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An analytical study of the obstacles to implementing a physical education lesson in secondary schools in Kerbala governorate

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Abstract

The physical education lesson is one of the most important systematic lessons given to students, whether they are in the primary, intermediate or preparatory levels, due to its importance in the physical, psychological, educational, and recreational aspects. Their peers who play sports that the educational process must be planned on solid foundations and rules that allow those who work in this field to be productive and provide what they can of science and knowledge for the benefit of everyone who belongs to this educational institution, educational by observing the researcher and conducting a personal interview with teachers of physical education, I noticed that there are many obstacles that teachers face in their work in schools, which in turn affect their different teaching abilities, making them unable to achieve their goals that they seek. The aim of the research is to identify the obstacles to implementing a lesson Physical education in secondary schools in Kerbala Governorate, the researcher used the descriptive method for its suitability and the nature of the research, the research community identified the physical education teachers in secondary schools in the Karbala governorate, who numbered (222), the research sample was chosen randomly by (210) teachers from the physical education teachers in secondary schools in the Kerbala governorate with a percentage of (95%) of the research community. The sample was divided to (100) building sample teachers, (10) exploratory teachers, and (100) application sample teachers, the researcher concluded the lack of support for schools to provide devices and tools. There is no good distribution of physical education teachers according to the density of each school in terms of the number of students, lack of interest in the physical education lesson and making physical education lessons in the last lessons of the school day. The researcher recommends providing sports equipment, halls and playgrounds in schools and according to the possibilities, the optimal distribution of teachers in schools and according to the numerical density of students, paying attention to the physical education lesson by school administrations, make the physical education lesson one of the first lessons of the school day.

Keywords: Physical education, secondary schools

1. Introduction

The physical education lesson is one of the most important systematic lessons given to students, whether they are in the primary, intermediate or preparatory levels, due to its importance in the physical, psychological, educational, and recreational aspects. Their peers who play sports that the educational process must be planned on solid foundations and rules that allow those who work in this field to be productive and provide what they can of science and knowledge for the benefit of everyone who belongs to this educational institution, educational institutions, and among these institutions are the secondary schools in the Karbala governorate, which always seek to raise the level of their students because they believe that a good student is the cornerstone in achieving scientific and educational goals, as it works to prepare them well in order to become useful and contribute to building society and work to achieve what it aims The teacher has always sought to advance their scientific and educational level through the use of the best teaching methods and modern advanced educational programs. The obstacles affecting the physical education lesson are many and varied, some of them are cumulative because of the adopted curricula that constitute a barrier to the development and creativity of teachers and teachers specialized in the kinetic side and the other section, among these obstacles also occurs due to the course of the study process, such as the violation of the physical education lesson by some school administrations, or the lack of schools equipped with sports equipment and supplies, the lack of regular playgrounds to give the lesson, and the lack of spreading sports and health awareness for the student and the student's guardian due to injuries or fear of injuries.

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Therefore, there must be cooperation, each according to his specialization, in this institution for the success of the educational process and the delivery of information and knowledge from the teacher or teacher to the student, and a certain keenness to find a mutual relationship between the parties to this educational institution. Hence the importance of the research in identifying and studying the most important obstacles and obstacles affecting the implementation of the physical education lesson and finding the best appropriate scientific solutions so that the teacher or teacher can provide all he can of science and knowledge to students.

1.1. Research problem

By observing the researcher and conducting a personal interview with physical education teachers, I noticed that there are many obstacles that teachers face in their work in schools, which in turn affect their different teaching capabilities, making them unable to achieve their goals that they seek, so the researcher considered studying the most important of these obstacles determining them and knowing the extent of their impact on teaching capabilities and finding the best advanced scientific methods to solve them in order for the physical education teacher to be able to achieve his goals, especially that the physical education lesson has practical and theoretical aspects.

1.2. Research objective

- Identifying the obstacles to implementing a physical education lesson in secondary schools in the Kerbala governorate

1.3. Research hypothesis

- There are obstacles in implementing the physical education lesson in secondary schools in Kerbala governorate

1.4. Research fields

The human field: Physical education teachers in secondary schools in Kerbala governorate.

Time field: from 24/1/2022 to 26/4/2022.

Spatial field: Secondary schools in Kerbala governorate.

