

REPUBLIC OF TURKEY

FIRAT UNIVERSITY

INSTITUTE OF HEALTH SCIENCES

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

**QUALIFICATIONS OF TEACHING AND THEIR
RELATIONSHIP WITH ATTITUDES OF STUDENTS IN THE
FACULTY OF SPORT SCIENCES AT FIRAT UNIVERSITY
TOWARDS PLAYING VOLLEYBALL**

MASTER'S THESIS

Diyar Hussein Ahmed

2021

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MASTER'S THESIS

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ELAZIĞ-2021

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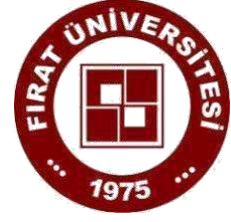
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ETHICAL DECLARATION

I declare that I have carried out this thesis study with my studies, that it is not contrary to the ethics at all stages from the planning of the works to the obtaining of the findings and the writing phase, that I have obtained all information and data in this thesis under the academic and ethical rules, that I refer to sources, information and interpretations that are included in this thesis but which are not included in the findings of this thesis.

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1. ABSTRACT

In recent years, teaching approaches in higher education have become more student-centered and have required different teaching competencies. Therefore, it is necessary to have an adequate teaching competence framework that can be used for assessment purposes. This study aimed to define the relationship between the teaching competencies and the attitudes of students of the Faculty of Sport Sciences at Firat University towards playing volleyball.

The researcher used an electronic questionnaire form that reveals the teaching competencies and the attitudes of university students. Electronic scales are additive scales. The answers given to the questions by university students were collected and analyzed in order to discover their general perspectives on the subject.

The population of the study covered 627 students studying in two departments at the Faculty of Sport Sciences, which were the Physical Education and Sport Department and Coaching Department. The sample of the study consisted of 250 (39.87%) students (134 males and 116 females) in the academic year 2020-2021. The data obtained from the study using the SPSS software. In the analyses, the researcher conducted arithmetic mean, standard deviation, one-sample t-test, independent samples t-test, and Pearson correlation analyses.

As a result, the attitudes of the students towards volleyball provided high scores with an arithmetic mean of 96.60 and a standard deviation value of 22.62. According to the attitudes of the students, the teaching competencies of the faculty members had an arithmetic mean of 138.72 and a standard deviation value of 34.25.

There are statistically significant correlations between the teaching competencies of the faculty members and the students' attitudes towards volleyball.

There was no significant difference between male and female students in the variables of teachers' competencies and students' attitudes towards playing volleyball.

The researcher concluded that the Faculty of Sports Sciences members at the Firat University had a significantly high level of teaching competencies according to the attitudes of the students. Students of the Faculty of Sports Sciences at the Firat University had a significantly high level of volleyball trends. A correlation between the teaching competencies of the faculty members and the students' attitudes towards the game of volleyball emerged.

Keywords: Student, Qualification, Attitude, Volleyball

2. ÖZET

Son yıllarda, yüksek eğitim kurumlarındaki öğretim yaklaşımları daha fazla öğrenci merkezli olmuş ve farklı öğretim yeterlikleri gerektiren bir hale dönüşmüştür. Bu sebeple, değerlendirme açısından yeterli bir öğretim yeterliği çerçevesine sahip olmak gerekmektedir. Bu çalışmada, Fırat Üniversitesi, Spor Bilimleri Fakültesindeki öğretim yeterlikleri ile öğrencilerin voleybol oynamaya karşı tutumlarının arasındaki ilişkinin belirlenmesi amaçlanmıştır.

Araştırmacı, öğretim yeterliklerini ve üniversite öğrencilerinin tutumlarını ortaya çıkaran bir elektronik anket formu kullanmıştır. Elektronik ölçekler oranlı ölçeklerdir. Üniversite öğrencilerinin sorulara verdiği cevaplar toplanmış ve konu hakkındaki genel bakış açılarını ortaya çıkarmak için analiz edilmiştir.

Araştırmanın evreni, Spor Bilimleri Fakültesindeki, Beden Eğitimi ve Spor Öğretmenliği Bölümü ve Antrenörlük Bölümü olmak üzere, iki bölümde eğitim gören 627 öğrenciden oluşmaktadır. Araştırmanın örneklemi ise 2020-2021 akademik eğitim yılında toplam 250 (39.87%) öğrenciden (134 erkek ve 116 kadın) oluşmuştur. Araştırmada toplanan veriler SPSS programı kullanılarak analiz edilmiştir. Yapılan analizlerde, araştırmacı aritmetik ortalama, standart sapma, tek örneklem t-testi, bağımsız örneklem t-test ve Pearson korelasyon analizleri gerçekleştirmiştir.

Sonuç olarak, öğrencilerin voleybol oynama tutumlarının yüksek skorlar aldığını, aritmetik ortalamasının 96.60 ve standart sapmanın 22.62 olduğu bulunmuştur. Öğrencilerin görüşleri bağlamında, akademisyenlerin öğretim yeterliklerinin aritmetik ortalamalarının 138.72 ve standart sapmalarının 34.25

olduđu tespite edilmiřtir. Akademisyenlerin ğretim yeterlikleri ile ğrencilerin voleybol oynama tutumları arasında istatiksel olarak anlamlı korelasyonlar bulunmuřtur.

ğretim yeterlikleri ve ğrencilerin voleybol oynama tutumları aısından, erkek ve kadın ğrenciler arasında anlamlı bir fark bulunmamıřtır.

Sonuçta, arařtırmacı, ğrencilerin tutumlarına gre, Fırat niversitesi Spor Bilimleri Fakltesindeki akademisyenlerinin anlamlı bir řekilde yksek seviyede ğretim yeterliklere sahip olduėunu belirlemiřtir. Fırat niversitesi Spor Bilimleri Fakltesi ğrencileri anlamlı derecede yksek seviyelerde voleybol eėilimlerine sahiptir. Akademisyenlerin ğretim yeterlikleri ile ğrencilerin voleybola karřı tutumları arasında korelasyonlar ortaya ıkmıřtır.

Anahtar Kelimeler: ğrenci, Nitelik, Tutum, Voleybol

3. INTRODUCTION

3.1. Background of the Study

Researchers in physical education sciences have been searching for all modern teaching methods and methods that enable the teacher to deliver the scientific material to the minds of his students with high efficiency to achieve his educational goals in the least time and good possible, because the educational methods used by the teacher are tantamount to organizing and directing the educational position.

Teaching methods vary and interest in them has increased, and many different strategies have appeared in presenting and presenting scientific material to students. Teaching strategies have evolved from strategies in which the teacher is the focus of the educational process, and the student's role is limited to receiving information. The importance of teaching strategies, their teaching, learning and attention to them is a must; To achieve the desired goals, positive change in the students 'convictions, to develop their achievement, and increase their knowledge, (1) the teaching competencies whose concept are classified, the teaching competencies required by the students, and then the most important competencies that they must possess in terms of planning, implementation, and evaluation. As for the fourth chapter, we dealt with the elementary stage, its importance, objectives, and functions, then to students, its status, characteristics, composition, and preparation systems.

The factors that affect raising the student's competence in an academic self-concept are undoubtedly many and complex, starting with the educational

institution with its capabilities, the teacher and his skills, methods of generalization, its modernity and effectiveness, the curriculum, its quality and richness, its individual capabilities and preparations, and from here it can be asserted that the educational environment They contribute greatly to the formation of the learner for himself, the educational experience, the academic atmosphere and the treatment system are among the basic elements that contribute to the formation of the self-concept as one needs to have a positive view of himself, and he tends to achieve what he has capabilities so that his capabilities become a real reality, and that the more the learner is An achievement that was self-esteem high and realistic, as the need for self-realization is linked to achievement, achievement and self-expression (2).

It is known that the teaching competencies and acquired trends play an important and effective role in education, and educational institutions employ their programs in order to form teaching qualifications and positive directions towards the different school subjects. My teaching and directions as a type of motivated acquired and is a crippling factor in the education process and the importance of research lies in knowing the extent of the relationship between teaching competencies and students' attitudes towards volleyball. Volleyball is characterized by diversified competitive demands, according to age and sex as regards the efficacy of the game actions. Notwithstanding, few studies have compared male and female volleyball (3).

The individual's attitudes affect his different relationships in the surrounding society, and they may be either positive or negative as they work to

direct their behavior, hence the importance of studying trends because they control individuals and become part of their personalities, and this includes all members of society, including university students who are considered hope for the future Better in all fields, especially the field of education, and this requires knowledge of their feelings, thoughts and behaviors towards teaching by revealing the nature of their attitudes (4)

In view of the importance of trends in the sports field, many scholars have touched upon their study, as the study of trends in the field of sporting and physical activities plays an important role in helping the educator anticipate the type of student's behavior towards practicing sports activities, then reinforce his desired positive trends towards it and modify or change the negative trends The undesirable activities, down to their advanced ranks and prestigious status (4).

Positive attitudes towards physical activity play an important role in activating the individual towards the exercise of physical activities, and push him to continue practicing and the opposite is true for negative trends, his behavior. He also emphasized that the individual's attitudes have a strong and effective influence in directing his behavior. His activities have meaning and significance, and they help him to carry out physical activities willingly and effectively (5).

Whereas, students 'attitudes towards practicing sports activities and volleyball are important and fundamental matters in building their personalities, and in order for their attitudes towards this sport to be revealed, their needs and preferences must be taken into account and the transfer of experiences with them. Seriousness in attitudes towards volleyball (6).

Volleyball involves repeated jumping, blocking, spiking, power hitting, and setting which require a high level of strength and power (7).

Physical performance requirements for volleyball include high levels of strength in shoulder, elbow and hands, which will be used for spiking, serving and saving ball; strength in knee extension, which will be used of jumping (8).

The need to pay attention to the psychological aspect in the game of volleyball as it qualifies the student to perform the physical, skill and cognitive aspects at appropriate rates, and the game of volleyball is distinguished from the rest of the skills in that it depends on mental and psychological abilities and motives as much as it depends on the physical and skill aspects through neuromuscular compatibility, and the ability to adapt For different fast stops (9).

