



THE DEGREE OF QUALIFYING STUDENTS TO APPLY THE PRINCIPLES OF COMPREHENSIVE QUALITY DURING THEIR PERIOD OF FIELD TRAINING

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Abstract:

This study aims to identify the extent of qualifying field training students to apply the principles of comprehensive quality during their practical training period. (56) students were chosen deliberately, and to achieve the objectives of the study, the researcher used a questionnaire as a tool to collect data consisted of (40) paragraphs distributed over four areas: the field of quality in classroom management, the field of quality in the teaching methods used, the field of quality in the development of the learner's scientific qualities. The researcher recommended the necessity of holding courses and workshops for students of physical education to clarify the concepts of comprehensive quality in the educational and teaching process, in addition to supervision and continuous evaluation of field training students so as to ensure the extent to which they apply the principles of total quality during their practical training.

Keywords: comprehensive quality, field training, qualifying students

1. Introduction

All educational institutions all over the globe seek to care for the university student and prepare and train him through the preparation and provision of necessary training and educational programs commensurate with the needs and requirements of the times. Where the current educational systems suffer from that university students in general and students of physical education in particular, find it difficult to apply what they learned in their universities and transfer to their working lives.

Our university has become just a place where students receive abstract study materials based on the principle of memorization and indoctrination, and it is hoped that these educational systems will change their philosophy in order to prepare

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students for practical and professional life. Rather, the university is a life in itself, and students should reflect on the issues they have learned at the university and bring it to life through the use of different thinking skills (Masmouh, 2016).

Hayek and Khasawneh (2013) emphasize the importance of the planning process for preparing teachers of sports education in line with the accelerated scientific progress which has become a prominent role in the plans of sports development. Attention to the preparation of teachers of physical education professionally to acquire a lot of knowledge and skills and theoretical and practical experience, and provide them with educational and pedagogical knowledge, which includes many strategies to suit that trend.

We are witnessing a wave of transformation towards total quality in the field of education, where the educational output is the entrance to all other productive and industrial sectors. Teaching and learning is focused on providing students with the necessary skills and developing their abilities (Al-Maqtari, 2008).

The quality of education is meant to obtain a good product, including graduates, environmental development and community service, by improving the inputs of the educational process and improving performance (Nasr, 2008).

Al-Masri (2012) emphasizes the importance of the field training course in the process of refining the abilities of the student teacher and preparing and preparing them professionally, which is the translation and application of the information, knowledge, experience and theories through the actual practice. Organized and deep during the period of field training, the student in this period needs guidance and supervision and a resident teacher at the school takes his hand towards the best ways to perform the tasks assigned to him efficiently and professionally.

The researcher found that there is a need to know the extent of qualifying field training students to apply the principles of total quality during their practical training in order to prepare a teacher of physical education of high quality, which contributes to raise the level of the educational process and education for the better.

University education is witnessing a remarkable development and efforts to reach high-quality educational outputs in line with modern scientific knowledge and technological developments, but the followers of university education in general find that there is a clear correlation between university education and traditional teaching methods that do not help to produce high educational outcomes Quality, although it achieves some educational goals, but they are not in line with the numbers of students in line with educational development plans. Practical training in the faculties of physical education is particularly important in being a practical field for the application and employment of all the information and skills students learn during their study of various college subjects.

Hence the importance of preparing sports students in a professional manner commensurate with the educational sports environment rich in its activities and educational attitudes, and given the role of field training in preparing and qualifying students professionally, educationally and academically and equipping them with the

necessary teaching skills for their professional and educational future with high efficiency. The experience of the researcher as a supervisor of the field training course at Al-Quds University for several years and her awareness of the importance of the field training course in refining the personality of students and rehabilitation of students, motivated and inspired the author to conduct this study to identify the extent of qualification of field training students to apply the principles of total quality during the period of their practical training.

