

## PROBLEMS OF APPLYING PRACTICAL LESSON MANAGEMENT OF SOME MIDDLE SCHOOLS IN BAGHDAD

**Hayder Hassan Lafta**

*Faculty of Physical Education & Sport Sciences – Al Mustansiriyah University*

### **Abstract**

The significance of the study was found on evaluating the reality of practical application problems for the fourth year students, Faculty of Sport Education, Baghdad University to determine issues and aspects that accompany this application in middle schools. The problem was the performance of practical application by teachers and learners in schools despite their preparation in the study period. Therefore, the researcher decided to find relevant solutions to this problem. The study aims to evaluate the reality of practical application problems for the fourth year students, Faculty of Sport Education, Baghdad University to determine issues and aspects that accompany this application in middle schools. The researcher used the descriptive method to match the sample of the study. Moreover, the study concluded that: teachers who supervise students practically shall have sufficient inspiration in training methods and supervisors should record their notes accurately on a notebook or a record after each visit to observe the progress by practitioners in next visits. Finally, the researcher recommends that it is necessary for middle school managers to facilitate tasks for practitioner students, treat them as the rest of teachers in the school, provide continuous guidance for them, introduce them to systems and instructions and prepare physical education lessons well in order to help students in their work along application period.

**Keyword:** practical Lesson Management, Middle Schools

### 1. INTRODUCTION

Education is a human process that aims generally to create strong emerging personality and systemic education that utilize the school as means. It also seeks to develop school's methods, means and educational workers to achieve its goals. Since the teacher is one of the main elements in the educational process in addition to curricula and students, it is his role to be effective and the main actor in this process. Any educational system cannot do without teachers as a teacher is the effective and active element in the educational process and his success or failure depends on the nature of education (Al Amin Shaker Mahmoud, 1981, 33).

There are many educational institutions that provide middle schools with their needs including teachers and teachers. There are different systems in preparing teachers, but here we all agree on the necessity to provide certain characteristics and categories for those who carry out this humanistic job in addition to performing work properly.

Practical education (or what is called "teaching applications") is greatly considered by teacher preparation institutions in general. Countries around the world vary in determining the period of these applications which makes them consistent with preparation period in general. This means the start of regular study period by students at institutes and colleges concerned with teacher preparation. Some others are concerned with the last preparation year and the others are distributed between individual practice inside the college, a collective application in schools and a part at the end of the preparation period completely in a way that there is a year dedicated for application. Each of these systems has its justifications in determining the application period, but they all stand on the necessity to find this practical exercise and training that helps trainers spend theoretical and practical skills and information obtained during preparation period and translate them into a factual reality or a empirical practice (Al Hassoun Abdelrahman Essa, 1981, 22).

### 2. PROBLEM OF THE STUDY:

It is known for each profession and job that they have certain requirements imposed by the nature of these professions or jobs. Education, with all of its stages and levels, is one of the most important and crucial profession as it tackles the most precious capital, the human capital. Dealing with humans needs wide knowledge of teaching and experience principles as to be consistent with all levels and potentials organized by the school, or at least students of the grade which is taught by the teacher.

In this context, it is not a criticism as an individual cannot be able to work in education unless he owns certain characteristics that qualify him/her to perform such profession. On top of these characteristics comes his personal safety, emotional composure, obtaining a sufficient amount of practical knowledge in his field of specialization, great inspiration of teaching methods as well as general culture qualifying him to respond requirements of this profession. Here, the problem of the study lies in that teachers and

educators face problems in empirical performance in schools although they are prepared for the study term, so the researcher decided to find suitable solutions for this problem.

**Objectives of the Study:**

- 1- This study aims to evaluate the reality of practical application problems for the fourth year students, Faculty of Sport Education, Baghdad University to determine issues and aspects that accompany this application in middle schools.
- 2- Set suitable solutions to negative aspects and reinforce positive ones.

**Hypotheses of the Study:**

The researcher proposes that there are problems impeding practical application process in schools

**3. METHODOLOGY:**

The researcher used the descriptive method to match the sample of the study.

**Tools of the Study:**

It is known that tools of studies differ according to the nature, goals of each study, number of researchers and population it covers. Since the aim of the current study is to evaluate the reality of practical application from students' perspectives themselves, the preferred tool to achieve the goal of the study is the questionnaire as it gives respondents opportunities to think and answer its paragraphs without the influence of the researcher, direct or indirect applicators. Furthermore, the questionnaire included an open paragraph to mention any other remarks or propositions that a student finds necessary and not mentioned. Therefore, the researcher carried out the following procedures:

**Questionnaires:**

In this field, paragraphs of final questionnaire were built including ten paragraphs: (nine with restricted answer and one with open answer) to show propositions of reponent students in future development of application. Some paragraphs require from respondents to mention valid opinions. Annex (2) contains the final questionnaire of the study applied on the sample.

**Exploratory Questionnaire:**

The exploratory questionnaire was prepared and directed to a sample of students who completed application including an open question: (what are the most significant problems accompanying practical application?). sample members were 32 male and female students.

**Final Questionnaire:**

This questionnaire was drafted after analyzing responses of respondent students in the exploratory questionnaire, reviewing literature tackling empirical education (application) and their experience by the researcher.

