

A study of the leadership qualities of physical education teachers from the point of view of students of the College of Physical Education and Sports Sciences, Tikrit University

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Abstract :The current study aims to show the importance of leadership qualities of the professors of the College of Physical Education and Sports Sciences at Tikrit University.

The problem of the research lies in preparing educational leaders in a way that suits the changing conditions and interacts with them. It is unreasonable to wait for educational leaders who live with their traditional ideas to prepare for us a generation that is abreast with modern technological and scientific developments unless we prepare them in a proper way that put them in a balanced line with those developments. Hence, the research problem lies in studying the leadership qualities of teachers in the College of Physical Education and Sports Sciences from the point of view of their students. As for the research sample, it included students of the College of Physical Education and Sports Sciences / Tikrit University, as they were selected from four-year students of the college. The researcher used the questionnaire as a research tool to collect data and information related to the subject of the research. It consists of a set of various questions and inquiries that are related to each other in a way that achieves the goal that the researcher seeks to address in the light of his subject and the problem he has chosen for his research. Responses with a high statistical significance for students towards the leadership qualities of the teachers of the College of Physical Education and Sports Sciences / Tikrit University.

Keywords: Leadership Qualities, Professors, Physical Education, Tikrit University

1- Introduction

Physical education and sports sciences as a whole are an integral part of the administrative process in its general form. The process of education in its entirety is an organization and arrangement for the behavior of students and preparing them to be more interactive with their society. On top of that are educational institutions, as leadership is a source of strength, confidence and excellence in every time and place. Leadership has always been characterized by creativity, especially in the teaching process. Teachers are considered educational leaders who need considerable teaching competence that qualifies them to lead and guide students as the thinking head who spreads hope and life among the students. It is known that teachers, regardless of whether their specialization is human, scientific or educational, understand the general foundations of teaching because teaching in institutes and colleges does not happen in a vacuum. Rather, it takes place in a society that has its own culture and in a specific time and place. For this reason, the teacher must carry out the process of education and teaching at the same time. In this context, teachers participate with the educational and scientific institutions in universities and institutes in building the independent personality of the students to accustom them to creativity and initiative. It is not limited to giving them knowledge, but rather it presents them to life in its broadest sense. The teachers, in their quest to fulfill this role, should link their scientific and educational activity with the students' personalities. In other words, they should respond to their needs and be aware of their aspirations and interests, since educational leadership is a necessity imposed by educational reality. Hence, the importance of research lies in studying the leadership qualities of the faculty members in the College of Physical Education and Sports Sciences, Tikrit University. This is implemented through a survey of their views for the purpose of clarifying and identifying the leadership and educational aspects as one of the main building blocks of teachers.

As for the problem of research, it lies in the preparation of educational leaders in a way commensurate with the variables and how to interact with them. It is not reasonable to expect educational

leaders living with their traditional ideas to have a generation consistent with modern technological and scientific developments unless we prepare them in a proper way that puts them in a balanced line with those developments. Hence, the problem of research concerns the study of the leadership qualities of teachers in the College of Physical Education and Sports Sciences from the point of view of their students. The research aims to determine the importance of leadership qualities for professors of the College of Physical Education and Sports Sciences at Tikrit University.

2-1 Research Methodology:

The researcher used the descriptive approach in the survey method given the suitability of this method to the nature of the research problem. The descriptive approach is “a method of research that is done by collecting information and data about a phenomenon or a reality with the intention of identifying the phenomenon we are studying and determining the current situation in it in order to determine the validity of this situation” and the extent of the need to make partial or fundamental changes in it (Mahjoub, 2002, p. 160).

2-2 Research Sample:

The objectives that the researcher sets for his research and the procedures he uses determine the nature of the sample that he will choose” (Majid ,1987, p. 40). The research sample included the students of the College of Physical Education and Sports Sciences / University of Tikrit as they were selected on the basis of them being in the fourth year of their study and heading to future leadership work. The sample consisted of (85 students) from the basic research community, which in turn is consisted of (360) students. The exploratory experiment was applied to (10) students and were excluded from the main sample and the percentage of the research sample reached (83.20%). Thus, the final work settled on (75) students and Table (1) shows the details of this sample.