The volleyball was one of the first sports to use computers, of the match analysis and of software for the collection of statistics to analyze both the patterns of play of opponents that the various fundamental of the game, namely the performance of individual players and the team. The first to introduce this system in Italy was Julio Velasco at the end of the 80's that allowed Modena to win four consecutive championships and then to the National Italian (always coached by Velasco) to win the first of the three consecutive world (10).

Therefore, it falls on our shoulders, as we are specialists in the field of sports education and teaching methods in it, to exert ourselves by searching and investigating what can be updated or changed in the curriculum of the teaching methods subject for students of the Faculty of Physical Education at Furan University in Turkey, and from here appears the importance of research by

revealing what level of teaching competencies The faculty members of the Tabria College of Sports have Farad University and what is their relationship to the attitudes of the college students towards volleyball.

Generally, the image is an artifact that depicts visual understanding and perception, an example of that, a normal photo or a two-dimensional picture, that has a similar appearance to a physical object or anything, in this way, it providing a depiction of that.

3.2. Research Problem

Through the researcher's knowledge of many studies and researches related to teaching competencies, he found a dearth of research that dealt with this subject in university education. And in the Faculties and departments of Physical Education in particular. And through the follow-up to the state of teaching in the field of volleyball sport, we found that most teachers do not care about students' attitudes during a teaching in the lecture Because the prescribed Faculty curriculum imposes on the teacher to the commitment to implement the course plan developed without taking into account the students' directions, tendencies, and desires. Volleyball is considered a major part of the basic education units in the Curriculum of the Faculty of Physical Education. Hence, the research problem appears through the following question: is there a relationship between the teaching competencies and the attitudes of students of the Faculty of Sports Science at the Firat University towards the practice of volleyball.

3.3. Research importance

1. Teaching the faculty members to get acquainted with the teaching competencies and their relationship to students' attitudes towards volleyball in the university and introduce the most important teaching competencies, to increase their expertise and improve their performance
2. Implementing teachers and deans in universities to develop teaching competencies and their relationship with students' attitudes during teaching
3. Opening research horizons for researchers in the field of teaching competencies and its relationship with students' attitudes towards volleyball

3.4. Objectives of the study

The research aimed to:

1. To define the relationship between the teaching qualifications and the positive and negative trends towards practicing volleyball among students in the Faculty of Sports Sciences.
2. To define the relationship of teaching competencies and attitudes towards practicing volleyball among students of the Faculty of Sports Sciences.
3. Determining the difference in teaching competencies and trends towards volleyball among students of the Faculty of Sports Sciences according to the gender variable.

3.5. Limitation of the study

Spatial domain: Faculty of Sports Sciences at Firat University.

The human domain: the sample was chosen from students of the Physical Education Department and Coaching Education Department.

Temporal domain: for the period 9/11/2020 until 25/12/2020.

3.6. Definition of Terms

Teaching competencies: It is the integrated ability that enables the individual to perform specific skills and behaviors related to his tasks with a certain level of effectiveness, which can be observed and measured (11).

Directions: It is the point of view that the student holds towards his / her academic major, either negative or Positive is at the positive domain ≤ 84 negative (12).

4. THE THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

4.1. Teaching competencies

Competency is a skillful activity that is practiced on postures, which refers to the group of resources that individual mobilizes in a situation in order to succeed in accomplishing an action, and competence means that the person's employment of knowledge, entity knowledge and foresight knowledge, in a specific situation, it means that competence cannot emerge From the context of a situation, and it is always dependent on the person's perception of the situation, on the other hand, employment requires the person to successfully fill in a set of facial material in relation to the situation, and these materials can be cognitive (knowledge) or sentimental (the position's belonging to a personal topic) or Social (the aid required from the school or the colleague) (13).

In addition to fill the material, the person must select the most effective one in relation to the situation, and he must improve the link between the recruiter and retained materials etc. Selection and linking activities do not means accumulating materials, but weaving the network of his operations Articles are handpicked (13).

4.1.1. Definition of teaching competencies

It is the set of behaviors that the teacher should acquire and appear during his performance in all teaching situations, which enable him to perform the educational behavior with a certain level of mastery (14).

As a set of abilities, the skills that a vocational education teacher must have, which can be observed and measured, and that make him able to achieve the educational goals required of him in the best possible way (15).

A set of abilities and related skills, which it is assumed that the teacher possesses with what enables him to perform his tasks, roles and responsibilities, which is reflected in the educational process as a whole, and especially in terms of the teacher's success, and his ability to convey information to his students, and the teacher may do this through planning and numbers For lessons and other day and applied activities, which is evident in the actual behavior and numbers of the teacher inside and outside the classroom (16).

4.1.2. Concept of teaching skills

Sufficiency describes the minimum performance, when the individual reaches the level of sufficiency, this means that he has reached the minimum skill that helps to perform the work, so the teacher who possesses the capabilities and skills that lead him to achieve the minimum desired educational goals, we say that he possesses The competencies of his performance for his educational work and accordingly, the performance competencies of the teacher represent the minimum skills that a teacher must acquire, whether during his preparation before service or during his training)17).

Teaching competency refers to the information, skills, and attitudes that enable the teacher to prepare for the educational position. It may include knowledge related to the teacher's specialization, general information, information related to psychology or sociology, or any information that can have a role in

determining the teacher's ability and effective performance. They may be related to content, literacy and mathematics, while trends may be related to the teacher, students, peers, and values (18).

There are many definitions that define teaching competencies, such as:

Those integrated capacity ,which includes the entire vocabulary of knowledge, skills and performance trends or interconnected among the task of specific tasks, successfully and effectively (19).

It is an outcome of knowledge, concepts, and trends that is reflected in the learner's ability to achieve specific achievements in different areas with a certain level of mastery. The teaching competencies appear in the teacher's teaching behavior in the classroom, and can be measured in several way.

It is represented in the teacher's ability to perform the educational behavior with a certain level of mastery and with the least effort and in the shortest possible time, through the set of knowledge, skills and trends that he acquired within the framework of training and operations (20).

It is “The teacher's possession of a sufficient amount of knowledge, skills and positive attitudes related to his roles and tasks in the profession, which appear in his performance and guide his behavior in the school educational approval with a specific level of mastery,

and it can be observed and measured with tools prepared for this purpose ”)21 (.

A set of abilities and associated skills that the teacher is supposed to possess in the performance of his tasks, roles and responsibilities in the best way, which is reflected in the process as a whole, especially in terms of the success and ability of the teacher to transmit information to his students, and the teacher may do this by planning and preparing for the lesson and other teaching activities daily and practical, which is evident in the behavior and educational preparation of the teacher inside and outside the classroom)22 (.

4.1.3. Factors in teaching skills

Here's four basic factors include in the adequacy and effectiveness of the teacher: -

1. Personal factors and training :they are the factor in which teachers differ, and explain some of the difference between teachers in effectiveness (23).
2. School environment variables and student variables, they are the factor that affect the behavioral manifestations that enter the educational process (23).
3. Behavioral manifestations in the classroom, these factors are great and importance for measuring effective teaching in the classroom, the personality of the teacher, and the training he receives are

translated into actions and practices. School influences and student's backgrounds define an aspect of their behavior)23).

4. Scales of efficiency and effectiveness are considered criteria by which we should judge the entire educational effort, educational goals, and results that can be measured at the end of a period of education (24).

4.1.4. Types of skills

Competence is classified into qualitative versus cross-sectional competencies, and basic competencies in exchange for mastery competencies.

1. Qualitative competencies :Are competencies related to a specific academic subject or a specific qualitative or professional field, and therefore they are less comprehensive than the transverse competency, and they may be a way to achieve the transverse competencies)25).
2. Transverse competencies: Called extended competencies, and they refer to general competencies that are not related to a specific field or a specific subject, and their employment extends to several fields or different materials, and for this reason, this type of competencies are rich in its components, as it contributes to its creation multiple interventions of materials, and its collection requires a longer time)26(.

3. Basic competencies : Called basic core or minimum competencies, the essential foundations that must be considered in building a learning, not a real one, which learning takes place in its absence)27).
4. Proficiency competencies : The competence on which other teachings are not necessarily based, although mastery competencies are useful in training, but their lack of mastery in learning does not lead to his failure in the study)28).

4.1.5. Properties enough

If we do not notice in the educational literature ,we find that the characteristics of adequacy are determined according to five characteristics, such as:

1. The mobilization characteristic of a group of combined resources :Among the resources that are required by sufficiency, we mention the knowledge stemming from personal experience, mechanisms, capabilities and skills ... These resources form an integrated group that is often difficult to define.
2. The property of finality :Which the student or professor mobilizes from various resources is intended to carry out an activity or solve a problem presented in his school practice or in his daily life, and in all cases, sufficiency is purposeful, intentional and responds to a social function in the broad sense of the word.

3. Characteristic of the relationship between a family of postures is the development of certain competencies requires an inventory of the positions in which the student exercises adequacy, despite the difference of those postures, their diversity and differences are limited to a specific and special species, material or unit.
4. Property dominance Specialization are associated sufficiently more specialization the Miz T .Ha result from being often sets across a class of positions commensurate with the problems of particular specialization and stemming from its requirements ,but this does not deny that some of the competencies belong to different disciplines, sometimes they are close together and thus are portable. (Article) (29).

4.1.6. Classification of competencies to six key areas are

1. Competencies related to human relations.
2. Competencies related to planning the educational process.
3. Competencies related to communication operations.
4. Competencies specific to the calendar.
5. Subject competencies.
6. Competencies of political and educational authority)30).

7.

4.1.7. Important efficiency of teaching staff to the teacher

In a shade development scientific and technology did not prepare and the role of teacher restricted on knowledge transfer, indoctrination and explain the lesson, but he became the scheme, port and straightening process educational he is the guide and directed to his students in position educational through what provides for them from experiences influential educational and effective (31).

However, this development from the teacher had become before fact to the effect that the teacher competence, which has the skill necessary to perform profession education, so appeared movement educational teachers the list on competency foundation which focus on that process the teaching effective can analyze it to the collection of the competencies which if the teacher's master increase from prospect that becomes a successful milestone(31).

It is represented aspects importance competencies the teaching staff to the teacher whereas following (31).

The shift from accreditation on concept certificate or qualification scientific to me accreditation on the idea of efficiency, skill and performance.

