping the college sports teams                                       | 91             | 3.64             | 0.069         | 72.8 |

Table (4)

The table shows the total responses and response and the deflection standard average percentages of the difficulties and constraints faced by supervisors and teachers of physical education in colleges and University medium towards the formation and training of sports teams, each paragraph of the field difficulties associated with management

| No. | Paragraph   | Total Response | Average Response | Standard Dev. | %    |
|-----|---|----------------|------------------|---------------|------|
| 1.  | The College administration takes its decisions related to the sport activities without the participation of sports education supervisor   | 62             | 2.48             | .67           | 49.6 |
| 2.  | Lack of appreciation of the overall management of the values and importance of competitive sports and its role in the upbringing of students integrated farming                           | 79             | 3.16             | .56           | 63.2 |
| 3.  | Lack of enthusiasm for College Management purchasing tools and sports clothing for sports teams   | 81             | 3.24             | 0.64          | 64.8 |
| 4.  | The College management do not cooperate in supporting foreign sports  | 75             | 3                | 0.63          | 60   |
| 5.  | Physical Supervisors efforts in the formation of sports education and training sports teams do not have an appreciation by the College management.  | 84             | 3.36             | 0.65          | 67.2 |
| 6.  | The College management not attendance at events and sports competitions and encouraging foreign companies   | 81             | 3.24             | 0.64          | 64.8 |
| 7.  | The College management sight about team sports equipment as less important than other fittings.   | 92             | 3.86             | 0.70          | 73.2 |
| 8.  | The College Administration disapproved the participation of students in sporting activity in the most external sport games  | 68             | 2.72             | 0.64          | 54.4 |
| 9.  | College management's lack of cooperation with the physical education supervisors to solve problems when sports teams players for their involvement in the external activities of absences | 72             | 2.88             | 0.63          | 57.6 |
| 10. | To manage College moral and material incentives for physical education supervisors of sporting achievements   | 88             | 3.52             | 0.67          | 70.4 |

Table (5)

The total responses and average response deviation and the percentages of the difficulties faced by physical education teachers and supervisors in academic and University medium towards the formation and training of sports teams, each paragraph of the field difficulties associated with professional growth and supervisors.

| No. | Paragraph   | Total Response | Average Response | Standard Dev. | %    |
|-----|---|----------------|------------------|---------------|------|
| 1.  | Inadequate opportunities for rehabilitation and professional growth for sports supervisor   | 97             | 3.88             | 0.74          | 77.6 |
| 2.  | Lack of training courses for physical education supervisors   | 109            | 4.36             | 0.87          | 78.2 |
| 3.  | No courses, seminars, meetings and conferences to learn all kinds of new sports   | 108            | 4.32             | 0.86          | 86.4 |
| 4.  | Lack of specialized scientific books and periodicals for everything new in sports training  | 107            | 4.28             | 0.85          | 85.6 |
| 5.  | Scientific research and Specialized scientific journals results related to the training of sports management. Do not reach the College to see everything new in sports training | 112            | 4.48             | 0.91          | 89.6 |
| 6.  | Few scholarships for sports education supervisors to  | 112            | 4.48             | 0.91          | 89.6 |

|     |   |     |      |      |      |
|-----|---|-----|------|------|------|
|     | improve the scientific qualifications   |     |      |      |      |
| 7.  | The difficulty of finding times for training of sports teams  | 101 | 4.04 | 0.78 | 80.8 |
| 8.  | Weak authority granted to sports supervisors in College lead to inability to decide the formation of sports teams | 92  | 3.68 | 0.70 | 73.6 |
| 9.  | Lack of career stability to sport supervisors   | 84  | 3.36 | 0.65 | 67.2 |
| 10. | The responsibility of the loss of sports teams went upon supervisor shoulders.                                    | 92  | 3.68 | 0.70 | 73.6 |

Table (6)

Reveals total responses and average response deviation and percentages to respond to the difficulties faced by supervisors and teachers of physical education in universities and colleges about formation and training of sports teams for each paragraph of the difficulties associated with the implementation of the education and training programs for sports teams.

