



**The implications of the professional difficulties of the physical education
and sports teacher on the conduct of educational classes
A field study on some averages in the state of Souk Ahras**

انعكاسات الصعوبات المهنية لأستاذ التربية البدنية والرياضية على سير الحصص التربوية
دراسة ميدانية على بعض متوسطات ولاية سوق اهراس

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Received: 07/11/2023 Accepted: 14/01/2024 Published: 14/03/2024

Abstract:

The current study aims to shed light on the professional difficulties faced by the physical education and sports teacher in the intermediate education stage, and their repercussions on the conduct of teaching sessions and the achievement of the established educational goals. It was necessary to research the problems that the educator suffers from and that prevent him from performing his duties, including the lack or absence of sports

facilities, the lack of pedagogical means, the inability to keep pace with rapid technological developments, the difficulty of implementing the second generation curriculum... etc. In this study, we relied on the descriptive approach, which was conducted on a sample of 28 male and female professors practicing the profession of teaching physical education and sports at some average levels in the state of Souk Ahras. A questionnaire was used to collect data, and the results resulted in the following:

-The financial difficulties faced by the professor have an impact on the good conduct of the physical education and sports class.

-Individual differences and the large number of students in the department affect the good conduct of the physical education and sports class.

-The competency approach curriculum has an impact on the good conduct of the physical education and sports class.

Keywords: professional difficulties - professor of physical education and sports - middle school stage.

الملخص:

تهدف الدراسة الحالية الى تسليط الضوء حول الصعوبات المهنية المختلفة التي يتعرض لها أستاذ التربية البدنية والرياضية في مرحلة التعليم المتوسط، وانعكاساتها على سير الحصص التدريسية وتحقيق الأهداف التربوية المسطرة من قبل الدولة. وكان من الضروري البحث في المشاكل التي يعاني منها المربي والتي تحول دون أدائه لمهامه التربوية بالشكل المطلوب منها قلة او انعدام المنشآت الرياضية، وعدم توفر الوسائل البيداغوجية، عدم القدرة على مواكبة التطورات التكنولوجية المتسارعة، وصعوبة تطبيق منهاج الجيل الثاني...الخ. وقد اعتمدنا في هذه الدراسة على المنهج الوصفي، والتي أجريت على عينة قدرت بـ 28 استاذ واستاذة يمارسون مهنة تدريس التربية البدنية والرياضية ببعض متوسطات ولاية سوق اهراس، وقد تم استخدام الاستبيان لجمع البيانات والتحقق من صحة الفرضيات، وقد اسفرت النتائج عما يلي:

-الصعوبات المادية التي يواجهها الاستاذ لها تأثير على السير الحسن لحصة التربية البدنية والرياضية.

- تؤثر الفروق الفردية وكثرة عدد تلاميذ القسم على السير الحسن لحصة التربية البدنية والرياضية.

- لمنهاج المقاربة بالكفاءات تأثير على السير الحسن لحصة التربية البدنية والرياضية. ومنه نستنتج ان أستاذ التربية البدنية والرياضية في مرحلة التعليم المتوسط يعاني من مجموعة من الصعوبات المرتبطة بغياب المرافق الرياضية والوسائل البيداغوجية، ومنها ما هو مرتبط بكثرة واكتظاظ الأقسام بالتلاميذ في ظل نقص العتاد الرياضي ...
الكلمات المفتاحية: الصعوبات المهنية – أستاذ التربية البدنية والرياضية – مرحلة التعليم المتوسط.

