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“The Effect of using Educational Models Strategy due to Tactical Planning Training on learning some Compound Skills in Basketball”

Emad Toama Radi

Department of Physical Education & Sport Science, Faculty of Basic Education, Al Mustanseriya University, Baghdad, Iraq

ABSTRACT

This study includes five parts: part one includes introduction, significance of the study, problem of the study, objectives of the study (using educational models strategy due to tactical planning training on learning some compound skills in basketball), defining the effect of using educational models strategy due to tactical planning training on learning some compound skills in basketball, hypotheses of the study: (there are statistically significant differences between results of pre-tests and post-tests in both empirical and control groups in learning some compound skills in basketball, there are statistically significant differences between results of post-tests in both empirical and control groups in learning some compound skills in basketball). Part two includes methodology of the study, which is descriptive approach and the sample is selected from students of the first year in Faculty of Physical Education & Sport Sciences (50 students), the used tests, exploratory trial, pre-tests, application of education models and post-tests. Part three included presentation, analysis and discussion of pre- and post-test results for both groups. Finally, part four included the most significant findings such as: Using educational models strategy has an effect on learning some compound skills in basketball and training showed that special exercises have an effect on learning some compound skills in basketball for some members of the sample.

Keywords: Educational, models, strategy, skills, basketball

INTRODUCTION

Introduction & Significance of the Study

The world has lately witnessed a notable development in all disciplines and various sciences. Among these sciences, there are teaching methods and motor learning. It gives priority to teachers and trainers, considers educated teachers due to scientific principles, patterns and methods that lead them to achieve the best educational achievements using the least possible

effort based on using modern teaching methods and strategies, which indeed became one of the winning cards owned by educators of used correctly.

There have been some obstacles that limit the development in the educational process, so researchers have to delve into their causes and search in order to find appropriate and right scientific solutions to get the best results of. Modern teaching methods concerning sport field have growing and sustained attention from researchers, through modern research and studies taking educational strategies, tactics and methods to contribute to the learning process as strategies are ways of thinking and analysis used by the teachers to make it easier for the learner to absorb and complete educational tasks, which is a mutual process of interaction between teacher, learner and course material. In addition, teaching strategies prepare

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Address for correspondence:

Emad Toama Radi, Department of Physical Education & Sport Science, Faculty of Basic Education, Al Mustanseriya University, Baghdad, Iraq. E-mail: emadiraq516@gamil.com

action plans put in place to achieve certain goals. They may prevent the achievement of unwanted learning outcomes and circulate in the form of procedural steps and by placing alternatives for each step to allow flexibility when implementing the strategy and turns every step of the strategy into tactics leading to detailed procedural methods in intentional and planned succession in order to achieve the set goals. One of these strategies are educational models that work in the form of units of minimized educational which rely on self-learning to the learner and take forms per Model according to educational units, which include the exercise to be applied as they allow the teacher to use any method he deems appropriate with this exercise and the unit through the educational model. There have been increasing endeavors to find educational alternatives to motor skills including different methods of teaching by many researchers who are interested in the relationship between education and learning in physical education sites, including teaching skills and then practice in the course of play. In addition, some of them went to put tactical exercises for an environment educational programmed to teach the use of skills similar to the case of playing.

Since the lesson objective is to improve the performance of learners during play and lead them to similar cases to play as the use of exercises tactical similar to the state of play to develop skills is “an encouraging approach by students into a cohesive connection between skill learning and usage in a technical state, and this approach to learn skills of the game is to move the student within tactical exercises focused on a particular case in the play, and that the purpose of using this method is to develop the performance of students in playing and interaction between tactical perception and implementation of skills” (Linda L. Griffin and Others: 1997, 6).

Basketball is one of the games that feature multiple offensive and defensive skills, characterized by high performance, cares about right basis for the learner as well as a player and is one of the most popular games in the world after football, but basketball is one of the games that require high physical effort by the player as it is characterized by continuous change on the rhythm of play. Basic skills in basketball, particularly compound attacking ones are the basis of competition. They are also one of the important foundations that need to be addressed when directed technically correct, especially the most used skills in learning, to reach the

top by building a strong basis to overcome the rapidly changing playing attitudes during practical application.

Using strategies, focus on learning importance and mastering compound skills with a method through training are made due to training performance of exercises on the form of plan and playing. Hence, the importance of the study emerges in using educational models strategy due to tactical planning training (in the form of plans and play) on learning some skills in basketball. Here, we can achieve more accurate and easier learning with the best means, especially in learning some compound skills in basketball, mastering and perceiving skills by students.

Problem of the Study

Basketball is one of the team sports that feature a high distinctive technical performance due to multiplicity of skills as the student finds difficulties in learning the attacking, defensive skills and shared skills between them, which are compound skills, whether attacking or defensive ones. This is what is found by the researcher being the teacher of teaching methods and basketball subjects and during his observation of practical lessons at the Faculty of Physical Education and Sports Science, which affects the increase in learning times noting that the form of skill is the same, reduces class time and the large number of students, as well as lack of using diverse and modern teaching strategies, including educational models in learning by some teachers. This prompted the researcher to study this problem, trying to solve it and bring the well through developing the usage of the mentioned teaching strategy to learn some compound skills in basketball.

Objectives of the Study

- Using educational models strategy due to tactical planning training on learning some compound skills in basketball.
- Defining the effect of using educational models strategy due to tactical planning training on learning some compound skills in basketball

Hypotheses of the Study

- There are statistically significant differences between results of pre-tests and post-tests in both empirical and control groups in learning some compound skills in basketball.
- There are statistically significant differences between results of post-tests in both empirical and

control groups in learning some compound skills in basketball.

Fields of the Study

1. Human Field: the first year students in Faculty of Physical Education & Sport Sciences, Al Mustanseriya University for the academic year 2015 – 2016.
2. Time Field: from 22/11/2015 to 28/02/2016.
3. Place: the indoor closed arena at Faculty of Physical Education & Sport Sciences, Al Mustanseriya University.

METHODOLOGY & FIELD PROCEDURES OF THE STUDY

Methodology of the Study

The researcher used empirical method as it is proper to the problem of the study.

Sample of the Study

The sample was selected purposively, represented in students of the first year in Faculty of Physical Education & Sport Sciences (total 90 students) distributed on (3) halls (A, B & C). A poll was done to select hall C for the empirical group (30 students), hall B for the control group (30 students). After elimination of hall C (30 students), the sample was 60 students. After that, failing and delaying students were eliminated and the final sample was 50 students forming 55.55% divided as (25) students for the empirical group and other (25) students for the control group using educational models strategy due to tactical planning training.

Sample Homogeneity

The researcher applied homogeneity in length, age and weight for all sample members as in Table 1:

Tests of the Study

1. Test of receiving and high bouncing ending with chest passing by hands (Fares Sami, 2006: 118). The purpose of this test is to measure the ability to receive and high bouncing ending with chest passing y hands.
2. Test of receiving and high bouncing ending with peaceful shooting (Fares Sami, 2006: 127). The purpose of this test is to measure the ability to receive and high bouncing ending with peaceful shooting

Exploratory Trial

The researcher performed the exploratory trial on a sample of students who were eliminated from the main trial (10 students) on 22/11/2015 and the trial was repeated after seven days on 29/11/2015 resulting in:

- Determining validity period of test equipments and devices.
- Determining the time lapsed for each test and total periods for test implementation.
- Determining the extent at which the assistant work team is efficient and understanding the tests.
- The extent of understanding the sample of the test for the used tests.