Table (1): The distribution of the sample in relation to the research population

Year	number of students	percentage
The first	102	28.33%
The second	95	26.38%
The third	78	21.66%
The fourth	75 trial	20.83%
	10 exploratory	2.77%

2-3 Tools of data collection:

Research tools mean “the means or method by which the researcher can solve a problem, regardless of whether those tools are data or devices”. (Kandalchi, 1999, p. 157).

- Arabic and foreign sources and references.
- Personal interviews,
- Questionnaire form,
- International information network Internet, data dump form.

2-4 Field procedures:

2-4-1 Questionnaire Form

The researcher used the questionnaire as a research tool to collect data and information related to the research topic. It consists of a set of various questions and inquiries that are linked to each other in a way that achieves the goal that the researcher seeks to achieve in the subject and the problem he chose for his research (Kandalchi, 1999, p. 157). Thus, it contained (38) questions divided into three axes, which are as follows: -

- **First axis (Leadership).**

- The second axis (social).
- The third axis (educational)
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Table (2): the validity of the items

AXIS	CALCULATED KA2	AGREEMENT RATIO	NUMBER OF APPROVERS	TOTAL ITEMS	ITEM NUMBER	INDICATION
THE LEADER	1, 2, 3, 4, 7, 11,5,	92%	11	6	8.3	SIGNIFICANT
	6, 8, 9, 14, 16,	83%	10	7	5.3	SIGNIFICANT
	17, 10, 12, 13, 15	58%	7	4	0.3	NON-SIGNIFICANT
SOCIAL	18, 23, 26, 28, 30	92%	11	5	8.3	SIGNIFICANT
	19, 20, 24, 25,	83%	10	6	5.3	SIGNIFICANT
	27, 29	100%	12	2	SIGNIFICANT	SIGNIFICANT
	21, 22	50%	6	2	12	NON-SIGNIFICANT
EDUCATIONAL	31, 32				3	SIGNIFICANT
	33, 34, 35, 37,	83%	10	6	5.3	SIGNIFICANT
	38, 42	92%	11	6	8.3	SIGNIFICANT
	36, 39, 41, 43,	58%	7	3	0.3	NON-SIGNIFICANT
	45, 47, 40, 46, 44					SIGNIFICANT

In light of the experts' answers, the items that obtained an acceptable percentage of agreement were approved, and the items that did not obtain an acceptable percentage of agreement were deleted.

2-5 The pilot experiment:

The researcher distributed the questionnaire form on Tuesday 8/3/2022 to a mini sample of 10 students from within the original community and the sample did not participate in the main distribution of the form. The purpose of the pilot experiment was:

- 1- determining the difficulties and problems facing the researcher.
- 2- determining the validity of the form.
- 3- Ensuring that the questionnaire items are appropriate and easy to use.

In order to evaluate the form, the researcher identified the scientific bases for it by testing it through the following:

2-5-1 Indicator of the validity of the form:

Validity is one of the basic indicators of any measuring tool or test of a particular subject in order to find out whether the scale has accurately achieved the goal for which it was set (Bahi, 1999, p. 23). It is one of the most important psychometric characteristics of the test or measurement as it must be valid to the extent that it measures the characteristic or specificity that it is intended to measure and is not affected by other variables. For validity, the types used in this research are:

1- Content validity:

This means the extent to which the scale statements match the content of the scale, which is done by conducting a logical analysis of the scale's materials, phrases and items to determine the extent to which they represent the subject of the measurement and the situations it measures.

2- Construction validity:

It is the extent to which we can determine that the scale measures a certain specificity and with complete accuracy. This type of validity verifies the correlation of the degree of the phrase with the total degree of the questionnaire. This means that the phrase measures the same concept as the total degree of the form and this is achieved when using the simple correlation coefficient as indicated earlier. The methods of analyzing paragraphs are indicators of this type of honesty (Al-Zobai, 1981, p. 43).

Distinguishing power of the form:

Extracting the discriminatory power of items is one of the important steps in the light of which their ability to distinguish between individuals with high scores and low scores in the questionnaire form is recognized. The total scores of each student were arranged in descending order from the highest score to the lowest. According to the total score, the researcher used the (extreme groups) method, as 27% of the higher scores and 27% of the lower scores were approved. It is noted from the tables that all the items were able to distinguish between the two groups due to the fact that the calculated T-values were all greater than the tabular T-values. This indicates the suitability of the candidate form for application, except for (5 items) that were excluded due to the fact that the calculated (T-values) are smaller than the tabular (T-values). This indicates that they are non-significant. Therefore, the form settled on (33) items instead of (38) items.