| No. | Paragraph   | Total Response | Average Response | Standard Dev. | %    |
|-----|---|----------------|------------------|---------------|------|
| 1.  | Many additional functions (non-sports) placed on College physical education supervisor.   | 88             | 3.52             | 0.07          | 70.4 |
| 2.  | Physical education course not regarded as the rest of the articles.   | 112            | 4.48             | 0.91          | 89.6 |
| 3.  | Limiting the time period of the school day which obstacles the implementation of training programs for sports teams.                        | 99             | 3.96             | 0.76          | 79.2 |
| 4.  | The compression of weekly program for some disciplines in the college, prevent the students from participation in team sports and training. | 99             | 3.96             | 0.76          | 79.2 |
| 5.  | The shortage of athlete's supervisor's number in college.   | 87             | 3.48             | 0.66          | 69.6 |
| 6.  | Expansion of academic facilities in the College at the expense of stadiums and sports arenas.   | 101            | 4.04             | 0.78          | 80.8 |
| 7.  | Special sports championships times opposes in colleges and University medium  | 99             | 3.96             | 0.76          | 71.2 |
| 8.  | Pressing (shortening) the special sports plan in colleges and University medium   | 101            | 4.04             | 0.78          | 80.8 |
| 9.  | Delaying in establishing the Sport activity plan of University and University medium since the beginning of the school year.                | 89             | 3.56             | 0.67          | 71.2 |
| 10. | Delay in providing colleges with sports plan ahead enough lead to lack of formation teams, and training.                                    | 89             | 3.56             | 0.67          | 71.2 |
| 11. | Brevity of sports season in colleges and University medium  | 82             | 3.28             | 0.64          | 65.6 |
| 12. | Weak media coverage for most games and sports championships.  | 100            | 4                | 0.77          | 80   |

Table (7)

Summary of all difficulties and arrange fields of study

| No. | Domain                                | Total of average responses | Percentage of response |
|-----|---------------------------------------|----------------------------|------------------------|
| 1.  | Students (12) paragraphs              | 37.68                      | 62.8                   |
| 2.  | Potential (9) paragraphs              | 29.68                      | 65.95                  |
| 3.  | Management (10) paragraphs            | 31.28                      | 62.65                  |
| 4.  | Professional growth (10) paragraph    | 40.56                      | 81.12                  |
| 5.  | Program implementation (12) paragraph | 45.84                      | 76.4                   |

Table (8)

The differences averages and percentages for difficulties in the areas of study depending on the variable sex

| Sex | Statistics | Students (12) paragraphs | Potential (9) paragraphs | Management (10) paragraphs | Professional growth (10) paragraph | Program implementation (12) paragraph |
|-----|------------|--------------------------|--------------------------|----------------------------|------------------------------------|---------------------------------------|
| M   | Mean       | 39.65                    | 29.1                     | 33.2                       | 40.85                              | 46.3                                  |
| N=  | %          | 66.8                     | 64.66                    | 66.4                       | 81.7                               | 77.16                                 |
| 20  | St. Dev.   | 2.54                     | 2.12                     | 2.30                       | 2.82                               | 2.92                                  |
| F   | Mean       | 46.8                     | 34.4                     | 28                         | 27.2                               | 45.4                                  |
| N=  | %          | 78                       | 76.44                    | 56                         | 82.4                               | 75.66                                 |
| 5   | St. Dev.   | 5.44                     | 4.59                     | 3.56                       | 5.24                               | 5.28                                  |

Table (9)

The averages and percentages differences of difficulties on all fields of study depending on the variable educations.

| Scientific qualifications | Statistics      | Student (12) paragraph | Potential (9) paragraph | Management (10) paragraphs | Growth (10) paragraph | Implementation (12) paragraph |
|---------------------------|-----------------|------------------------|-------------------------|----------------------------|-----------------------|-------------------------------|
| Master                    | Mean            | 44.75                  | 41                      | 37.75                      | 41                    | 48.75                         |
|                           | N=4<br>Percent  | 74.58                  | 91.11                   | 75.5                       | 82                    | 81.25                         |
|                           | St. Dev.        | 5.65                   | 5.92                    | 5.20                       | 5.65                  | 6.12                          |
| H.Diploma                 | Mean            | 42.5                   | 31                      | 31                         | 42.5                  | 48.5                          |
|                           | N=20<br>Percent | 70.83                  | 68.88                   | 62                         | 85                    | 80.83                         |
|                           | St. Dev.        | 6.25                   | 5.42                    | 4.91                       | 6.93                  | 7.14                          |
| Bachelor                  | Mean            | 40.6                   | 32.18                   | 29.72                      | 40.45                 | 47.09                         |
|                           | N=11<br>Percent | 67.72                  | 71.51                   | 59.45                      | 80.9                  | 78.48                         |
|                           | St. Dev.        | 3.43                   | 3.09                    | 2.74                       | 3.71                  | 3.93                          |
| Diploma                   | Mean            | 41.12                  | 21.87                   | 33                         | 40.37                 | 44.5                          |
|                           | N=8<br>Percent  | 68.54                  | 48.61                   | 66                         | 80.75                 | 74.16                         |
|                           | St. Dev.        | 4.01                   | 2.43                    | 3.46                       | 4.32                  | 4.25                          |

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