1-Introduction and problem of the study:

Physical and sports education is considered the process through which the individual acquires the best motor, mental, and social skills, physical fitness, and psychological comfort. Given this great role played by this educational subject, it has occupied an important place in the educational system, as its teaching within educational institutions is supervised by a specialized professor trained and qualified for this job. He is the educator who seeks to deliver the message of knowledge through knowledge and experiences that benefit the learner and enable him to adapt to the various circumstances that he may encounter in the future. They are life experiences that guarantee him social adaptation and balanced growth to be a good and useful citizen for his society if these goals set forth in are achieved. The curriculum of the educational subject, but through our contact with some professors of physical education and sports and our exit to the field of applied work, so to speak, during our ambush, we found ourselves facing a reality that is completely different from what we knew in our academic studies, as we noticed that there are many difficulties and obstacles in the way of the professor, especially in the education stage. On the one hand, the middle school is considered a very sensitive stage due to its specificities,

and on the other hand, most educational institutions lack the various necessary means to work and achieve goals, such as the lack of financial capabilities and the limited time allocated for physical education and sports lessons, as well as the large number of students within one section, in addition to the lack of clarity of the content. The curriculum, which has become one of the most difficult things today, especially after the adoption of the system of work based on the competency approach, is this new strategy that came to keep pace with the developments experienced by societies in this era and made the student the focus of the educational learning process, thus moving from the logic of education and indoctrination to the logic of learning through practice and identifying its meaning. Knowledge and its importance in daily life, and at the same time it made the professor the only guide, guide and motivator.

Accordingly, the professor began to live under many pressures, imposed on him by the circumstances surrounding him in the educational environment, which could be reflected in his competencies in making the lessons successful and achieving the goals set in the physical education and sports curriculum.

Therefore, the following general question can be formulated:

- Do the professional difficulties of the physical education and sports teacher have an impact on the conduct of educational lessons?

From this general question, a group of sub-questions emerges, which are:

1- Do the financial difficulties faced by the professor have an impact on the good conduct of the physical education and sports class?

1- Do individual differences and the large number of students in the department affect the good conduct of the physical education and sports class?

- 2- Does the competency approach curriculum affect the good conduct of the physical education and sports class?

Study hypotheses:

General hypothesis:

The professional difficulties of the physical education and sports teacher have an impact on the conduct of educational lessons.

Sub-hypotheses:

- 1- The financial difficulties faced by the professor have an impact on the good conduct of the physical education and sports class.
- 2- Individual differences and the large number of students in the department affect the good conduct of the physical education and sports class.
- 3- The competency approach curriculum has an impact on the good conduct of the physical education and sports class.

Reasons for choosing the topic:

- 1- The large discrepancy between what a professor of physical education and sports receives during his academic preparation and what he encounters in the field of practical life is considered one of the most important reasons for our choosing this topic, in addition to several other reasons, including:
- 2- The desire to know the clarity of the method of working with the competency approach curriculum for teachers of physical education and sports in the intermediate education stage.
- 3- Drawing attention to the difficulty of teaching physical education and sports at the intermediate level.
- 4- List the most important difficulties that physical education and sports teachers may face while working with the competency approach in the intermediate education stage.

Objectives of the study:

- 1- Propose some possible solutions that contribute to reducing these difficulties.

2- Identify the most important professional difficulties faced by teachers of physical education and sports in the intermediate education stage.

3- Knowing the repercussions of the professional pressures of the physical education and sports teacher on achieving the set goals and the conduct of educational lessons.

the importance of studying:

The importance of this study lies in the following:

Realistic advance planning for physical education and sports classes in light of the capabilities available within the institution.

Shedding light on the most important professional difficulties facing physical education and sports teachers in middle school.

-Giving teachers of physical education and sports, especially novice teachers, an advance view of what they will face in practical life (serving as a guide for novice teachers).

Controlling concepts and terminology:

Defining concepts is required by any scientific research, and we have resorted to defining some of the terms included in our research, which are:

1- Professional difficulties Difficulties: John Dewey defines them as a state of doubt or confusion followed by bewilderment and hesitation, and requires work or research to get rid of this state and replace it with a state of relief and contentment. (Ghulam, 2005)

- These are the obstacles that face the teacher of physical education and sports during the performance of his profession and are related to the following aspects:

Difficulties associated with financial capabilities, difficulties associated with the content of the curriculum, difficulties associated with the large number of students and individual differences between them, and difficulties associated with the size of the physical education and sports class.

2- Professor of Physical Education and Sports

- He is the person who is scientifically, technically and educationally qualified and is a graduate of high schools or university and practices his profession as a professor in the intermediate education stage.

