

Obstacles facing teachers of physical education and sports and their implications for achieving the curriculum goals from the viewpoint of teachers of intermediate and secondary education.

المعوقات التي تواجه أساتذة التربية البدنية والرياضية وانعكاساتها على تحقيق أهداف المنهاج من وجهة نظر أساتذة التعليم المتوسط والثانوي

yakoub benguesmi¹, tarek benguesmi²

¹University Mustafa bin Boulaid- Batna 2-/y.benguesmi@univ-batna2.dz

²University Center Si Al Hawas Barika/ tarek.bguesmi@gmail.com

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Abstract: This study aimed to detect various obstacles that may face teachers and prevent them from effectively achieving the goals of the physical and sport education program in the middle and secondary education stage. It also aimed to identify the differences between the members of the sample based on the different variables of: years of professional experience, scientific qualification, and the workplace. To achieve this, the two researchers used the analytical descriptive method to find out the point of views of physical education teachers regarding these obstacles by designing a survey for collecting the data, which was divided into Four axis. The two researchers relied on the random sample, where 100 surveis were distributed to the teachers of the middle and secondary stages, from which 86 of the data was retrieved, with a response rate of about 86%. To achieve the study's objective, the two researchers used several statistical methods, including Alpha Cronbach, to ensure consistency, repetition and percentages for describing study variables, and the arithmetic mean for determining the level of study variables answers.

After the data for the study had been emptied, disaggregated and analyzed, the study's results has found that the most severe constraints were the lack of available means and capabilities, the least severe of which was administrative and organizational constraints. The study also found that there were no differences due to years of professional experience, scientific qualification and the workplace.

Keywords: Obstacles, teachers of physical education and sports, curriculum for physical education and sports, middle and secondary education stage.

Obstacles facing teachers of physical education and sports and their implications for achieving the objectives of the curriculum

ملخص: هدفت هذه الدراسة إلى الكشف عن مختلف المعوقات التي من شأنها أن تواجه الأساتذة وتحول دون تحقيقهم الناجع لأهداف منهاج التربية البدنية والرياضية بمرحلة التعليم المتوسط والثانوي، كما هدفت أيضا إلى معرفة الفروقات بين أفراد العينة حسب كل من متغير سنوات الخبرة المهنية والمؤهل العلمي ومكان العمل. ولتحقيق ذلك استخدم الباحثان المنهج الوصفي التحليلي لمعرفة وجهة نظر أساتذة التربية البدنية حيال هاته المعوقات من خلال تصميم استبانة لجمع البيانات تم تقسيمها إلى أربع محاور، وقام الباحثان بالاعتماد على العينة العشوائية حيث تم توزيع (100) استبانة على أساتذة الطور المتوسط والثانوي استرجع منها (86) بنسبة استجابة بلغت حوالي (86%). ولتحقيق هدف الدراسة فقد قام الباحثان باستخدام عدة أساليب إحصائية منها ألفا كرونباخ للتأكد من الثبات، والتكرارات والنسب المئوية لوصف متغيرات الدراسة، والوسط الحسابي لتحديد مستوى الإجابة على متغيرات الدراسة. وبعد تفرغ بيانات الدراسة وتبويبها وتحليلها أسفرت نتائج الدراسة على أن أكثر المعوقات حدة هي نقص الوسائل والإمكانيات المتاحة وأقلها حدة المعوقات التنظيمية والإدارية، كما أسفرت الدراسة أيضا على عدم وجود فروق تعزى إلى كل من سنوات الخبرة المهنية، والمؤهل العلمي ومكان العمل.

- الكلمات المفتاحية : المعوقات، أساتذة التربية البدنية والرياضية ، منهاج التربية البدنية والرياضية ، مرحلة التعليم المتوسط والثانوي.

1 / Introduction:

Physical education and sports is generally considered part of general education that is concerned with the development of the individual's personality in all its physical, psychological, social, mental and health aspects, through the practice of various activities and regular sports, and it is not limited to a specific category and it is a right for every person . Physical education and sports is an educational system with the goals of improving general human performance through physical

activities selected as an educational environment with an important instructional and educational outcome. Physical education and sports has a major role in society in all its institutions and systems. No other system can provide this role, which is the social upbringing of the individual, in terms of the development of his personality, a balanced, Comprehensive and mature development ; The goal is to adapt the individual

psychologically and socially to his society, which helps build public education and its integrity. (Ahmed Nabil Ahmed Samour, 2017 ,p p . 02-3)

Teaching Physical education is an important aspect of the educational process, especially at this time when a high standard of motor activity has been developed because of the many positive effects that this activity has on the individual.

Physical education teacher is considered one of the main pillars of the educational process whose level and standing in society depend on a large extent on the role and level of the teacher's performance and his achievement of the educational tasks and responsibilities that he must accomplish.

There are many obstacles and professional difficulties facing teachers of physical education and sports in particular, and those related to his profession and professional performance have caused him to lack of agreement and satisfaction with his profession, which has a negative impact on his productivity and role in the educational process. Al-Abhur stresses that there are many factors that affect the teacher's compatibility with his profession and are concentrated in professional, subjective and social aspects. He faces them within the scope of his work in his community inside and outside the school, and they consist of various obstacles and difficulties that lead to frustration and dissatisfaction, which negatively affects him and the educational process (Al-Abhur Muhammad Atef, 1981, p. 212). study Ismail (1979) also indicated in this regard that neglect of a teacher's professional growth and lack of incentive, as well as the low estimated value of physical education and sports for officials in education, are part of the obstacles and difficulties faced by physical education teachers. (Ismail Hamid Othman, 1979, pp. 78-80)

As the responsibilities of the professor of physical and physical education increase, since he is required to be able to provide education through teaching

and training, the problems and obstacles that he faces are increasing, which in turn prevent him from fully achieving the goals of the educational process. In this context, the process of identifying the obstacles faced by the teacher is seen as the way in which the size of these problems and obstacles is diagnosed, and therefore the attempt to develop the appropriate proposed solutions that contribute to pushing the educational process forward for the better. According to Hazem Al-Nahar, quoting from Zaytun, Al-Rifai and Al-Tal believes that identifying the problems and obstacles related to the teacher with his school community helps us to understand the content and nature of these obstacles in order to develop solutions and improve the school performance environment. It is necessary to identify the reasons of frustration and concern, some of which are related to his work or others position of the lack of the necessary resources.