2. Objectives of the Study

This study seeks to identify:

- 1) The extent of qualifying field training students to apply the principles of total quality during their field training.
- 2) The differences in the extent of qualification of field training students to apply the principles of total quality during the period of their field training due to gender.
- 3) The differences in the extent of qualification of field training students to apply the principles of total quality during the period of their field training due academic level.
- 4) The differences in the extent of qualification of field training students to apply the principles of comprehensive quality due to the level of field training.

2.1 Questions of the Study

This study seeks to answer the following questions:

- 1) What is the extent of qualifying field training students to apply the principles of comprehensive quality during their field training?
- 2) Are there any statistically significant differences at the level of significance (α 0.05 in the extent of qualifying field training students to apply the principles of comprehensive quality during their filed training due to gender, academic level, and the level of field training?

2.2 Terms of the Study

- Total quality: Educational process aimed at the continuous and continuous improvement of the educational process and learning outcomes in line with the satisfaction of students and teachers and the requirements of the labor market. (*)
- Field Training: Compulsory course in the university study plan for students of Bachelor of Physical Education at Al-Quds University. This contributes to a better understanding of teaching concepts and the integration of professional experience.
- Field Training Students: University students who are officially registered for field training courses (1) or (2).

2.3 Limitations of the Study

- Spatial limitation: This study was limited to field training students at Al-Quds University.
- Time limitation: This study was applied in the first semester of the academic year (2017/2018)
- Human limitation: Students of field training (1) and (2) for the first semester of the academic year (2017/2018) at the Department of Physical Education / Al-Quds University.

2.4 Previous Studies

Samreen (2017) aimed to identify the effectiveness of an educational program in improving the thinking and some competencies of teaching physical education among field training students at Al-Quds University. The sample of the study consisted of (40) male and female students, based on the problem-solving strategy in teaching the field training course.

Cathlan and Kire (2016), a qualitative study aimed at examining the concept of evaluation for learning (AFL) and its necessity for teacher students in the program of preparation for teachers of physical education in a British university, and to what extent. The application of the concept on the ground, the researchers have deliberately selected some of the tasks and competencies of teaching such as effective teaching and evaluation in the lessons of physical education methodology and remote decisions, especially those related to feedback learner-oriented taken by the student teacher during the actual teaching. The study also aimed to identify the extent to which the student teachers understand this principle and its relation to the previous literature that is taught to students in the program during their learning. The study sample was chosen from the teachers intentionally and they reached (22) teacher students applied in secondary schools for six weeks in the classroom where they were assigned specific tasks related to the evaluation of the teaching within the purposes and objectives of the preparation program in order to help them reach the quality of quality in the performance evaluation Secondary school students during their teaching of physical education classes. The results showed that most of the student teachers in the preparation program have been able to theoretical aspects related to the concept and practical applications related to effective teaching and strategies and the ability to make objective judgments to learn students in school curriculum lessons during the field training.

Hayek et al. (2014) The study aimed to identify the extent to which field training students applied the total quality standards in the share of physical education from their point of view. The results show that the students of the field training at the University of Jordan apply the overall quality standards in the share of physical education to a small degree, and the results indicated that there are significant differences. A statistical machine in the viewpoint of students of the sample in the

extent of their application of the total quality standards in the share of physical education attributed to the variables of sex and school year

The study of Rawahi and Hanani (2013) aimed to identify the degree of possessing the teaching competencies of teachers and teachers of physical education school in the Sultanate of Oman, the sample of know-how consisted of (142) and (168) teachers, and the researchers used the descriptive approach to suit the nature of the study, and to achieve the objectives of the study. The two researchers identified the questionnaire as a tool to collect the necessary data and information. The results of the study showed that the degree of ownership of the study sample of teaching competencies ranged from low to medium and high, and the study showed that there are no statistically significant differences due to the variables of gender and the educational region.