2. Research methodology and field procedures

2.1. Research Methodology

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

2.1.1 Community and sample research

The research community identified physical education teachers in secondary schools in the Kerbala governorate, who numbered (222), and the research sample was chosen by random method, by (210) teachers of physical education teachers in secondary schools in Kerbala governorate, and with a percentage of (95%) of the research community, which was divided The sample consisted of (100) teachers of a construction sample, (10) teachers of an exploratory sample, and (100) teachers of an application sample.

2.2. Means, devices and tools used in the research

1. Search tools

- Questionnaire: In order to obtain the data related to the research procedures, the researcher designed the questionnaire according to the requirements of the standards.

- Observation
- the interview
- Arab and foreign sources and references.

2. Devices used in the research

- Personal calculator (DELL) type (1).
- stopwatch number (1)
- Stationery

2.3. Field research procedures

2.3.1. Procedures for constructing a scale of obstacles to implementing a physical education lesson

To achieve the goal of the research in identifying the obstacles to implementing the physical education lesson, the scientific steps were followed, which were summarized as follows:

2.3.1.1. Determining the method and foundations of formulating the paragraphs of the administrative competency scale

The paragraphs of the scale were determined in the form of declarative statements to standardize the style of the paragraphs. A number of important matters were taken into account when formulating the paragraphs of the scale, which are:

- The paragraph has one meaning.
- Each paragraph is independent of the others.
- Avoid using the negation method.
- Taking into account the complex and compound paragraphs.
- Putting paragraphs relatively short.
- Paragraphs should be clear and not ambiguous.

2.3.1.2. Choosing the answer alternatives

The answer alternatives were chosen for the scale, as it included the choice formula from five alternatives (agree completely, agree, disagree).

2.3.1.3. Determining the paragraphs of the scale of obstacles to the implementation of the physical education lesson

After reviewing the scientific sources, previous studies and literature related to this study, (19) items were identified to measure the obstacles to implementing the physical education lesson by the researcher. After that, a questionnaire was prepared to determine the validity of the paragraphs of the scale to explore the opinions of (15) experts and specialists in sports management, teaching methods, testing and measurement, by placing a mark (√) in the box that he deems appropriate for the phrase that pertains to the study.

2.3.1.4. Determining the validity of the paragraphs of the administrative competency scale

After collecting and preparing the statements and determining the answer alternatives, the scale was presented to the experts, numbering (15) experts, to indicate the validity of the paragraphs and indicate the possibility of modifying them. After collecting and unloading the data, the percentage was used, and all the expressions of the scale (19) were accepted, which got a percentage higher than (70%).

Table 1: It shows the percentage of the scale of obstacles to implementing the physical education lesson.

N	Fields	Agree	%	Disagree	%
1	There is no fair and ideal distribution of teachers commensurate with the number of students in schools	15	100%	0	0
2	The small number of specialized supervisors prevents the teacher from monitoring the correct implementation of the curriculum	15	100%	0	0
3	The lessons of the physical education lesson are the last in the schedule, which leads to the difficulty of implementing the lesson due to the fatigue of the students	15	100%	0	0
4	Non-cooperation of school administrations with the physical education teacher in the implementation of the lesson	15	100%	0	0
5	There is insufficient support from the Ministry for the physical education lesson, which leads to neglect of the lesson	15	100%	0	0
6	Lack of awareness of the importance of the physical education lesson is one of the factors of neglecting the lesson.	13	87%	2	13%
7	The large number of students in the class and the lack of lesson time negatively affects the implementation of the lesson.	11	73%	4	27%
8	The teachers' failure to encourage students to exercise shows negative consequences for the implementation of the lesson.	14	93%	1	7%
9	The lack of teaching competencies for some teachers leads to weakness and boredom among students in implementing the lesson.	15	100%	0	0
10	The lack of a special budget in schools to purchase the appropriate sports equipment to carry out the lesson and produce it well	14	93%	1	7%
11	Lack of support from the Ministry of Education and supplying teachers with modern scientific resources, especially in the field of physical education.	14	93%	1	7%
12	Assigning the physical education teacher to administrative duties outside his jurisdiction, which leads to neglect of the implementation of the lesson	12	80%	3	20%
13	Cancel physical education lesson to compensate for some other school subjects.	15	100%	0	0
14	Reducing the weekly classes for a physical education lesson to one class is not enough to complete the curriculum	13	87%	2	13%
15	The physical education teacher's lack of belief in the importance of his lesson	15	100%	0	0
16	The lack of a specialized technical staff to maintain stadiums and sports equipment in schools	12	80%	3	20%
17	Society's view of the physical education lesson as an ineffective lesson.	11	73%	4	27%
18	Weakness of the educational aspect of teachers of other specialties regarding the importance of the physical education lesson for the student from a psychological point of view.	12	80%	3	20%
19	Not wearing the sports uniform of the physical education teacher weakens the student's motivation to interact with the lesson.	11	73%	4	27%

2.4. Experience Exploratory

- The reconnaissance experiment was conducted on Tuesday (3/1/2022).
- The sample number (10) of physical education teachers.