**Applying the Tool of the Study**

After final drafting of questionnaire paragraphs, they were presented to experts. After completing questionnaire evaluation and its reliability, the researcher performed the following:

**Questionnaire Distribution:**

The questionnaire form was distributed to members of the sample of the study to determine how reliable the form is by applying the retesting methods after a single week of having respondents' answers in the first trial and after applying the trial in which he used Pearson simple correlation coefficient. It was found that there is a correlation between both answers.

**Analysis & Discussion of Results:**

After distributing the questionnaire to the sample of the study, the researcher applied the Fisher equation to extract the weighing average. He discussed the top third of questionnaire paragraphs. This method is adopted in a number of studies. Paragraph (9): "Does the school provides necessary tools and equipment that help for good and suitable teaching for students?" came at the first place with weighing average (2.6). From noticing respond percentages, 20% of the students answered with yes out of a total of 41 male and female students (49.8%). This indicates that the reason is one of the most significant information that do not provide suitable atmosphere for respondent students to learn.

**Table (1): The Importance of Sport Equipment as a Problem of Application**

Total Student	(Yes) answers	(No) answers	Percentage
41	20	21	49.88%

**The paragraph (6): "the school in which you study contains suitable spaces for teaching sport education",** came at second place with weighing average of (2.1). From noticing respond percentages, 20% of the students answered with yes out of a total of

41 male and female students (48.7%). This also indicates that the reason is one of the most significant factors for teaching sport education as a sport education lesson cannot be taught inside class, so there must be suitable spaces for various games and sports that help implement the studying course and teaching aims. This will enable teachers to conduct physical and sport education lessons in the right way as required. Otherwise, in most cases, most efforts will be pointless and disappointing. There are numerous sport education teachers who are active and enjoy their desire in work, but lack of sufficient spaces makes him unable to perform his job as required. This can be shown in the following table:

**Table (2): Percentages of responses of sample members concerning the importance of sport spaces as a Problem of Application**

Total Student	(Yes) answers	(No) answers	Percentage
41	20	21	49.88%

**The paragraph (7): “Did you benefit from visits and guidance of the supervisor teachers on application?”** had the fourth place with a weighing average of (6.1). From noticing respond percentages, we can find 35 of students answered with (yes) of a total of 41 male and female students (3.85%). This indicates that the reason is restricted in this field as it is necessary for all answers to have benefit with (yes) answer because the visit of supervisor teacher for respondent students helps develop their work and solve many mistakes they may commit at the beginning of application period as a result of information and guidance to face problems and dilemmas in this period (Abbas Ahmed Saleh, 1971, 55). Therefore, they should be a prior planning by supervising teachers. Their first visit is supposed to be guiding, but their second one shall be evaluative.

**Table (3): Percentages of responses of sample members concerning the importance of supervisor visits as a Problem of Application**

Total Student	(Yes) answers	(No) answers	Percentage
41	35	6	36.85%

**The paragraph (8): “Do you think that P.E teachers previously prepared students to learn this subject?”** had the third place with a weighing average of (9.1). From noticing respond reasons, we can find 23 of students out of a total of 41 students. This indicates that applicators need additional efforts to prepare school students in which they are working and prepare good lessons that contains elements of the studying plan. This means that most teachers in middle schools in which application was performed did not prepare their students to study P.E well and they may have some excuses concerning this issue. However, the applicator student is required to prepare his lesson completely to show it to the PE teacher at all aspects. These cases represent challenges for applicator students especially if middle school students are adapted to certain cases in the sport or physical education lesson by their original teacher (therefore an applicator student will suffer from many difficulties if he tries to change the reality in which he was trained by supervisors. He should consider this reality when he evaluates applicator students, notice their efforts in reorganizing and preparing students in schools for sport education lessons).

**Table (4): Responses of sample members concerning the preparing teachers of P.E or sport education lessons as a Problem of Application**

Total Student	(Yes) answers	(No) answers	Percentage
41	23	18	56%

In this table, the sample was close in responses about preparing teachers of sport education as a problem of applying PE teaching in schools. This can be explained as giving importance to quality and not the quantity. Accordingly, we can return back to admissions of physical education and sport science students that should reflect the student’s choice according to physical characteristics away from interferences and mediations by influencing admission committees. This shall be reflected on applying the PE lesson in schools positively or negatively. This also agrees with what is indicated by Amal Al Ezzawy concerning the need to initially select PE students to ensure efficient teachers for future children (Amal Al Ezzawy, 1984, 78)

#### 4. CONCLUSIONS:

- 1- There was a great influence on applicator students of teaching under supervision to as great extent.
- 2- The students are positively influenced by remarks written by supervisors at the notebook of students in all visits.
- 3- The students are positively and directly influenced by number of supervisor visits.
- 4- The selected students should be creative to work in the application site voluntarily with faculty’s deanship and in coordination with school management.

## 5. RECOMMENDATIONS

- 1- It is necessary for middle school managers to facilitate tasks for practitioner students, treat them as the rest of teachers in the school, provide continuous guidance for them and introduce them to systems and instructions.
- 2- Middle school managements should concern with physical (sport) education “PE” lessons.
- 3- It is necessary to prepare sport education lessons well in order to facilitate student’s work along application period.
- 4- It is necessary to provide tools equipment that helps for good and suitable teaching for students to achieve the desired educational goals.
- 5- It is necessary to accompany PE teachers in schools with applicator students in teaching along application period to guide them in a beneficial way.
- 6- Allowing the opportunity to applicator students to participate in class and non-class guidance and activities inside or outside school.

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