Halawa et al. (2012) aimed to identify the reality of student performance (teacher) in the application of the field training program in the light of modern physical education curricula from the point of view of students according to the GPA variable, sex and school, as well as to identify the reality of students performance from the point of view of their supervisors in the field. The study sample consisted of (131) male and female teachers and (60) male and female students. After the statistical analysis the results showed that the reality of the student (teacher) in the application of the field application program in the light of modern physical education curricula achieved significantly from their point of view. And the absence of statistically significant differences between males and females and the reality of student performance (teacher) in the application of the field training program in the light of modern physical education curricula from their point of view.

Al-Masri's study (2010) aimed at identifying the obstacles facing the students of practical field training in sports education department at Al-Aqsa University / Gaza. The researcher used the descriptive analytical method, where the questionnaire was used for the survey of students, and the study reached the following results: Coaching, and the absence of statistically significant differences in the constraints attributable to the sex variable

Trappen's study (2006) aimed to identify the concepts of quality to improve education in Southern California, to ensure the delivery of high quality, the study focused on the description of total quality education and other methods that can lead to integration and success in public schools, and conducted the study on three schools using the quality system In Southern California, the results showed that the use of TQM techniques improves the learning environment.

Gulter's study (2000) aimed to measure the change of organizational culture in the light of the use of total quality management method in secondary education, the study identified the extent of the relationship between national culture and the culture of university work, the researcher used a questionnaire to collect data consisting of three axes: Teachers' attitudes towards their roles In the administrative organization of the school and with regard to their teaching duties, leadership roles of faculty members,

and the organizational needs of faculty members in secondary schools, the study reached results confirming the use of total quality management method in the organization function within secondary schools, confirmation of university work and rely on the principle of partnership and get rid of the traditional methods of providing knowledge.

3. Method and Procedures

3.1 Methodology of the Study

The researcher used the descriptive method for its suitability and the nature of this study.

3.2 Study Population

The study population consisted of all field training students in the first semester of the academic year (2017/2018) and the number of (72) students.

3.3 Sample of the Study

The study sample consisted of (56) male and female students from the study population. Table (1) shows the description of the study sample according to the study variables.

Table 1: Description of the study sample according to study variables

Variable	Category	Number	Percentage
Gender	Male	37	66.07
	Female	19	33.93
	Total	56	100.00
Level of Education	Third	8	14.29
	Fourth	48	85.71
	Total	56	100.00
Training	Field training 1	36	64.29
	Filed training 2	20	35.71
	Total	56	100.00

3.4 Instrument of the Study

In order to achieve the objectives of this study, the researcher reviewed many previous researches and studies that focus on the modern teaching roles and duties of physical education teachers in the information age.

3.5 Validity of the Instrument

The validity of the tool was found using the structural validity.

Table 2: The results of the structural validity of the paragraphs of each of the areas of qualifying students of field training to apply the principles of total quality

The value of the correlation between the paragraph and the total score of its field				Paragraph number in the field
Quality of assessment	Quality in developing the scientific qualities of the learner	Quality in teaching methods used	Quality in class management	
0.807	0.753	0.717	0.830	1
0.793	0.790	0.784	0.721	2
0.710	0.700	0.783	0.796	3
0.744	0.708	0.645	0.820	4
0.796	0.696	0.776	0.704	5
0.813	0.806	0.707	0.763	6
0.746	0.800	0.718	0.758	7
0.748	0.642	0.719	0.584	8
0.780	0.711	0.715	0.726	9
0.711	0.795	0.581	0.679	10

Table 2 shows the values of the Pearson correlation coefficient between the score of each paragraph and the total score of the field to which it belongs. A review of the correlation coefficients shows that the lowest correlation value showed in the field of quality in class management was (0.584) which is related to paragraph (8). The value of the correlation coefficient in the field of quality in the development of the learner's qualities was shown in paragraph (8).