- He has the main role in the education process, as it is his responsibility to choose the appropriate activities for students in the physical education and sports lesson, and through him he can achieve the educational and pedagogical goals and apply them on the ground, as he reflects the values and goals that he adheres to. (Al-Kholy, 1996)

1- Intermediate education stage: It is defined as the middle stage of the education ladder, preceded by primary education and followed by secondary education, and occupies a period of time extending from twelve to fifteen years of age. (Al-Sunbul, Muhammad Shahat, Mustafa Muhammad, and Nour al-Din Muhammad, 2018)

Previous and similar studies:

- **The first study:** conducted by the student Bin Jidi Mesbah (2019-2020)

Titled: “The difficulties faced by teachers of physical education and sports during the course of the class in the intermediate education stage.”

Objectives of the study: They are determined to identify the most important obstacles and difficulties that stand in the professor’s face during the conduct of the physical education and sports class and that prevent him from achieving his goals.

Proposing appropriate solutions to advance physical education and sports and achieve better results.

Opening the way for the student to think about guidance topics and delve into them in the future. The researcher used the descriptive method Study population and sample: The study sample was 24 middle school teachers in the Mansoura District.

Data collection methods: Using a questionnaire as a data collection tool

Study results: Students do not constitute an obstacle to the teacher because most teachers stated that the students have an interest in the physical education and sports class. The large number of students in one class does not help in conducting the physical education and sports class.

The available sports facilities and capabilities pose an obstacle to the professor while doing his work

Suggestions: It is necessary to pay attention to the physical education and sports class by officials and view it as a basic subject. Reconsidering the definition of the goals of physical education and sports in accordance with the changing circumstances affecting the education sector.

It is necessary to equip any educational institution with the means and facilities to practice physical and sporting activities in order to facilitate the teaching process Providing educational institutions with qualified teachers

- **The second study:** conducted by students Jamal al-Din Rahmoun and Ibrahim bin al-Akhdar (2016-2017) This study aims to reveal the difficulties facing the teacher while performing a physical education and sports class Sample: It was randomly selected from 20 physical education and sports teachers in some secondary schools in the state of Djelfa.

Approach followed: The descriptive approach was used Data collection tools: We relied on the questionnaire, which consists of 20 statements. The questionnaire was divided into three main axes: the first axis: students' interest in the physical education and sports class; the second axis: sports equipment, facilities, and facilities; and the third axis dealt with colleagues' perception of the physical education professor. And sports

The most important results reached: The physical education and sports teacher faces difficulties while performing the educational

session related to the lack and poor quality of facilities, sports equipment, and facilities. The teacher of physical education and sports does not face difficulties while performing his pedagogical tasks in relation to students. The physical education and sports teacher does not face any difficulties with the administration or his co-workers while performing his assigned duties.

- **The third study:** conducted by the students: Nazur Issa, Masahili Saghir, Bin Hafaf Yahya (2021)

Study title: Problems and difficulties facing primary education teachers in activating the physical education and sports class in the primary stage. This study aimed to know the most important problems and difficulties facing the primary education teacher in activating the physical education and sports class from their point of view.

Sample and how to choose it: The study was conducted on a purposive sample that included (100) male and female teachers in Ain and Sarah primary schools, Djelfa state.

Approach followed: The descriptive approach was used by distributing questionnaire forms to the sample members.

Results of the study: The results of the study confirmed the validity of our proposed hypotheses and showed us that activating the physical education and sports class in the primary education stage faces several problems, including the lack of teacher training in this subject, as well as the lack of fields, tools and means for conducting the class.

- **The fourth study:** conducted by students: Malak Lakhdar, Nasr Al-Sharif Ammar (2018)

Study title: The obstacles facing the physical education and sports teacher, and their repercussions on the students' skill performance from his point of view.

Study sample: The sample included 4 professors from nearby institutions, the closest to the students' residence, and their number was estimated at 80, and they were selected randomly.

The most important results reached: Students do not show any interest in physical education and sports class (they have no motivation towards achievement) The distinctive characteristics of adolescence affect the professor's performance Sports facilities and educational methods are insufficient and not ready for use The number of students does not match the available capabilities The locker rooms are not suitable or appropriate despite their presence.

