

Measuring the Perceived Mental Image of Practical Courses among Students using Electronic Questionnaire

Khaled Hussein Mohamed Aly

khali@uqu.edu.sa

Umm Al-Qura University, College of Education, , Makkah, Makkah, SA

Summary

The practical courses are considered as a model for the courses taught by the student of the Department of Physical Education at different levels of study, during which he employs his mental, physical and skill abilities to understand and master the motor skills and develop his physical abilities to be able to master them and later teach and train them, so this study was conducted with the aim of identifying the perceived mental image For the practical courses of the students of the Department of Physical Education at Umm Al-Qura University, by designing a scale for the perceived mental image of the practical courses, and identifying the percentages and the extent of their prevalence for each of the positive mental image, the non-perceived mental image, and the negative mental image of the practical courses among the students of the Department of Physical Education at Umm Al-Qura University, The researcher used the descriptive approach from the survey studies by designing a measure of the perceived mental image on a sample of (175) students, and they were chosen by the intentional method from the fourth level students who studied all the practical courses in the department, whether for the first or second semester of the academic year 2021 /2022. Data using frequencies, percentages and the test of significance of the ratio, and one of the most important results was the validity of the scale used in measuring the mental image perceived by students of the Department of Physical Education about practical courses. Realizing a positive mental image that is statistically significant about the practical courses of (53.20%) of the students of the Department of Physical Education, the sample of this study. And realizing a positive mental image that is statistically significant for students about the axes of the nature of studying practical courses, their abilities in practical performance, the method of implementing lectures, the lecturer, and their evaluation methods. The mental image of the student, and taking appropriate measures to develop the practical courses and academic programs, applying similar studies to measure the mental image of the department's graduates on the specialized tracks in the Department of Physical Education, reviewing the number of hours for some practical courses so that they are not less than two hours for all practical courses.

Keywords: *mental image - practical courses - students - physical education - Umm Al-Qura*

1. Introduction

Education is one of the most important areas that any society seeks to improve, as the progress and advancement of society is measured by the quality of what is produced by the members of this society, each in his specialization. In a way that benefits the progress and advancement of the state thanks to the scientific progress and community services produced by well-educated human resources at a high level. Universities, as educational institutions, are considered an essential pillar for providing society with specialized cadres in various fields, by providing appropriate educational programs based on the scientific aspect and continuous work to develop them on scientific basis in order to prepare these emerging cadres for the labor market and its growing requirements.

Many educational institutions have realized the importance of a good mental image of the educational courses they offer, so they have made a lot of effort trying to consolidate them in the minds of their students in order to ensure the achievement of their mission and educational goals. Each educational institution is characterized by its own mental image and a good mental image of the educational institution. It has a great influence on the success of this institution (Gregory 1999), as it is able to find a positive value for it, and it affects the behavior of its students because it includes a certain perception they have (Ferrand & Pages 1999).

Attention to the good mental image of any institution is crucial for its role in forming impressions, opinions and behaviors that serve the objectives of this institution and help in making decisions that contribute to achieving excellence for this institution (Balmer et al., 2006, Staub, kaynak and Gok, 2016), so it seeks Universities to provide all educational services to their students, as the quality of these services is directly reflected in the mental image of students and affects their behavior and affiliation with the university, as well as public opinion, which leads to the acquisition of a university that provides distinguished educational services to a competitive advantage that distinguishes it from other universities through opinion orientation of the year for this university (Rachuonyo, 2017)

The mental image of any profession is the main pillar on which the success of this profession depends, so what this

profession offers to society contributes greatly to the formation of a good image of it and the consolidation of this image in society, and therefore the success of any profession in a society depends on the quality of this image among individuals. This Society (Zahran, 2003). Abdel-Fattah, Wafik, and Qaoud, (2017) refer to the mental image as the mental image that is formed in people's minds about the various establishments, institutions, and purposes. This image may be formed through experience and may depend on evidence or rumors, but in the end it represents a true reality for those who hold it. in their heads

The mental image is a common mental perception among the members of a particular group towards a specific person or thing, as it is linked to the direction and is based on cognitive and emotional aspects that affect the behavior of the individual, and expresses his direction, which makes the mental image a field of interest for educational studies (Tashtoush and Al-Momani, 2012)

Therefore, the mental image is the process of retrieving something that was received and stored in the mind, and recovering impressions about this thing in its non-existence so that its image comes from what was stored about this thing in memory. (James Watson, Anne Hill 2000)

Positive mental image: It refers to the impact through development and leaves a positive impression on the quality of service and positively affects the institution providing the service.