Table (3): the discriminatory power of the items of the first axis (the leadership axis)

At the degree of freedom (4) and below the level of significance (0.05), the tabular degree is equal to (2.45).

item number	(T)Values	The sum of the minimum quarters		The sum of the higher quarters		indication
		±	s	±	s	
1	5.00	0.00	1.00	0.588	2.66	Significant
2	5.00	0.00	1.00	0.588	2.66	Significant
3	2.82	0.588	1.33	0.588	2.66	Significant
4	5.00	0.00	1.00	0.588	2.66	Significant
5	5.00	0.588	1.33	0.00	3.00	Significant
6	2.82	0.588	1.33	0.588	2.66	Significant
8	5.00	0.588	1.33	0.00	3.00	Significant
8	2.82	0.588	1.33	0.588	2.66	Significant
9	5.00	0.588	1.33	0.00	3.00	Significant
10	2.82	0.588	1.33	0.588	2.66	Significant
11	2.82	0.588	1.33	0.588	2.66	Significant
12	2.121	0.588	1.66	0.588	2.66	random
13	2.00	0.00	2.00	0.588	2.666	random

Table (4): the discriminatory power of the items of the second axis (the social axis)

item number	(T)Values	The sum of the lower quarters		The sum of the higher quarters		indication
		±	s	±	s	
1	5.00	0.00	1.00	0.588	2.66	Significant
2	5.00	0.00	1.00	0.588	2.66	Significant
3	5.00	0.588	1.33	0.00	3.00	Significant
4	5.00	0.588	1.33	0.00	3.00	Significant
5	2.82	0.588	1.33	0.588	2.66	Significant
6	5.00	0.588	1.33	0.00	3.00	Significant

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8	2.82	0.588	1.33	0.588	2.66	Significant
8	5.00	0.588	1.33	0.00	3.00	Significant
9	2.82	0.588	1.33	0.588	2.66	Significant
10	5.00	0.00	1.00	0.588	2.66	Significant
11	5.00	0.588	1.33	0.00	3.00	Significant
12	2.121	0.588	1.66	0.588	2.66	random
13	1.414	0.588	1.66	0.588	2.33	random

the

degree of freedom (4) and below the level of significance (0.05), the tabular degree is equal to (2.45).

Table (5): the discriminatory power of the items of the third axis (educational axis)

item number	(T)Values	the sum of the lowest quarter		The sum of the higher quarters		indication
		±	s	±	s	
1	5.00	0.588	1.33	0.00	3.00	Significant
2	5.00	0.00	1.00	0.588	2.66	Significant
3	5.00	0.588	1.33	0.00	3.00	Significant
4	5.00	0.588	1.33	0.00	3.00	Significant
5	2.82	0.588	1.33	0.588	2.66	Significant
6	5.00	0.588	1.33	0.00	3.00	Significant
8	2.82	0.588	1.33	0.588	2.66	Significant
8	5.00	0.588	1.33	0.00	3.00	Significant
9	2.82	0.588	1.33	0.588	2.66	Significant
10	5.00	0.00	1.00	0.588	2.66	Significant
11	2.82	0.588	1.33	0.588	2.66	Significant
12	1.414	0.588	1.66	0.588	2.33	random

At the degree of freedom (4) and below the level of significance (0.05), the tabular degree is equal to (2.45).

Table (6): the simple correlation coefficient (Pearson) between the score of each item and the total score of the form

	Correlation coefficient (t)	Indication level		Correlation coefficient (t)	Indication level		Correlation coefficient (t)	Indication level
1	0.828	Significant	12	0.822	Significant	23	0.82	Significant
2	0.859	Significant	13	0.658	Significant	24	0.89	Significant
3	0.861	Significant	14	0.863	Significant	25	0.83	Significant
4	0.869	Significant	15th	0.823	Significant	26	0.81	Significant

5	0.881	Significant	16	0.699	Significant	28	0.86	Significant
6	0.825	Significant	18	0.688	Significant	28	0.69	Significant
8	0.884	Significant	18	0.815	Significant	29	0.88	Significant
8	0.658	Significant	19	0.829	Significant	30	0.83	Significant
9	0.856	Significant	20	0.866	Significant	31	0.84	Significant
10	0.808	Significant	21	0.808	Significant	32	0.804	Significant
11	0.804	Significant	22	0.688	Significant	33	0.856	Significant

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freedom (9) and below the level of significance (0.05), the tabular degree is equal to (0.602).