Its consistency with concept education persistent and set it up process action shortcomings in a program's traditional liters ph. the teacher.

Multiplicity roles which is doing out teacher, then it requires a pot from competencies which must to blame out.

Has evolved profession education itself, lost free time sciences educational, psychological and expanded their fields, and arrange about that had become education profession complicated comprising a lot from elements interlocking which need to skills several.

Discovery technologies now help on investigation learn best faster time and less cost, this is an obligation on the teacher roles new require capabilities and competencies educational specific of which efficiency technology, (31).

4.2. Directions

4.2.1. What are the trends?

Attitudes can be thought of as a type of learned motive or socially predisposing motivation for behavior, which in general possesses the relative persistence of the individual. It also represents the tendency to respond.

Specifically, towards a special group of stimuli, as it can be considered a hypothesized state of readiness to respond in favor or in opposition to a specific position, as the trend plays an important role in determining the behavior of the individual and is thus a motivating act that stimulates and directs the behavior, and there are many and varied factors that have a major impact on the individual's psychological attitudes, including education. (Academic) school, family education and others, education in general is a directive of the individual's psychological direction, whether innate or acquired, towards the paths that he intends to follow as a behavior through acquiring new information with personal or self-conviction

that is consistent with his mental development and psychological stability towards those methods (32).

4.2.2. Concept of trends

Psychology abounds in a large number of definitions that dealt with the concept of direction. Researchers have based their definitions on psychological and emotional experiences and dimensions that help in forming attitudes, and given the renewal and generalization of trends, like most concepts of human behavior, it notices the clear disparity between these definitions according to the different point of view of its supporters and the perspective of their interest, trends see that is a state of mental readiness, formed as a result of experience and influences a dynamic or directional effect on the individual's response to all the issues and situations that this response provokes (33).

That trends indicate the survival of the outcome of individual's acquired responses and beliefs towards a specific position or topic or towards a group of individuals. It is (a mental psychological structure that helps with repeated and acute experiences in its formation). Attitudes are not innate, but rather are derived from the interactions of the individual and his surrounding environment (34).

There are many definitions that adopt trends, such as:

That it constitutes a certain organization of a person's feelings or thoughts and his readiness to issue an action towards an aspect of his environment (35).

It is a state of emotional mental readiness, behavior towards a situation, person, or thing in a manner identical to a specific form of response that was previously organized or associated with this stimulus (36).

It is the acquired and emotional response to a specific stimulus, such as one's stance on the war, from a certain opinion, or from a certain doctrine, and it is a constant response to some extent that includes anticipating an experience and being prepared for a specific response always. From persons in the sense of a tendency to appreciate beauty or produce beauty and to talk about (a social position) in the sense of being affected by social relations and social duties (37).

A psychological readiness whose outcome appears in the direction of the person's adversity on one of the topics, whether it is social, economic or political, or about a value such as religious, aesthetic, theoretical or social value, or about a group of groups. This trend is expressed verbally with approval or disapproval (38).

A state of nervous mental predisposition that results in a directed effect on the individual's responses to all things and situations related to that state (39).

The formation of a hypothetical or complete or intermediate variable between the stimulus and the response, which is a psychological predisposition or nervous predisposition related to the positive and negative response towards persons, subjects, agreeing or symbols in the environment that provokes this response (40).

4.2.3. Definition of trends

There is no doubt that a person, during his dealings with the consensus and the various issues, mainly proceeds from his attitudes towards those corresponding, issues or persons, whether positive or negative, and these different interactions or behaviors suggests that he has consistent mental, nervous and psychological tendencies or readiness, organized by his experiences Personality, and his concept related to aspects related to the topic of the trend, work together in crystallizing or forming a positive or negative outlook or vision towards the topic of the trend, and in light of this the decision is taken who is convinced that the right thing is (41).

4.2.4. The importance of studying trends

The study of trends represents a prominent component in many studies of personality, group dynamics in many applied fields such as: education, publicity, journalism, public relations, management, leadership training and conflict resolution in the fields of work and industry, community development, adult learning, and literacy control. Agricultural extension, health education, religious and national guidance, public opinion guidance, commercial and political propaganda, political awareness, combating racial intolerance, and calling for international understanding and peace, so the essence of work in these areas is to support the trends that are directed to achieve the goals of work in them, and to weaken impeding attitudes, in fact, psychotherapy in one of its meanings is an attempt to change the individual's attitudes towards others, towards his world, and accumulation of trends in a person's mind and his increased dependence on limit

his freedom to act, and they become routine behavioral patterns without previous thinking. On the other hand, it makes regularity in behavior and stability in behavioral styles which is possible and facilitating for social life, hence the study of trends was an essential element in explaining the current behavior and predicting the future behavior of the individual (42).

4.2.5. Characteristics of trends

Trends have many characteristics, including:

Attitudes are learned, not inherited.

Trends do not form in a vacuum, but always involve a relationship between an individual and a subject in the environment.

There are many trends and differ according to the stimuli associated with them.

Attitudes have emotional characteristics.

The psychological trend represents the consistency and agreement between the individual's responses to social stimuli, which allows predicting the individual's response to some specific social stimuli.

The trend may be specific or general.

The trend lies between two opposite parties, one is positive and the other is negative, meaning absolute support and absolute opposition, so the individual may fully support his positive direction towards giving women their political rights.

It completely opposes the negative trend towards centralization in services.

The psychological tendency is dominated by subjectivity in terms of objectivity, content and cognitive content. For example:- A group of individuals support democracy or cooperative socialism with all their hearts, then each of them will have his own understanding of these topics. Trends vary in their clarity, some of which are clear-cut, and some are ambiguous.

The trends differ in terms of the degree of their interdependence and the degree of complementarity between each other.

Trends have the characteristics of relative stability and stability, but they can be learned and changed under certain circumstances.

The trend may remain strong over time and resist conditions of amendment and change, and this is due to:



Increasing the degree of clarity of its features for the individual.



When it is of a great value and importance in the formation of the individual's beliefs and personality (43).

4.2.6. Characteristics of trends

Trends of different types are characterized by several characteristics, most notably.

1. Destination: Direction refers to an individual's feeling towards a group of subjects. This direction may be positive or it may be negative.

2. Intensity: trends vary in terms of intensity, as you find for a specific person a weak direction towards one topic, while we find a strong direction towards another topic.
3. Spread: Where we find a student who strongly loves or hates one or two aspects of the teacher, while we find another who does not like anything related to education, whether public or private.
4. Stability: It is noticeable that some individuals respond to the ladder of direction in a continuous manner, while others give satisfactory and unsatisfactory answers to the same issue. He may say that he believes that all the judges are impartial, and at the same time he argues that, a certain judge is not neutral.
5. Prominence: it means the degree of spontaneity or tendency to express direction (44).

4.2.7. Conditions for forming trends

There are several conditions that must be met to form trends, and they are summarized (45):

1. Integration of experience: that is the similarity of the formation of the trends that the individual passes through about the subject of the trend; even it can generalize its direction and make judgments.
2. Critical acceptance of social norms by suggestion: Revelation is considered one of the most common factors in forming psychological attitudes, as the individual often activates a trend without having any direct contact with things or topics related to this trend.

3. Disseminating experiences: a person uses his experiences and works on linking them to the outward life, any standard he can generalize in his public and private life.
4. Differentiation of experience: By this, we mean that the experience practiced by the individual must be dimensionally defined and clear in the content of his depiction and perception in order to link it with similar ones previously or in the interaction, he finds with the elements of his social environment.
5. The intensity of the experience: the acute emotion deepens the experience and makes it a deeper effect on the soul of the individual and more related to his tendency and his behavior in social situations related to the content of this experience.

4.2.8. Trends Functions

There are four basic functions of trends:

1. Utilitarian function
2. The ego-defensive function
3. Adaptation function
4. Self-realization function (46).

4.2.9. Components of the trend

The trend consists of four basic elements that interact with each other in order to give the general shape of the trend and with this opinion. These elements

explain the extent of the difference between the psychological trend and between other variables such as belief, opinion...etc. These elements include (47):

1. Perceptual components:

It is a group of stimuli that help the individual to perceive the situation to perceive the social situation, or in other words the perceptual formula that determines the individual's reaction to this or that situation, and perception may be sensory when attitudes towards material or tangible are formed, and perception may be social when Attitudes towards social stimuli and other moral matters consist, and therefore, based on the concepts of social perception, a large group of variables overlap in this cognitive component, such as: self-image, the concept of the individual about others, the dimensions of similarity, congruence, distinction and the cognitive component. This image is one of the most important components of the trend psychological as it represents the general basis for the rest of the components (47).

2. Cognitive components:

It is a set of information, experiences and knowledge related to the topic of the trend that is transmitted to the individual through indoctrination or through direct practice, in addition to the balance of beliefs, expectations, accordingly, cultural and civilizational communication channels are a major source in defining this component. In addition to another important source, knowledge is an educational institution through which the individual is exposed to direct experiences (47).

3. The emotional component:

It is the characteristic of accompanies and opinion as the charge of emotion accompanying direction is the color that based on its depth and degree of intensity, the strong direction is distinguished from the weak trend and the direction is generally distinguished from other concepts such as opinion, belief, inclination and interest (47).

The emotional component is the characteristic of the trend from other concepts: creed, tendency, interest, as the strength and degree of the trend are determined by the depth and intensity of the trend (47).

4. The behavioral component:

It is a set of expressions and clear responses provided by an individual in a situation after his awareness knowledge and emotion in this situation, when aspects of perception are integrated, in addition to the balance of goodness and knowledge that helps to form and direct the emotion, the individual provides the response that is commensurate with this emotion this experience and realization (47).