Comment on previous and similar studies

By presenting some previous and similar studies that were conducted to identify the difficulties and obstacles that affect the task of the physical education and sports teacher when performing his educational duty in the educational institution, it was possible to conclude the following:

All previous and similar studies agree that there are difficulties facing the teacher of physical education and sports at various educational levels

Benefits from previous and similar studies in the current study This study was used to choose the appropriate sample size, the methodology used, and the data collection tools. It was also used to discuss the results and compare them with the hypotheses.

Field procedures for the study

Exploratory study: It is the first step that helps the researcher identify his research problem more clearly, and to verify the validity of the tools used to collect data, how to apply them, and the difficulties that could hinder the progress of this research process. Accordingly, a visit was made to two educational institutions as part of the preliminary study, and the general atmosphere of work was identified through dialogue with the

teachers of physical education and sports who work there, and we confirmed the existence of a problem that required searching for solutions to it through the complaints that were heard from them.

Study methodology: The researcher's use of one method rather than another is linked to the nature of the problem at hand. In our study, the descriptive survey method was adopted to suit the nature of the topic. This approach relies on studying the phenomenon as it exists in reality, and is concerned with describing it accurately and explaining its characteristics by collecting information, then interpreting it, and then presenting the results in its light.

Study population: The original population is represented by physical education and sports teachers in the state of Souk Ahras, whose number was estimated at 128 male and female professors in the sector.

Study sample: This means a group of elements that faithfully represent the original research community. The research sample included some physical education and sports teachers in the state (Souk Ahras), whose number was estimated at 28 male and female professors.

fields of study:

Temporal scope: The study extended from the year 2021-2022

Spatial domain: averages of Souk Ahras

state Human field: Teachers of physical education and sports at average levels in the state of Souk Ahras

Study variables:

Independent variable: It is defined as the variable that affects all other variables but is not affected by any of them

In our research it is: the professional difficulties of a professor of physical education and sports

Dependent variable: It is the variable that is affected by the independent variable and is dependent on it

In our research it is: educational classes

Study difficulties

During our research, we encountered a number of difficulties, which are mainly identified in:

Lack of references related to the pedagogy of the competency approach.

Sometimes respondents do not care about the value of the submitted questionnaire.

The respondents' ignorance of the meaning of some questions. However, despite all the difficulties, we still had a desire to research this topic and did not discourage us in moving forward and continuing the research in the hope of enriching our information and enriching the library with this type of studies.

Data collection tools

Theoretical study: which is called "bibliographic", as it consists of sources and references such as books, memoirs, magazines, official newspapers, texts, legal decrees, the content of which revolves around the subject of our study, as well as a group of similar studies related to the subject.

Basic field study: After consulting with the supervising professor and reviewing previous studies related to the chosen topic, we decided to choose the questionnaire as the best tool for collecting information and data related to the topic under study, which is defined as a tool for collecting information, data, and facts in the shortest possible time and with less effort.

Scientific foundations of study tools Validity and reliability are considered one of the most important conditions for the validity of a measuring instrument, and they are linked to each other. In this regard, Corton says: Honesty is the manifestation of stability, meaning that the measuring tool is stable, and the opposite is not true. The test may be stable, but it does not have validity...

- **Validity:** Masek (1994) defines the validity of a test as: a comprehensive assessment that provides the material evidence and theoretical justification necessary to prove the adequacy, appropriateness, and meaning of any interpretation or interaction on the test score.

1- **Validity of the arbitrators:** The questionnaire, with all its axes, was presented to a group of arbitrators, the number of whom was estimated at 05 from the University of Annaba and Souk Ahras, to verify the suitability of its content and expressions for what this study aims to achieve. Their directions and comments were followed to modify the tool relied on.

- **Reliability:** It is the calculation of the stability of the instrument used for the study using the Cronbach's alpha reliability coefficient, which was estimated at 0.724, which means that the questionnaire has a satisfactory level of reliability.

- **Show some results:**

- Question No. 01: Where do you conduct physical education and sports class?