While the lowest value of the correlation coefficient in the field of quality in the evaluation has emerged between paragraph (3) and the total score of the field where this value was (0.711). Thus, these results help to verify the idea of the relevance of each paragraph to its domain, which means the credibility of the domain of these paragraphs and thus the validity and possibility of use.

3.6 Reliability of the Instrument

The internal coherence coefficient of the tool as a whole has been calculated in its four domains of which the tool was made using "Cronbach Alpha".

Table 3: Results of the stability of the areas of qualification of field training students to apply the principles of total quality in the manner (Cronbach Alpha)

Value of Cronbach alpha	Number of paragraphs	Field	#
0.906	10	Quality of class management	1
0.893	10	Quality in teaching methods used	2
0.908	10	Quality in developing the scientific qualities of the learner	3
0.921	10	Quality of assessment	4
0.970	10	Total	

Table (3) shows that the domains have high internal consistency values. (0.908) for the quality field in developing the scientific qualities of the learner and (0.921) for the quality field in the evaluation.

3.7 Variables of the Study

The study included the following independent and dependent variables.

3.8 Independent Variables

- Gender: Male / Female
- Academic Level: Third year / Fourth year
- Field Training Level: Field Training (1) / Field Training (2)

3.9 Dependent variables

Rehabilitation of field training students to apply the principles of total quality during their field training

3.10 Statistical Procedures

To answer the questions of the study, data were entered into the SPSS software and the following statistical treatments were performed:

- 1) Percentages;
- 2) Arithmetic averages;
- 3) Standard deviations;
- 4) Analysis of variance mono;
- 5) T. Test;
- 6) Cronbach Alpha.

4. Results of the Study

4.1 Presentation and discussion of the results

Question 1: What is the extent of qualifying field training students to apply the principles of total quality during their practical training?

To answer this question, arithmetic averages and standard deviations were calculated.

Table 4: Arithmetic averages and standard deviations for the areas of qualification of field training students to apply the principles of total quality in descending order

Rank	Scope of application	Relative importance	Std. deviation	SMA	Field	#
1	High	73.20	0.81	3.66	Quality of class management	1
2	High	72.80	0.73	3.64	Quality in developing the scientific qualities of the teacher	3
3	High	72.20	0.80	3.61	Quality of assessment	4
4	Medium	66.60	0.83	3.33	Quality of teaching methods used	2
	High	71.20	0.73	3.56	Total	

It is noted from Table (4) that the areas of the qualification of field training students to apply the principles of total quality were high, where the mean was (3.56) of relative importance (71.20), and the level of areas between average and high, where the averages ranged between (3.66-3.33) In the first rank came the field of quality in classroom management with a mean (3.66) and relative importance (73.20), and in the last place came the field of quality in teaching methods used with an average (3.33) of relative importance (66.60).

The researcher believes that this result shows that the university physical education program contains many effective educational attitudes that contribute to the development and improve the level of students and acquire many of the skills, knowledge and experience that contribute to their qualification to apply the principles of total quality during the period of practical training, the researcher believes that this result shows The students possess teaching and teaching skills that are commensurate with the requirements of total quality and they apply the practical training seriously and possess the qualifications that make them able to influence and influence the educational process and teaching.

The result of this study is consistent with Halawa et al. (2012) which showed that the reality of the student (teacher) in the application of the field application program in the light of modern physical education curricula is achieved greatly from their point of view, and the result of this study differs with the study of Hayek et al. (2014). Hayek and Shawa (2011), which showed that there are deficiencies in the curricula of physical education in the number of individuals and keep abreast of recent developments. The areas of the qualification of the field training students to apply the principles of total quality were analyzed according to its paragraphs as follows:

A. First: the field of quality in grade management.

The arithmetic averages, and standard deviations, were calculated for the field of quality in grade management and table (5) shows that.