(Hazim AL-Nahar et others., 1999, pp. 266-267)

In light of our studies of previous literatures and studies, we have concluded a series of studies that focused on the various obstacles faced by teachers of physical education, whether in the middle or high school stage. Among them is the Al-Sarhan Study (2010), which aimed to identify the problems faced by teachers of physical education from their point of view. The results of the study showed that the most important problems facing physical education teachers in schools are that the administration considers the physical education class is less important than the other classes. The results of the study also showed the most important problems which are associated with the social sphere are the lack of a suitable room for students while wearing sports clothes, and the results of the study showed that there are no differences in the responses of the sample members to problems related to administrative fields, and the physical, institutional, social, and psychological capabilities, which are attributed to the

variable of sex, experience, and scientific qualification. (**Khalifa Mustafa Abu Ashour, Lamia Muhammad Obeidat, 2016, p. 664**)

And conducted (**Jihad Emad Ahmed Qarariyah, 2017,p.1**) a study aimed at identifying the level of challenges facing the implementation of the program in public schools from the point of view of teachers of sports education in the governorate of Jenin. The results of the study showed that the problems and difficulties related to the field of the curriculum were high by (%72.8), while the minimum challenges in the field of school administration came with a low percentage of response (%51.4). The study recommended the need to increase the number of classes of physical education in the weekly school program.(**Ranine Ahmed Saleh Shehadeh ,2012,p.1**) conducted a study aimed at determining the degree of problems faced by teachers of the main mixed public schools in the northern West Bank, and identifying the differences in severity according to the different variables: sex, academic qualifications, experience, social status, specialization and conservation. The results of the study showed that the problems faced by teachers were significant, and that technical problems came first, then administrative problems, and finally social problems. The results also indicated that there are no differences in problems due to the variable of sex, experience, scientific qualification, social status, age, and recommended that the researcher should hold seminars and courses to address these problems and find solutions that satisfy all parties.

In a study conducted by (**Renata Osborne et al ,2016,p. 310**), it aimed to identify the difficulties and aspirations of physical education teachers in public schools in Niteroi. The results indicated that the main difficulties encountered were low wages, poor infrastructure, and shortage of materials. Physical education is devalued, and the space allocated is insufficient, and it is treated as mere entertainment. The teachers criticized the lack of commitment of some

colleagues who work without planning. They also complained about the undisciplined students and the lack of attention from their families. (Anderson, 2002, pp. 5-16) conducted a study aimed at identifying the problems faced by sport managers and high school teachers, and the study reached several results, the most important of which is that there are major pressures facing school sports related to the school's sports budget due to the lack of effective support in school districts.

Also, (Johan, 2002, pp. 7-3) conducted a study aimed at identifying the most important obstacles facing the sports administration in Ohio, America. The study reached several results, the most important of which are: The presence of very large obstacles facing the sports administration and the lack of clarity of a real standard for conducting the evaluation process of the physical education lesson. (Anmol, 2015, pp. 59-60) conducted a study with the aim of identifying future trends and challenges in sports education and sports science, and the study concluded that the most challenges facing physical education teaching related to the lack of time for physical education classes in the curricula, and the lack of highly qualified teachers. The lack of available resources and facilities that reduce interest in this area. The study also indicated that the most future challenges for making the field of physical education important in schools lie in good preparation for the curriculum, providing the material capabilities necessary for all sports activities, and using technology in the awareness process about the importance of physical education and that it is no less important than other curricula.

The results of these studies indicated that the obstacles and difficulties faced by the physical education teacher affect him, which negatively affects the implementation of the physical education and sports program and its various programs and prevents him from achieving the required goals.

It is clear from the above the importance of identifying the obstacles facing teachers of physical education and sports in terms of their severity and areas, in a serious attempt to identify the different dimensions of these obstacles and difficulties, and thus to develop conceptions to solve these obstacles in order to achieve the objectives of the physical education and sports curriculum.

2 / The study problem:

The success of the educational process depends on the synergy of a group of forces influencing this process. The teacher of physical education and sports represents one of these forces, but is considered the most influential in the physical, health, social and psychological growth and development of the educated individuals.

The interest in teachers of physical education and sports is an essential and important pillar, and therefore they have heavy tasks in implementing and achieving the goals of the physical education and sports curriculum and they bear direct responsibility for that.

In spite of the many attempts to confront the obstacles of the work of the teacher of education and sports in the field and professionally, these obstacles and problems are still rooted in the form of professional challenges that need to be diagnosed and studied in a scientific methodology as a way to get rid of them partially or entirely through confronting them with practical and implementable solutions, and thus granting the teacher of physical education and sports opportunities to play a professional role in the educational process in an optimal and better manner in order to achieve the desired goals in the curriculum of physical education and sports. **(Hazem Al-Nahar and others, 1999, p. 268)**

Hence, the administration of educational institutions must bear its responsibilities and pay attention to the teacher of physical education in order to develop him and prepare him an optimal preparation, and provide him with ways

for success through meeting his needs and requirements, and overcoming the obstacles facing him that prevent him from fulfilling his duty in an optimal and best way.

The current study problem is determined in the attempt to identify the obstacles facing teachers of physical education and sports and their implications for achieving the curriculum goals in the middle and secondary education stage in the state of Batna, and the nature of the relationship of these constraints with each of the years of professional experience, the educational stage in which he works (middle - secondary), and the educational qualification. In light of this, the study's problem is summarized by the following main question: What are the obstacles facing teachers of physical education and sports in the middle and secondary education which prevent the achievement of the curriculum goals?