Scientific Basics of Tests

Validity

Validity coefficient for each test shows how valid the test is for the studied subject. (Moustafa Hussein, 1999: 24). Validity is of the most important qualities that a good test must be characterized by. The test, which does not contain high rates of validity, is not able to fulfill its active role. Therefore, the researcher used content validity, which depends mainly on the possibility of testing contents of its elements as well as derivation of self-validity of reliability, which means that it is under the square root, as shown in Table 2.

Reliability

It gives close or the same results if applied more than once in similar conditions (Marawan Abdul Hamid, 2001: 89).

Table 1: Age of sample homogeneity with variables

Serial	Variables	Mean	Median	Standard deviation	Skewness coefficient
1	Length	175.20	173.5	7.899	6.64
2	Age	19.37	19	0.81	2.360
3	Weight	73.437	73.499	5.690	0.545

This table showed that skewness coefficient in the variables is between actual limits (± 3), so the sample is homogeneous

Table 2: Validity, reliability and objectivity for the compound skills

Variables	Validity	Reliability	Objectivity
Skill of receiving and high bouncing ending with chest passing by hands	0.94	0.90	0.96
Skill of receiving and high bouncing ending with peaceful shooting	0.91	0.83	0.95

The calculated (R) Value was bigger than tabulated one (0.52) at freedom degree (8) and under significance level (0.05) and tests obtained a high degree of validity, reliability and objectivity

The researcher performed tests and re-conducted them after seven days to extract simple correlation coefficient. He found that tests are characterized with a high degree of reliability as shown in Table 2.

Objectivity

A test can be considered objective if it gives the same degrees at all cases regardless of who corrects it (Mohamed Saleh, 1999: 42). For the purpose of determining objectivity of the used tests in the study, the researcher used correlation coefficient to determine test objectivity between two arbitrators. Data showed that all tests have high objectivity as shown in Table 2:

Pre-tests

The researcher conducted pre-tests for both skills: (Skill of receiving and high bouncing ending with chest passing by hands and Skill of receiving and high bouncing ending with peaceful shooting) on the sample in the indoor closed arena at Faculty of Physical Education & Sport Sciences, Al Mustanseriya University on 01/12/2013 by specialist professors in basketball lessons and under the researcher's supervision.

Including Educational Models Strategy due to Tactical Planning Training

The researcher included the special educational models strategy prepared by the researcher including a set of exercises of tactical planning within the course adopted by Faculty of Physical Education & Sport Science. It include the use of minimized educational of self-learning and divided students into small groups to be equal or unequal in number according to required configuration showing at all unit the desired educational model written in a paper for each unit, and the application in accordance with tactical planning exercises, which is learning by playing or application of any educational exercise to learn the skills under study. The number of units was (7 educational units) in (2 units a week). The number of units for the skill of receiving high bouncing ending with chest passing

by hands of was (3) educational units and for skill of receiving with high bouncing ending by peaceful shooting were (4) units. Educational units were applied on 06/12/2015 till 25/02/2016 because there are monthly exams, time interval corresponding to each skill and the spring holiday that within the application of units.

Post-tests

The researcher conducted post-tests on 28/02/2016 for the sample on both empirical and control groups at the same indoor arena by professors who performed the pre-tests.

Statistical Methods

Data were statistically treated using Statistical Package for the Social Sciences SPSS program.

DISCUSSION & ANALYSIS OF RESULTS

Discussing Results

Discussing and analyzing results of post-tests for both empirical and control groups for the compound skills of basketball

Table 4 shows that there are statistically significant differences between both empirical and control groups in results of post-tests for compound skills of basketball. Results showed that the calculated (T) value was 4.37, which is bigger than the tabulated one in the test of receiving and high bouncing ending with chest passing by hands. This also confirms that there are significant differences between both groups in the test in favor of the empirical group. In addition, in the test of receiving and high bouncing ending with peaceful shooting, we found that the calculated (T) value was 2.49, which is bigger than the tabulated one in the test of receiving and high bouncing end with chest passing by hands. This also confirms that there are significant differences between both groups in the test in favor of the empirical group too.

In Table 4, we notice that the empirical group included the strategy of educational units more effective on compound skills of basketball, which confirms the

Table 4: Arithmetic means and standard deviations S.D for pre- and post-tests for compound skills under study in basketball for both groups

Skills	Empirical group		Control group		T Calculated value	T Tabulated value	Significance
	Mean	S.D	Mean	S.D			
Receiving and high bouncing ending with chest passing by hands	13.20	1.86	10.15	2.30	4.37	1.68	Significant
Receiving and high bouncing ending with peaceful shooting	4.69	1.28	3.31	0.90	2.49		Significant

The tabulated (T) Value was (1.68) at freedom degree (48) and under significance level (0.05)

effectiveness of teaching using this strategy due to tactical plans consistent with educational situations for each skill to be learned. The effect of educational models strategy was evident on the empirical group as the learner applies motor performance needed from him or training in a drawn or written manner by the learner, so he applies the exercise depending on himself greatly through application after providing tools and educational teaching setting for this model (when a student implements the program to learn, he cannot move to the next educational unit until he masters learning, and in the case of non-mastery, he shall be given extra work from the teacher to help him overcome the weaknesses) (Afaf Abdul Karim: 1994.260).

Moreover, educational models give freedom to the teacher through the intervention and guidance, give advice and correct errors during application of the exercise as they work on learner's active participation through the sense of partial autonomy during the lesson, and so the teacher moves from the style of teaching to another appropriately with skill and learners consistent with the educational situation (an individual's control over his own methods of learning is a specific type of self-direction and determines its course. No matter how different teaching methods are, creative teachers have the ability to develop student abilities to self-autonomy by providing them the opportunity to actively participate in developing the program as the effectiveness of teaching enables the acquisition of content or skills that are taught, as well as proficiency tactics that assist in delivering materials to learners and completing the learning process). (Afaf Osman: 2008, 212).

The educational units applied in accordance with the educational models strategy increased in importance for the learner to apply the correct skill performance where they focused on learner's tendencies and cared with coordination between individuals in terms of individual differences and considering them as they allow the teacher to notice the differences between the educated in terms of the strengths and weaknesses (the importance of educational models become clear that they increase the teacher's ability to organize and pursue educational experiences as reflecting the concerns and interests of the learner as well as to be used as units of self-learning revealing the strengths and weaknesses of the learner for the teacher as well as the ability to take into account individual differences and define starting points for each learner according to his abilities). (Muhammad Hammad: 1991.56).

The strategy of educational models from which freedom of movement of the learner emerges within groups after the application of the exercise will be under the supervision of the teacher who follows and notes all learners through the movement from a group to another facilitate the lesson and produce it on a regular basis.