Table 5: Arithmetic averages and standard deviations of quality items
 in grade management in descending order

Rank	Scope of application	Relative importance	Std. deviation	SMA	Item	#
1	High	80.80	1.21	4.04	Establishes a strong relationship with students based on mutual respect	6
2	High	77.60	0.99	3.88	Encourages students to participate actively	1
3	High	75.00	1.03	3.75	Increases the effectiveness of collaborative teamwork among students	9
4	High	74.20	1.14	3.71	Helps students develop the ability for dialogue and discussion during the lesson	4

Amani Asi
THE DEGREE OF QUALIFYING STUDENTS TO APPLY THE PRINCIPLES OF
COMPREHENSIVE QUALITY DURING THEIR PERIOD OF FIELD TRAINING

5	High	73.60	1.11	3.68	Helps students develop challenge and excellence skills during the lesson	7
6	High	72.80	1.17	3.64	Helps the student express himself in front of his classmates	3
7	High	72.60	0.96	3.63	Helps students look for new ideas	2
8	High	70.80	1.14	3.54	Students are trained in methods of discovery and problem solving	5
9	High	69.20	1.09	3.46	Allows the student to choose the educational experiences and activities he or she wishes	8
10	Medium	65.40	1.07	3.27	Helps students learn self-evaluation	10
	High	73.20	0.81	3.66	Quality in class management	

It is noted from Table (5) that the level of quality field in classroom management was high, with the mean (3.66) of relative importance (73.20), and the level of paragraphs of the field between the average and high, the averages ranged between (3.57 - 2.31), came in The first rank, paragraph (6), which "establishes a strong relationship between him and the students based on mutual respect" with an arithmetic average (4.04) and a relative importance (80.80), and in the last rank paragraph (10), which is "helps students learn self-evaluation" average (3.27) of relative importance (65.40).

It is clear from the result that the quality of classroom management was high and the researcher believes that this result confirms that the students are serious in practical training and that they are interested in developing themselves in the field of quality education and that they have been exposed to educational experiences based on total quality during their university studies. The researcher believes that the use of methods of total quality works to develop the learning environment and the development of the level of paint, which is confirmed by the study of Trapen (2006), which showed that the use of methods of total quality works to develop the learning environment, which in turn leads to the satisfaction of the beneficiaries of the school and students.

B. Second: the field of quality in the teaching methods used

The arithmetic averages, and standard deviations, were calculated for the field of quality in the teaching methods used and table (6) shows that.

Table 6: Arithmetic averages and standard deviations of
quality items in teaching methods used in descending order

Rank	Scope of application	Relative importance	Std. deviation	SMA	Item	#
1	High	75.80	1.20	3.79	Focuses on learning by doing	9
2	High	75.00	1.19	3.75	Focuses on collaborative teamwork methods	5
3	High	69.20	1.11	3.46	Focus on discussion, dialogue and asking questions	8
4	Medium	67.60	1.15	3.38	Focuses on methods of developing higher-order thinking (critical, innovative, analysis)	1
5	Medium	67.20	1.15	3.36	Uses discovery and problem-solving methods	2
6	Medium	67.20	1.02	3.36	Focuses on classroom democratic interaction	4
7	Medium	64.60	1.13	3.23	Focuses on self-learning methods	3
8	Medium	60.80	1.17	3.04	Focuses on the internet as one of the professional information sources	10
9	Medium	60.00	1.24	3	Focuses on methods that develop scientific research skills	7
10	Medium	59.00	1.18	2.95	Uses contemporary educational technology	6
	Medium	66.60	0.83	3.33	Quality in teaching methods used	

It is noted from Table (6) that the level of quality field in the teaching methods used was average, the mean was (3.33) of relative importance (66.60), and the level of paragraphs of the field between medium and high, where the averages ranged between (3.79 - 2.95), In the first rank, paragraph (9), which "focuses on learning by doing" with an arithmetic average (3.79) and with relative importance (75.80), and in the last rank paragraph (6), which "uses modern educational technology" with an average of (2.95) with relative importance (59.0).