This question has been divided into several partial questions:

- ✓ What are the most important obstacles facing teachers of physical education and sports in the middle and secondary education stage?
- ✓ What are the most severe obstacles facing achieving the goals of the physical education curriculum from the viewpoint of middle and secondary education teachers?
- ✓ Are there significant differences in the degree of obstacles from the viewpoint of teachers of middle and secondary education according to the variable of years of experience, educational qualification and workplace?

To answer the study questions, the researchers imposed a set of hypotheses represented in:

- ✓ The most important obstacles facing teachers of physical education and sports in the middle and secondary education stage are the lack of capabilities and pedagogical means, administrative obstacles, obstacles specific to the

physical education curriculum, obstacles related to the capabilities of the professor and his professional preparation.

- ✓ The most severe obstacles facing teachers of physical education in middle and secondary education are the lack of available means and capabilities.
- ✓ There are no significant differences in the degree of obstacles from the viewpoint of teachers of middle and secondary education according to the variable of years of experience, educational qualification and workplace.

The aim of the research is to identify the most important obstacles facing teachers of physical education and sports in the middle and secondary education stage, and the ones that are more severe on achieving the objectives of the curriculum, as well as the researchers tried to identify the differences in the degree of obstacles from the viewpoint of teachers of middle and secondary education according to the variables years of experience and educational qualification and the work place.

The importance of the study was that it is trying to shed light on the most important obstacles and problems facing teachers of physical education in educational institutions, whether it is material, economic or administrative, and this in order to find solutions and address them in order to keep pace with global practices and technological developments in the field of education, which requires Enhancing the status of physical education among other subjects, by demonstrating its importance and effective role in achieving comprehensive and balanced growth for students.

3- Search terms:

3-1-Obstacles:What hinders something, that is, standing in its way and nothing else prevents it from it, and obstacles can be defined as problems and things that hinder the normal functioning of something (**Hajj Mukhtar, 2017, p. 40**).It is

also known as a group of factors that combine to prevent the occurrence of a phenomenon, whether in relative or total manner, and may contribute to this in varying or equal proportions (Suleimani Nouredine and others, 2019, p. 226)

3-2- Teacher of Physical Education:It is the main pillar of the educational process in educational institutions, as it is his responsibility to choose the appropriate activities for students in the physical education and sports lesson through which he can achieve educational goals and translate and apply them on the ground (Muhammad Saad Zaghoul, Makarem Hilmi Abu Harja, 2005, p. 59)

3-3- Physical education and sports:It is an integral part of general education, and it is an experimental field that aimed at creating the appropriate individual in terms of physical, mental, emotional and social aspects through different kinds of physical and athletic activities (Al-Aqra hicham ', 2012, p. 6).

Physical education and sports is a form of education based on completing the education process through the body, which is based on the individual's acquisition of skills and works to develop physical characteristics and attributes and the formation of healthy habits that would lead to the establishment of a healthy life, and to have the ability to confront life requirements efficiently. (Abdel Hamid Sharaf, 2005, p. 18).

3-4- Physical education and sports Lesson:Defined by (Mohamed Said Azmy, 2004, p. 15): "The physical education and sports lesson is the small unit of the course in Physical and sport education, which represents the smallest part of the subject and carries all its properties.

3-5- The curriculum in its modern concept:"It is the group of educator experiences, which the school prepares for students inside or outside it, in order to help them to achieve comprehensive growth, as this leads to behaviors

modification and it works to achieve educational goals.” (Msahli Al Saghir, 2014, p. 89)

❖ **The practical side:**

1 / Field study procedures:

1-1- The exploratory study: The researchers conducted an exploratory study for the purpose of identifying the distribution of the study sample across the soil of the state, and accordingly (10 questionnaires) were distributed to a sample consisting of physical education teachers, and the survey study resulted in the following results:

- The survey study helped to control the sample of the research and also to identify the geographical distribution of the sample, and this is what facilitated the researchers access to the members of the sample A during the distribution of the questionnaire.
- Identify the clarity of the questionnaire expressions.
- Measuring the Honesty and consistency and stability coefficient of the study tool after distributing (10 forms) to a sample of physical education teachers outside the study sample.

1-2- Research Methodology: The researchers used the descriptive analytical method, "and it is defined as the method in which the researcher describes the phenomenon that he wants to study and collect accurate descriptions and data about it, and it depends on studying the reality or phenomenon as it exists in reality and is interested as an accurate description and expresses it quantitatively and qualitatively without bias from the researcher. (Dhiab Suhail , 2008, p. 80)

1- 3- Research Society: The research community has been identified with physical education and sports teachers in the middle and secondary education stage in the state of Batna, where the number of middle education teachers reached (326), while the secondary education teachers reached (300).

1-4- Research Sample: In order to achieve more accurate, objective and conforming to the results, we selected a simple random sample without restrictions or characteristics, the sample can be defined as "the sub-set of elements of a particular research community, which is the type that gives equal and even prospects for selection for each unit of the indigenous community "(Bashir Salah Al-Rashidi, 2000, p. 20)

Or it is "The sample whose vocabulary is drawn on the basis of equal or equal opportunity to choose all the vocabulary of the research community, meaning that no vocabulary is biased at the expense of another and this means providing an equal and independent probability for each unit." (Ibrahim Ali Ibrahim Abd Rabu, 2001, p. 21). The research sample consisted of (86) teachers from physical education and sports in the middle and secondary education stage, and they were chosen randomly.

1-5- Research fields:

The human field: Physical education and sports teachers at the middle and secondary levels in Batna Province.

Timeline: 4/11/2019 to 30/04/2020.

Spatial domain:Batna Province.

1- 6- Means of collecting information: Arab and foreign references and sources, a questionnaire.

1-7- The study tool: To collect informations the questionnaire Items are scored on a three – point Likert scale with (f,g ; Agree = 3, Maybe = 2, Disagree = 1)., which covered the following themes:

- The first theme: obstacles related to some organizational and administrative aspects.

- The second theme: obstacles related to the capabilities and willingness of the teacher and his professional preparation.
- The third theme: obstacles related to some aspects of the physical education and sports curriculum.
- The fourth theme: obstacles related to the lack of tools, pedagogical means and available capabilities.