2.4.1. Objectives of the experiment

- Recognize the time taken to answer the scale.
- To identify the extent of clarity and understanding of the paragraphs of the scale for teachers.
- Identifying the conditions for applying the scale and the difficulties that accompany it.

2.4.2. Applying the scale of obstacles to implementing the physical education lesson:

The scale was applied to the research sample of (100) teachers of physical education in secondary schools.

2.4.3. The key to correcting the scale of obstacles to implementing the physical education lesson:

After applying the scale and collecting the answer forms, the total scores for the scale were extracted using the correction key prepared by the researcher for this purpose, as the alternatives were given (3 marks fully agreed, 2 degrees agreed, 1 degree did not agree).

2.4.4. Analysis of the paragraphs of the scale of obstacles to the implementation of the physical education lesson

2.4.4.1. The two terminal groups (discriminatory ability)

The method of the two ends of the groups and the relationship of the degree of the paragraph with the total degree of the scale are two appropriate procedures in the process of analyzing the paragraphs to determine the paragraphs with high distinction. The researcher takes the following steps:

- Arranging the trainers' scores on the scale items from the lowest to the highest score.
- Determining a percentage of 27% of the upper grades and 27% of the lower grades of the forms, because this percentage achieves two groups with the maximum possible size and differentiation, as the sample for each group reached (27) a physical education teacher.
- Identifying the discriminatory ability for each item of the scale of obstacles to implementing the physical education lesson using the t-test for two independent samples by means of the statistical bag for social sciences (spss) to test the differences between the upper and lower group scores for each item to compare the differences between the arithmetic means of the two peripheral groups at each item, as in the table (2).

Table 2: It shows the mean, standard deviation of the upper and lower groups, the calculated T-value, and the statistical significance of the scale of obstacles to implementing the physical education lesson.

N	Upper limits 27%		Lower bounds 27%		T value	Sig level	Sig type
	Mean	Std. deviation	Mean	Std. deviation			
1	4.660	0.456	1.259	0.446	28.244	0.000	Sig
2	4.732	0.346	1.223	0.433	28.632	0.000	Sig
3	4.540	0.406	1.134	0.456	28.064	0.000	Sig
4	4.554	0.356	1.185	0.221	30.959	0.000	Sig
5	4.740	0.496	1.321	0.395	43.526	0.000	Sig
6	4.531	0.477	1.148	0.362	32.472	0.000	Sig
7	4.730	0.441	1.222	0.423	29.701	0.000	Sig
8	4.740	0.423	1.259	0.416	28.664	0.000	Sig
9	4.703	0.465	1.289	0.472	27.751	0.000	Sig
10	4.512	0.438	1.185	0.395	30.959	0.000	Sig
11	4.703	0.465	1.222	0.423	28.747	0.000	Sig
12	4.666	0.480	1.245	0.446	26.994	0.000	Sig
13	4.370	0.564	1.074	0.477	27.416	0.000	Sig
14	4.555	0.506	1.159	0.409	25.369	0.000	Sig
15	4.730	0.492	1.201	0.417	24.327	0.000	Sig
16	4.629	0.392	1.259	0.400	26.354	0.000	Sig
17	4.592	0.500	1.285	0.395	27.739	0.000	Sig
18	4.555	0.506	1.121	0.320	29.872	0.000	Sig
19	4.629	0.492	1.139	0.446	26.354	0.000	Sig

Through the above table, it is clear that all paragraphs of the administrative competency scale are distinct because the error rate values were less than (0.05), which confirms the distinction of all paragraphs of the scale of obstacles to implementing the physical education lesson, which amount to (19) items.

2.4.5. Internal consistency coefficient

2.4.5.1. Relationship of the degree of the paragraph with the total degree of the scale: To find this indicator, the

Pearson correlation coefficient was used between the paragraph score and the total score to measure the obstacles to implementing the physical education lesson and for the construction sample of (100) teachers of physical education teachers in secondary schools, which showed the significance of all correlation coefficients for all scale, because the value of the level of The error is less than (0.05), as shown in the table (3).