Moreover, the following figure shows precisely components of the trend and its schedule:

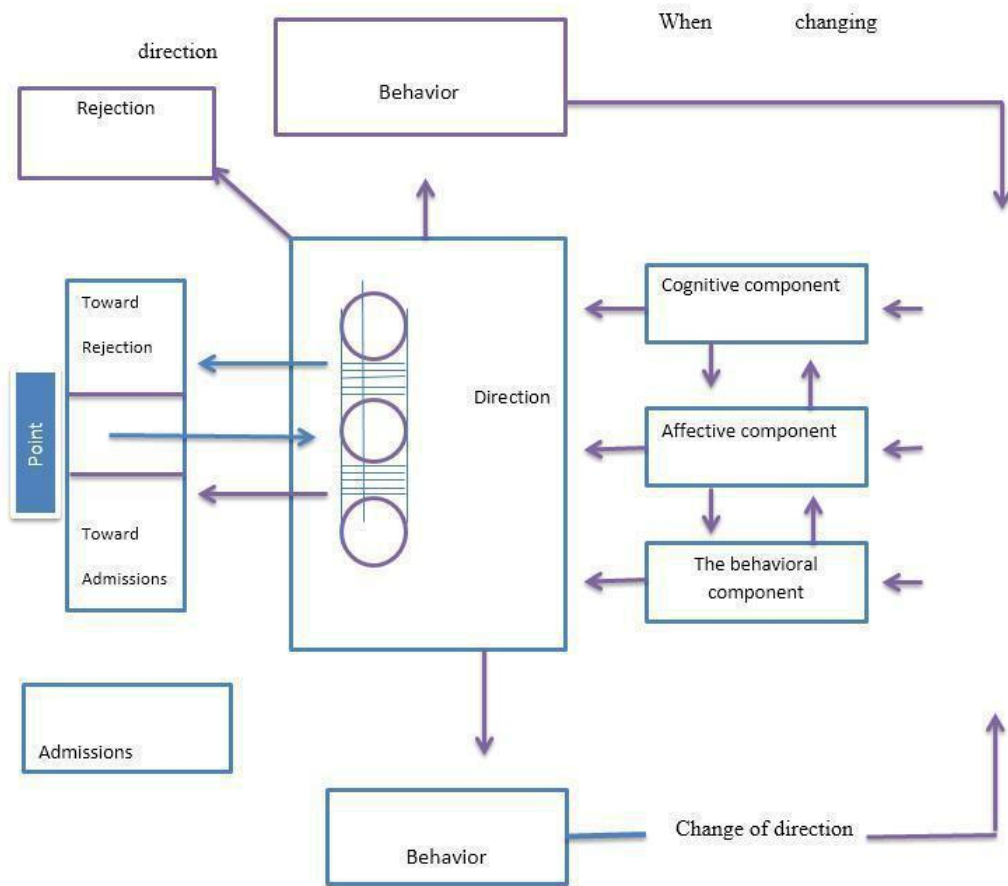


Figure 1: Shows the components of a trend (47).

4.2.10. Stages of forming trends

Trends are formed through stages that form a goal pattern, the base of which forms the simple level of the trend, then begins to complicate as we rise to the top of the pyramid, and these stages are:

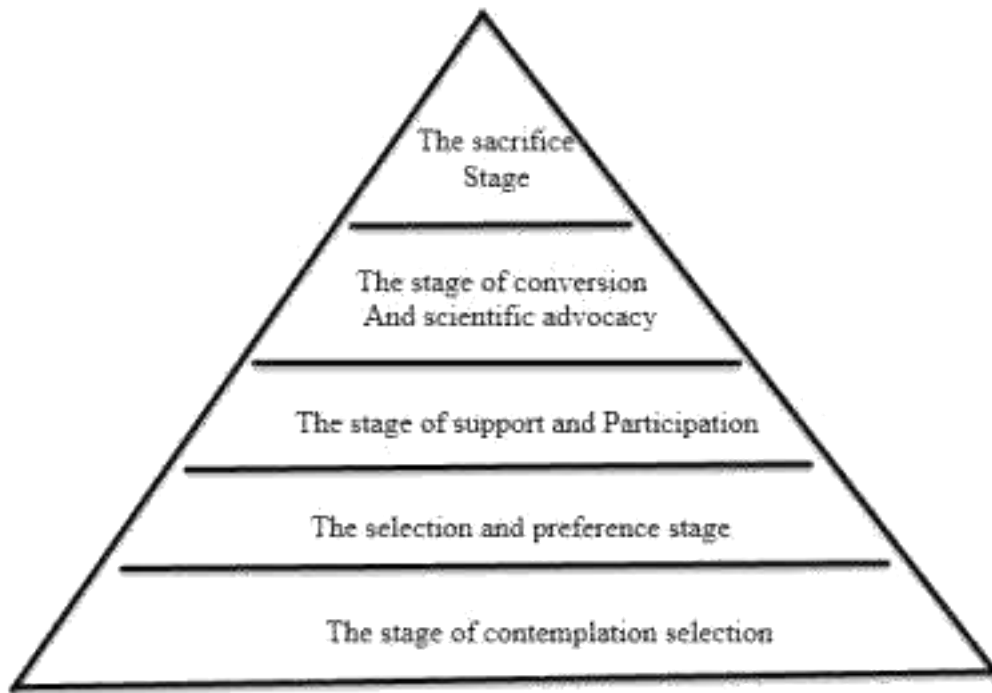


Figure 2: Represents the stages of trend formation (48).

1. The contemplation and selection phase includes:

- ✓ Verbal expression of tendency, desire, and predisposition towards a specific topic.
- ✓ Experiment with the topic.

2. The selection and preference stage, which includes:

- ✓ Verbal expression of choice and preference.
- ✓ Performing a behavior that demonstrates a preference for one thing over another.

3. The stage of support and participation, which includes:

- ✓
Participation, approval, endorsement and verbal participation of the topic of trend.
 - ✓
Scientific participation that indicates approval.
4. The stage of conversion and scientific advocacy, which includes:
- ✓
Verbally endorsing the action and calling for topics of direction.
5. The sacrifice stage includes:
- ✓
Demonstrate willingness to sacrifice in word and deed.
 - ✓
The actual sacrifice of one thing for the sake of another (48).

4.2.11. Theories of interpretation of formation of trends

There are several theories that explain the formation of trends, and the most prominent theories that change trends are represented in three theories:

1. behavioral theory:

The theory of procedural conditionality of the famous American scientist (Sikens), so the learning of trends is based on its dependence on the principle of reinforcement, as he believes that the behavior of the organism or its response is reinforced increases likelihood of its recurrence and thus the trends that are reinforced increase the probability of their occurrence more than those are not reinforced (49).

2. Cognitive theory:

This is based on helping the individual reorganize his information about the topic of the trend and reorganize, the cognitive structures associated with it in light of the new information and data on the topic of the trend, negative trends towards something that may be wrong directions that the individual developed for a wrong image (50).

3. Social theory:

The process of forming attitudes according to an observational teaching process. When we observe a person in a certain way and his behavior is aroused it is very likely that we will repeat this behavior. Either if a behavior is punished it is more likely that we will not repeat it and imitate it (51).

4.2.12. Types of trends

Types of trends and their classifications varied according to the various criteria on which the classification is made and this classification is represented in the following:

1. In terms of generality:

General trends: Focus on general topics of interest to the entire community.

Qualitative trends: Focus on topics of a specific nature that concern a specific category of people.

2. In terms of positivity:

Positive attitudes: Arise around an environmental or personal issue and garner the support of the individual and their positions.

Negative trends: These are those trends that arise on a specific topic, and the individual does not support them or agree with them (52).

3. In terms of flexibility:

Rigid trends: They remain constant among their adherents and as difficult to change as the trends that arise about religious beliefs.

Flexible trends: Easily changeable, often around superficial marginal topics and are not part of the individual's values and may change under the influence of the individual's cognitive or experience development.

4. In terms of publicity:

Public trends: These are the one that the individual declares and speaks about openly, as for others without embarrassment, and they relate to topics and positions acceptable in society (53).

Secret trends: Those their owners try to hide and cannot express in front of others; they are related to issues that society does not accept and prohibit (53).

5. In terms of strength:

Strong trends: Over time, because of the individual's attachment to it for its value to him, the strength of the trend is linked to the intensity of the trend itself, as is religious trends (53).

Weak trends: They are trends that are easy to abandon and are subject to change and transformation, because they are related to secondary topics or attitudes and their value is weak among individuals (53).

4.2.13. Factors affecting change of direction:

The susceptibility to change is due to the following factors:

Characteristics of the person with directions.

The nature of the trend itself and its characteristics.

The nature of situations in which the change was attempted (54).

4.2.14. Regulating directions

Trends and values belong to the factors acquired in human behavior, so the individual is born and is not equipped with any direction or any value towards a particular topic. This is called values.

Values and trends are not completely independent of each other, but have some kind of pattern or organization. The values and the trend form the position of stimulus response that can be called the value trend system. These primary values are formed from a plurality of complex values derived through a group of

different kinds of experiences that the individual acquires that are practiced in families and in the narrow environment in which child lives and then the process of building trends and values occurs through the interaction of the individual with others who represent for him a special kind of relationships that are linked by a very strong bond (55).

4.3. Volleyball

4.3.1. Definition of volleyball

Volleyball is a team sport in which two teams meet over a field that is 18 m in length and 09 m in width and is divided by a net into two equal parts, and the net height is: 2.43 m for males, and 2.23 m for females, and the goal revolves around dropping the ball from the opponent's side, avoiding its fall In its part.

Play begins by playing the back of Yemen, where it starts hitting the ball by sending it over the net to the area of the opposing team, which is called the dispatch, and each team has the right to touch the ball three times without counting the blocking touch, if any.

Match points in volleyball are calculated according to the continuous scoring system, and when the team gains the service, its members rotate according to the clock, and with this change, the members of the team will have played in various positions.

In order to reach the half of the match, the team that gets the first total of 25 points, provided that the difference is at least two points from the opponent, and in the event of a tie, i.e., such as 24-24 points, the play continues up to two points as

a difference in the result as for the number of runs that enable any team to win It is 0.3 runs.

Volleyball is a team game played in the framework of competition between the two teams, each team consists of six players, and this game takes place on a specific court whose area is divided into two equal areas by a network defined in length and width.

Foreign Volleyball Publications the Official Volleyball Law Adopted by (FIVB) (56).