The variables of the questionnaire themes were measured using the point Likert scale as one of the most appropriate measures that allows us to measure the respondents' perception of the contents of the four axes. This scale consists of three points, ranging from the number (1) and expresses absolute disagreement, and the number (3) which expresses absolute approval, while the number (2) expresses the neutrality of the scale. The scale ranges from 1 to 1.66 reflects Low satisfaction, and from 1.67 to 2.32 means Neutrality, and the scale ranges from 2.33 to 3 reflects High satisfaction

1-8- Verity of the study tool: The Verity and reliability of the questionnaire were calculated as follows:

A- honesty Virtual (the honesty of the arbitrators):

The study tool (the questionnaire) was presented in its initial form to a group of arbitrators with knowledge and experience from university teachers and specialists to judge it and express their opinions about it in terms of its relevance and suitability to study, and they agreed on its competence to measure what was set to measure it.

B- Self honesty: It is calculated by the root of the Coefficient of stability factor. See Table No. (01)

1-9- The stability of the study tool: stability of the questionnaire was calculated by calculating the alpha Kronbach For the phrases of each axis

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coefficient for Of the hubs of study and the overall score of the instrument, and that step resulted in all statements being constant. See Table No. (01)

Table No. (01): shows the Verity and consistency of the questionnaire and all the containing items

Honesty	Alpha Kronbach	the hub	Axis number
0.879	0.805	Obstacles related to some organizational and administrative aspects	01
0.890	0.793	Obstacles related to the capabilities and preparations of the teacher And preparing him professionally	02
0.809	0.655	Obstacles related to some aspects of the physical education and sports curriculum	03
0.836	0.700	Obstacles related to the lack of tools, pedagogical means and available capabilities	04
0.919	0.845	All items	

Source: Prepared by researchers using SPSS26

1-10-Statistical Treatments:The researchers emptied the questionnaire and analyzed it through the statistical program (SPSS). The following statistical tools were used:

- ✓ The self-consistency method "alpha kronbach" was used to determine and estimate the coefficient of persistence of the study tool.
- ✓ Repetitions and percentages to describe the demographic and functional variables for the study sample individuals.
- ✓ arithmetic mean and standard deviations with the aim of answering the study questions and knowing the relative importance of each dimension of the study.
- ✓ test (t) of two independent samples to test differences according to the variable of educational qualification and educational stage.

✓ Mono-contrast analysis “One Way Anova” to analyze differences in individuals’ responses according to the variables of years of experience.

2- Presenting, interpreting and discussing the results:

where in this part will be presented to the results of the study, classified according to questions.

2-1- Characteristics of the study sample individuals:

Table (02): Statistical community vocabulary distribution according to demographic variables

Source: Prepared by researchers using SPSS26

Table (02) mentioned a breakdown of the study sample by sex, where the percentage of female teachers exceeded (1.2%) by a repetition of(1) a teacher in

Percentage%	repetition	category	variable
%98.8	85	male	Sex
%1.2	01	female	
%17.4	15	Less than 30 years old	Age
%65.6	65	From 30 to 40 years old	
%7.0	06	Over 40 years old	
%51.2	44	Bachelor	Qualification
%48.8	42	Master	
%18.6	16	Less than 5 years	Professional Experience
%59.3	51	From 5 to 10 years	
%22.1	19	Over 10 years old	
%57	49	Intermediate education High	Workplace
%43	37	School	

this study, while the percentage of male teachers reached (98.8%) by a repetition of (85) teachers, and the number of teachers exceeded due to the characteristic of the subject in this sector that is dominated by the male component, as mentioned in the table is a distribution of teachers of middle and high schools

studied by age, where the group who ranges between (31 to 40) years constitutes the highest percentage, where their rate reached (65.6%) by a repetition of (65) teachers, followed by a class of Teachers who are less than (30) years old, whose percentage reached (17.4%) by a repetition of (15) teachers, then the group whose older than (40) years by (7.0%) by repeating (06) teachers. The profession of teachers was also presented in the middle and secondary educational stages according to the academic qualification in the table, which was presented as follows: Teachers who obtained a bachelor's degree as a higher percentage (51.2%) by a repetition of (44) teachers, followed by teachers who obtained a master's degree at (48.8%) with a repetition of (42). It is also clear from the table that the percentage (59.3%) and by a repetition of (51) teachers have experience between (5 to 10) years, while those who exceeded their experience (10) years were (22.1%) and by a repetition of (19) teachers, while the percentage of teachers who have experience less than (5) years (18.6%) was repeated (16), but as for the workplace, the proportion of middle education teachers reached (57%) as the highest rate and by repetition of (49) teacher, then followed by secondary education teachers with a percentage (43%) by a repetition of (37) teachers.

2-2- Results related to the first question: What are the most important obstacles facing teachers of physical education and sports in the middle and secondary education stage?

➔ **Paragraph analysis for the first theme:** obstacles related to some organizational and administrative aspects.

The Table No. (03) indicates that the attitudes of the sample members towards the paragraphs (5, 7, 9, 11, 13) were within the high approval [2.34-3], while the trends towards the paragraphs (3,4, 6, 8, 10, 12, 14) were within the medium approval [1.67- 2.33], while the trends towards the paragraphs (1, 2)

were within the weak approval, and this indicates that the majority of the study sample individuals agree to a moderate degree on the existence of organizational and administrative obstacles, as it appears from the table Paragraph No. (13), which stated, "The lack of manpower to clean, plan and maintain stadiums in most schools. Prevents the achievement of the curriculum goals" came in the first rank with an average of (2.78), while in the last rank came paragraph (02) which It states, "The institution's management does not respect the opinions of physical education teachers, whether professional or scientific ..." with an average of (1.36). These results indicate that the majority of the study sample agree to a high degree on organizational and administrative obstacles, which affects their actual failure to achieve the goals of the physical education and sports curriculum. With regard to the general average of arithmetic averages and standard deviations for all paragraphs that determine the evaluation of the study sample individuals to the extent of the existence of organizational and administrative obstacles and available capabilities, it appears from the table below that the average value reached (2.20), which reflects the degree of average approval of the existence of organizational and administrative obstacles and the capabilities available by individuals of the study sample .