Neutral (unaware) mental image: It indicates that there are negative and positive effects at the same time, that is, there are some shortcomings in the services compared to the presence of well-provided services.

A negative mental image: it refers to influence in different ways and leaves a negative impression that affects the behavior of individuals towards the institution and leads to the exchange of negative information about that institution between individuals later (Murad, 2011).

The perceived mental image is perceptions, sensations, and relationships (Synder, 2000). This image reflects students' awareness of their capabilities, which is their personal perception, which positively and negatively affects their willingness to study and pass certain courses.

The academic courses are among the most important elements that educational institutions should pay special attention to due to their role in satisfying students' academic specialization needs and their connection to their needs and tendencies and developing their skills. (Hassan, 2006)

The students' perception of a negative mental image of the courses they are studying is a major reason for increasing the pressures placed on them as a result of their feeling of inequality between the requirements of the study and their ability to do it (Al-Faramawi, 1990). or achieve a specific goal. (Annan, 1995)

The awareness of the student of physical education faculties and departments about the practical courses in his specialization, their importance, and his role in learning and mastering them, then teaching them to others and training them in them as one of his professional roles depends on achieving the goals of the profession of physical education in the context of general educational goals, and the success of his role in this role is linked to having a positive mental image complete about his specialization and the relevance of this specialization to his abilities and skills.

The practical courses are considered a model for the courses taught by the student of the Department of Physical Education at different levels of study, during which he employs his mental, physical and skill abilities to understand and master the motor skills and develop his physical abilities to be able to master them and later teach and train them through the sport of specialization and training field.

Practical courses constitute an opportunity for students to apply what they have learned in lecture halls, gymnasiums, and playgrounds in actual school life and sports clubs. As courses, students consider in many studies the most valuable component of their professional preparation program. With this high value, they are also considered among the courses most saturated with causative factors. pressure between them

From this point on, it was necessary to identify the perceived mental image of the students of the Department of Physical Education about the practical courses they have studied, as an attempt to determine the current situation of students, which may require an adjustment to the objectives, educational content, teaching methods, and even capabilities in order to develop their abilities to face the requirements of the future labor market with more confidence, better adaptation and creativity.

The researcher points out that the purpose of this study is not to evaluate any element of the educational process, but to know the impressions that formed in the minds of students and restore these impressions about the practical courses that they have completed in the light of what has been stored about these courses in the memory of these students.

Therefore, the problem of the current research is evident in that it is a scientific attempt to measure the perceived mental image of the practical courses among the students of the Department of Physical Education at Umm Al-Qura University in order to determine the positive and negative factors through which modification and development can be made in these courses to reach the best

educational performance that achieves the required learning outcomes.

Importance of this study:

1. Identifying some negative phenomena towards the practical study and developing solutions to them.
2. Determine the positive aspects that help the student to follow up on practical performance in a better way
3. The study assists in making decisions related to the development and improvement of practical courses and study programs.
4. Assists specialists in developing admission tests for applicants to the Department of Physical Education

Research aims:

The research aims to:

- 1- Designing a scale to identify the perceived mental image of practical courses for students of the Department of Physical Education at Umm Al-Qura University
- 2- Identifying the percentages and how common they are for each of the positive mental image, the unaware mental image, and the negative mental image of practical courses among students of the Department of Physical Education at Umm Al-Qura University.

Research inquires:

- 1- What are the percentages and how common are the positive and negative manifestations related to the study axes?
- 2- What are the percentages and how common are they for the perceived mental image of the study axes?
- 3- What are the percentages and the extent of their prevalence of the mental image (positive - unaware - negative) about practical courses among students of the Department of Physical Education, Umm Al-Qura University?

Research terms:

Perceived mental image:

It means a kind of perception or self-perception, in which it is mixed with reality and that a person is or adopts in relation to a thing, person, or subject that is significant to him. (Hajjaj, 2010)

Practical courses: They are some of the courses taught by students of the Department of Physical Education within the courses of the department's list, which require physical and motor effort to master the content of these courses. (Procedural)

Methodology :

The researcher used the descriptive method by following the survey method because it is suitable for the research procedures.