2-5-2 Stability of the scale:

Stability is one of the important psychometric indicators of psychological scales because it indicates the accuracy and consistency of the statement in measuring everything wanted to be measured. To determine the stability of the form and the presence of several methods for its calculation, the researcher relied on the use of two methods to obtain the stability of the form.

1) The split-half method

The researcher adopted this method due to the fact that it requires only taking the test once, and it depends on dividing the form into two equal parts. After the researcher dumped the grades obtained by (11) students in the special table, they were divided into two parts (the first) includes the grades of items bearing individual numbers (and the other) includes the grades of items bearing even numbers. Pearson's simple correlation coefficient between the scores of the even and odd items was then calculated and it was (0.82). Since this value represents the coefficient of stability of half of the test, the value of the coefficient of stability was corrected in order to measure the test as a whole by using the Spearman-Brown equation. This made the coefficient of stability of the form to reach (0.875), which is a significant value that can be relied upon.

2) Alpha Cronbach:

This method is one of the most widely used reliability methods, as it is based on measuring the correlation coefficient of the items with each other and with the overall degree of measurement. The researcher relied on sample data from the pilot experiment of (10) students. When calculating the value of the stability coefficient, it turned out to be (0.88). Thus, the questionnaire nominated for the application can be relied upon due to its high stability.

2-5-3 Objective of the form:

It means "the researcher's subjectivity, opinions and beliefs should not interfere with the test results."

2-6 Main experiment:

The questionnaire was distributed to (75) four-year students of the College of Physical Education and Sports Sciences on Tuesday 15/3/2022 until Tuesday 19/4/2022. The results of each independent item were calculated or the degree of each student was calculated, i.e. the final grade for each independent form as well.

The form was divided into three items: (*to a large degree*) was assigned a score of 3; (*To A Medium Degree*) was assigned a score of 2 while (*To A Small Degree*) was assigned a score of 1. The percentage of responses of the sample members was (100%).

2-7 Statistical means:

The researcher used the statistical package of (SPSS) to obtain the results.

3. Presentation, analysis and discussion of the results

3-1 Presentation, analysis and discussion of the results of the first axis (the leadership axis).

The results related to the first question, which was whether teachers have the ability to make decisions, proved that *To A Large Degree* received 53.3%, *To A Medium Degree* 42.7% and *To a small degree* had 4%. The students confirmed that among the most important leadership qualities that teachers have is their ability to make decisions in order to be successful leadership models as decision-making processes are linked to competence and teaching experience.

Table (7): Answers to the first question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Teacher has the ability to make decisions	0.55	2.46	2.8%	2	49.3%	38	47%	36	31.79

The results of the second question were about the extent to which teachers are keen to guide students. This is because the educational leader has the first task of guidance and guidance. So, they are interested in guiding students in a way that raises the level of their scientific success.

Table (8): The answers to the second question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she is keen on guiding and guiding the students	0.57	2.49	4%	3	42.8%	32	53.5%	40	30.32

The results of the third question were about the extent to which the teacher uses the authoritarian style with students. This is because the leadership qualities of teachers require them to use several methods in dealing with students. It is not limited to the democratic style, but some attitudes require teachers to use the authoritarian style to be better able to manage the educational situation.

Table (9): The answers to the third question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square

Does he/she use authoritarian style with students ?	0.69	2.29	13.3%	10	44%	33	42.9%	32	102.9
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The answers to the fourth question were about the flexibility of teachers in dealing with students. This is because teachers are educational leaders who seek to instill good ideas in the minds of students. They must be flexible in their dealings with students in order to get acquainted with their views and opinions to build solid educational bridges in the relationship between the student and the teacher.