The researcher attributes this advance in both skills to tactical planning exercises in the educational units model taken based on the educational model, their organization, the method of dividing these units in terms of dedicated time through continuous performance and the great number of repetitions as this is an individual skill or in terms of linking to other skills as exercises were applied in the form of training by playing where the learner to apply the exercise in the form of play and was also given a great opportunity for a long period of time to practice skills by changing play, controlling performance and diversification in cases of performance which increased the development of motor program of the learner because of diversification of training methods during the application, enabling him to cope with playing variables, which offered to him in the course of the units by applying educational models. The exercise has a greater impact than follow the stability and consistency in one place because "changing the performance of the skill requires the learner to circulate motor program in a variety of scales in different levels of overlap and will have a positive impact on the retention and transfer to the real state of play". (Madill A. R.: 1998, 243).

Thus, the learner works in accordance with the duty assigned to him under the supervision of the teacher where the application of exercise in the form of play and that the learner can solve the tactical tasks properly and be able to overcome them". The greatest benefits were by teaching beginners by investing different play locations and increasing the independence of learners to act freely, discover mistakes through exercise and rely on themselves and exercise of diversity in this exercise to approach their targets of random variable exercise with various dimensions, distances, forces and angles". (Zafer Hashim: 2002. 112).

High and consistent organization during performance, which the researcher worked on it with difficult mobility gradually and give varied exercises, out of the traditional routine where the learner has the incentive

Model of educational unit in educational model

Educational Goal: Learning a compound skills, receiving, high bouncing and passing					
Unit: Class: First for the empirical group		No. of Students: 25		Event: Basketball	
Date: / /2015		Goal: Educational/Organization–Respect			
Tools: Chalk, basketballs, posts, basketball court			Time: 90 mins		
Time/min	Divisions of Educational Units	Explaining Event/Skill	Organization & Formation	Notes	
02 min	Preparation Part	Administrative Aspect (2 min)	Attendance, preparing tools, arrangement, taking absence, sport fashions	xxxxxxxxx ○	Assertion on quietness, organization and time adherence
		Introduction (7 min)	General preparation for all body organs including walking, jogging with body parts movement from jogging and then return to walking	x x x x x x x x x x x x x x x ○ 4 teams	Assertion on the most important muscle groups involved in the skill. Assertion on applying exercises and giving a period of time among exercises to move from one exercise to another
	Main Part	Physical exercises (10 min), balanced jump, neck, arms, trunks and legs.	(standing) jumping on spots (free), (standing-waist) stretching neck for both sides (4 counts), (standing – open) and raising and lowering arms sideward (2 counts), (standing – trunks stretch) sideward (4 counts) and (sitting) with raising and lowering legs in sequence	4 teams 4 teams	Explaining the compound skill by teacher and giving a model and then a model for students
		Educational Part 15 min	The teacher explains the skill of receiving the ball, high bouncing and chest passing together, stressing movement sections and producing a model of students	xxxxxxxxxxx x x x x x x x x x x ○	
	Applied Part 50 min	Students are divided into two groups (A, B). Each group is divided into two sections. A colleague throws the ball and the student receives it, runs towards midfield, bouncing and then makes chest passing the ball to the colleague. The student receives the ball, runs towards midfield and returns to the baseline. The student receives the ball, forms a chest passing, runs towards midfield, bounces, passes over the colleague on defense and then scoring. Performing chest passing, bouncing, passing over the midfield and then chest passing to colleague, running, receiving the ball from colleague and scoring	2 teams 4 teams 2 teams 2 teams	Giving action plan for each student for how to apply exercises and the teacher gives guidance and external immediate and direct feedback about participation and each student's performance of roles in each unit in the form of an educational model	
5 min	Final Part 3 min and 2 min	Small game (train game), relaxing and rest exercises to return the body to its normal position and then leaving with sport fashion.	x x x x x ○ x x	Small game (train game (to keep order)	

to perform skills as “that the organization of varied exercises is the most influential in learning exercises consistently”. (Mecrcken, HO: 1999, 192-201).

Educational curricula that are taken on a different kind of form material to another and from a skill to another seek to achieve their objectives through repetition and

practice to improve the level of performance, but the basis of the learning process for skill aspects is acquiring the learner a set of skills to be able to access a good level of performing the skill to be learned, as achieving and gaining maximum efficiency in educational situations is due to the curriculum, because it is a way to organize the course material on the basis of gradual steps, so that the learner can easily acquire them.

Therefore, we find that educational models have a contrasting effect on learning and developing compound skills in basketball and the period dedicated to implement all of these models lies in mastering skills under study as “they increase effective participation and reduce the learners’ fatigue in addition to achieve bigger benefit when they help each other rather than working separated from each other or against each other” (Abdulaziz Al Omar, 2001: 165). Thus, we conclude that the strategy of educational models was successful in developing and improving learning and overlapping with the used exercises, which are tactical plans that benefited learners in their learning of compound skills.

CONCLUSIONS & RECOMMENDATIONS

- Results showed that using the strategy of educational models is effective in learning some compound skills of basketball.
- Results showed that special training was effective in enhancing learning by members of the study sample in learning some compound skills of basketball.
- Results showed that the empirical group excelled using the strategy of educational models due to tactical planning exercises in learning some compound skills of basketball.

Recommendations

- Stress on using the strategy of educational models in learning some skills of basketball.
- Stress on using tactical planning exercises in implementing exercises within educational units.

- Stress on using more than one strategy and variability in different educational strategies and methods.
- Adoption of various and multiple strategies besides the followed method in learning attack skills of basketball.
- The necessity of conducting similar studies on bigger samples to be more comprehensive in various types of sports and for other unused strategies by the researcher.

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“The Effect of using Two Recovery Methods on some Physiological Variables of Tennis Players”

Marcel Zia Yelda

Faculty of Physical Education, Dhuk University

ABSTRACT

The world is currently witnessing a noticeable development in various aspects of life as phenomena were subject to scientific research in various fields as the optimal way to solve a lot of problems. This study aims to define some physiological variables under the effect of using two methods to restore recovery for tennis players. The researcher used the semi-empirical method to be consistent with type and nature of the study. The sample of the study was selected among tennis players from Dhuk governorate's championship among ten applicants. They were divided into two groups. Each group consists of five players. Group equivalence was performed and the most significant conclusions were: using massage during breaks between matches has a positive effect on some physiological variables for the group which uses massage. The most significant recommendations were: utilizing recovery restoration methods, especially massage, during breaks between matches in various championships and helping all tennis trainers and players to make use of them in accelerating recovery restoration for players during championships and intensive training.

Keywords: Effect, recovery, physiological, tennis, players

INTRODUCTION

The world is currently witnessing a noticeable development in various aspects of life as phenomena were subject to scientific research in various fields as the optimal way to solve a lot of problems. Rest is one of the main pillars of sport training. However, there are multiple interpretations concerning the methods by which they are implemented in order for the athlete to return to the normal condition and accelerating recovery process. Exchange between effort and rest is evident during training as training work imposed before and the role of breaks in removing fatigue. (Zainab Abdulhamid & Yasser Ali, 2005: 69).