Table 3: It shows the correlation coefficients between the degree of each paragraph with the total sum of the scale of obstacles to implementing the physical education lesson.

Paragraph number	Correlation coefficients	Error percentage	Paragraph number	Correlation coefficients	Error percentage
1	0.745	0.000	11	0.672	0.009
2	0.654	0.001	12	0.754	0.013
3	0.676	0.011	13	0.725	0.004
4	0.659	0.008	14	0.691	0.009
5	0.671	0.007	15	0.680	0.011
6	0.777	0.012	16	0.770	0.000
7	0.685	0.009	17	0.753	0.002
8	0.703	0.006	18	0.672	0.008
9	0.694	0.000	19	0.769	0.009
10	0.761	0.009			

3.1. Presentation, analysis and discussion of the results

This chapter includes a presentation of the results of the study after applying the standards to the application sample,

which amounted to (100) teachers of physical education in secondary schools:

Table 4: It shows the statistical description of the results of the scale of obstacles to implementing the physical education lesson.

Scale	Sample number	Mean	Std. deviation	Hypothetical Mean	T value	Sig level	Sig type
Obstacles to implementing a physical education lesson	100	69.112	16.113	63	9.833	0.000	Sig

Table (4) shows the degrees of the scale of obstacles to implementing the physical education lesson in secondary schools, as the arithmetic mean was (69,113), and the standard deviation was (16,113), and when comparing the arithmetic mean of the scale scores with the hypothetical mean of (63), it was found that the arithmetic mean of the scale scores is greater than the hypothetical mean, this

means that teachers have obstacles in the implementation of the physical education lesson, and for the purpose of determining the statistical significance of the differences between the two averages, the t-test was used for one sample, and the error rate (sig) value of (0.000) is less (0.05), which indicates the presence of non-significant significance. To measure the obstacles to implementing the

lesson, in order to know the degree of analysis of the scale of obstacles to the implementation of the physical education lesson, the researcher followed the following procedures in the final application of the scale

1. The researcher adopted the weighted hypothetical weight (3) and the percentile weight as a criterion for the responses of the sample members.

2. The percentile weight was calculated by dividing the hypothetical mean by the highest score in the scale weight and multiplying the result by (100).
3. The researcher adopted the hypothetical weighted mean and the percentile weight to describe the responses of the sample members to identify the obstacles to implementing the physical education lesson.

Table 5: The hypothetical mean and the percentage weights of the paragraphs of the scale of obstacles to implementing the physical education lesson.

N	Paragraphs	Weighted mean	Weight percentile	Paragraph by weight percentile
1	There is no fair and ideal distribution of teachers commensurate with the number of students in schools	3.25	65%	4
2	The small number of specialized supervisors prevents the teacher from monitoring the correct implementation of the curriculum	3.312	66.24%	1
3	The lessons of the physical education lesson are the last in the schedule, which leads to the difficulty of implementing the lesson due to the fatigue of the students	3.2	64%	6
4	Non-cooperation of school administrations with the physical education teacher in the implementation of the lesson	3.062	61.24%	10
5	There is insufficient support from the Ministry for the physical education lesson, which leads to neglect of the lesson	3.15	63%	9
6	Lack of awareness of the importance of the physical education lesson is one of the factors of neglecting the lesson.	3.187	63.74%	7
7	The large number of students in the class and the lack of lesson time negatively affects the implementation of the lesson.	3.25	%65	4
8	The teachers' failure to encourage students to exercise shows negative consequences for the implementation of the lesson.	3.3	66%	2
9	The lack of teaching competencies for some teachers leads to weakness and boredom among students in implementing the lesson.	3.262	65.24%	3
10	The lack of a special budget in schools to purchase the appropriate sports equipment to carry out the lesson and produce it well	3.075	61.5%	11
11	Lack of support from the Ministry of Education and supplying teachers with modern scientific resources, especially in the field of physical education.	3.162	63.24%	8
12	Assigning the physical education teacher to administrative duties outside his jurisdiction, which leads to neglect of the implementation of the lesson	3.312	66.24%	1
13	Cancel physical education lesson to compensate for some other school subjects.	3.225	64.5%	5
14	Reducing the weekly classes for a physical education lesson to one class is not enough to complete the curriculum	3.262	65.24%	3
15	The physical education teacher's lack of belief in the importance of his lesson	3.162	63.24%	8
16	The lack of a specialized technical staff to maintain stadiums and sports equipment in schools	3.25	60.5%	12
17	Society's view of the physical education lesson as an ineffective lesson.	3.25	65%	4
18	Weakness of the educational aspect of teachers of other specialties regarding the importance of the physical education lesson for the student from a psychological point of view.	3.075	61.5%	11
19	Not wearing the sports uniform of the physical education teacher weakens the student's motivation to interact with the lesson.	3.062	61.24%	10