4.3.2. The emergence of volleyball in the world

The idea of flying the ball in the air and returning it, is a very old game, that is, since 3000 years before the birth, which is indicated by the effects found in the cemetery of the Pharaohs in Beni Hassan, Egypt, and there are old pictures in America and Indonesia indicating the ball was thrown and stuck on the other side. Japan in the past, the attempts of the ball game revolved around throwing the ball at a target, and there are information and reports between the two teams, each of them trying to get the ball and throw it to his team, but recently it is said that the Italian people are the ones who created the flying ball during the Middle Ages and then moved to Germany in 1893, despite the fact that the sporting history of volleyball bets on the modern games that came through the search for new ways to spend free time. In the state of "Massachusetts" in America, and it was called, this name did not last long, and in the year 1896 AD, suggested calling it "VOLLE BALL" because the main idea of this game is to fly the ball (57).

4.3.3. Development of volleyball in Turkey

Between the years of 1920-1925 in Turkey Y.M.C.A. Istanbul, branch manager Dr. Deavar laid the foundations of the first volleyball team in Istanbul. Selim Sırrı Tarcan, who was the teacher of physical education at the Male Teacher's School, Y.M.C.A. He liked the volleyball he saw in and started to play it to his students after doing the necessary preliminary studies. Many teachers trained by Selim Sırrı Tarcan between 1920 and 1923 in our country tried to spread and introduce this sport.

Participation for the first time in volleyball competitions organized by Y.M.C.A. is by Beşiktaş, which consists of students from the Turkish team Kabataş High School. In the years following 1923, students who graduated from the Kabataş High School and other schools moved to the Old Engineer School, now known as Istanbul Technical University, and became Kabataş's biggest rival with the team they founded.

In the following years, the School of Engineers started to participate in the competitions under the name of Fenerbahçe. In a short time, the rivalry between Beşiktaş and Fenerbahçe volleyball teams played a major role in the development of Turkish volleyball. Galatasaray Sports Club Team played by Galatasaray High School students in the 1930s also took their place in this competition. In the same years, volleyball activities at the Military School, Mülkiye, College and Atatürk High School for Boys in Ankara, Commerce, Atatürk and İnönü Boys High Schools in İzmir and Adana Erkek High School, which was founded in Adana

until 1889, contributed to the development of Turkish volleyball. Made major contributions (58).

Turkey 1948 International Volleyball Federation (F.I.V.B.) has become a member. In 1958, the Volleyball-Handball Federation separated from other federations. Vahit Çolakoğlu became the first federation president. Considering that handball was not a common sport at that time, the importance of this separation for volleyball can be understood more easily (59).

The match played with Yugoslavia in 1953 and lost 3-0 was the first international experience. Later, the first European I Championship experience in the history of our national team was in 1958. Turkish volleyball has been a constant participant in international competitions between 1952 and 1957 and realized its inadequacies. For the first time in its history, the Turkish Men's National Team participated in the World Championship in Japan in 1998 after passing the qualifiers (60).

4.3.4. Some dates on the evolution of volleyball:

1922: First International Men's Volleyball Championship in Czechoslovakia.

1928: The first step towards establishing the International Volleyball Federation

1932: Women's volleyball is included in the Olympic Games in El Salvador.

1947: April 18-20: The International Volleyball Federation (FIVB) is created.

1949: The organization of the first world championship for men in Prague.

1996: Beach volleyball appears in Atlanta.

1999: Determine the duration of the service not to exceed 08 seconds from the whistle (61).

4.3.5. Central skills in volleyball

1. Transmission
2. Reception
3. Setup (scrolling)
4. Crushing beating
5. Blocking wall
6. Defend the stadium.

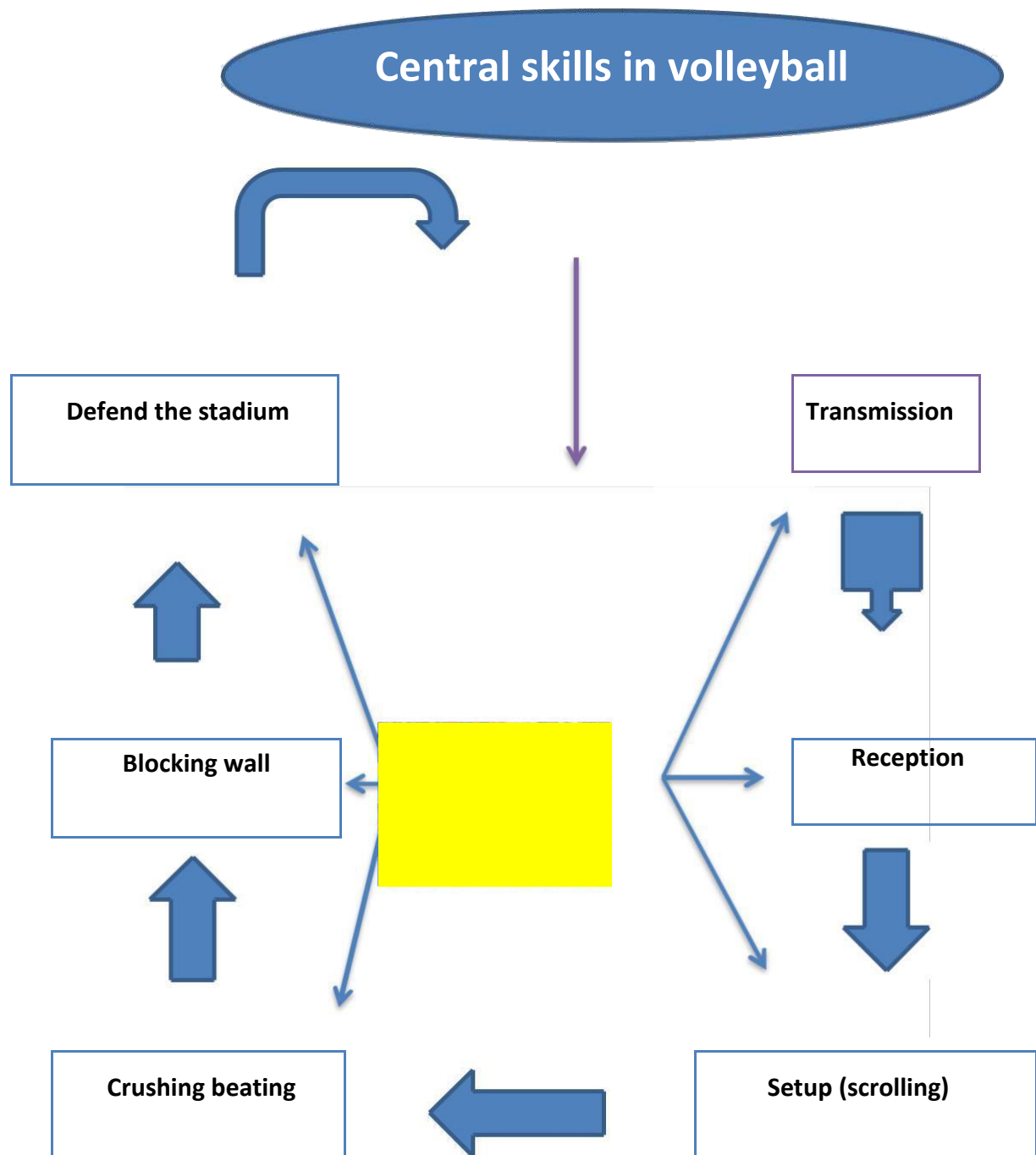


Figure 3: Shows basic skills in volleyball (62).

4.4. Previous studies

4.4.1. Study (2019) Muhammad bin Khazim bin Umair Al-Shammari

The degree of availability of teaching competencies for faculty members in the Faculties of Education at Shaqra University from the students'.

This study aimed to identify the Degree of availability of the teaching competencies of Faculty members in the Colleges of education at Shaqra University from the students' viewpoint. In the first semester of the academic year 1439/1440 e. The study sample consisted of (566) students from three educational colleges at Shaqra University in the governorates of Dawadmi, Shaqra and Afif. The researcher used his questionnaire to identify four areas: knowledge competencies, personal competencies, social competencies, and teaching competencies. The results of the study reached: The four fields recorded a total average (high). Where the field of teaching competencies got the highest average, then the personal competencies then cognitive competencies, while the field of social competencies got the least of average. The results also found that there were no statistically significant differences in the level of significance ($\alpha = 0.05$) between the total marks of the students attributed to the gender and College (63).

4.4.2. Study (2013) Prof. Farag Ibrahim Hasim Abu Shammah

Teaching Alqayat among the faculty members of the College of Education

The aim of this research is to identify the basic teaching competencies of the faculty members at the Faculty of Education at Al-Aqsa University in Gaza, and to determine the level of these competencies among the faculty members from

the students' point of view, and their relationship to some variables such as: (male, female), specialization (scientific, literary) The educational level (third year, fourth year), and the researcher used the descriptive analytical method, and used a questionnaire as a research tool consisting of (82) paragraphs in front of each paragraph five losses, so that the competencies paragraphs related to personality traits were (27) students from the third year students Fourth, the statistical package for the sciences was used in conducting the necessary statistical analyzes for the research. Among the most important results were the following: (1) The level of ownership of faculty members in a college at Al-Aqsa University in Gaza, from the students' point of view, a large degree. 2- The level of teaching staff possessing teaching competencies. There are statistically significant differences in the average of students 'estimates of the level of teaching staff ownership in the College of Education in al-Aqsa Mosque due to gender (males, females) in favor of females. 4- There are no statistically significant differences in the level of students' grades The level of teaching staff members at the Faculty of Education at Al-Aqsa University, Taiz, for specialization (scientific, literary), is attributed to the educational level in the College of Education (third year, fourth year) (64).

4.4.3. Study (2017) Amal Sulaiman Al-Zoubi

Attitudes of Students of the Faculty of Physical Education at Yarmouk University towards practicing athletics activities

This study aimed to explore the trends of students in faculty of physical education at Yarmouk University towards events of athletics and to identify the differences in attitudes depending on the variables of gender, year of study and

place of residence. The researcher used the descriptive approach, as it was appropriate for the aims of the study. To achieve this, the study was conducted on a sample students (77) from males and (30) from females has been chosen randomly road. In order to measure the students' attitudes the researcher used a questionnaire that contains of 42 items distributed on four Dimensions. The results of the study showed that students' attitudes towards practice athletics were at high degree in all domains as follows: the area of sporting excellence, the field of the health and fitness, social, psychological and emotional domains, and knowledge and information respectively. Moreover, results also showed the lack of significant difference in students' attitudes depending on the variable of gender, year of study, and place of residence. The researcher recommends the attention to the need to increase knowledge and cultural awareness about the importance of athletics to the various aspects of social life.psychological and health and fitness when students and players in all sports college of education (65).