Massage is one of the physical, physiological and psychological means that help enhance performance and restore recovery through strengthening and activating physical, physiological and psychological aspects (functions of body organs) and not having injury. In addition, tennis is one of the games that need long time in order to reach good athletic level through this period. It is also necessary to stress on fitness training that should coincide with planning performance training (Ellen Wadea Farag, 2009: 11).

Performing playing strikes such as backhand, forehand and serve all require quick strength, response and acceleration in addition to the required flexibility and agility. A lot of sport literature proved that there is a positive relation between special fitness and performance accuracy due to the type of practiced athletic activity (Kamal Abdulhamid Ismail, 2010: 18). The movement of arms and feet is one of the most important factors that contribute to success of players in performing various hits (Harry, 1995: 76).

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Address for correspondence:

Marcel Zia Yelda, Faculty of Physical Education, Dhuk University. E-mail: sport.man61@yahoo.com

Sport activity is generally followed by a temporary drop in the ability to perform and during breaks (the period of recovery) to return gradually to normal (Arnbein, 1987: 2). High sport results cannot be reached without recovery to get rid of fatigue resulting from loads (Abu Al Alaa Abdulfattah, 1999: 54). Significance of the study is evident in the attempt of defining the best and correct use by trainers of recovery restoration means such as massage, positive rest, icepacks, sauna and shower.

Problem of the Study

Through the researcher's experience in his continuous follow-up of tennis championships of Dhuk governorate, he noticed that most players do not benefit from time durations between matches during championships properly which may have a negative effect on continuing players' performance efficiently under match loads, especially during final rounds of championships and this is the problem of the study.

The researcher will use two methods for recovery restoration allowed for use during time periods between matches including massage, positive rest training for major working muscles, assisting, opposite and equivalent muscles.

Objective of the Study

The study aims to define some physiological variables under the effect of using two methods to restore recovery for tennis players.

Hypotheses of the Study

1. There are statistically significant differences between pre- and post-tests for some physiological

variables of tennis players in the group using massage in favor of post-test.

2. There are statistically significant differences between pre- and post-tests for some physiological variables of tennis players in the group using positive rest in favor of post-test.
3. There are statistically significant differences between the group using massage and the group using positive rest in post-test for players in some physiological variables in favor of the group using massage.

METHODOLOGY

The researcher used the semi-empirical method to be consistent with type and nature of the problem.

Population & Sample of the Study

The sample of the study was selected among tennis players from Dhuk governorate's championship among ten applicants during the period from 11/06/2016 to 15/06/2016. They were 14 players among them there are 4 players eliminated for their participation in exploratory trial to make total number of sample of (10 persons) divided into two groups and each group consists of five players.

In order to determine equivalency of research sample members in terms of weight, length and age, skewness coefficient was used as all its values were less than (+3) which shows good distribution and homogeneity of the sample.

Table 3 shows that the value of the Mann-Whitney test consecutively for physiological variables (heart

Table 1: Properties of the study sample

Total sample no.		Exploratory sample		Main trial sample		Both groups of the study			
						Massage group		Positive rest group	
Number	%	Number	%	Number	%	Number	%	Number	%
14	100	4	28.6	10	71.4	5	35.7	5	35.7

Table 2: Equivalence of groups of the study in growth (anthropometric) variables, arithmetic means, standard deviations S.D and skewness for both groups of the study

S. No.	Variables	Measure units	Massage group		Positive rest group		Skewness
			Mean	S.D	Mean	S.D	
1	Length	Centimeter	171.6000	2.07364	173.2000	1.48324	0.552
2	Weight	Kilogram	69.4000	1.14018	69.4400	1.11937	0.373
3	Age	Year/month	19.4500	0.36056	19.4600	0.37316	1.785

Table 3: Significance of statistical differences for first & second measurements after effort for both groups of the study with Mann-Whitney test significance to show equivalence in some physiological variables after effort

S. No.	Variables	Measure unit	Groups	Number of group members	Mann-Whitney test value	Possibility
1	Beats after effort	bpm	Massage group Positive rest group	5 5	0.000	2.619
2	Flexor blood pressure after effort	mmol/z	Massage group Positive rest group	5 5	0.000	2.627
3	Diastolic blood pressure after effort	mmol/z	Massage group Positive rest group	5 5	7.000	1.170
4	Lactic concentration in blood after effort	mmol/l	Massage group Positive rest group	5 5	2.500	2.095
5	Glucose concentration in blood after effort	Mlg/mml	Massage Group Positive rest group	5 5	2.000	2.227

rate, flexor and diastolic blood pressure after effort, lactic and glucose concentration after effort) were: (2.22, 2.10, 1.17, 2.62 and 2.62) with possibility value of all physiological variables was bigger than error level (0.05) which shows equivalency between both groups of the study.

Exploratory Trial

Exploratory trial was conducted with the aim of determining the time lasted for making measurements, ensure healthy and safety of the used devices as well as explaining the way of using recovery restoration method based on total other than own groups on a sample from population of the study and outside the main sample of the study.

The Main Trial

The main trial was conducted on the sample of the study (10 tennis players) divide into two groups. First groups uses recovery restoration, the second group uses positive rest restoration method in Dhuk governorate's championship in the period between 11/06/2016 and 15/06/2016. Physiological measurements were taken from each player of group members after completing performance of the first match directly. Next, the researcher applied massage and positive rest for recovery restoration on each player and according to total score under specialists' supervision right after ending the first match. After that, he measured the same physiological variables for members of the study sample based on each one's group right after the end o second match.

Table 4 shows that the calculated (z) values at Wilcoxon test significance were (2.06, 2.03, 2.3, 2.03, 2.02 and

2.02 consecutively), while possibility levels were (0.039, 0.042, 0.042, 0.043 and 0.043 consecutively) and they are all less than (0.05), which means that there are statistically significant differences in favor of measurements after using massage for post-test and there is a notable improvement in members of this group who use massage. The researcher attributes this improvement in the heart rate, flexor and diastolic blood pressure to the use of massage as a means for recovery restoration, as it helps the body return to its normal state, aims to relax muscles and get rid of muscle tension resulting from training and competition (Abdulalaa Abdulfattah, Ahmed Nasr El Din, 1993, 38).

In addition, there is an improvement in lactic acid concentration in blood for the massage group, as massage leads to quick recovery of inner body systems and quick restoration of energy stored in muscles (Abdulalaa Abdulfattah, 1998, 264). The researcher also attributes enhancement in glucose percentage in blood, or its reduction after massage in the group as a means for recovery, to the increase in Insulin's concentration in blood leading to a reduction in glucose during negative rest periods as a result of increasing insulin concentration, and then glucose turns into glycogen to be stored once again in the lever (Artham, 1997, 14).