This research confirms that our curriculum is still based on traditional teaching and teaching methods. This study is consistent with the results of Bani Atta and Bani Hani (2009) which showed that the reality of the practical education program from the viewpoint of the students of the Faculty of Sport Sciences at Mutah University was medium. This study, together with Cathlan and Kire (2016), showed that most student teachers were able to master the theoretical aspects of the concept and its practical applications related to effective teaching and strategies. The researcher emphasizes the necessity of diversity in educational methods because of its significant impact on the formation of students' experiences and diversity, and the study of Mohammed (2013)

that the more diverse activities and teaching methods, the more students allow new experiences and meet more needs.

C. Third: the field of quality in the development of scientific qualities of the learner

Arithmetic averages, and standard deviations, were calculated for the field of quality in the development of the learner's scientific qualities and Table (7) shows that.

Table 7: Arithmetic averages and standard deviations of quality items in the development of learner's scientific qualities in descending order

Rank	Scope of application	Relative importance	Std. deviation	SMA	Item	#
1	High	80.80	0.97	4.04	Helps gifted students develop their distinctive abilities	10
2	High	77.60	0.88	3.88	Helps students highlight their personalities in front of their peers	7
3	High	77.20	1.02	3.86	Helps students gain leadership qualities	2
4	High	76.00	0.96	3.8	Helps students develop the ability to accept the opinions of others	3
5	High	74.60	1.05	3.73	Helps students acquire lifelong learning skills	6
6	High	73.20	0.98	3.66	Helps students develop creative thinking	1
7	High	69.20	0.97	3.46	Helps students acquire skills of analysis and connectivity	8
8	Medium	67.80	0.98	3.39	Helps prepare students for the labor market	9
9	Medium	67.20	1.07	3.36	Helps students acquire skills in the use of technological means of communication	4
10	Medium	65.40	1.02	3.27	Develops the ability to think critically	5
	High	72.80	0.73	3.64	Quality in the development of scientific learning qualities	

It is noted from Table (7) that the level of quality field in the development of the scientific qualities of the learner was high, where the average was (3.64) of relative importance (72.80), and the level of paragraphs of the field between medium and high, where the averages ranged between (4.04 - 3.27), The first rank came in paragraph (10), which "helps talented students to develop their distinctive abilities" with an average of (4.04) and relative importance (80.80), and in the last rank paragraph (5), "develops the ability to think critically" with an average of 3.27 Of relative importance (65.40).

The researcher attributed this result to the fact that the specialization of physical education is one of the most specializations that contribute to the acquisition of many important features and skills in building an integrated personality and balanced, through the educational attitudes to which they are exposed, these educational attitudes enable them to make their way to life and bear individual and collective responsibility. The result of this study is consistent with the study (Shana & Asi, 2016) which showed that the life skills acquired by the students of sports education were high.

D. Fourth: the field of quality in the evaluation

Arithmetic averages and standard deviations were calculated for the quality field in the calendar and Table (8) shows that.

Table 8: arithmetic averages and standard deviations of quality items in the calendar in descending order

#	Item	SMA	Std. deviation	Relative importance	Scope of application	Rank
1	Continuity and follow-up in the evaluation process	3.75	1.05	75.00	6	High
2	Answers all students' questions	3.71	1.07	74.20	3	High
3	Learn the results of the evaluation process	3.7	1.03	74.00	8	High
4	It uses various measures to measure the different abilities of learners	3.64	1.02	72.80	2	High
5	Develops self-evaluation skills	3.64	0.98	72.80	7	High
6	Uses various skill, cognitive and achievement tests	3.64	1.07	72.80	9	High
7	Use practical and editorial evaluation methods	3.54	1.06	70.80	4	High
8	The tests used develop higher-order thinking skills	3.5	0.99	70.00	1	High
9	Use contemporary standards and tests	3.5	1.10	70.00	5	High
10	Uses a home assessment	3.48	1.11	69.60	10	High
	Quality in the assessment	3.61	0.80	72.20		High

It is noted from Table (8) that the level of the quality field in the calendar was high, with the mean (3.61) with relative importance (72.20), and the level of paragraphs of the field

is high, where the averages ranged between (3.75 - 3.48), and came in the first rank paragraph (6) "Continuity and follow-up in the evaluation process" with an arithmetic mean (3.75) and a relative importance (75.0), and came in the last paragraph (10) and "uses the home calendar" with an average of (3.48) with a relative importance (69.60).