- Its purpose: to know the place where the physical education and sports class takes place.

- Table No. 01: represents the percentages for Question No. 01

the number	Educational institutions	Teaching in the institution's arena	Teaching on sports field	Teaching in a closed hall	Total iterations	percentage%
1	Baarour bin Abdul Aziz	2	2	0	4	14,28
2	The past of Muhammad Al-Arabi	2	0	0	2	7,14
3	Muhammad Rasim	2	0	0	2	7,14
4	Bushwata Ibrahim	2	0	0	2	7,14
5	Baji Mukhtar	4	4	0	8	28,57
6	Kaffi essaid	2	0	0	2	7,14
7	Ibn Badis	2	0	0	2	7,14
8	Sawalhiya lamine	3	3	0	6	21,42

9	Harath Shaaban bin Al-Hamil	3	3	0	6	21,42
10	Ashouri Al Hamel	3	3	0	6	21,42
11	Zammour Muhammad	1	0	0	1	3,57
12	Al-Aybi Al-Ayashi bin Muhammad	2	0	0	2	7,14
the total		28	15	0	43	

- Question No. 02: Do your institutions have the necessary sports equipment and tools to provide the class?
 - Its goal: to know the availability of sports tools and equipment necessary to present the class.
- Table No. 02: represents the percentages for Question No. 02.

the number	Educational institutions	Yes	no	Total iterations	ercentage%
1	Baarour bin Abdul Aziz	0	2	2	7.14
2	The past of Muhammad Al-Arabi	0	2	2	7.14
3	Muhammad Rasim	1	1	2	7.14
4	Bushwata Ibrahim	1	1	2	7.14
5	Baji Mukhtar	1	3	4	14.28
6	Kaffi essaïd	1	1	2	7.14
7	Ibn Badis	1	1	2	7.14
8	Sawalhiya lamine	1	2	3	10.71
9	Harath Shaaban bin Al-Hamil	1	2	3	10.71
10	Ashouri Al Hamel	1	2	3	10.71
11	Zammour Muhammad	0	1	1	3.57
12	Al-Aybi Al-Ayashi bin Muhammad	1	1	2	7.14
the total			28	100	

- Question No. 03: In your opinion, does the large number of students in the department pose a difficulty during the completion of the lesson?
 - Its purpose: to know the teachers' opinion about the impact of the large number of students in a section on the conduct of the physical education and sports class?
- Table No. 03: represents the percentages for Question No. 03.

the number	Educational institutions	Yes	percentage%	no	percentage%	Total iterations	percentage%
1	Baarour bin Abdul Aziz	2	7.14	0	0	2	7.14
2	The past of Muhammad Al-Arabi	2	7.14	0	0	2	7.14

The implications of the professional difficulties of the physical education and sports teacher on the conduct of educational classes

3	Muhammad Rasim	2	7.14	0	0	2	7.14
4	Bushwata Ibrahim	1	3.57	1	3.57	2	7.14
5	Baji Mukhtar	2	7.14	2	7.14	4	14.28
6	Kaffi essaid	1	3.57	1	3.57	2	7.14
7	Ibn Badis	2	7.14	0	0	2	7.14
8	Sawalhiya lamine	2	7.14	1	3.57	3	10.71
9	Harath Shaaban bin Al-Hamil	2	7.14	1	3.57	3	10.71
10	Ashouri Al Hamel	1	3.57	2	7.14	3	10.71
11	Zammour Muhammad	1	3.57	0	0	1	3.57
12	Al-Aybi Al-Ayashi bin Muhammad	1	3.57	1	3.57	2	7.14
the total			67.83		32.13	28	100

- Question No. 04: During your training, did you receive sufficient information about how to teach using the competency approach?
- Its aim: is to determine whether physical education and sports teachers have received sufficient information about how to teach in advance with the competency approach or not.
- Table No. 04: represents the percentages for Question No. 04.