Table 5 shows that the calculated (z) values at Wilcoxon test significance were (-2.02, -1.46, -1.46, 2.02 and 2.02 consecutively), while possibility levels were (0.043, 0.144, 0.144, 0.042 and 0.041 consecutively) as physiological variables such as heart rate, lactic and glucose concentration after effort were less than (0.05), which means that there are statistically significant differences, while physiological variables for

Table 4: Significance between first and second measurement after effort in some physiological variables in the massage group

S. No.	Variables	Measure units	Pre-test		Post-test		Z Value (Wilcoxon)	Possibility
			Mean	S.D	Mean	S.D		
1	Beats after effort	bpm	166.80	1.48	163.40	1.14	2.06	0.039
2	Flexor blood pressure after effort	mmol/z	134.00	1.58	130.40	2.07	2.03	0.042
3	Diastolic blood pressure after effort	mmol/z	68.80	1.30	64.60	1.14	2.03	0.042
4	Lactic concentration in blood after effort	mmol/l	7.37	0.21	5.19	0.02	2.02	0.043
5	Glucose concentration in blood after effort	Mlg/mml	107.40	0.44	101.72	0.42	2.02	0.043

Table 5: Significance between first and second measurement after effort in some physiological variables in the positive rest group

S. no	Variables	Measure units	Pre-test		Post-test		Z value (Wilcoxon)	Possibility
			Mean	S.D	Mean	S.D		
1	Beats after effort	bpm	172.88	0.98	168.66	0.67	-2.02	0.043
2	Flexor blood pressure after effort	mmol/z	138.80	0.84	138.08	0.13	-1.46	0.144
3	Diastolic blood pressure after effort	mmol/z	70.00	1.58	68.78	0.41	-1.46	0.144
4	Lactic concentration in blood after effort	mmol/l	7.01	0.23	6.14	0.03	2.02	0.042
5	Glucose concentration in blood after effort	Mlg/mml	108.60	0.55	106.90	0.35	2.02	0.041

flexor and diastolic blood pressure were bigger than the error percentage (0.05) and this means that there are no statistically significant differences between measurements before and after effort. The researcher attributes this significance in post-test for the positive rest group to physiological variables such as heart rate, lactic and glucose concentration in positive rest help shorten recovery period, quick restoration of heart rate and getting ready for the next match (Abdulalaa Abdulfattah, 1982, 19). In addition, there is an improvement in lactic acid's concentration in blood for the positive rest group in post-test as intensity of exercises for recovery and dispose lactic acid was 30% to 45% of VO_2 Max (Abdulalaa Abdulfattah, 1999, 76).

Concerning improvement of glucose in blood and its reduction after using positive rest, it led to increase insulin's concentration in blood and reduction after using positive rest exercises leading to increase insulin's concentration in blood and reduction in glucose during breaks between matches as a result of insulin's concentration and then turns into glucose and glycogen is stored in liver (Arthiem, 1997, 14). In addition, non-

enhancement in blood flexor and diastolic pressure after blood is because exercises used by positive rest group for recovery lead to another type of activity, which is low intensity activity or may be more than 45% not leading to recovery as blood flexor and diastolic pressure does not return to normal condition (Abulela Abdulfattah, 1998, 199).

Table 6 shows that the Mann-Whitney test values for physiological variables were (2.62, 2.66, 2.63, 2.61, and 2.61 consecutively), while possibility levels were (0.009, 0.008, 0.009, 0.009 and 0.009 consecutively) and they are all less than error percentage (0.05), which means that there are statistically significant differences in post-tests in favor of the massage group as arithmetic means showed better enhancement. The researcher attributes this to the use massage methods that help quick body building and increase muscle work ability (Abulela Abdulfattah, 1998, 13). In addition, the enhancement for the massage group members as a means for recovery in heart rate, flexor and diastolic blood pressure is due to great resistance by unwanted mechanical and thermal effects and the massage effect can be seen in increasing

Table 6: Significance of statistical differences between post-measurements between massage and positive rest groups in Mann-Whitney test

S. No	Variables	Measure units	Post-test for massage group		Post-test for positive rest group		Mann-Whitney test value	Possibility
			Mean	S.D	Mean	S.D		
1	Beats after effort	bpm	163.40	1.14	168.66	0.67	2.62	0.009
2	Flexor blood pressure after effort	mmol/z	130.40	2.07	138.08	0.13	2.66	0.008
3	Diastolic blood pressure after effort	mmol/z	64.60	1.14	68.78	0.41	2.63	0.009
4	Lactic concentration in blood after effort	mmol/l	5.19	0.02	6.14	0.03	2.61	0.009
5	Glucose concentration in blood after effort	Mlg/mml	101.72	0.42	106.90	0.35	2.61	0.009

blood vessel movement to resistance, pressure reduction in massage vessels and general renewal in body cells (Zainab Abdulhamid & Yasser Ali, 2005: 32).

The researcher attributes the enhancement in concentrations of lactic acid and glucose in blood by members of massage group to recover as massage affects blood circle in massage areas, removes accumulated fluids, lactic acid, increases blood flow in the heart and moves fluids inside cellular fibers causing pain (Cecit, M., 1192, 128). Finally, the researcher found that the total used in massage is better than the total for positive rest in some physiological variables for recovery.

CONCLUSIONS & RECOMMENDATIONS

Conclusions

The researcher concluded the following:

1. Using massage during breaks between matches for tennis players has a positive effect on some physiological variables for the group which uses massage.
2. Using positive rest training during breaks between matches for tennis players has a positive effect on some physiological variables except for glucose concentration in blood for positive rest group.
3. Using massage as one of the means of recovery restoration during breaks between matches is better than positive rest in some physiological variables for tennis players.

Recommendations

1. Considering the use of recovery restoration means during tennis players' training.
2. Utilizing recovery restoration methods, especially massage, during breaks between matches due to their positive effect on enhancing some physiological variables for tennis players.
3. Helping all tennis trainers and players to make use of them in accelerating recovery restoration for players during championships and intensive training.

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Evaluating the Leading Role by the Educational & Specialized Supervisor in the Light of Change Management Requirements

Seham Hamoud Sabet¹, Nihad Ibrahim Tayeb²

Teacher Preparation Institute/Basra, ²Faculty of Physical Education, Duhuk University

ABSTRACT

The world is currently witnessing a set of rapid changes and great transformations at all political, economic, social and technological levels, which made keeping up with the rapid changes as among the most prominent attributes of modern societies. Since the progress and development of society depends on the success of education, it has become seen with a contemporary concept as a process of change being a key factor in bringing about change in the various spheres of life. Therefore, change and how it is successfully managed have become among of the most crucial topics of concern to the mentality of administrative and technical leaderships. This is due to convincing reasons that change happens everywhere, its speed is increasing and more complex and that the future success of our institutions depends on how leaders are able to lead change. Perhaps leadership and change are amongst the greatest challenges facing organizations at the present time, and thus educational supervision is considered a directed activity which depends on the study of the educational status quo and aims to serve all employees in the field of education to launch and develop their abilities and raise professional and scientific level to achieve higher educational process level, achievement of its objectives and works to promote the processes of teaching and learning. Learning change management has become one of the key skills to enable supervisors and educational institutions to meet the challenges and stay firmly fixed, by adapting to events and make consistent changes. The research problem is clear in the following main question: what is the leading role of educational and specialist supervisors in the light of the change management requirements? This research aims to determine and know the leading role of educational and specialist supervisors in the light of the change management requirements, while the human field includes supervisors and specialist educators for the period (15/9/2015 – 01/02/2016) in the Educational Supervision Directorate at Basra governorate.