Table (10): Fourth question answers

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has flexibility in his/her dealings	0.73	2.25	17.7%	13	40%	30	42.8%	32	8.72

The answers to the fifth question were about the extent of the interest of teachers in the development of the leadership aspect of students. This is because teachers are the main engine in building the leadership personality of students because of their high awareness of their role and responsibilities because they are the active element in the teaching process.

Table (11): The answers to the fifth question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/She develops the leadership side of the students	0.69	2.12	18.8%	14	50.8%	38	30.9%	24	11.76

The answers to the sixth question, which were about the extent to which teacher enjoy vitality. This is because among the most important leadership qualities of teachers is that they enjoy vitality and endurance by virtue of their active role, which is reflected on the student level.

Table (12): Sixth question answers

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square

He/She has vitality and endurance	0.54	2.25	5.3%	4	64%	48	30.7%	23	38.96
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The answers to the seventh question were about the fairness of the teacher in dealing with students. One of the basic features of a leader is that he/she be fair in dealing with his/her followers. This is because if he/she is not just, it is not possible for a successful leader to be able to influence others.

Table (13): Answers to the seventh question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Fair in dealing with students	0.74	1.88	33.3%	25	45.3%	34	21.3%	16	44.4

The answers to the eighth question were about the extent to which teachers are able to take responsibility, all students agreed that teachers have this trait that made them educational leaders because those of them who are unable to do so cannot be influential leaders for students.

Table (14): Eighth question answers

the question	+p	S	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has the ability to take responsibility	0.55	2.44	1.3%	12	50.7%	38	46.7%	35	33.8

The answers to the ninth question were about the extent of teachers' ability to control their emotions in different situations. This is because successful teachers must be able to control their emotions in various situations in order to bring about change in the behavior of students by absorbing their opinions and ideas and investing them in the interest of the educational process.

Table (15): Answers to the ninth question

the question	+p	S	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Able to control his/her emotions in different situation	0.55	2.22	6.7%	5	64%	48	26.3%	22	37.52

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The answers to the tenth question, it was about the extent to which teachers are keen to establish human relations with students because the educational leader must be keen to establish human relations with students and not only give scientific material. This is because good human relations with students are necessary to achieve a positive dimension and a correct understanding of the sound educational relationship between teachers and students.

Table (16): Answers to the tenth question

The question	+p	S	percentage	to a small degree	percentage	Medium	percentage	To a large degree	Chi square
He/she is keen on establishing human relations with students	0.77	2.33	18.7%	14	29.3%	22	52%	39	13.04

3-2 Analysis and discussion of the results of the second axis (the social axis),

The answer to the first question dealt with the personality of teachers that enables them to modify the behavior of students because the personality of the teaching leader is one of the most important leadership qualities that affect the behavior of students the positive influence that works on the correct construction of students' personalities.

Table (17): Answers to the first question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has the unique personality that enables him to modify the behavior of students	0.64	2.33	9.3%	7	48%	36	42.7%	32	52.5

The answers to the second question were about the extent to which teachers are able to gain the trust of students, as teachers must gain the trust of their students first so that they can achieve all educational goals. This is because mutual trust between leaders and their followers is one of the most important leadership qualities.

Table (18) : The answers to the second question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has the ability to earn Student's trust	0.77	2.33	18.7%	14	29.3%	22	52%	39	13.04

The answers to the third question, which was about the extent to which teachers are able to adapt to different situations and circumstances, students believe that teachers, since they have become educational leaders, must be able to adapt to different situations and circumstances in order to be able to influence the behavior of students.

Table (19): The answers to the third question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
able to adapt to different situations and circumstances	0.56	2.36	4%	3	56%	42	40%	30	120

The answers to the fourth question were about the extent to which teachers are interested in the psychological aspect, since teachers are leaders of their students before being teachers. One of the basic features of a leader is to pay attention to the psychological aspect of those he/she deals with, especially students.

Table (20): Fourth question answers

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Paying attention to the psychological aspect of students	0.68	2.45	10.7%	8	33.3%	25	56%	42	23.12

The answers to the fifth question concerned teachers, whether they were optimistic and optimistic. This is because from the students' point of view, the personality of the teaching leader must be characterized by foresight and optimism in order to be better able to create a suitable psychological atmosphere for students.