the number	Educational institutions	Yes	percentage%	no	percentage%	Total iterations	percentage%
1	Baarour bin Abdul Aziz	2	7.14	0	0	2	7.14
2	The past of Muhammad Al-Arabi	2	7.14	0	0	2	7.14
3	Muhammad Rasim	1	3.57	1	3.57	2	7.14
4	Bushwata Ibrahim	2	7.14	0	0	2	7.14
5	Baji Mukhtar	4	14.28	0	0	4	14.28
6	Kaffi essaid	1	3.57	1	3.57	2	7.14
7	Ibn Badis	1	3.57	1	3.57	2	7.14
8	Sawalhiya lamine	1	3.57	2	7.14	3	10.71
9	Harath Shaaban bin Al-Hamil	1	3.57	2	7.14	3	10.71
10	Ashouri Al Hamel	2	7.14	1	3.57	3	10.71
11	Zammour	0	0	1	3.57	1	3.57

مجلة المصباح في علم النفس وعلوم التربية والأطوفونيا: المجلد 4 (1) مارس 2024

ISSN: 2773-3270

EISSN: 2830-876X

<https://www.asjp.cerist.dz/en/PresentationRevue/836>

	Muhammad						
12	Al-Aybi Al-Ayashi bin Muhammad	2	7.14	0	0	2	7.14
the total			67.83		32.13	28	100

• Question No. 05: Do you receive financial support from directors of educational institutions to purchase sports equipment and tools? • Its purpose: to find out whether institutional managers provide financial support to professors to purchase sports equipment and equipment or not.

• Table No. 05: represents the percentages for Question No. 05.

the number	Educational institutions	Yes	percentage%	no	percentage%	Total iterations	percentage%
1	Baarour bin Abdul Aziz	2	7.14	0	0	2	7.14
2	The past of Muhammad Al-Arabi	2	7.14	0	0	2	7.14
3	Muhammad Rasim	2	7.14	0	0	2	7.14
4	Bushwata Ibrahim	1	3.57	1	3.57	2	7.14
5	Baji Mukhtar	2	7.14	2	7.14	4	14.28
6	Kaffi essaid	1	3.57	1	3.57	2	7.14
7	Ibn Badis	2	7.14	0	0	2	7.14
8	Sawalhiya lamine	2	7.14	1	3.57	3	10.71
9	Harath Shaaban bin Al-Hamil	2	7.14	1	3.57	3	10.71
10	Ashouri Al Hamel	1	3.57	2	7.14	3	10.71
11	Zammour Muhammad	1	3.57	0	0	1	3.57
12	Al-Aybi Al-Ayashi bin Muhammad	1	3.57	1	3.57	2	7.14
the total			67.83		32.13	28	100

• Question No. 06: In your opinion, what are the most severe factors that you see as posing a difficulty in your work while teaching using the competency approach? • the answer:

• This question was open to know the professors' opinions and perceptions about the most severe factors that constitute difficulty during their work while teaching by approaching competencies, as all the professors agreed on the following

factors, which are arranged in descending order from the most frequent to the least frequent among all the professors:

- 1. Large number of students within one section.
- 2. Lack of time allocated for physical education and sports classes.
- 3. The students' lack of interest in the class and their poor basic level.
- 4. Multiple departments that practice physical education and sports classes at the same time.
- 5. Limited space allocated for practice.
- 6. Difficulty for students to understand the objectives.
- 7. The presence of individual differences between students of the same gender or between the two genders.
- 8. Professors do not receive sufficient training in approaching competencies.

• **Discussing the results in light of the hypotheses**

• **Presentation and discussion of the results of the first axis:**

- The first axis states the following: "The financial difficulties that the teacher faces have an impact on the good conduct of the physical education and sports class."