Research community :

Students of the Department of Physical Education at the College of Education, Umm Al-Qura University, who are enrolled in the courses for the second semester 2021/2022, and their number is (702) students distributed over (8) academic levels.

Research sample :The participants were (100) Students .

Data collection tools:

1. Scientific references and previous studies.
2. A personal interview with experts according to the stages of conducting the research in order to identify the main axes of the research.
3. digital Questionnaire form for the perceived mental image (designed by the researcher).

Results and Discussion:

What are the percentages and how common are the positive and negative manifestations related to the study axes?

Table (1) Percentages of students' perceived mental image towards aspects related to the nature of studying practical courses

phrases	mental image		
	Positive	An unconscious	negative
The nature of performance in some practical courses is difficult and complex	60*%	17%	23%
not inclined to learn the skills of some practical courses, as they do not impress me	40%	33%	27%
Practical course performance skills contribute to raising my physical and motor efficiency	72*%	11%	17%
The theoretical side helps me understand the nature and rules of practical courses	38%	45*%	17%
The motor skills of most practical courses are easy to learn and easy to implement	66*%	21%	13%
Practical courses are fun and interesting	53*%	26%	21%
Some practical courses are not important to me, and I will not use them after graduation	35%	20%	45*%
I feel very tired and stressed after practical lectures	60*%	17%	23%

The results of the study showed in Table (1) the prevalence of percentages of students' perception of a positive mental image represented in accepting statements with a positive attitude (Nos. 45% to (72%), which are statistically significant percentages at the level of (0.05), which indicates that the students' awareness of the positive aspects related to the practical courses was represented in the ease of learning and the contribution of these courses in raising the students' physical and motor competence, in addition to

the fact that these courses are interesting and not Causing students fatigue and stress.

- The researcher attributes this to the fact that students in this age group have the physical and motor energies and the tendency to prove themselves, which makes these courses an opportunity to show these energies.

The results of the table also showed the prevalence of the percentage of students' unaware mental image of phrase No. (4) with a percentage of (45%), which are statistically significant percentages at the level of (0.05), which indicates the students' rejection of the positive and negative trend towards the aspects related to the theoretical aspect of this. Courses, the researcher attributes this to the tendency of students to be satisfied with practical performance and their unwillingness to add theoretical study loads as in the rest of the theoretical courses in the department.

While the results in the same table showed the prevalence of the percentage of students' perception of a negative mental image represented in accepting the negative trend statement No. (7), with a percentage of (45%), which are statistically significant percentages at the level of (0.05), which indicates that students' perception of appearance The negativity related to the nature of the practical courses was represented in the lack of importance of some of these courses for students after graduation.

Table (2) Percentages of students' perceived mental image towards aspects related to their abilities during practical performance

phrases	mental image		
	Positive	An unconscious	negative
I feel that my abilities help me learn performance skills for practical courses	77*%	15%	8%
I perform practical exercises, no matter how difficult they are	65*%	21%	27%
I avoid performing dangerous exercises during practical lectures	41%	32%	17%
I implement all the instructions during the practical lectures	80%	12%	8%
I do my best in practical performance to avoid failure	74*%	16%	10%
I lose control of my performance when the lecturer criticizes me	40%	50%	10%
I cannot practice practical course skills outside of lecture hours	40%	20%	45*%
I feel discriminated against among my colleagues because of my poor performance in practical courses	53*%	22%	43*%

The results of the study showed in Table (2) the prevalence of percentages of students' awareness of a positive mental image represented in accepting phrases with a positive attitude, numbers (1, 2, 4, 5), with percentages ranging from (65%) to (80%). Statistically significant at the level (0.05), which indicates that the students' awareness of the positive manifestations related to their capabilities

during practical performance was represented in the ability to learn performance skills in these courses, and the demand for performance requirements, regardless of their degree of difficulty, in addition to the ability of students I have to make the maximum effort during the lectures to avoid failure. The researcher attributes this to the students' realization that the practical courses are characterized by physical and skill performance with high intensity, and that the students' physical and motor abilities play an important role in implementing the content of these courses. Students are aware of phrase No. (7) by a percentage of (50%), which are statistically significant percentages at the level of (0.05), which indicates the students' rejection of the positive and negative attitude towards aspects related to training in practical course skills outside lecture times. The researcher attributes this to the lack of The presence of sufficient time between lectures for some students to allow them to train, as well as the preoccupation of halls and playgrounds with lectures within the academic schedule, What also does not allow the existence of a place for training, in addition to the lack of interest among others in identifying their capabilities and trying to develop them in a way that is compatible with preparing them from an applied point of view to practice the profession after graduation.