Keywords: Evaluating, leading role, educational, specialized, management requirements

INTRODUCTION

The world is currently witnessing a set of rapid changes and great transformations at all political, economic, social and technological levels, which made keeping up with the rapid changes as among the most prominent attributes of modern societies. Since the progress and

development of society depends on the success of education, it has become seen with a contemporary concept as a process of change being a key factor in bringing about change in the various spheres of life. In the light of these challenges and changes, the responsibility of leaderships in educational institutions increases, being responsible for making change due to requirements of this stage concerning rapid change including all institution works to keep up with quick changes and developments o our present age. If the common factor in future world variables is change, the leadership's role in change management should be agreed on as educational institution need new managements able to leadership, creativity, innovation, renewal and deal with variables more efficiently.

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Address for correspondence:

Nihad Ibrahim Tayeb, Faculty of Physical Education/Duhuk University. E-mail: sport.man61@yahoo.com

Perhaps leadership and change are amongst the greatest challenges facing organizations at the present time, and thus educational supervision is considered a directing activity which depends on the study of the educational status quo and aims to serve all employees in the field of education to launch and develop their abilities and raise professional and scientific level to achieve higher educational process level, achievement of its objectives and works to promote the processes of teaching and learning.

Therefore, change and how it is successfully managed have become among of the most crucial topics of concern to the mentality of administrative and technical leaderships. This is due to convincing reasons that change happens everywhere, its speed is increasing and more complex and that the future success of our institutions depends on how leaders are able to lead change. Perhaps leadership and change are amongst the greatest challenges facing organizations at the present time. Most researchers in the field of leadership and change may agree that main tasks of leaders achieve change and change requires leadership. The ability to deal with change with an effective way requires a leading method and there are many studies that asserted that leadership represents the main key of change success. Hence, the issue of change leadership and role become the focus of attention for researchers and learners along the past two decades.

There is no doubt that the interest in the concept of leadership is an essential element for educational institutions, especially in the light of rapid challenges and changes, but to face of these challenges, these institutions need a new model capable of leading the change. Therefore, educational institutions have become in urgent need for a certain quality of leadership which is able to understand the change and exercise its requirements successfully. From this perspective, the issue of developing educational leaders gained priority for the developed countries, and occupied a prominent place in the modern educational literature considering the change as one of the most important processes that educational leaders must understand and adopt to ensure an effective and successful performance of the educational process. Thus, educational supervision is considered a directed activity which depends on the study of the educational status quo and aims to serve all employees in the field of education to launch and develop their abilities and

raise professional and scientific level to achieve higher educational process level, achievement of its objectives and works to promote the processes of teaching and learning. In addition, learning change management has become one of the main skills to enable supervisors and educational institution to face challenges and stay firmly consistent through adapting to events and making continuous changes.

Hence, the significance of the study lies in the importance of the subject to be studied which is leadership and change management, which is still has growing interest in modern management thought, where the success of the leadership became dependent on maintaining and practicing concepts and strategies related to change management, which would ensure the importance of identifying the leading role of the educational specialist leading roles to help understand new roles they should practice to manage change process in their institutions successfully.

Moreover, the significance of this research stems from the importance of the role played by education departments in achieving education goals, reflecting a positive impact on the level of services provided to students in particular and society in general, but in practice it is hoped that results to contribute to find a reference framework revealing needed behavioral and organizational determinants required to manage the process of change which could benefit educational supervisors, specialists and makers of administrative decisions in the Ministry of Education to guide the processes of change and development in the field of education in general and for educational supervisors the specialists in particular, in a way to ensure increasing their ability and effectiveness in facing rapid challenges and changes and contribution to achieve the desired objectives.

Problem of the Study

Educational institutions face a set of challenges that motivate them towards change and development, which increased responsibility of these institutions to meet the challenges created by rapid changes and large shifts in all areas, leading to increase the need to strengthen the capacity of these institutions in a way that enables them to survive, fulfill their mission and achieve the hoped goals. Despite the growing interest in Iraq of developing the educational system, the educational management system is still below the desired level. This is through highlighting the

importance of this role and the possibility of exercising it. Accordingly, the problem of the study is crystallized in the following main question: What is the leading role by educational and specialist supervisors in the light of change management requirements?

Objective of the Study

This study aims to determine the leading role in the light of the change management requirements.

Methodology of the Study

The researchers used the descriptive surveying method. The descriptive method is defined by (Al Kilany & Al Sharifin, 2011, 27) as “concerned with the status quo of the phenomenon in terms of nature of conditions, practices and attitudes currently prevailing. It is also concerned with describing activities, processes and people and may be interested in the prevailing relations between current phenomena including attempts to predict the facts in the future”. (Melhem, 1423 H: 453) adds that among objectives of the descriptive approach is to determine what individuals do in a given phenomenon, take advantage of their performance and expertise in conceptualization and future plans, and make appropriate decisions for situations.

Population of the Study

The population of the study consists of supervisors and specialist educators in the Educational Supervision Directorate at Basra governorate (255 supervisors) distributed on all education schools. The study was applied on all sample members to reach the highest confidence rates in study results.

Exploratory Sample

A random sample was selected (55 male and female supervisors) out of the original population of the study. Tools used in this study were applied on this sample to ensure validity of tools to be applied on members of the whole sample through calculating validity and reliability using suitable statistical methods on (13/10/2015).

Field Sample

The sample of the study was selected purposively out of its population (200 male and female supervisors representing 100% of population), including 78.43% males and 21.57% females, on 20/10/2015.

Tool of the Study

A questionnaire was prepared after choosing the topic, determining research objectives, and referring to relevant literature to the topic and it became clear to the researchers the basic components by which objectives of the study can be achieved. In the light of the study topic, according to its problem, objectives, questions and variables, they prepared a questionnaire to collect information from members of the study population. After preparation in its form image, virtual validity was ensured through presentation to a group of arbitrators with experience from the staff members at Iraq's universities, as well as specialists in the field of management, teaching methods and tests (7 arbitrators). They asked to express their opinions on the questionnaire as their notes were taken to make some amendments to questionnaire phrases.

Question of the Study

What is the leading role of educational and specialist supervisors in the light of the change management requirements?

Validity of Internal Consistency of Tools

This test was made to determine how questionnaire phrases are connected to total mark by calculating correlation coefficient between each phrase and total mark when the questionnaire was distributed on an exploratory sample of 16 supervisors with a high correlation degree and significant at level (0.01).

Tool Reliability

Reliability coefficient was calculated using Alpha Cronbach reliability coefficient as its value was 80% which refers to high reliability of the tool.

Study Tool Application

After preparing the final version of the questionnaire, researchers included instructions to answer the purpose of the study and how to answer the questionnaire phrases, the questionnaire was distributed in its final version on (01/10/2015 AD) and researchers continued in following-up and collection.

RESULTS ANALYSIS & DISCUSSION

Presenting results in this part will contribute to answer the questionnaire's question (evaluating the leading role of educational and specialist supervisors in the

light of the change management requirements). To answer this question, the researchers used repetitions, means, standard deviation and percentages as in the following tables.