4.4.4. Study (2015) Hassan Abdel-Hadi Lahimas

Attitudes of Physical Education Students toward Arbitration of the Ballroom Football Game

The study aim is to know reasons behind unwilling the students to practice the athletic referee in futsal especially in the Alqadissiyah university – physical education college championship and in other championship which is hold in the university athletic unit.

The researcher user the descriptive curriculum by the trace studies because; they are suitable with the research problem sol ration.

The research community contains from (50) students from the fourth stage in the physical education college - Alqadissiyah university in (2013-2014) after dismiss the girls students , They were chosen randomly and the researcher use the question air as the tool to gather the data , Them the research use the suitable statistic coefficient in the (spss) statistic bag in order to reach to the results .

The results appear the all pole has the effect in the student direction to the referee in futsal.

For each pole has items which effect on the students willing to referee; beside there uneffect item is ide each pole.

The Recommendation; the researcher recommended to necessity the care about the students willing and encourage the students to push more careful with the referee in futsal and other games through courses , lectures , and the conferences to improving the working referee money in futsal game referee beside care them amorally to be motivate to join in referee field (66).

5. MATERIALS AND METHODS

This chapter includes a description of the method that the researcher used to determine the study community and its sample and tools.

5.1. Research Method

The researcher used a descriptive approach in its correlation technique for its relevance to the nature and problem of the research.

To achieve the goal of the study, the study community of research will be chosen from the Faculty of Sports Sciences students, which is divided into four Departments, the researcher work will be only on two Departments (Physical Education and Coaching) and the total number of sample is (627) male and female students. the researcher will take only 39.87% which means the researcher sample is (250) male and female students from the total number for the academic year 2020-2021. The obtained data will be analyzed by (SPSS) program using (arithmetic mean, standard deviation and single sample t-test, independent samples t-test and person correlation).

5.2. Research Community

The research community consists students of Faculty of Sports Sciences at Firat University, which is divided into four departments (Department of Physical Education, Department of Coaching, Department of Recreation, Department of Sports management). The researcher work will be only on two Departments (Physical Education and Coaching) and the total number of the sample is (627) male and female students.

5.3. Research Sample

The research sample was chosen from students of the Faculty of Sports Sciences at the Firat university for the academic year 2020-2021, represented by the (physical education, coaching) departments, and the number is respectively (physical education 196, coaching 431), and the sample was chosen in a random stratified manner so the number of the research sample 250 (39.87%), according to this number, (134) male and (116) female students answered the questionnaire which is a good percentage to represent the research sample, and Table 1.

Table 1. Physical Education department and Coaching department

Department	Stages	Male	Female	Total sample	
		students	students	Male	female
Physical Education Department	first	10	5	134	116
	Second	12	9		
	Third	14	10		
	Fourth	19	10		
	Total	55	34		
Coaching Department	first	20	18	134	116
	Second	25	21		
	Third	15	28		
	Fourth	19	15		
	Total	79	82		

5.4. Questionnaire

A questionnaire was used to collect data not only because it is a popular means of collecting all kinds of data in research, but also an appropriate instrument to obtain information about conditions, practices, and problems for relatively large sample studies. Muhammad.(63).

In order to elicit the necessary data, a questionnaire was adopted for students. Which has been taken from a scale belong to (Ahmed. 2011)(75)

The questionnaire has translated for an Arabic language scale belong to Muhammad(63) and Ahmed (75) to English language and also it has translated to Turkish language because the sample of the study was from turkey and for that purpose, the researcher deliver it an translator expert of Turkish.

The questionnaire contained two sections:

Section 1: Personal Information, include (Gender, Age, study stage).

Section 2: A tool that includes a set of phrases or questions revolving around one topic and can be printed and sent by mail to individuals or given to him by hand directly to answer them themselves in writing, but due to the current circumstances we had to do this process online by means of a Google forms (questionnaire) and send it by mail to all students and receive the answers and analyze it via a Google forms (questionnaire).

In addition, it passes through its preparation several steps, the most important of which are:

1. Determine the purpose of the questionnaire accurately and clearly.
2. Formulating questions.
3. Arranging the questions in groups in order to allow mental preparation when answering them to the order from simple to complex and that is in a logical sequence.
4. Drafting the questionnaire.

It is usually used because it is considered the most appropriate search tool due to:



The size of the sample, its type, and the time to be spent by the researcher and the research sample.



The type of information requested from the respondents (the research sample) is not of the sensitive type, so it does not require caution or watching the respondents' reactions.



The questions are of the closed type because they are intended to obtain specific and clear information.



The questionnaire for the respondents sends reassurance as a research tool that does not require the respondent any personal information.

6. RESULTS

Table 2. Shows the one-sample t-test results of the teachers' competencies and attitudes of students toward playing volleyball.

Gender	Statistics	N	Arithmetic Mean	Standard Deviation	Population Mean	Calculated t-Value	T Table Value	Significance
General	Teacher Competencies	250	138.72	34.25	120	8.64	1.66	0.000*
	Attitudes of Students	250	96.60	22.62	84	8.81	1.66	0.000*
Female	Teacher Competencies	116	138.85	32.51	120	6.24	1.66	0.000*
	Attitudes of Students	116	96.58	22.65	84	5.98	1.66	0.000*
Male	Teacher Competencies	134	138.57	35.94	120	5.95	1.66	0.000*
	Attitudes of Students	134	96.56	22.76	84	6.36	1.66	0.000*

In Table (2), according to the response of the participating students in the study, the arithmetic mean of the teacher competence was 138.72, while the standard deviation was 34.25. The arithmetic mean of the attitudes of students toward playing volleyball was 96.60 while the standard deviation was 22.62. In female students, the arithmetic mean of the teacher competence was 138.85 while the standard deviation was 32.51. The arithmetic mean of the attitudes of students toward playing volleyball was 96.58 while the standard deviation was 22.65. In

male students, the arithmetic mean of the teacher competence was 138.57 while the standard deviation was 35.94. The arithmetic mean of the attitudes of students toward playing volleyball was 96.56 while the standard deviation was determined as 22.76.

Additionally, in Table (2), according to the results of the t-test, it was observed the value observed in the variable of teacher competence was higher than the expected value while being higher than the calculated t-value (8.94) and the t table value, which reached a significant level. In the attitudes of the students toward playing volleyball, the observed value was also higher than the expected value while being higher than the calculated t value (8.81) and t table value, which reached a significant level.

According to the results of the participants female students, it was observed the value observed in the variable of teacher competence was higher than the expected value while being higher than the calculated t-value (6.24) and the t table value, which reached a significant level. In the attitudes of the students toward playing volleyball, the observed value was also higher than the expected value while being higher than the calculated t value (5.98) and t table value, which reached a significant level.

In participants male students, it was observed the value observed in the variable of teacher competence was higher than the expected value while being higher than the calculated t-value (5.95) and the t table value, which reached a significant level. In the attitudes of the students toward playing volleyball, the

observed value was also higher than the expected value while being higher than the calculated t value (6.36) and t table value, which reached a significant level.

Table 3: Demonstrates the independent-samples t-test results of comparison between genders of teachers' competencies and attitudes of students toward playing volleyball variables.

Statistics	Gender	N	Arithmetic Mean	Standard Deviation	Calculated t-Value	T Table Value	Significance
Teacher Competencies	Female	116	138.85	32.51	0.06	1.98	0.94
	Male	134	138.57	35.94			
Attitudes of Students	Female	116	96.58	22.65	0.01	1.98	0.99
	Male	134	96.56	22.76			

Independent t-test was applied to determine whether teachers' competencies and students' attitudes towards playing volleyball differ significantly by gender.

According to the results obtained in Table (3), there was no significant difference found between the genders in the variables of the teachers' competencies and the students' attitudes towards playing volleyball. The t value calculated between the two genders in teachers' competencies (0.06) is lower than the t table value (1.98), and could not reach a significant level with the p value (0.94). On the other hand, students' attitudes towards playing volleyball were

lower than the t value (0.01) and the t table value (1.98) between the two genders, and could not show a significant difference with the p value (0.99).

Table 4: Presents the results of correlation coefficients between teacher competencies and attitudes of participating female students toward playing volleyball.

Statistics	Arithmetic Mean	Standard Deviation	N	Calculated (r) Value	Table Value	(r) P
Teacher Competencies	138.85	32.51	116	0.62	0.19	0.000*
Attitudes of Students	96.58	22.65				

In Table (4), according to the questionnaire results of the participating female students in the study, the arithmetic means of teacher competencies was 138.85 while standard deviation was calculated as 32.51 In attitudes toward playing volleyball, the arithmetic mean was determined as 96.58 while the standard deviation was 22.65.

Additionally, in Table (4), a significant correlation was determined between the variables of teacher competencies and attitudes of female students toward playing volleyball (0.62).

Table 5: Presents the results of correlation coefficients between teacher competencies and attitudes of participating male students toward playing volleyball.

Statistics	Arithmetic Mean	Standard Deviation	N	Calculated (r) Value	Table Value	(r) P
Teacher Competencies	138.57	35.94	134	0.66	0.15	0.000*
Attitudes of Students	96.56	22.76				

In Table (5), according to the questionnaire results of the participating male students in the study, the arithmetic means of teacher competencies was 138.57 while standard deviation was calculated as 35.94 In attitudes toward playing volleyball, the arithmetic mean was 96.56 while the standard deviation was 22.76.

Additionally, in Table (5), a significant correlation of (0.66) was determined between the variables of teacher competencies and attitudes of male students toward playing volleyball.

Table 6: Presents the results of correlation coefficients between teacher competencies and attitudes of participating students toward playing volleyball.

Statistics	Arithmetic Mean	Standard Deviation	N	Calculated (r) Value	Table Value	(r) P
Teacher Competencies	138.72	34.25	250	0.64	0.11	0.000*
Attitudes of Students	96.61	22.62				

In Table (6), according to the questionnaire results of all the participating students in the study, the arithmetic means of teacher competencies was 138.72 while standard deviation was calculated as 34.25. In attitudes toward playing volleyball, the arithmetic mean was determined as 96.61 while the standard deviation was 22.62.