It is clear from the results of the study sample's answers to the statements of the first axis that the lack of structures, facilities, pedagogical devices, and sports tools constitute an obstacle that prevents the physical education and sports teacher from completing the educational lessons well, as it became clear that most of the study sample members suffer from this difficulty in completing the applied lessons and activating them in the field. ...The absence of appropriate playgrounds and ground for practicing sports constitutes a danger to their health and bodies due to possible accidents that may occur as a result of performing exercises and educational games. In addition, the terrible lack of

sports equipment and tools compared to the large numbers of students in one section constitutes one of the most important problems that hinder the work of... Professor of Physical Education and Sports, which could cause students to not understand and master the various objectives and values of the programmed lessons. It prevents benefiting from the benefits of various types of sporting activities that contribute in one way or another to achieving the sound and integrated growth of the student, modifying his behavior and forming a balanced personality for him. This is consistent with the findings of the study of Jamal al-Din Rahmoun and Ibrahim Bin al-Akhdar (2016-2017), who concluded that the lack of sports and pedagogical means and the lack of sports facilities negatively affect the work of the physical education and sports professor. Therefore, it can be said that the first partial hypothesis has been fulfilled.

• **Presenting and discussing the results of the second axis:**

The second axis states the following: “Individual differences and the large number of students in the department affect the good conduct of the physical education and sports class.” It is clear from the results obtained from the study sample’s answers to the statements of the second axis that the large number of students within one classroom affects, in one way or another, the conduct of educational lessons, and this is evident through the inability of the students to understand all the programmed skills and practice them continuously, despite the use of The teacher uses multiple educational situations by working with situations, situations, and educational workshops to divide the students and work in parallel, but the students’ abilities to benefit from the content of the lessons are very few due to the overcrowding observed in Algerian educational institutions in particular, and the focus of the physical education and sports class on applied practice, unlike most other school subjects. Which is more theoretical, and

this is consistent with what Malak Lakhdar and Nasr Al-Sharif Ammar (2018) concluded, that the number of students enrolled in the academic levels in the intermediate education stage is not proportional to the capabilities available to the professor of physical education and sports, and therefore it can be said that the second partial hypothesis has been fulfilled.

• Presentation and discussion of the results of the third axis:

The third axis states the following: “The competency approach curriculum has an impact on the good conduct of the physical education and sports class.”

We can say that from the answers of most teachers to the statements of the third axis, they acknowledge that working with the competency approach does not affect the good conduct of the physical education and sports class because most of them have received sufficient training on how to teach with this pedagogy, whether during the period of academic preparation or through seminars and meetings with subject inspectors. They also contribute to clarifying the content of this curriculum, represented by competencies for teachers, and they also emphasized that teaching with this approach achieves utilitarian educational goals in the physical education and sports class despite the presence of some obstacles (large number of students, limited time allocated for the lesson, students’ inclinations). Accordingly, It can be said that the third partial hypothesis was not met.

Discussing the general hypothesis which states:

“The professional difficulties of the physical education and sports teacher have an impact on the conduct of educational lessons.”

It becomes clear through the presentation, analysis and discussion of the results of the study that the teacher of physical education and sports in the intermediate education stage suffers

from a group of difficulties, whether material, related to the absence of sports facilities and pedagogical means necessary to perform his educational tasks and activate his educational quota, including what is related to the abundance and overcrowding of the departments with students in light of the lack of Mathematical equipment, which negatively affects their understanding of the learning included in the curriculum, and the inability of the professor to achieve all the goals assigned to him, despite his intensive and continuous training in the teaching system based on the competency approach, which makes the learner the focus of the educational process, and the only thing the professor has to do is guide him and correct his mistakes from time to time. ...Therefore, it is necessary to reconsider the necessity of providing the teacher with sports equipment that primarily serves the learner, opens horizons for creativity and raises his educational level, facilitates the work of the teacher and develops the balanced personality of the learners, and the relevant bodies must reconsider the number of students studying in the class. One and creating the required balance to achieve the desired goals.

Conclusion

The physical education and sports class plays a very important role in the educational system because it achieves developmental goals for students in various physical and behavioral aspects, as well as mental and psychological aspects... It has essential roles in achieving the goals of general education, but the physical education and sports teacher is exposed to problems, professional pressures, and obstacles that hinder... Performing his educational duties. Including the lack of equipment, pedagogical means, and sports facilities... Add to that the large number of students in the classroom and their incompatibility with the requirements necessary to practice the physical education and sports class, despite the efforts of the professor to activate the course of the class through an approach with competencies that seek to activate

the learner's role in conducting the class. The educational learning process.

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