Table (3) Percentages of students' perceived mental image towards aspects related to the method used in implementing practical lectures

phrases	mental image		
	Positive	An unconscious	negative
Sufficient time is given to learn and apply the skills during the practical lectures	40*%	36%	24%
The methods used vary to suit the objective of each lecture	47*%	30%	23%
The methods used during the practical lectures lack the element of suspense	39%	33%	28%
Organizing students during lectures gives equal opportunities for performance for all	39%	34%	27%
The time allotted to explain the theoretical aspects of the practical courses is insufficient	31%	25%	44*%
Learning aids are used during the practical lecture	63*%	30%	7%
Students' mistakes are corrected and their performance is constantly modified	32%	25%	43*%
The purpose of the lectures is made clear to the students at the beginning	60*%	28%	12%
The exercises during the practical lectures vary between easy and difficult	70*%	20%	10%
Performance techniques are clearly explained and exemplified	41%	33%	26%

The results of the study showed in Table (3) the prevalence of percentages of students' awareness of a positive mental image represented in accepting phrases with

a positive attitude, numbers (2, 6, 8, 9), with percentages ranging from (47%) to (70%). Statistically significant at the level (0.05), which indicates that the students' awareness of the positive aspects related to the method used in implementing practical course lectures was represented in the diversity of the methods used to suit the objective of each lecture and the use of learning aids and clarity, The aim of the beginning of the lecture and the diversity of the content of the exercises, and the researcher attributes this to the fact that the students' study of many practical courses with the diversity of their content increased the students' experience in realizing the diversity of the methods used in learning motor skills according to the nature of each skill, as well as how to choose the tools to help them learn and the students' practice of many Exercises during the study of these courses, in addition to students realizing the mastery of performance to achieve the goals set from the beginning of the lecture

In addition, the content of these courses is implemented in the stadiums and halls, and no classrooms are specified to teach the theoretical side adequately, and the acceptance of the negative trend statement No. (7) with a percentage of (43%), which was represented in not correcting students' mistakes and adjusting their performance, and the researcher attributes this To the insufficient lecture time in some courses, such as the physical fitness and exercise course, which is only one hour, in addition to the increase in the number of students in some academic subjects.

Table (4) Percentages of the mental image perceived by the students towards appearances related to the lecturer

phrases	mental image		
	Positive	An unconscious	negative
Sufficient time is given to learn and apply the skills during the practical lectures	40*%	36%	24%
The methods used vary to suit the objective of each lecture	47*%	30%	23%
The methods used during the practical lectures lack the element of suspense	39%	33%	28%
Organizing students during lectures gives equal opportunities for performance for all	39%	34%	27%
The time allotted to explain the theoretical aspects of the practical courses is insufficient	31%	25%	44*%
Learning aids are used during the practical lecture	63*%	30%	7%
Students' mistakes are corrected and their performance is constantly modified	32%	25%	43*%
The purpose of the lectures is made clear to the students at the beginning	60*%	28%	12%
The exercises during the practical lectures vary between easy and difficult	70*%	20%	10%
Performance techniques are clearly explained and exemplified	41%	33%	26%

The results of the study showed in Table (4) the prevalence of percentages of students' perception of a positive mental image represented in accepting statements with a positive attitude (No. Percentage ranged from (48%) to (74%), which are statistically significant percentages at the level of (0.05), which indicates that students' awareness of the positive aspects related to the lecturer was represented in dealing with respect with students and providing students with the opportunity for discussion and the efficiency of the lecturer in his use of audio and visual methods to clarify the methods of performance .In addition to, the ability of the lecturer to maintain discipline during the lectures and his commitment to the time of the lecture and to deal objectively and fairly with all students, and the researcher attributes this to the association of faculty members in the faculties and departments of physical education in the sports field over long periods of their lives and the experiences they gained in this The field, with its requirements of commitment, discipline, respect for others, and the ability to perform sports, greatly affected their academic performance.