Table No. (03): shows the arithmetic averages and standard deviations, arranged according to their importance for the members of the study sample, on the presence of obstacles related to some organizational and administrative aspects.

Degree	Rank	deviation	mean	Paragraph
Weak	13	.851	1.65	Management is not convinced of the importance of a teacher of physical education in the institution.
Weak	14	.667	1.36	The management of the institution does not respect the opinions of physical education

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				teachers, whether professional or scientific
Medium	10	.895	2.10	The institution's management views physical education as less than other subjects. She believes that it disturbs the masters of other subjects.
Medium	08	.888	2.15	The Foundation's administration does not encourage physical education teachers compared to other material teachers.
High	04	.681	2.52	The Corporation's administration is not keen on preparing and distributing students in the department to allow the practice of sports activities.
Medium	09	.940	2.15	The Foundation's administration does not provide the necessary first aid materials when performing athletic activities, which hinders the educational process.
High	05	.793	2.47	The management of the institution is not keen that the distribution of the timing of the physical education session in the weekly schedule is appropriate for exercising sports activity.
Medium	12	.930	1.93	The school administration does not provide the tools and devices needed to implement the physical education lesson.
High	02	.666	2.71	The lack of interest on the part of the institution in improving the stadiums in which the share of physical education and sports is performed, which prevents reaching the lined goals.
Medium	11	.916	2.09	Fatigue Teacher of Physical education and sports, the necessity of involving him in all

				activities of extracurricular activity organized by the school association, which negatively affects the achievement of the curriculum goals.
High	03	.746	2.55	Excess quorum of physical education teachers It causes them fatigue
Medium	06	.892	2.20	Often, the time for physical education is shifted to other academic subjects
High	01	.562	2.78	The lack of manpower to clean, plan and maintain stadiums in most schools.
Medium	07	.935	2.17	Failure to allocate the institution's management to a suitable place for sports teachers for their convenience and preparation of the lesson hinders the educational process.
Medium	04	0.811	2.20	The mean and general standard deviation

Source: Prepared by researchers using SPSS26

➔ **Paragraph analysis of the second theme:** obstacles related to the capabilities and preparations of the teacher and his professional preparation.

The Table No. (04) indicates that the attitudes of the sample members towards paragraphs (2, 4, 9, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15) were within the high approval [2.34-3], While the trends towards paragraphs (1,3, 5) were within the medium approval [1.67- 2.33], and this indicates that all members of the study sample agree highly on the presence of obstacles related to the capabilities and willingness of the teacher and its professional preparation, as it appears from the table that paragraph No. (10) which stated that "the lack of interest of some teachers in training themselves and the absence of training seminars makes them unfamiliar with the aspects of the curriculum and consequently the failure to achieve the underlined goals." came in the first rank with an average of (2.81), while in the last rank came paragraph (05), which states "the unwillingness to

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take out the lesson in multiple forms that hinder the achievement of the objectives outlined in the curriculum." An average of (2.24). These results indicate that all members of the study sample agree to a high degree on the existence of obstacles related to the capabilities and willingness of the teacher and his professional preparation, which affects their actual failure to achieve the goals of the physical education and sports curriculum.

With regard to the general average of arithmetic averages and standard deviations for all paragraphs that define the study sample members for the extent of obstacles related to the capabilities and preparations of the teacher and his professional preparation, it appears from the table below that the average value reached (2.52), which reflects a high degree of approval of the existence of obstacles related to the capabilities and willingness of the teacher and his professional preparation by study sample individuals.

Table No. (04): shows the arithmetic averages and the standard deviations, arranged according to their importance for the members of the study sample, on the presence of obstacles related to the capabilities and preparations of the teacher and his professional preparation.

Degree	Rank	deviation	mean	Paragraph
Medium	14	.906	2.29	The difficulty in controlling pupils prevents the achievement of the goals of curriculum.
High	02	.644	2.72	The lack of a good understanding of the elements of the physical education curriculum hinders the achievement of the objectives outlined in it.
Medium	13	.824	2.29	Habituation and commitment to implementing the traditional lesson pattern hinder the achievement of the goals of curriculum.
High	06	.726	2.59	The lack of experience of the teacher contributes to not effectively delivering the lesson and thus

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				prevents achieving the desired goals
Medium	15	.853	2.24	The unwillingness to produce the lesson in multiple forms hinders the achievement of the objectives outlined in the curriculum.
High	12	.883	2.38	Difficulty controlling individual differences between students hinders reaching the required goals.
High	09	.793	2.52	The teacher's lack of theoretical and applied knowledge of modern teaching skills during his professional preparation hinders the achievement of the objectives outlined in the curriculum.
High	10	.763	2.50	Lack of knowledge of how to use student-centered teaching methods in acquiring physical and skill traits in particular hinders the achievement of curriculum goals.
High	05	.720	2.63	The teacher's inefficiency in explaining the scientific subject and motor skills hinders reaching the realization of the actual objectives of the curriculum.
High	01	.497	2.81	The lack of interest of some teachers in training themselves, and the absence from training seminars, makes them unfamiliar with aspects of the curriculum, and consequently, failure to achieve the lined goals.
High	07	.711	2.58	The absence of flexible plans to face changes and emergency events when implementing the physical education program impedes reaching the curriculum goals.
High	04	.687	2.63	The absence of good coordination sometimes among teachers, which hinders good implementation of the underlining program.
High	11	.835	2.44	The job dissatisfaction of some teachers with the teacher of physical education makes them not

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				interested in achieving the goals of the physical education curriculum.
High	03	.690	2.69	The lack of preparation and good preparation for the lesson on the part of the teacher impedes achievement of the objectives of the curriculum.
High	08	.793	2.52	The instructor's lack of control over the time allotted for the physical education session in the weekly schedule hinders the achievement of the underlined goals.
High	03	0.755	2.52	The mean and general standard deviation

Source: Prepared by researchers using SPSS26

➔ **Analysis of the paragraphs for the third theme:** obstacles specific to some aspects of the physical education and sports curriculum.