Additionally, in Table (6), a significant correlation was determined between the variables of teacher competencies and attitudes of students toward playing volleyball (0.64).

7. DISCUSSION

It can be seen from Table 2 that the students' attitudes towards volleyball had a high score with an arithmetic mean of 96.60 and a standard deviation value of 22.62 which were considered positive trends. This confirmed that the students had attitudes and desires towards specializing in volleyball. The researcher interpreted that as the following.

- The nature of the volleyball game covers enjoying the freedom and having fun while performing the game and avoiding violence. Especially, it is considered to be one of the games in which the player does not direct the opponent player because the net separates both teams during the game, which provides the player with a psychological sense of safety and makes the game far from psychological pressure. All this is reflected positively. It is strictly necessary for the teachers to teach students basic skills and game plans, which provides a sound and positive learning environment that contributes to the development of healthy positive attitudes in students towards the game of volleyball. Accordingly, it was pointed out that "volleyball is a popular game that is practiced at an advanced level as it is practiced by children and the elderly to enjoy it. Therefore, it appeals to the students and makes them tend to practice and innovate in it, and it is an essential part of the physical education curriculum. This drives the students and makes them inclined to practice and be creative in it and enables students to improve the acquisition of good performance and to obtain knowledge and information about the game (67).

- Teaching volleyball, which is considered to be one of the group games in which there are team spirit and teamwork, leads to the formation of positive relationships between the teacher and the students. The teachers reflect the students' love for the subject that they teach, and this is what we find among most teachers and students of volleyball. Moreover, a previous study reported that "Positive sports trends towards sporting activity are mainly in the motivations acquired in building the personality of the university student and revealing talents towards practicing sports activity, which takes place through the interaction between the student and the teacher" (68).

- Likewise, the Turkish society's open philosophy and outlook towards practicing volleyball are positive in general for the volleyball teacher, and the availability of job opportunities, which is reflected positively on the student's personalities, affects their behaviors by heading to teaching volleyball (69). The levels of student satisfaction and their tendencies towards practicing sports activities reflect a positive trend in their choices of specialization. When students are satisfied with their studies, enjoying the activities, appreciating the importance of the course, they perform better and contribute to their community, which affects the community's improvement and development (69).

It is clear from Table 2 that the teaching competencies of the faculty members from the students' point of view had an arithmetic mean of 138.72 and a standard deviation value of 34.25. According to these results, it is clear that the faculty members in the School of Physical Education at Firat University possess

teaching competencies at high levels, where the arithmetic mean is higher than the hypothetical average. The researcher attributes that to the following.

- The fact that university teaching competencies are basic indicators to measure comprehensive quality indicators in university education through the teaching faculty members' competencies and teaching skills that qualify them to perform their duties effectively. There is no doubt that the quality of the university faculty members' performance of the tasks assigned to their responsibility is one of the crucial and influential elements in improving the university's outputs and its quality. This is because the faculty members represent the main pillar in the educational process, the dominant ones in classrooms, the engine of students' motivations, the problem of their attitudes, and the link between educational inputs and the educational output represented by the student (70). The quality of university education today is determined by the quality of the teaching staff in it, their personal and cognitive competencies, the methods they use in preparing and implementing lessons, the methods used in teaching, the extent of their ability to communicate with students, their interest in human relations in the classroom as well as the methods they adopt in evaluating students. The desired goals cannot be achieved unless the university faculty members can properly and effectively employ their competencies and teaching skills, which represents the essence of scientific and academic education (70).

- The levels of the faculty members' keenness on their tasks and duties in their performance and giving for any work they do and fulfill the requirements of volleyball subject in terms of assisting students, directing them and providing

them with information are of utmost importance. This is due to their desire to renew or update and change and their ability in terms of educational responsibilities and utilizing all the opportunities for discussion and excitement of students and the making use of all the time of students (71). Accordingly it was stated that “a loyal and honest teacher is the best teaching style because he is keen, sincere, renewed, hardworking and persevering, showing his best efforts with sincerity and honesty and is keen on good performance and innovation, take into account his work, think carefully about the best ways to help his students, direct them and encourage them in the learning process, and makes sincere efforts to prove himself and educate his students” (71).

- By preparing the faculty members in the School of Physical Education properly and well, and training them during their studies and after obtaining higher degrees continuously, they can acquire educational programs based on teaching competencies as these programs define the behavior, knowledge, and trends that students need (72). The competency trends are one of the most prominent features and innovations of contemporary education and one of the most important and common trends in educational institutions that work to prepare and train teachers according to the latest theories of teaching and learning described as a set of measures that help students and teachers during preparation provided that they acquire the knowledge, skills, and attitudes to perform his role effectively (72).

It is obvious from Tables 4, 5, and 6 that there are statistically significant correlations between the teaching competencies of the faculty members and the

students' attitudes towards the game of volleyball, and the researcher attributes that to the following.

- Positive interaction between students and faculty members increased students' love for faculty members, especially the volleyball teacher, which led to an increase in students' tendency to love the game and they practiced it at a good level. Therefore, this led to the professional practice of volleyball, and looking forward to working in the profession of teaching volleyball. Accordingly, it was reported that "Teaching is a human and social profession. The school community is human-based on social interaction between its members and students. So, the effective teacher is a teacher who is constantly informed and familiar with all new things in his profession and is familiar with forms of training to renew his ideas, enrich his information, and develop his methods in line with the educational innovations that take place in his field of competence (70).

- Students who study volleyball choose a successful teaching performance with teachers who have competencies to reveal the academic situation of each student and takes into account the individual differences between students, which results in the complete belief of the teachers to their students and desire to place experience in a positive much more than a teacher who does not have teaching experience in the game of volleyball. Because the faculty members have teaching competencies at a high level, this leads to a high level of students' tendency towards the game of volleyball (73). Accordingly, it was stated that "there is a close relationship between teaching competencies and trends. So, improving the competencies of a faculty member means having a university faculty with success.

Therefore, an efficient person who enjoys distinction, accuracy, and perfection at work can be achieved, which is the quality that we aim to reach. Therefore, achieving quality standards in university education is based mainly on developing the competencies of the faculty member. This is because it is the decisive and influential factor in achieving educational goals and in the directions of the educational system outputs (73).

- When the teachers have good teaching competencies, including good planning for the lecture and the ideal application while teaching volleyball, and preparing for all the possibilities to serve the lecture, this situation brings out the most successful way that reflects the positivity on their work during teaching, which increases the students' respect for them and the game of volleyball and their ability to defend it as well as their desire, motivation, and degree of inclination towards playing volleyball (74). Accordingly, it was stated that “the teacher who has high planning and competence for his lectures does not allow those lectures to go randomly, but rather predicts what his lecture will follow. This prediction leads to perception. This situation will reveal discussions, presentation, and dialogue in these lectures and this planning is flexible and subject to change according to the conditions of different situations and can present the topic of his lecture and the appropriate preparation to prepare his students for this where he is in a mental, emotional and physical state of reception and acceptance. Accordingly, a positive attitude to investing in students' motivation to learn can emerge as the teacher aims to create a frame of reference to organize the ideas and information included in the lecture (74).

8. CONCLUSIONS AND RECOMMENDATIONS

8.1. Conclusions

1. The teaching staff of both departments (Physical Education and Coaching) has featured a high level of teaching competencies from the point of view of their students.
2. Students of both departments (Physical Education and Coaching) are distinguished by High levels of trends Toward volleyball sport.
3. A correlation relationship has shown between the teaching competencies of teaching staff of both departments (Physical Education and Coaching) and the students' attitudes towards the game of volleyball.
4. There was no significant difference between male and female students in the variables of teachers 'competencies and students' attitudes towards playing volleyball.
5. the value of Observation In the variable of teacher competence was in a high value
6. In the attitudes of the students toward playing volleyball, the observed value was also in a higher value

8.2. Recommendations

The use of teaching competencies by teaching staff of the faculty and departments of physical education, because of its positive impact on students' attitudes towards volleyball.

Giving pre-and in-service training courses for faculty members about teaching competencies and employing them in the teaching process.

Conducting a study to identify students' opinions about the curricular programs offered by the College of Physical Education and the extent of their contribution to developing their attitudes towards their major.

Conducting a study such as this study on other sports to identify the motives and tendencies of students towards practicing other sports activities.

ETHICS COMMITTEE DECLARATION

This thesis was approved by Firat University, Social and Human Sciences Research Ethics Committee with date and number of 06/04/2020-388522.

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10. QUESTIONNAIRE FORM

Personal Information Form

Dear participant, kindly answer the questions related to your personal information below. This study is strictly carried out for scientific purposes. You do not have to write your name. Thank you for your contributions.

Advisor: Prof. Dr. YÜKSEL SAVUCU

Researcher: Diyar Ahmed

Firat University

Institute of Medical Sciences

Program of Physical Education and
Sports

PERSONAL INFORMATION AND QUESTIONNAIRE FORM

Dear Athlete,

This questionnaire aims to study the competencies of the teacher and its relationship with students' attitudes towards playing volleyball. Please be careful to be accurate and honest while answering questions.

Thank you in anticipation of your full participation in answering
all the questions under listed in the questionnaire.

Please answer each of the questions.

Please give accurate answers to each of the questions.

Personal Information Form: Developed by the researcher forth athletes.