Table (5) Percentages of students' perceived mental image towards aspects related to methods of evaluating their performance in practical courses

phrases	mental image		
	Positive	An unconscious	negative
Evaluation results in practical courses are fair and equitable	57*%	18%	25%
Evaluation elements are diverse and not limited to one axis only	53*%	25%	22%
The assessment is proportional to the subjects taught during the semester	57*%	26%	26%
Requirements for success in practical courses fit individual differences among students	61*%	25%	14%
Assessment items are explained to students at the beginning of the semester	38%	36%	26%
Assessment tests are explained thoroughly with full opportunity given during the test	52*%	30%	18%

The results of the study showed in Table (5) the prevalence of percentages of students' awareness of a positive mental image represented in accepting phrases with a positive attitude, numbers (1, 2, 3, 4, 6), with percentages ranging from (52%) to (61%) They are statistically significant ratios at the level of (0.05), which indicates that the students' awareness of the positive aspects related to the methods of evaluating their performance in the practical courses was represented in the fairness and diversity of the

evaluation results, the suitability of the evaluation with the subjects that were taught, and the appropriateness of the requirements for success in the practical courses with individual differences among students, in addition to giving full opportunity in the tests. The researcher attributes this to the fact that the nature of the practical courses requires the use of various methods of evaluation, such as practical tests and oral questions, to measure the cognitive aspects and submit academic papers. In addition, the practical performance tests in these courses are carried out individually for each student, even His performance can be monitored and evaluated, not collectively, like tests in theoretical courses.

Discussing the results related to the answer to the second question: What are the percentages and how common are they for the perceived mental image of the study axes?

Table (6) Percentages of students' perceived mental image towards the study axes

phrases	mental image		
	Positive	An unconscious	negative
Students' awareness of the nature of the practical courses	53*%	23.75%	23.25%
Students' realization of their abilities in practical performance	56.5*%	24.25%	19.25%
Students' awareness of the method used in the implementation of practical lectures	46.20*%	29.40%	24.40%
Students' awareness of methods of evaluating their performance in practical courses	59.00%	23.00%	18.00%
Students' awareness of the nature of the practical courses	53.00%	26.67%	20.23%
Students' awareness of the nature of the practical courses	53*%	23.75%	23.25%

The results of the study showed in Table (6) the prevalence of the percentage of students' awareness of a positive mental image of the nature of studying practical courses, with frequencies amounting to (424), with a percentage of (53%), which is a statistically significant percentage at a significant level (0.05).

The researcher attributes this to the students' awareness of the changes in their physical and motor levels and the increase in their knowledge of various sports activities. This is consistent with what was indicated by the study of Rebecca Tanner (2012) in that the regularity in performing exercises within the practical courses of physical education students has led to an increase in aerobic efficiency in the body and also an increase in muscle strength, as it is consistent with what was indicated by

(Badawi; Al-Azabawi, 2003). In that the practical courses are an opportunity to provide students with the educational and educational experiences they need that benefit in developing the physical and skillful side, as well as the behavioral and emotional values, and this is crowned with the cultural and cognitive aspects.

And as the results of the study showed in Table (6), the prevalence of the percentage of students' awareness of a positive mental image of their capabilities during practical performance, with frequencies amounting to (452), with a percentage of (56.50%), which is a statistically significant percentage at a significant level (0.05). That is, the admission tests for the Department of Physical Education have contributed to the selection of students who have physical and motor capabilities that enable them to perform the requirements of these courses, which is consistent with what was indicated by the study (Al-Anzi, 2012) that the study in the physical education departments .It relies on the preparations and capabilities of those enrolled in it in order to fulfill the requirements of the study in all its practical and applied aspects, and it agrees with what was indicated by the study (Augustine, 2004) that physical abilities affect the control of skillful performance, which contributes to improving the learning process for the content of practical courses, as indicated by (Majoob, 2001) that there is a relationship between the capabilities and preparations of physical education students and their ability to learn practical courses.