Table (21): The answers to the fifth question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Is he/she upbeat and optimistic?	0.68	1.86	30.7%	23	52%	39	17.3%	13	38.1

The answers to the sixth question were about the extent of the teacher's ability to innovate and the spirit of initiative. This is because the teaching leader must have the ability to innovate, not be traditional and adhere to old ways and methods, and have the spirit of initiative in order to be able to achieve educational goals.

Table (22): Sixth question answers

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Has the ability to innovate and entrepreneurial spirit	0.48	2.37	0	0	49.3%	37	50.7%	38	38.1

The answers to the seventh question were about the extent to which teachers are able to support the ambition of students as one of the most important leadership qualities of teachers is to support students. Teachers must always work to support the ambition of students and encourage them to each get the desired results.

Table (23) Answers to the seventh question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Supports Student's' ambition	0.54	2.25	5.3%	4	64%	48	30.7%	23	38.96

The answers to the eighth question concerned the extent to which teachers are able to discover, perceive and realize the potential of students. This is because one of the complementary leadership qualities of teachers is to be able to uncover, encourage and support the scientific abilities and potential of students because they are more able to reveal these abilities in students.

Table (24): Eighth question answers

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has the ability to discover abilities and capabilities of students	0.70	2.32	13.3%	10	41.3%	31	45.3%	34	62.4

The answers to the ninth question were about the extent to which teachers have the desire and enthusiasm to teach. This is because one of the conditions for success in any profession is to have the desire and enthusiasm to practice this profession in order to contribute effectively to the achievement of the objectives of the educational process and for teachers to exert all their efforts to serve the educational process.

Table (25): Answers to the ninth question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has the desire and enthusiasm to teach	0.68	2.45	10.7%	8	33.3%	25	56%	42	23.12

The answers to the tenth question were about the extent to which teachers allow students to express their views. This is because an educational leader must use the democratic method during the teaching process in order to allow students to express their views and criticize the teaching.

Table (26): Answers to the tenth question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
Students are allowed to express their views	0.70	2.32	13.3%	10	41.3%	31	45.3%	34	62.4

3-3 Analysis and discussion of the results of the third axis (educational axis)

The answers to the first question were about the extent to which the teacher uses the elements of suspense and excitement in presenting the material. This is because the use of the elements of suspense and excitement is one of the most important elements in presenting the material.

Table (27): Answers to the first question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
The elements of suspense and excitement are used in the presentation of the material	0.68	1.86	30.7%	23	52%	23	17.3%	13	38.1

The answers to the second question were about the intelligence possessed by teachers. This helps in the progress and raising the scientific level of students because intelligence is one of the necessary features of educational leaders. The change in education is easy to propose but difficult to achieve, and it is known that intelligence pushes attention, redress and correct treatment.

Table (28) : The answers to the second question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has intelligence to help raise the level of students	0.64	2.33	16.3%	7	44%	36	29.3%	32	7.92

The answers to the third question were regarding the extent to which teachers are interested in correcting students' mistakes. This is because one of the important goals of the educational leader is to observe the mistakes of students and try to address them correctly that leads to the development of the educational process.

Table (29)

The answers to the third question

the	+p	S	percentage	to a	percent	Mediu	percent	To a	chi
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question			ge	small degree	age	m	age	large degree	square
He/she cares about correcting students' mistakes	0.60	2.26	8%	6	57.3%	43	34.7%	26	52.5

The answers to the fourth question were about the extent to which teachers possess culture. The teaching leadership must have a broad culture of the importance of the role they play in preparing students and achieving the desired results.

Table (30): Fourth question answers

the question	+p	s	percentage	to a small degree	percent age	Medium	percent age	To a large degree	chi square
He/she has a wide culture	0.51	2.29	2.7%	2	65.3%	49	32%	24	87.6

The answers to the fifth question were related to the extent of the teaching knowledge of theoretical and practical subjects. This is because teachers must be familiar with the imam sufficient in all theoretical and practical subjects in order to be able to achieve the purposeful effect in raising students' level.

Table (31): the answers to the fifth question

the question	+p	s	percentage	to a small degree	percent age	Medium	percent age	To a large degree	chi square
He/she has sufficient knowledge of theoretical and practical subjects	0.60	2.26	8%	6	57.3%	43	34.7%	26	52.5

The answers to the sixth question were about the extent to which teachers took into account individual differences between students. This is because taking into account individual differences is an important feature of every leader and teacher because not all students are at the same level but must be dealt with according to their levels.