The researcher believes that this result reflects that the field training students possess the necessary teaching competencies in the field of evaluation, where the field of evaluation is one of the necessary teaching competencies for the teacher of physical education. This result was consistent with the Khasawneh study (2013) which showed the existence of teaching competencies in the teachers of physical education, while it differed with the results of the study of Rawahi and Hanani (2013), which showed that the degree of the sample of the study of the teaching competencies ranged between a few, medium and high.

Question 2: Are there significant differences at the level of significance ($\alpha = 0.05$) in the extent of qualifying field training students to apply the principles of total quality during the period of their practical training due to gender, academic level, level of field training?

A. First: Variable Gender

Arithmetic averages, standard deviations, responses of the study sample were calculated on the areas of the qualification of field training students to apply the principles of total quality according to gender variable, and table (9) shows the results.

Table 9: Results of the "T" test for the differences between the means of qualifying the field training students to apply the principles of total quality according to the gender variable

Field	Gender	No.	SMA	Std. Deviation	T value	Level of significance
Quality of class management	Male	37	3.76	0.60	1.31	0.196
	Female	19	3.46	1.09		
Quality of used teaching methods	Male	37	3.38	0.79	0.60	0.549
	Female	19	3.24	0.91		
Quality of developing the practical qualities of the learner	Male	37	3.74	0.69	1.29	0.200
	Female	19	3.47	0.80		
Quality of assessment	Male	37	3.71	0.68	1.35	0.182
	Female	19	3.41	0.98		
Total	Male	37	3.65	0.62	1.22	0.224
	Female	19	3.39	0.90		

The results in Table (9) indicate that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average qualification of field training students to apply the principles of total quality according to gender variable, based on the calculated value of (1.22), and at the level of This value is not statistically significant. The calculated value was (1.31) with a level of (0.196) for the field of quality in class management and (0.60) with a level of (0.549) for the field of quality in the teaching

methods used and (1.29). The level of significance (0.200) for the quality field in the development of the scientific qualities of the learner and (1.35) the level of significance (0.182) for the quality field in the And where upright it indicates that there is no statistically significant differences at the level of significance ($\alpha \leq 0.05$) because the level of significance of the calculated values were greater than (0.05).

The researcher believes that this result confirms that sex is not an effective factor in the rehabilitation of field training students to apply the principles of total quality. The results of this study are consistent with the Egyptian study (2010) and the study of Halawa et al. (2012).

Which showed no statistically significant differences between males and females to the reality of the performance of the student (teacher) in the application of the field training program, and differed with the study Hayek et al. The share of physical education attributed to the sex variables.

B. Second: Academic Level Variable

Arithmetic averages, standard deviations, responses of the study sample were calculated on the areas of the qualification of field training students to apply the principles of total quality according to the academic level variable, and table (10) shows the results.

Table 10: Results of the T-Test for Differences between the Achievements of the Field Students' Qualification for the Application of Total Quality Principles according to the Academic Level Variable

Field	Academic level	No.	SMA	St. deviation	T value	Level of significance
Quality of class management	Third	8	3.24	0.82	1.62	0.111
	Fourth	48	3.73	0.79		
Quality of used teaching methods	Third	8	3.11	0.88	0.80	0.425
	Fourth	48	3.37	0.82		
Quality of developing the practical qualities of the learner	Third	8	3.20	0.83	1.89	0.063
	Fourth	48	3.72	0.70		
Quality of assessment	Third	8	3.36	1.04	0.94	0.348
	Fourth	48	3.65	0.76		
Total	Third	8	3.23	0.85	1.40	0.165
	Fourth	48	3.62	0.70		