The results of the study also showed in Table (6) the prevalence of the percentage of students' awareness of a positive mental image of the method used in implementing practical course lectures, with frequencies amounting to (462), with a percentage of (46.20%), which is a statistically significant percentage at a significant level (0.05), represented by In the diversity of the methods used to suit the purpose of each lecture, the use of learning aids, the clarity of the goal from the beginning of the lecture, and the diversity of the content of the exercises, which is consistent with what was indicated by (Al-Sulaiti, 2015) that there is a complementarity relationship. between teaching methods and the educational means used for implementation, as agreed with (Othman, 2014) and (Abdul Karim, 2006), in the importance of diversifying teaching methods, as there is no one ideal method that fits all the circumstances of the educational situation.

The results of the study also showed in Table (6) the prevalence of the percentage of students' perception of a positive mental image of the lecturer, with frequencies amounting to (472), with a percentage of (59%), which is a statistically significant percentage at a significant level (0.05), in addition to this axis obtaining the highest Percentage of perceived positive mental image about the

rest of the study axes, which is consistent with the study of (Badiri, 2022) and the study of (Al-Barti, 2018). The content of the practical courses and their leadership attributes, which is consistent with the study (Al-Hakami, 2004) in that the professional competencies of the university professor from the students' point of view include personality, scientific mastery, good preparation for the lecture and its implementation, and agrees with the study (Qin, 2007) that the most important characteristics that must be The professor possesses it, which has an effective impact on the learning of his students. It deals with his students with integrity and objectivity, the professor's commitment to societal values, and managing the lecture in an appropriate manner that does not cause stress for students. The results of the study also showed in Table (6) the prevalence of the percentage of students' perception of a positive mental image by means of evaluating their performance in practical courses, with frequencies amounting to (318), with a percentage of (53%), which is a statistically significant percentage at a significant level (0.05), which is What is consistent with (Badiri, 2022) that the diversity of evaluation methods is one of the most important elements of the quality of the practical course, and (Al-Ashlam; Abu Bakr; Abbas, 2021) in the importance of distributing grades to cover all elements of the course in addition to the diversity of evaluation methods, as is consistent with (Tawfiq, 2015) that the use of several methods of evaluating students such as observation, tests and achievement files indicates the effectiveness of the educational process

Discussing the results related to the answer to the third question: What are the percentages and the extent of their prevalence of the mental image (positive - unaware - negative) of practical courses among students of the Department of Physical Education, Umm Al-Qura University?

Table (7) Percentages of students' perceived mental image of practical courses

phrases	mental image		
	Positive	An unconscious	negative
Perceptive mental picture of students' practical courses	53.20***%	25.55%	21.25%

The results of the study showed in Table (7) the prevalence of the percentage of perceiving a positive mental image of practical courses according to the opinions of most students, with frequencies of students' opinions amounting to (2128), with a percentage of (53.20%), which is a statistically significant percentage at a significant level (0.05). The unaware mental image of the practical courses, according to the opinions of some students (1022), with a percentage of (25.55%), and the frequency of the negative

mental image of the practical courses according to the opinions of some students (850).

With a percentage of (21.25%), which indicates that (53.20%) of the students realize a positive mental image of the practical courses, which is considered average from the researcher's point of view. Courses such as gymnastics and athletics courses and the technical performance they require, as well as the inappropriate number of teaching hours for some courses such as fitness, physical exercises and racquet games, which are an hour. One of the things that did not give students the opportunity to realize a good mental image of these courses. These results agree with the results of the study (Sherif; Hatem, 2017) in that the level of satisfaction with the academic courses was at an average rate, and that the nature of the practical courses requires the student to make a double effort to obtain the degree It is also consistent with the results of the study (Al Moqbel, 2015) in that students' satisfaction with academic courses in general was moderate. The researcher also indicates that the percentage of the unaware mental image, according to the opinions of some students, which amounted to (25.55%), is an important indicator that calls to question the goals of joining some students in the Department of Physical Education, so how can students study practical courses, which are mostly accepted by most young people in that age group that is characterized by energy and vitality And the love of adventure and competition to prove themselves and outperform others in many skill and physical abilities, how can this percentage of their opinions indicate that they do not realize any mental image of those practical courses they teach? In addition, the percentage of the negative mental image according to the opinions of some students, which amounted to (21.25%), is attributed by the researcher for reasons that may relate to students transferred from other faculties and departments to the Department of Physical Education. It may relate to the methods of enrollment in university majors and the rules of distribution according to rates and totals and the specializations they impose that are far from the desires and tendencies of students in many cases, and this calls for a review of the methods of selecting students enrolled in the department.