The table No. (05) indicates that that the attitudes of the sample members towards paragraphs (1, 2, 3, 5, 6, 7, 8, 9, 10, 12) were within the high approval [2.34-3], while the trends towards the paragraphs (4, 11) within the medium approval [1.67- 2.33], and this indicates that the majority of the study sample members agree to a high degree on the existence of obstacles related to some aspects of the physical education and sports curriculum, as it appears from the table that paragraph (10) which stated : "curriculum mismatch with the capabilities available in the institution hinders the achievement of stated goals." came in the first rank with an average of (2.90), while in the last rank, paragraph (11) stated that "the curriculum focuses on the theoretical knowledge subject more than Application. "With an average of (2.29).These results indicate that all members of the study sample agree to a high degree on the existence of obstacles specific to some aspects of the physical education and sports curriculum, which affects their actual failure to achieve the goals of the physical education and sports curriculum.

With regard to the general average of arithmetic averages and standard deviations for all paragraphs that determine the evaluation of the study sample individuals to the extent of the existence of obstacles specific to some aspects of the physical and sport education curriculum, it is clear from the table below that the average value reached (2.60), which reflects a high degree of approval on the existence of specific obstacles in some aspects of The physical and sport education curriculum by the study sample.

Table No. (05): shows the arithmetic averages and standard deviations, arranged according to their importance for the members of the study sample, on the existence of obstacles related to some aspects of the physical education and sports curriculum.

Degree	Rank	deviation	mean	Paragraph
High	05	.615	2.70	The curriculum's lack of clear texts regarding the positive involvement of students in their teaching process hinders the achievement of the objectives outlined in the program.
High	08	.713	2.56	Commitment to a specific curriculum that contains specific objectives From the reasons Non of interest .in applying modern methods of teaching
High	07	.724	2.60	The lack of a guide to guide the teacher on how to apply modern teaching methods impedes reaching the actual goals of the curriculum.
Medium	11	.813	2.30	The teacher prefers to use traditional teaching methods for a long time because it gives him self-confidence Unlike to modern teaching methods.
High	10	.816	2.40	The ease of achieving direct goals (skills, physical attributes) using traditional teaching methods Lead to not using modern teaching methods.
High	06	.689	2.62	The absence of objective and fixed evaluation

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				methods in the curriculum that measures the learning outcome of students.
High	09	.763	2.52	The goals are unclear Professors and lack of comprehensiveness in students' needs and desires.
High	02	.564	2.81	The number of physical education Servings is small compared to other subjects, which makes it difficult to achieve all the goals stated in the physical education curriculum.
High	04	.617	2.74	the objectives in the physical education curriculum does not fit with the time allotted for lesson, which .leads to the difficulty of achieving them
High	01	.377	2.90	The curriculum mismatch with the capabilities available in the institution hinders the achievement of stated goals.
Medium	12	.824	2.29	The curriculum focuses on the theoretical cognitive material rather than application.
High	03	.518	2.78	The lack of a good curriculum design hinders the educational process, which makes the goals unclear.
High	02	0.638	2.60	The mean and general standard deviation

Source: Prepared by researchers using SPSS26

➔ **Paragraphs analysis for the four theme:** obstacles related to pedagogical methods and available capabilities.

The Table No. (06) indicates that the attitudes of the sample individuals towards the paragraphs (1, 2, 3, 4, 5, 6, 7, 8, 9) were within the high approval [2.34-3], and this indicates that all members of the sample of the study highly agrees that there are obstacles related to the available means and capabilities, as it appears from the table that paragraph (06), which stated that "the lack of budget allocated for the purchase of sports equipment and means, which impedes the achievement of the goals stated in the curriculum." came in the first

rank with an average of (2.94), while in the last rank came paragraph (09), which states, "The sports equipment and tools available in your institution do not match the inclinations of students and some activities included in the curriculum." An average of (2.43). These results indicate that all members of the study sample highly agree on the existence of obstacles related to pedagogical methods and available capabilities, which affects their actual failure to achieve the goals of the physical education and sports curriculum. With regard to the general average of arithmetic averages and standard deviations for all paragraphs that determine the evaluation of the members of the study sample for the existence of obstacles related to pedagogical methods and available capabilities, it appears from the table below that the average value reached (2.73), which reflects a high degree of approval of the existence of obstacles related to pedagogical means and the available capabilities of the study sample individuals.

Table No. (06): shows the arithmetic averages and the standard deviations, arranged according to their importance for the members of the study sample, on the existence of obstacles related to pedagogical methods and available capabilities.

Degree	Rank	deviation	mean	Paragraph
High	05	.602	2.78	The appropriate and varied fields and playgrounds are not available in the school to carry out physical education and sports activities underlined in its curriculum.
High	03	.445	2.88	The curriculum objectives are difficult to achieve due to insufficient allocated spaces compared to the number of departments in one Period and the number of students in one section (there are two departments in one class at the same time)

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High	02	.407	2.90	The equipment and sports equipment in most institutions are insufficient and not suitable for practicing the scheduled sports activity and are not suitable for the number of students.
High	09	.805	2.43	The sports equipment and tools available in your institution do not match the students' inclinations and some of the activities included in the curriculum.
High	04	.473	2.85	Lack of aids educational aids Video and photos of teaching a physical education class hinder a good understanding of the lesson.
High	01	.281	2.94	The lack of budget allocated to the purchase of sports equipment and means, which impedes the achievement of the goals stated in the curriculum.
High	06	.694	2.67	The lack of security and safety factors in your organization prevents the good application of educational situations and thus the difficulty of reaching the desired goals.
High	07	.708	2.60	The lack of measurement and evaluation tools for each skill, which makes reaching goals very difficult.
High	08	.808	2.51	The lack of suitable places to save sports equipment and tools, as well as places to change clothes in school, negatively affects the proper functioning of the class and thus prevents the achievement of its goals
High	01	0.580	2.73	The mean and general standard deviation