The first paragraph ranked on top of the paragraphs in the first part at second place rank in the questionnaire with an arithmetic mean (4.61), standard deviation (0.55) and percentage (92.2%). This can be seen through the study sample responses. The researchers attribute it to the fact that educational and specialist supervisors practice their leading roles effectively in the process of change through many roles as they are role models for their subordinates, coordinating their actions, solving their problems and encouraging their growth and development and are represented at senior management. This motivates them to achieve high performance with a very high degree. This shows the need for clarity of the future direction of the department of educational supervision and seeks to achieve its objectives as this is one of the most prominent leadership success requirements in managing the process of change. In addition, (Al Sakarneh 2010: 349-350) asserted that the leadership has a great role in the success of change and an active role in its failure, so the desired change in the contemporary directorate of educational and specialist supervision a test of good leadership through which it is evident to see the extent of its maintenance and response to requirements of change that Directorate needs.

Further, the eighth paragraph also has the second-highest rank at the level of the first part and ranked third on the level of questionnaire with an arithmetic mean (4.58), standard deviation (0.62) and a percentage (91.6%). This shows that administrative decision-making is one of the major tasks of successful educational and specialist supervisors as they are the individuals able to choose from decision-making strategies what fits the situation. Therefore, it is their duty to apply the process of decision-making and perform an assessment and analysis of this decision-making process, studying the various decision aspects and their impact to individuals. This was confirmed by (Al Shamma', 2011, 109) that supervisors and specialists can take administrative decisions with respect to areas that fall within their specialties in the directorate. In addition, (Khatib 2006, 202) adds that making decisions, consequent actions and investment of human and material resources consistent with the level of that decision, as well

as provide all necessities, change requirements and conditions that enable the decision-maker to take the decision that is characterized by rationality or maturity, objectivity, integrity and sense of responsibility.

The sixth paragraph on the 31st place, the least in the first part and the last on the questionnaire level as a whole with an arithmetic mean (2.67), standard deviation (1.64) and percentage (% 53.4). This indicates weakness in identifying change goals by educational specialist supervisors, whereas a change should have definite and clear targets or goals the supervisor seeks to attain as they reach the results that as supervisor should achieve within his purposes. This is confirmed by the (Abu Nasir, 2008: 109) in determining the goals of change because every change has no clear goals as it a change that is born dead or a changing fearing deviation, failure or discontinuation. The proposed project sets a mechanism to identify how to achieve goals and study this project to fill its gaps, evaluate and complete it and to implement change.

The second paragraph also ranked at number thirty with an arithmetic mean of (2.75) standard deviation of (1.67) and percentage of (55%). This shows the low level of technique when educational supervisors and specialists make an accurate plan in a specific period of time and be implemented with accurate change as a reality and inevitability. Abu Nasir, 2008: 99 asserted the new technique in line with requirements of the age and meet new demands as a result of tactical and scientific change.

The fourteenth paragraph (significantly contribute to the success of the change process) came at the first rank at the level of the second part and the questionnaire as a whole, with an arithmetic mean (4.64), standard deviation (0.55) and percentage (92.8%). The researchers attribute this to educational and specialist supervisors who enjoy the character of a perfect impact (charisma), which significantly contributes to the success of the change process. It makes them look forward to innovation in their business, pursue administrative and technical various aspects of issues, work to communicate with others to be more progressed and improved in their performance towards change and seek to make this change in educational institutions because this community is composed of managers, teachers and students who need someone to help them towards change. This is confirmed by Al Sakarneh 2010: 360 that the supervisor

Table 1: Paragraphs of first part (extent of practicing the leading role by educational and specialist supervisors in the light of the change management requirements)

S. No.	Phrase	Arithmetic mean	Standard deviation	Percentages	Ranking
1	You practice leading role relating to change process management	4.61	0.55	92.2	2
2	You apply a new technique consistent with requirements of the age	2.75	1.67	55	30
3	You raise the level of educational management to the space of new change	4.03	1.37	80.6	11
4	You cover new demands as a result o technical and educational changes	3.12	1.66	62.4	23
5	You work on determining performance gap and define what should be done and actual reality of the Educational Supervision Directorate	3.58	1.56	71.6	17
6	You determine goals of change	2.67	1.64	53.4	31
7	You propose a change project in terms of defining mechanism of achieving goals	3.45	1.60	69	19
8	You have the basic role related to hard decision-making to play an important role in change management	4.58	0.62	91.6	3
9	You eliminate those with values different from new organizational values or those who apply change process	2.83	1.65	56.6	27
10	You depend on linking the approved reward structure by the Educational Supervision Directorate with the desired change, whether this is related to supervisors, departments or groups	3.83	1.43	76.6	14
11	You promote consistency between the desired change and rewards	3.93	1.41	78.6	12
12	You are enabled to reach what is needed in making the needed change	3.32	1.64	66.4	20
13	You follow planning method in order to face different situations	3.38	1.58	76.6	13

Table 2: Paragraphs of the second part (personal characteristics of educational and specialist supervisors in the light of change requirements)

S. No	Phrase	Arithmetic mean	Standard deviation	Percentages	Ranking
14	You have a personality with impact (charisma) contributing to a great extent to change process success.	4.64	0.55	92.8	1
15	You have clear vision, mission and goals to matters after the change process.	3.06	1.63	61.2	24
16	You are able to accept new methods in forming strategic vision and realizing external factors of questions.	3.54	1.54	70.8	18
17	You have the ability to reshape situations, restore ignored forms, meanings and maintain them in different way.	4.38	1.05	87.6	7
18	You have openness towards change.	4.25	1.21	85	8
19	You have relational, analytical, diagnostic, perceptual and technical skills	3.77	1.43	75.4	15
20	You have the ability to communicate workers.	4.51	0.85	90.2	5

who raises the level of subordinates for achievement, self-development or development, the development process, developing groups or institutions should have personality with influence and charisma and pay special attention to dependents, agitates them mentally, motivates and inspires them.

The twentieth paragraph has the second highest paragraph on the second part and the fifth rank at the questionnaire level as a whole with an arithmetic

mean (4.51), standard deviation (0.85) and percentage (90.2%). The researchers attribute this to ability to communicate with workers by specialist educational supervisors as direction cannot be achieved without communication, whatever type it is and whatever communication means used to transfer components of direction to respondents as it is an interactive process between several parties with common denominators in understanding this process, maintaining its components of communication and the contact of

educational specialist supervisor is considered an administrative communication through his work and ability to understand workers and the ability of workers to understand the supervisor. Here, Al Allak, 2010: 64 affirmed that the contact is one of the pillars of guidance as it involves the flow of information, instructions, directives, orders and decisions of an individual or group to individuals or groups for the purpose of reporting, influence or making a change toward attaining pre-defined goals. Jayyousi and Dadullah, 2008: 162 add that communication is a means and not an end while it is helping to complete planning, regulatory, guidance and control tasks.