The tests of physical and skill abilities are not sufficient in light of the results of this study. Rather, other tests must be added related to evaluating the degree of resistance to fears, tendencies, and attitudes towards the specialization of physical education, as well as tests related to aspects of mathematical knowledge, the nature of study in the department, and leadership traits, so that the student who is aware of what he studies can be selected. Among the courses that help him in his work after graduation, to be able to prepare young people in a correct educational manner that is commensurate with educational quality standards.

Conclusions:

1. The scale used is suitable for measuring the mental image perceived by the students of the Department of Physical Education about the practical courses.
2. A positive mental image formed that is statistically significant for the practical courses of (53.20%) of the students of the Department of Physical Education, the sample of this study.
3. An unconscious mental image of the practical courses was formed for (25.55%) of the students of the Department of Physical Education, the sample of this study.
4. A negative mental image was formed about the practical courses for (21.25%) of the students of the Department of Physical Education, the sample of this study.
5. A positive mental image was formed that is statistically indicative of the students' awareness of the nature of studying practical courses for (53.00%) of the students of the Department of Physical Education, the sample of this study.
6. A positive mental image was formed that is statistically indicative of the students' awareness of their abilities in the practical performance of (53.20%) of the students of the Department of Physical Education, the sample of this study.
7. A positive mental image was formed that is statistically indicative of the students' awareness of the method used in implementing the practical lectures for (46.20%) of the students of the Department of Physical Education, the sample of this study.
8. A positive mental image was formed that is statistically indicative of the students' awareness of the lecturer for (59%) of the students in the Department of Physical Education, the sample of this study.
9. A positive mental image was formed that is statistically indicative of the students' awareness of methods of evaluating their performance in the practical courses of (53.00%) of the students of the Department of Physical Education, the sample of this study.

Recommendations:

1. Applying similar studies to link students' results with their mental image in practical courses to find out the validity of the student's mental image, and take appropriate measures to develop practical courses and study programs.
2. Applying similar studies to measure the mental image of students about the courses of the Department of Physical Education with its different classifications.
3. Applying similar studies to measure the mental image of graduates on specialized tracks in the Department of Physical Education.
4. Reconsidering the number of hours for some practical courses, so that they are not less than two hours for all practical courses.
5. Reconsidering the addition of other types of tests with the tests for student admission to the Department of Physical

Education currently used, such as tests of resistance to sports fears, tendencies and attitudes towards the specialization of physical education, cognitive tests, and tests of leadership traits.

References:

- [1] Al-Ashlam, Umm Al-Saad Ahmed and Abu Bakr, Intisar Ali and Abbas, Fathia Moftah (215): Evaluation of the quality of teaching performance of faculty members at the Faculty of Education from the students' point of view, *Scientific Journal of the Faculty of Education, University of Misurata, No. 18, 481-499*
- [2] Al-Barti, Mutahar Ali Hussain (2018): Evaluation of the quality of education provided to Yemeni students in Jordanian public universities and the expected education according to the overall quality requirements from the students' point of view, *Al-Andalus Journal of Humanities and Social Sciences, July, Volume 6, Issue 2*
- [3] Al-Hakami, Ibrahim Al-Hassan (2004): The professional competencies required for a university professor from the viewpoint of his students, and their relationship to some variables, *Journal of the Arabian Gulf Message, No. 90, Riyadh.*
- [4] Al-Sulaiti, Firas Muhammad (2015): Contemporary Teaching Strategies, *The World of Modern Books, Jordan, p. 23*
- [5] Al-Enezi, Ahmed Moayed (2012): Evaluation of physical and skillful achievement for comprehensive admission tests in the Department of Physical Education for the years 2008-2012, *Journal of Physical Education Sciences, University of Babylon, Vol. 5, No. 3, 346-362*
- [6] Al-Farmawi, Hamdi (1990): The level of teacher pressure and its relationship to some variables. The third conference of the Center for Childhood Studies, Ain Shams University: *The Egyptian child, upbringing and care. Cairo. p. 427*
- [7] Al-Moqbel, Ali bin Nasser (2015): The level of satisfaction of Taibah University students with the academic courses and the extent to which they meet their current and future needs from their point of view, *Journal of Psychological Educational Sciences, University of Bahrain, Scientific Publishing Center, Vol. 16, No. 2, 465-179*
- [8] Augustine, Thae Abdel-Ahad (2004): Building two physical fitness test batteries and their ability to predict the level of educational achievement in some lessons for students of the College of Physical Education, *an unpublished doctoral thesis, College of Physical Education, Salah al-Din University.*
- [9] Badiri, Sultan Mansour (2022): Evaluation of the quality of teaching the football course at Al-Baha University, *Journal of Sports Sciences and Physical Education, College of Sports Sciences and Physical Activity, King Saud University, July, Volume 6, Issue 2, 167-185*
- [10] Tawfiq, Fatima Ashour (2015): The degree of family education teachers' practice of alternative educational evaluation strategies and tools and its relationship to the learning motivation of their students, *Educational Journal, Faculty of Education, Sohag University, No. 42, 141-223*
- [11] Hajjaj, Muhammad Yusuf (2010): The perceived mental image of some negative aspects of the university professor in the faculties of physical education and sports in the light of higher education quality standards. The Thirteenth