4. Results Discussing

Through Table (4) and (5), it shows us the items of the scale of obstacles to implementing the physical education lesson. The arithmetic mean is greater than the hypothetical mean. The percentage weight of the items of the scale of obstacles to the implementation of the physical education lesson in secondary schools in Karbala governorate ranged from (66.24% to 5%). (60%), and this statistical significance indicates the existence of obstacles in the implementation of the physical education lesson that teachers face.

The researcher attributes this to the lack or lack of interest of the official in the sports aspect represented by the physical education lesson, and he considers it a secondary and marginal lesson that does not rise to the level of other lessons, ignoring the importance of the lesson from a psychological, physical and mental point of view for the students rest after, this leads to neglect in providing and equipping schools with equipment, tools and supplies for the physical education lesson, as well as making the physical

education lesson the last of the lessons. Which increases the student's troubles and his unwillingness to engage in sports activities. One of the things that hinder the course of the lesson is the number of students in each class that exceeds the ideal number that the lesson time was divided among them in a scientific and codified manner. These large numbers increase the teacher's suffering in dividing the students according to what he wants to play in different sports, as well as showing his talent. We also lack in our society the culture of sports awareness among parents in encouraging their children to engage in sports activities in the lesson or because of psychological or social barriers or customs and traditions prevalent in some societies that consider sports activity as one of the non-obligatory things it is obligatory and there are also some matters that pertain to the teacher himself in not convincing the student and the guardian as well as the administration of the importance of the physical education lesson. Which generates great pressure on the student and this comes due to the weakness

of some teachers in performing his duties towards his lesson because developed countries are the ones who put the physical education lesson at the forefront of lessons because of its positive psychological effects on the student that make him.

Muhammad Al-Gawish, believes that the sports activity in the school is one of the most important educational activities, as it does not provide opportunities for students to develop their bodies and minds, gain experience and sports skills, increase their self-abilities and preparations, and the student acquires leadership qualities, courage, obedience, respect for the elder, bearing responsibility, instilling love, teamwork and loyalty to the homeland. (El-Gawish, Mohamed Ismail, 2008, p. 33) ^[7].

Amin Al-Khouli indicates that the material capabilities represented by devices and tools are among the most important problems and obstacles to implementing the lesson in developing countries. This is as much as physical education, which needs great capabilities that are not needed by other lessons, which makes it difficult for the physical education teacher to implement what he must implement. (Al-Khouli, Amin Anwar, 1996, p. 58) ^[3].

Osama Muhammad Saleh adds that there are many social obstacles, customs, traditions and inherited habits of some families that weaken the encouragement of parents, as well as the lack of security and safety factors in school yards, which in turn keeps the student away from practicing sports activities in the lesson. (Osama Muhammad Salih, 2014, p. 2-27) ^[2].

It is clear from the previous presentation that the obstacles to the implementation of the physical education lesson are summarized in several aspects, including material, social, psychological, educational and administrative, and this was agreed upon by the study (Fouad Farouk 2013) ^[6], the study (Saad Al-Sharman Al-Shamry 2010) ^[5] and the study (Ahmed Muhammad 2015) ^[1] And the study of (Hanan Abdel Qader 2015) ^[4] and the study of (Hawkar Yassin 2015) ^[8].

5. Conclusions and recommendations

5.1. Conclusions

1. Lack of support for schools to provide equipment and tools.
2. There is no good distribution of physical education teachers according to the density of each school in terms of the number of students.
3. Not paying attention to the physical education lesson and making physical education lessons in the last lessons of the school day.
4. Canceling the physical education lesson in most schools to replace other school subjects.
5. The lack of sports culture for society and the consideration of the physical education lesson as an ineffective lesson.

5.2. Recommendations

1. Providing sports equipment, halls and playgrounds in schools, according to capabilities.
2. The optimal distribution of teachers in schools and according to the number of students.
3. Paying attention to the physical education lesson by school administrations.
4. Make the physical education lesson one of the first lessons of the school day.

5. Educating the community on the importance of school sports and spreading sports awareness among students and school administrations.
6. Involving teachers in refresher courses to develop their physical skills and scientific knowledge.

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