The fifteenth paragraph with less rank in the second part which comes at fourteenth rank at the questionnaire's level with an arithmetic mean (3.06) standard deviation (1.63) and percentage (61.2%), where educational and specialist supervisors in management of change must have vision, mission and clear strategic objectives. Change under absence of strategy is like a dream, which is impossible to achieve, as a strategy is a tool to achieve the vision, mission and goals, and requires effective leadership capacity

building and compliance with rational strategies for business in the light of future possibilities for the needs of educational and Specialist Supervision Directorate. Al Zanfali (2012: 89) adds that vision identifies forms of successes which a supervisor seeks or desirable forms to be achieved in the future. The mission determines the identity of the supervisor and his field of activity and it is the foundation for constructing goals that are sought to be achieved and attained.

In addition, the sixteenth paragraph has the second lowest rank in the second part and the eighteenth rank at the questionnaire level as a whole with an arithmetic mean (3.54), standard deviation (1.54) and percentage (70.8%). This shows that educational and specialist supervision is able to accept new methods on setting strategic vision and realize external challenges at lower level. Al Asadi, 2014: 326 asserted that the supervisor should be prepared to accept change including new and modern methods in forming the strategic vision as the most important thing facing supervisors at change is resistance facing such change. Therefore, a supervisor should set plans with strategic vision and prepare

Table 3: Paragraphs of the third part (Strategies of educational and specialist change)

S. No	Phrase	Arithmetic mean	Standard deviation	Percentages	Ranking
21	A supervisor's efficiency is based on setting and implementing the strategy of change	3.00	1.67	60	25
22	The strategy of change is adopted in attitudes of teachers towards educational innovations	2.80	1.66	56	28
23	Traditional methods are replaced with modern ones trained on by teachers and it is they found them very difficult	4.19	1.22	83.8	9
24	The strategy of change is about proposed method for actual implementation of change	2.87	1.66	57.4	26
25	Development and implementation of strategies requires an intensive employment of time and resources, which does not always happen, so educational and specialist change often lacks the needed organization	4.54	0.72	90.8	4
26	Management of strategies is often based on sense and guessing	3.22	1.68	64.4	21
27	Strategic planners expect possible complexities and problems for the selected or developed method	4.45	0.88	89	6
28	In terms of application, strategies depend on controlling the system of rewards, sanctions, deprivation and restriction with maximum importance among workers targeted with change	3.16	1.65	63.2	22
29	Method strategies are used to include editing advertisements and laws with the purpose of change, preventing financial support, impose certain change attitudes by the official management or offering rewards	3.70	1.50	74	16
30	The strategy of change based on amendment or adjustment works on reorganizing some environmental aspects of the Educational Supervision Directorate in which the change will take place	4.14	1.33	82.8	10
31	Strategies put a certain strategy for work related to world development	2.77	1.68	55.4	29

workers to accept any change to avoid any resistance or rejection and realizing any external challenges.

The twenty-fifth paragraph has the highest paragraphs in the third part and came at the fourth rank at the level of the questionnaire as a whole, with an arithmetic mean (4.54), standard deviation (0.72) and percentage (90.8%). The researchers attribute this to educational and specialist supervisors who dedicate time to employ needed strategies in strategic organization in achieving their works completely. Here, Moustafa, 2009: 48 asserted that the needed organization needs time for supervision process and make it continuous. At the same time, it makes them more achieving of their works and this makes strategy as bridge between work and renewal.

The twenty-seventh paragraph has the second highest paragraph in the third part and came at the sixth rank at the level of the questionnaire as a whole, with an arithmetic mean (4.45), standard deviation (0.88) and percentage (89%) as clear from respondents' answers. The researchers attribute this to educational and specialist supervisors who expect problems that will face them during change. Henre, Al Zankali, 2012: 154 asserts that this should help institutions in continuous improvement and development in all areas to cope with change in domestic and global conditions, benefit from provided opportunities and prepare to meet the imposed challenges as well as to build on the strengths that is enjoyed by institutions and address weak points. Guallab (2011: 691) adds that senior management in the Educational Supervision Directorate always provides administrative support and backing in order to overcome the obstacles to change and to overcome the state of fear and anxiety associated with this process.

As for the thirty-first paragraph, it came at the lowest paragraphs in the third part and came at the twenty-nine rank at the level of the questionnaire as a whole, with an arithmetic mean (2.77), standard deviation (1.68) and percentage (55.4%). The researchers attribute this to the fact that when Educational Supervision Directorate sets strategies, their connection with scientific, technological and technical development is not at the acceptable level. These educational institutions must be changed, keep pace with the rapid development, have the ability to use administrative technologies as measured by the success and development of educational institutions by their administrative progress, capacity of management to change and

continuous renewal and educational supervision as an educational institution in society affected by changes in different aspects of life. This was confirmed by (Akef Lutfi Khasawneh 2011: 195) who emphasizes the ability to follow and keep up with the change requirements or the ability to keep pace with global developments in technological aspects in terms of ability to pursue modernization and renewal, or in terms of ability to know how to handle the new technology in terms of management, operation, maintenance repair, and the best investment. Moreover, Saleh Shafi Al Aezhi 2010: 109 confirms that supervisors must follow developments and updates in administrative work and using the latest technologies as much as possible.

The twenty-second paragraph has the second lowest paragraphs in the third part and came at the twenty-eighth rank at the level of the questionnaire as a whole, with an arithmetic mean (2.80), standard deviation (1.66) and percentage (56%) as clear from respondents' answers. The researchers attribute this to educational and specialist supervisors who followed weak strategies of change towards teachers to achieve innovation and creativity as change is a procedure or a tactic implemented on a present status to transform from a current reality to a better reality as a response to innovative and creative updates and outcomes to reach a certain goal. This was asserted by Akef Lutfi Khasawneh, 2011: 195 as the ability to achieve development and innovation means any ability to embrace creative ideas and come up with a practical reality because the change, as we explained previously, intended to bring development and upgrading anything meaning to transfer from a certain state to a better state. Saleh Shafi Al Aezhi 0.2010: 114 also confirms that a supervisor is characterized in the performance of his work by high intelligence, clarity of mind, responsiveness, proactive spirit, creativity, innovation, psychological stability and ability to adapt to the self and with others, flexibility in employment, investment expertise of teachers and workers in education, according to possibilities of education available in the educational institution.

CONCLUSIONS

1. Educational and specialist supervisors realize concepts and requirements of change management through their practice of their leading roles.
2. Educational and specialist supervisors play a major role in decision-making during hard stages

in the Directorate of Educational and Specialist Supervision.

3. Weakness of mechanism adopted by educational and specialist supervisors through technical means and methods and accurate information to make the change.

Recommendations

1. The interest in the subject of change through training programs, courses, workshops, seminars, scientific conferences and lectures to introduce the concepts of change management, and awareness of its importance in the field of supervision through the developing awareness of Supreme administrative leaders at the Education Directorate.
2. Develop an overall strategy by the Educational Specialist Supervision Directorate creating change stemming from its needs, increase its ability to self-improve within the overall strategy of the Directorate, and to provide the necessary support to change programs adopted by Ministry of Education.
3. Canceling old regulations that are inconsistent with the required update, and the introduction of new regulations and systems in line with change management requirements, particularly with regard to administrative regulations in educational supervision to ensure the participation of workers in supporting the process of change.
4. Giving educational and specialist supervisors more powers that will enable them to update rules, regulations and develop organizational structures to commensurate with the change management requirements.

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