International Scientific Conference of the Faculty of Physical Education for Boys, *Helwan University: Physical Education and Sports Challenges of the Third Millennium. Cairo.*

- [12] Hassan, Ahmed Hussein Mohamed (2006): "Educational satisfaction among students of educational media (journalism - theater) in the faculties of specific education and its relationship to some demographic variables. *Specific education and its role in human development in the age of globalization conference, Egypt 2006, 82-134*
- [13] Zahran, Hamed Abdel-Salam (2003): Guidance and Psychological Counseling, *3rd Edition, World of Books, Cairo, pg. 48*
- [14] Sherif, Laila and Hatem, Fahd (2017): Satisfaction with academic courses as one of the axes of academic satisfaction, a field study on Tishreen University students, *Tishreen University Journal for Research and Scientific Studies, Arts and Humanities Series, vol. 39, No. 4, 469-485*
- [15] Tashtoush, Rami Abdullah and Al-Momani, Fawaz Ayoub (2012): The Image of the Psychological Counselor for Students of the Faculty of Educational Sciences at Yarmouk University, *King Khalid University Journal. p4*
- [16] Abd Al-Aal, Badawi and Al-Azbawi, Emad (2003): Methods of Teaching Physical Education, *Magic Center Library, Cairo, p. 22*
- [17] Abdel Fattah, Walaa Mahmoud and Wafik, Ghada Mohamed and Qaoud, Marwa Salah (2017): Security crises and their impact on the mental image of Egypt as a tourist destination, *International Journal of Heritage, Tourism and Hotels, Faculty of Tourism and Hotels, Fayoum University, Volume (11), Number (2) September 2017. 223-246*
- [18] Abdel-Karim, Mahmoud Abdel-Halim (2006): The dynamics of teaching physical education, *1st edition, Al-Kitab Publishing Center, Cairo, p. 145*
- [19] Othman, Afaf Othman (2014): Effective Teaching Strategies, Dar Al-Wafaa for the world of printing and publishing, Alexandria, p. 190
- [20] Annan, Mahmoud Abdel-Fattah (1995): The Psychology of Physical Education and Sports, *Dar Al-Fikr Al-Arabi, Cairo. p. 698*
- [21] Mahjoub, Wajih (2001): Learning and scheduling sports training, *1st edition, Wael Publishing House, Amman, Jordan, p. 293*
- [22] Murad, Kmoush (2011): The mental image and the media, a reading in the concept and composition, *Arab Researcher Magazine, Vol. (1), No. 8, 596-588*
- [23] Youssef, Nazem Shaker and Younes, Walid Thanoun (2013): A study of sports fears among students of the *Faculty of Physical Education at the University of Beirut.*



Dr. Khaled Hussein Mohamed Aly received the M.A. degrees, in Physical Education in 2000 from Helwan University in Egypt. Also, he received the Ph.D degree in Physical Education in 2006 from Helwan University in Egypt. He was working as a Associate professor at helwan University from 1996 up till Now. Moreover, he is working as professor at UQU University from 2014 up till now His research interest includes teaching strategies of Physical Education, Teaching education, sports training. He is a consultant of Quality and Development at the College of Education at Umm Al-Qura University at KSA.