Personal Information Form

**Dear athletes, this is a scientific study. Please read the options. Thanks
in advance for your help.**

1. Gender : () Male () Female

2. Age : ()

3. Class : () First () Second () Third () Fourth

no	The Sections	Totally agree	Agree	Have no opinion	Disagree	Totally disagree
1	He possesses knowledge in various fields					
2	he seeks to develop academic knowledge among students					
3	The course he studies connects with reality					
4	He encourages students to gain different knowledge					
5	he works to spread general culture among students					
6	he makes the content of the course it submits consistent with the scientific progress in its specialty					
7	related to student specialization					
8	books and informs his students about their content					
9	major					
10	He has the ability to explain mysterious					

	topics					
11	He respects the views of his students					
12	He interacts socially with his students outside the classroom					
13	He understands the motivations of his students and appreciate his feelings m					
14	He is patient about students' mistakes					
15	He respects the student's personality regardless of his academic level					
16	He can listen to his students					
17	He establishes the principle of continuous cooperation between him and the students					
18	He is keen on fairness among his students in his dealings					
19	He adheres to the etiquette of hadith in his dialogue with students					
20	He is aware about what occupies his students with issues and interests					
21	he has a clear sound					
22	He cares about his clothes and good looking					

23	Has an adequate degree of self-confidence					
24	He appears with a friendly personality towards his students					
25	He is Freed from birth defects that affect his performance					
26	He is keen on organizing and arranging					
27	He keeps lecturing on time					
28	He is responsible for making decisions					
29	He is keen to be emotionally balanced					
30	He avoids making fun of student opinions					
31	He is keen to use educational techniques to explain lessons					
32	He trains students on the method of scientific research					
33	He uses effective teaching methods					
34	He provides information during the lecture in a simple and clear way					
35	He is interested in raising the motivation of his students towards learning					

36	He uses a variety of evaluation methods					
37	He engages his students in explaining the topics of the lesson					
38	He is keen to provide students with the results of their exams					
39	He informs the students of the date of the test with sufficient time					
40	He develops purposeful criticism skills among students					

no	The Sections	Totally agree	Agree	Have no opinion	Disagree	Totally disagree
1	Feeling fun by playing volleyball skills					
2	Feeling fun when I get to know better about volleyball					
3	I had a clear reason to play volleyball but I have doubts now					
4	The pleasure I get as a result of my discovery is new					
5	I am improving because there is no real reason					
6	Volleyball provides me high respect by the public					
7	Volleyball is the best way to meet and meet people					
8	My feelings of high self-satisfaction when learning difficult training techniques in volleyball					
9	Volleyball exercise enables you to obtain the required physical fitness					
10	practicing Volleyball gives me the character of athlete					

11	Volleyball is the perfect way to develop aspects of my life					
12	My pleasure that I get when improving some of my weaknesses by playing volleyball					
13	My pleasure that I feel when I deeply get encourage with volleyball					
14	Volleyball makes me more satisfied with myself					
15	Feeling satisfied as a result of improved portability through volleyball					
16	People think it's important for a person to gain physical fitness					
17	Volleyball is a good way to learn many things that can be useful in other areas of life.					
18	The deep feelings I feel best when practicing the type of sport I love					
19	There is no obvious reason and I do not think volleyball is right for me					
20	My feeling of pleasure when I practice certain difficult movements in volleyball					

21	Feeling uncomfortable if you don't dedicate some time to volleyball					
22	In order to show others my skill in practicing volleyball					
23	My feeling of fun when learning volleyball techniques I did not know before					
24	Volleyball is the best way to maintain a good relationship with your friends					
25	Feeling enjoyable when fully integrated with the game					
26	Because I think it is necessary to play a sport game regularly					
27	My feeling of pleasure comes from discovering new strategic skills in volleyball					
28	Volleyball is a boring game I have and I don't like playing it.					

SORU FORMU

Kişisel Bilgi Formu

Değerli katılımcımız, aşağıdaki kişisel bilgilerinizle ilgili soruları lütfen cevaplayınız. Bu çalışma kesinlikle bilimsel amaçlarla yürütülmektedir. İsminizi yazmak zorunda değilsiniz. Katkılarınız için teşekkür ederiz.

Danışman: Prof. Dr. YÜKSEL

SAVUCU

Fırat Üniversitesi

Sağlık Bilimleri Enstitüsü

Beden Eğitimi ve Spor Programı

KİŞİSEL BİLGİLER VE SORU FORMU

Sayın Sporcu,

Bu anket, öğretmenin yeterliliklerini ve öğrencilerin voleybol oynamaya yönelik tutumlarıyla ilişkisini incelemeyi amaçlamaktadır. Soruları cevaplarken doğru ve dürüst olmak için lütfen dikkatli olun.

Ankette listelenen tüm soruları cevaplamaya tam katılımınızı beklediğiniz için teşekkür ederiz.

- Lütfen her bir soruyu cevaplayın.

- Lütfen soruların her birine doğru cevaplar verin.

Kişisel Bilgi Formu: Araştırmacı dördüncü sporcular tarafından geliştirilmiştir.

Kişisel Bilgi Formu

Sevgili sporcular, bu bilimsel bir çalışmadır. Lütfen seçenekleri okuyun.

Yardımlarınız için şimdiden teşekkürler.

1. Cinsiyet: () Erkek () Kadın

2. Yaş: ()

3. Sınıf : () Birinci () İkinci () Üçüncü () Dördüncü

S. NO	Anket soruları	Kesinlikle	katılıyorum	Katılıyorum	Kararsız m	Katılmıyor u	katılmıyorum
1	Çeşitli alanlarda bilgilere sahiptir						
2	Öğrencilerin akademik bilgilerini geliştirmeye çalışır						
3	Sunduğu dersleri realiteye bağlar						
4	Çeşitli bilgileri elde edebilmek için öğrencileri teşvik eder						
5	Öğrenciler arasında genel kültür yaymaya çalışır						
6	Sunduğu dersin içeriğini kendi dalındaki bilimin gelişmesi ile bir tutmaya çalışır						
7	Öğrencilerin ilgi duyduğu alanlarda yeterli bilgiye sahiptir						
8	Yeni çıkan kitapları okumaya önem gösterip öğrencilere içeriklerini sunar						
9	Uzmanlık alanındaki gelişmeleri takip eder						
10	Çok zor olan konuları açıklık getirme yeteneğine sahiptir						
11	Öğrencilerin çeşitli görüşlerine saygı duyar						
12	Öğrenciler ile sosyal ilişkileri iyidir						
13	Öğrencilerin duygularını anlar ve saygı duyar						
14	Öğrencilerin hatalarına karşı sabırlıdır						

15	Eđitim seviyelerine bakmaksızın öđrencilerin kiřiliklerine saygı duyar					
16	Öđrencilerin dediklerine kulak verir					
17	Öđrencilerin ve kendisi arasında daimi iřbirliđi ilkesini belirler					
18	Öđrencilerine adaletli davranır					
19	Öđrenciler ile diyalogunda konuřma adabına uyar					
20	Öđrencilerinin sorun ve ilgileri hakkında bilgiye sahiptir					
21	Net bir sese sahiptir					
22	Giysi ve görünümüne önem verir					
23	Uygun bir özgüven derecesine sahiptir					
24	Öđrencilerine karřı dostça bir yaklařıma sahiptir					
25	Performansını etkileyecek hiçbir dođum kusuru yoktur					
26	Düzen ve nizamaya önem verir					
27	Derslerin belirlenen saatlerine yetiřir					
28	Karar verme sorumluluđunu üstlenir					
29	Duygularını dengeli tutmaya önem verir					
30	Öđrencilerin görüşleri ile alay etmez					
31	Ders sunumunda teknoloji kullanımına özen gösterir					

32	Öğrencilerini bilimsel araştırma yöntemleri üzerinde çalıştırır					
33	Etkileyici ders yöntemleri kullanır					
34	Ders esnasında bilgileri açık ve basit bir şekilde sunar					
35	Öğrencilerini eğitime yönelik motive etmeye çalışır					
36	Çeşitli ölçüm yöntemleri kullanır					
37	Öğrencilerine ders konuların sunumunu yaptırır					
38	Öğrencilerine test ve sınav sonuçlarını açıklamaya önem verir					
39	Test ve sınav tarihleri ile ilgili öğrencilerini uygun bir zamanda bilgilendirir					
40	Öğrencilerin amaçlı eleştiri becerilerini geliştirir					

S. NO	Anket soruları	Kesinlikle katılıyorum	Katılıyorum	Kararsız m	Katılmıyoru m	katılmıyorum
1	Voleybol becerilerini uygulamaktan zevk aldığım için					
2	Voleybolu daha iyi keşfetmekten zevk aldığım için					
3	Voleybol oynamak için belirli sebeplerim vardı ama şimdi endişelerim var					
4	Yeni becerileri keşfetme sonucu aldığım zevk için					
5	Belli bir sebebi olmadığından gelişme var bende					
6	Voleybol bana büyük saygınlık kazandırıyor					
7	Voleybol insanlar ile tanışıp görüşmenin en iyi yoludur					
8	Voleybolun zor antrenman tekniklerini öğrendiğimde kendimden memnun hissettiğim için					
9	Voleybol oynamak bana gerekli kondisyon elde etmemi sağlar					
10	Voleybol oynamak bana sporcu sıfatı verir					
11	Voleybol hayat yönlerimi geliştirmemin en iyi yoludur					

12	Voleybol oynama yolu ile bazı zayıf noktalarımı geliştirdiğimde kendimi iyi hissederim					
13	Voleybol ile bütünleştiğimde zevk aldığımı hissettiğim için					
14	Voleybol kendimden daha memnun olmamı sağlar					
15	Voleybolda yeteneklerimin geliştiğinde kendimden memnun hissettiğim için					
16	Herkes insanın iyi bir kondisyon elde etmenin önemli olduğunu düşünür					
17	Hayatın diğer yönlerinde faydalı olabilecek çok şeyi öğrenmek için voleybol iyi bir yoldur					
18	Sevdiğim sporu oynadığımda derin duygular hissettiğim için					
19	Voleybol oynamanın belli bir sebebi olmadığını ve benim için uygun olmadığını düşünüyorum					
20	Voleybolun zor hareketlerini uyguladığımda zevk aldığım için					
21	Vaktimden bir kısmını voleybol oynamak için ayırmadığımda kendimi huzursuz hissettiğim için					
22	Yeteneklerimi voleybol oynamakla insanlara göstermek için					
23	Voleybolda bilmediğim teknikleri öğrendiğimde					

	zevk aldığım için					
24	Voleybol arkadaşlarımla olan ilişkilerimi korumak için iyi bir yoldur					
25	Oyun ile tam olarak bütünleştiğimde zevk aldığım için					
26	Çünkü bir sporu düzenli olarak oynamanın gerekli olduğunu düşünüyorum					
27	Voleybolda yeni stratejik becerileri keşfetme sonucu hissettiğim zevk için					
28	Voleybol sıkıcı bir spor ve oynamasını sevmiyorum					