Table (32): Sixth question answers

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she takes into account individual differences among students	0.55	2.22	6.7%	5	64%	48	26.3%	22	37.52

The answers to the seventh question were about the extent of the interest of teachers to deepen the positive competition among students. This is because teachers must deepen the spirit of positive competition among their students in order to be more effective and to achieve the scientific and educational objectives of the teaching process.

Table (33): Answers to the seventh question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she deepens the spirit of positive competition among students	0.52	2.45	1.3%	1	50.7%	38	46.7%	35	33.8

The answers to the eighth question were about the extent of the teacher's keenness to achieve educational goals. This is because the purpose of educational teachers is to achieve the educational goals that they seek to achieve.

Table (34): Eighth question answers

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she strives to achieve educational and educational	0.46	2.33	9.3%	7	84%	36	42.7%	32	52.5

onal goals									
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The answers to the ninth question were related to the experience possessed by the teachers. This is because one of the necessary qualifications of any teacher is to have the experience that helps him/her in performing his/her duties positively and effectively and in a way that raises the level of preparation of students according to the required ambition.

Table (35): Answers to the ninth question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has the experience to perform his teaching duties	0.55	2.45	2.7%	2	49.3%	37	48%	36	31.76

The answers to the tenth question were about the extent to which teachers are able to properly organize their teaching duties, as the most important elements of lesson management are good organization because it is closely related to successful leadership.

Table (36): Answers to the tenth question

the question	+p	s	percentage	to a small degree	percentage	Medium	percentage	To a large degree	chi square
He/she has the ability to properly organize his teaching duties	0.60	2.26	8%	6	57.3%	43	34.7%	26	30.9

4- Conclusion:

Through the results obtained by the researcher, it was found that there are positive views of high significance for students towards the leadership qualities of teachers, and that the students' answers towards the leadership axis were of high significance and were focused on the selection of *(To A Large Degree)*. The educational axis was in line with the attitudes and views of students towards leadership qualities and their role in achieving this, as the repetitions of this axis focused on choosing *(To A Large degree)* more. The social axis has a high degree of positivity according to the students' answers and perceptions, as the repetitions of this axis were high in terms of choosing *(To A Large degree)*. The researcher recommends the need to work on finding effective means and requirements required to activate the role of leadership qualities of teachers in the College of Physical Education because of its importance in the correct and required construction of students in the physical, social and educational aspects.

Providing the required supplies would help the performance of teachers in the College of Physical Education to develop the leadership side of students in a successful and effective manner in line with the students' ages, interests and social, psychological and educational needs.

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Appendix (1)

Leadership qualities Questionnaire Form

to a small degree	Medium	To a large degree	Items of the leadership axis
			1. He/she has the ability to make decisions
			2. He is keen on guiding and guiding students.
			3. The authoritarian method is used with students.
			4. He/she has flexibility in handling.
			5. It develops the leadership side of the students.
			6. He/she is characterized by vitality and endurance.
			7. Fair in his/her dealings with students.
			8. He/she has the ability to take responsibility.
			9. Able to control his/her emotions in different situations.
			10. He is keen to establish human relations with students.
			Social axis items
			1. He/she has the unique personality that enables him to modify the behavior of students.
			2. He/she has the ability to win the trust of students.
			3. Be able to adapt to different situations and circumstances.
			4. He/she is concerned with the psychological aspect of students.

			5. Upbeat and optimistic.
			6. He/she has the ability to innovate and entrepreneurial spirit.
			7. Supports the ambition of the students.
			8. He/she has the ability to discover the abilities and potentials of students.
			9. He/she has the desire and enthusiasm to teach.
			10. Students are allowed to express their views.
			Items of the educational axis
			1.The elements of suspense and excitement are used in the presentation of the material.
			2.He/she has intelligence to help raise the level of students.
			3.Cares about correcting students errors.
			4.He/she has a wide culture.
			5.He/she has knowledge of both theoretical and practical subjects.
			6.He/she takes into account the individual differences between students.
			7.Deepens the spirit of positive competition among students.
			8.He/she is keen to achieve educational and educational goals.
			9.He/she has the experience to perform his/her teaching duties.
			10.He/she has the ability to properly organize his/her teaching duties.