The results in Table (10) indicate that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average qualification of field training students to apply the principles of total quality according to the academic level variable, based on the calculated value of (1.40), At the level of significance (0.165) for the total score where this value is not statistically significant, and the value of calculated (1.62) level of significance (0.111) for the field of quality in class management and (0.80) level of significance (0.425)

For the field of quality in the teaching methods used and (1.89) level of significance (0.063) for the field of quality in the development of scientific qualities of the learner and (0.94) level of significance (0.348) for the field of quality in the evaluation and where there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) because the calculated significance level values were greater than 0.05.

The researcher attributes this result to the fact that the field training course is offered to the third and fourth year students provided that all previous requirements for the field training are completed. This means that the third and fourth year students have been exposed to similar educational attitudes. This result is consistent with the Samrin study (2017) which showed no statistically significant differences in the teaching competencies of the students of the field training were attributed to the variable of the academic level and differed with the study of Hayek et al. (2014) which showed that there are statistically significant differences in the viewpoint of the sample respondents in the extent of their application of the total quality standards in the share of physical education attributed to the school year.

C. Third: Field application variable

Arithmetic averages, standard deviations, responses of the study sample were calculated on the areas of the qualification of field training students to apply the principles of total quality according to the field application variable, and table (11) shows the results.

Table 11: Test Results for Differences between the Achievements of the Field Students' Qualification to Apply the Total Quality Principles according to the Field Application Variable

Field	Field application	No.	SMA	Std. deviation	T value	Level of significance
Quality of class management	Filed application 1	36	3.57	0.84	1.11	0.269
	Filed application 2	20	3.82	0.74		
Quality of used teaching methods	Filed application 1	36	3.36	0.84	0.37	0.712
	Filed application 2	20	3.28	0.83		
Quality of developing the practical qualities of the learner	Filed application 1	36	3.61	0.81	0.49	0.623
	Filed application 2	20	3.71	0.57		
Quality of assessment	Filed application 1	36	3.55	0.88	0.75	0.451
	Filed application 2	20	3.72	0.63		
Total	Filed application 1	36	3.52	0.79	0.53	0.597
	Filed application 2	20	3.63	0.61		

The results in Table (11) indicate that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average qualification of field training students to apply the principles of total quality according to the field application variable, based on the calculated value (0.53), At the level of significance (0.597) for the total score where this value is not statistically significant, the value of calculated (1.11) level of significance (0.269) for the field of quality in class management and (0.37) level

of significance (0.712) for the field of quality in the teaching methods used and (0.49) with a level of significance (0.623) for the field of quality in the development of learner scientific qualities.

And (0.75) level of significance (0.451) for the field of quality in the calendar, which indicates that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) because the values of the calculated level of significance was greater than (0.05). The researcher believes that this result came because the students of the field training applied in schools as qualified teachers, so they must provide work befitting them as educators and teachers of generations, which strengthened their self-confidence and the effects of their motivation to work, whether they are field training (1) or (2).

5. Conclusions

- 1) The level of qualification of field training students to apply the principles of total quality high level.
- 2) Quality in class management is one of the most applied and mastered field training students.
- 3) There are no statistically significant differences in the level of qualification of field training students to apply the principles of total quality according to variable (gender, academic level, level of field training).

5.1 Recommendations

- 1) Holding courses and a workshop for students of physical education to clarify the concepts of total quality in the educational process and teaching.
- 2) Supervision and follow-up of field training students by supervisors and provide necessary guidance to them.
- 3) Continuous evaluation of students field training to ensure that they apply the principles of total quality during their practical training.
- 4) Conducting similar studies to identify the extent of employing total quality in the teaching and teaching process and the difficulties that hinder its application and the proposed solutions.

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