Source: Prepared by researchers using SPSS26

The results of the tables (3, 4, 5, 6) indicate that there are many obstacles that significantly affect teachers of physical education and sports, whether at the

middle or secondary education stage where the responses of the study sample members agreed about the existence of obstacles that make it difficult for them to achieve goals of the physical education curriculum. These obstacles differed in terms of their degree of disability and the most important obstacles were the lack of available capabilities and pedagogical methods appropriate for the practice of prescribed sports activities and this is due to the lack of budget for the preparation as paragraph (65) ranked first among all paragraphs of the questionnaire in the themes as a whole, which stated "the lack of budget allocated to the purchase of sports equipment and means impedes the achievement of the goals stated in the curriculum." Also, the results indicated the presence of obstacles represented in the lack of a good training for the teacher and his little experience hindering the process of achieving educational goals, also the lack of interest of physical education inspectors in training the teacher through seminars and training courses contributed greatly to the lack of understanding the contents of the curriculum and therefore the difficulty of reaching the desired goals, Also, the most important obstacles were the ones related to school administration through lack of interest in maintenance of playgrounds and lack of provision of the necessary capabilities for the teacher where all of that has created difficulties and problems to reach the goals of the curriculum, and these results are consistent with the study of Hazem and others (1999) entitled "Problems facing teachers and education teachers Of sports in the State of Qatar." The study concluded that there are many problems facing teachers, which are professional problems, administrative problems, social problems, economic problems, and problems related to capabilities and executive programs.

The results also agreed with the study of Suleiman Kazakazza and others (2010) entitled of some issues that affect the implementation of school physical

education programs in some Arab countries from the point of view of physical education teachers, as this study concluded that the lack of financial resources to support school sport education affected the implementation of these programs as well as the weak training of teachers which led to a lack of understanding and good application of the content of these programs.

The researchers believe that in order to overcome these obstacles, a safe and appropriate environment must be provided for the exercise of sporting activity within educational institutions and the provision of material and human capabilities of playgrounds, facilities and sports halls, which allows actual participation opportunities for each student, as well as the curriculum content must be clear and appropriate to the nature of society and to take into account the quality and number of students in each department so that we can reach to achieving the goals of the physical education curriculum in the actual way.

2- 3- Results related to the second question: What are the most severe obstacles facing middle and high school teachers?

It is clear from Table No. (7) that the most severe theme in terms of degree of disability is the theme of obstacles related to the available means and possibilities, as it ranked first with a arithmetic average of (2.73), and ranked second theme of obstacles for some aspects of the physical education curriculum with an average score of (2.60) Then, in the third place are the obstacles related to the teacher's capabilities, willingness, and professional preparation with a arithmetic average of (2.52) and All three axes had a high degree of disability; As for the axis of obstacles related to some organizational and administrative aspects, it ranked fourth with an average score of (2.20), This axis was a mean degree of disability, according to the responses of the respondents. As for the questionnaire paragraphs, the phrase "lack of budget allocated for the purchase of sports tools and means impedes the achievement of the goals stated in the

curriculum." was the first and most severe impediment for teachers of physical education in the middle and secondary stages with an arithmetic average of (2.94), which is located under the theme of the obstacles related to the available means and capabilities. While the phrase "The management of the institution does not respect the opinions of physical education professors, whether professional or scientific." Occupied The last rank with an arithmetic average of (1.36) which is located under the axis of organizational and administrative obstacles, and thus they are the least severe constraints for the study sample.

It is clear from the tables (3, 4, 5, 6) that there are (36) terms that were more severe in terms of degree of disability as their disability was high while there are (12) phrases whose degree of disability was moderate, while the degree of weak disability included (2)two Phrases.

These results are consistent with the study of Oudat and Khasawneh (2008) entitled "Professional problems facing a physical education teacher in Jordanian government schools" where the study concluded that there are some problems the teacher faces, including problems specific to the curriculum, problems specific to the available capabilities, and suggesting some solutions to address them. The researchers point out that the most important factors that hinder the achievement of the goals of the physical education curriculum are the lack of material resources, tools, devices, professor efficiency, time for the lesson, climatic conditions, the size of the budget allocated to physical education and sports, the lack of use of modern teaching methods and sports capabilities, as well as the lack of clarity of the curriculum. To overcome these obstacles, the physical education and sports lesson must include different types of sporting activities and motor exercises, making the student busy with movement throughout the lesson period, taking into account the individual differences of students and the nature of the environment surrounding the lesson, and taking

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into account the inclinations and desires of students when choosing activities, and setting The share of physical education and sports in the school program, like all other subjects.

The results of this study also agreed with the study of Jihad Imad Ahmed Qarariya (2017) entitled: Challenges facing the implementation of the physical education curriculum in government schools from the viewpoint of physical education teachers in Jenin Governorate, where the study concluded that the most important problems facing teachers are the lack of clarity of the curriculum As well as the lack of time for sports activities.

She also agreed with the study of Raneen Ahmad Saleh Shehadeh (2012) entitled "The degree of problems facing teachers of basic mixed government schools in the northern West Bank" where the results of the study showed that the degree of problems was very large and at a ratio of (73.1), and technical problems ranked first and then administrative problems Then social problems.

Table No. (07): shows the arithmetic averages and the standard deviations for the response of the study sample members to the study axes, in descending order according to the degree of their disability.

Degree	Rank	standard deviation	The mean	the hub	Axis number
High	01	0.580	2.73	Obstacles related to the lack of tools, pedagogical means and available capabilities	04
High	02	0.638	2.60	Obstacles related to some aspects of the physical education and sports curriculum	03
High	03	0.755	2.52	Obstacles related to the capabilities and preparations of the teacher and preparing him professionally	02
Medium	06	0.811	2.20	Obstacles related to some organizational	01

				and administrative aspects	
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Source: Prepared by researchers using SPSS26

2- 4- Results related to the third question: Are there significant differences in the degree of obstacles due to the variable of years of experience, educational qualification and workplace?

➔ **Results of the answers of the individuals of the sample according to the variables (scientific qualification and workplace):** To identify whether there were statistically significant differences in the answers of the study members, the researchers used the Independent Samples Test, and the results shown in tables (8,9), respectively, showed that there was no Statistically significant differences at the level of significance (0.05). In estimating the degree of obstacles faced by teachers of physical and sport education in schools, and that in all areas of disabilities except the second theme where differences in the educational qualification appeared in favor of secondary education teachers, and this may be due to the educational conditions and the educational, administrative, financial and organizational environment related to the educational system. Its effect is the same and does not vary with the educational qualification and the workplace, and this result is consistent with the study of Renein Ahmed Saleh Shehadeh (2012) and Mahmoud Ahmad Khalil Nawaj'a (2010), where the results of the studies showed that there were no signifant differences in the degree of problems related to the gender variable or the educational qualification.

Table No. (08): Results of (Independent Samples T Test) for the axes of the obstacles according to the variable of the educational qualification

For the educational qualification	Levene's Test		t-test for Equality of Means						
	F	Sig.	t	df	(2-tailed t-test)	Difference	Lower Error	Upper Error	95% Confidence Interval of the Difference

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Bachelor = 1 Master = 2								Lower	Upper
The first theme	.576	.450	.146	84	.884	.013	.094	-.174	.201
The second theme	2.602	.110	-2.106	84	.038	-.171	.081	-.333	-.009
The third theme	.395	.531	-.271-	84	.787	-.018	.067	-.152	.116
The four theme	.463	.498	1.842	84	.069	.128	.069	-.010	.268

Source: Prepared by researchers using SPSS26

Table No. (09): Results of (Independent Samples T Test) for the axes of the obstacles according to the variable of the educational stage

For the educational stage average = 1 secondary = 2	Levene's Test		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
The first theme	.518	.474	.496	84	.621	.047	.095	-.142	.237
The second theme	6.817	.011	1.385-	84	.170	-.115	.083	-.281	.050
The third theme	4.133	.045	-.980-	84	.330	-.066	.067	-.201	.068
The four theme	.236	.628	-.140-	84	.889	-.010	.072	-.153	.133

Source: Prepared by researchers using SPSS26

➔ **The results of the answers of the individuals of the sample according to the variable (years of experience):** To know whether there were statistically significant differences in the answers of the study members, the researchers used the ANOVA one way test, and the results of Table No. (10) showed that there were no statistically significant differences in all themes of obstacles Except in the third theme of the curriculum for physical education and

sports where differences emerged in favor of teachers whose experience exceeds more than (10) years and researchers attribute this to the fact that teachers understand the curriculum and goals and competencies differ from one teacher to another as well due to the interest of some teachers from others to develop themselves through Attending seminars and training courses of the subject, as well as years' experience, makes the professor familiar with all aspects of the curriculum, and this result is consistent with the study of Abdul Basit Mubarak Abdul Hafiz (2009) and the study of Hazem Al-Nahar and others (1999) and the study of Reneen Ahmed Saleh Shehadeh (2012), all of which indicated the absence of Differences due to variable years of experience.

Table No. (10): Results of the mono-variance analysis of the axes of the obstacles according to the variable of years of experience

Theme title	Source of contrast	Sum of squares	Degree of freedom	Average Squares	Values "F"	Significance level SIG
The first theme	Between groups	.270	2	.135	.705	.497
	Within groups	15.892	83	.191		
	Total	16.162	85			
The second theme	Between groups	.123	2	.062	.409	.665
	Within groups	12.512	83	.151		
	Total	12.636	85			
The third theme	Between groups	.642	2	.321	3.507	.035
	Within groups	7.599	83	.092		
	Total	8.242	85			
The four theme	Between groups	.356	2	.178	1.670	.195
	Within groups	8.843	83	.107		
	Total	9.199	85			

Source: Prepared by researchers using SPSS26

2- 5- Conclusions:According to the results of the statistical analysis of this study and within the limits of the research sample, the following points were concluded:

➤ It was noted that most of the teachers of physical education in the middle and secondary education stage suffer from many obstacles that prevented them from achieving the goals of the physical education and sports curriculum, and they were arranged according to the degree of their disability, as the first ranked were obstacles related to pedagogical methods and available capabilities (2.73), then followed by second obstacles related to some Aspects of the physical education and sports curriculum (2.60), then the third position is the obstacles related to the capabilities and willingness of the teacher and his preparation professionally (2.52), and The last rank is administrative and organizational obstacles (2.20) to a lesser degree.

➤ The weak Possibilities and capabilities constitute the most important and major obstacle to achieving the goals of the physical education and sports curriculum.

➤ The results indicated that there are no differences in the degree of obstacles, as they do not differ according to the variables of experience, educational qualification and workplace.

2-6- Suggestions: In light of the results of the study, the following suggestions can be made:

★ Increase the financial support for the budget for physical education to provide the necessary sporting supplies and means, prepare stadiums and appropriate tools, and carry out periodic maintenance thereof, in addition to providing sports equipment that is appropriate for the numbers of students.

- ★ Officials' interest in providing sports facilities such as playgrounds, halls and other sports facilities that encourage the practice and development of school sporting activity.
- ★ Physical education and sports teachers should be given a social status appropriate to their profession and value in society and recognition of the educational role it plays.
- ★ Reconsidering the content of the curriculum curricula in order to comply with the available capabilities.
- ★ The necessity of distributing students in the departments so that the physical education teachers can achieve the required and established competencies in the curriculum.
- ★ Reconsidering the training and preparation programs for the teacher of physical education and sports from time to time to enable teachers to master teaching skills before they become involved in the profession.
- ★ The need to conduct continuous meetings between the teachers and inspectors and exchange experiences between them in order to find out the latest pedagogical and educational methods pursued by the world, as well as to raise the scientific and practical level of physical education and sports teachers to keep pace with modern trends in teaching.
- ★ Increasing interest in With physical education and giving it its appropriate position along the lines of developed countries, and increasing its hourly volume, which is currently insufficient with the testimony of specialists.

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