

# Knowing The Administrative And Technical Difficulties And Obstacles Facing The Application Of The Physical Education Lesson From The Teachers' Point Of View Descriptive Research on Physical Education Teachers in Dhi Qar Governorate

Razzaq Hussein Oudah, Muhanad Mohammad Kareem

College of Physical Education and Sports Sciences, Dhi Qar University, Iraq

Email: [razak.Hussain@uta.edu.iq](mailto:razak.Hussain@uta.edu.iq), [mohanad.sport@utq.edu.iq](mailto:mohanad.sport@utq.edu.iq)

## Abstract

The introduction and importance of the research was represented in the importance of the physical education lesson, and the reality of the physical education lesson was encountered by many professional problems that led to difficulties in its application.

The aim of the research was to know the administrative and technical difficulties facing the application of the mathematical education lesson as for the research problem, it is represented by what are the main difficulties that hinder the application of the physical education lesson as for imposing research, the researchers assumed that there are administrative and technical difficulties facing the application as for the research method, the researchers used the descriptive method in the survey method, to suit the research problem

In light of the research results and their discussion, the researchers reached conclusions

1. There are administrative and technical difficulties encountered in applying the lesson.
2. The lack of equipment and tools contributed greatly to the non-application of the mathematical education lesson

As for the recommendations

1. The necessity to provide a systematic book as a reference for the teacher of sports education.
2. The necessity of providing the necessary sums for the implementation of the mathematical education lesson

## Definition of research

1-1 Introduction and the importance of the research

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identifying them and finding treatments the real thing in order to contribute to the implementation of the lesson.

## 1-2 Research Problems

The mathematical education lesson is the basic and anchored link on which the curriculum is implemented and represents the core of the teacher's work and differs in its application from one teacher to another. Sports education

## Introduction

The sports education lesson is considered one of the basic and important lessons to stimulate the student's mind. It is considered one of the recreational lessons that the sport education lesson recently faced many administrative and technical obstacles that contributed to the enemy of applying the lesson. The importance of the research lies in knowing what the administrative and technical difficulties facing the application of the lesson and

Firstly, the total method: which is to give the skill as a whole to the students without dividing it into parts, where the human mind does not realize and does not accept sensory situations and it is divided into parts, but rather to perceive them as integrated

Secondly, the partial method: It is the method that is concerned with giving the elements that make up the skill separately, and the teacher must realize that the division of the movement is not automatic, but on the basis that enabling each part helps in the technical aspect of the movement and is similar to this method, which is the inductive method of understanding the relationships between the elements And through it, awareness of the overall issues

Third, the total and partial method: It is a mixed process between the partial and the college methods, where the teacher resorted to the total method in the simple and flexible parts that are not difficult and complex and resorted to the partial method in difficult and complex skills that are not easily perceived and some resort to the use of the total and partial method always because the partial and total method The teacher uses the components of the movement, and thus we have used the two methods

(1) Ahmed Ezzat Rajeh Osoul Psychology, The Egyptian Library for Printing and Publishing, 2006 p.5

(2) Mahmoud Abdel-Halim Abdel-Karim: Teaching Dynamics, 1st Edition, Cairo, Al-Kitab Center for Publishing, and Publishing: Edition 1 Six) Edition 1976: pg.50

(3) Mortada Jawad Jallab: Evaluating the Reality He studied the practical application of the grades in the Faculty of Religious Education and Sports Sciences Q 2017

### 2-3 Calendars

Evaluation is the process of collecting, classifying, analyzing and interpreting data and information about a phenomenon, situation, or method with the intention of using it in issuing a judgment about its apparent value to help in making a decision about it. The evaluation is part of the educational system and is closely linked with the planning and implementation aspect of the curriculum. Through the evaluation, everyone can have a relationship. In the educational process, whether it is a teacher,

### 1-3 Research Objectives

- 1- Preparing a questionnaire to know the administrative and technical difficulties facing the application of the physical education lesson.
- 2- Identify the administrative and technical difficulties facing the application, studied sports education.

### 1.4 Imposing research

The researchers assumed that there are administrative and technical difficulties facing the application of the physical education lesson.

### 1-5 Research Areas

1. Human field: Secondary school teachers for the academic year 20-02-2021, Dhi Qar Governorate.
2. Time domain: for the period from 12- 01- 2020 to 1-2-2021.
3. Spatial Domain: School buildings in Dhi Qar Governorate

### 2- 1 Theoretical studies

Study of Sports Education Sports education is one of the basic branches of education that derive its theories from different sciences through selected and organized physical activity directed to preparing the individual in physical, social and mental numbers as well as assigning the individual to suit the needs of the society in which he lives and to achieve his tendencies and desires (1).

He is the leader of the educational position and guides the one who is entrusted with setting the executive program for the lesson and choosing effective teaching methods and an educational means of communication that are planned and directed by the teacher to achieve the learning objectives of students 8 in addition to their evaluation and determination of their level of achievement, which is the ability that is determined by the student (2).

### 2.2 Teaching methods

It is the mechanism by which skills are taught to students and it is divided into three types (3).

**3-2-1 Survey Sample:**

The survey sample was determined by a random method from a group of (20) teachers.

**3-2-2 Construction Sample:**

The sample consisted of (70) teachers, who constituted 64-66% of the research population. They were chosen randomly from the main sample, to represent the questionnaire.

**3-2-3 Sample Application:**

The application sample contained (30) teachers chosen randomly, as it constituted 02% of the total research community and the following table shows that.

Table (1) shows the research population and sample

Application sample	Construction sample	Survey sample	research community
30	70	20	150

reviewing the sources to benefit from them in developing paragraphs, as a group of paragraphs were prepared, totaling (25) paragraphs.

**3-4-2 determining the validity of the paragraphs of the questionnaire:**

After completing the drafting and preparation of the paragraphs, the two researchers presented the paragraphs to experts and specialists in the field of teaching methods and psychology to determine the appropriateness of the paragraphs and to know the good paragraphs thereof and the paragraphs that can be modified or deleted, using the (Ka) 2 test to accept the paragraphs of the questionnaire, resulting in acceptance (21) a paragraph.

**3-4-3 Correcting the questionnaire:**

The two researchers identified and selected alternatives to the answer to the questionnaire that included the triple choice scale after presenting it to experts and specialists (completely agree somewhat agree-disagree). The agreement of the experts received a ladder of appreciation and it's positive and negative scores by (100%). The answers to the questionnaire were corrected using the correction key prepared for this purpose. Weights were determined from (1-3) degrees for

student, or coach, he should be aware and recognize the level that the student or player has reached in his education and the extent to which he has achieved the goals.

**3- Research methodology and field procedures**

**3-1 Research Methodology:**

The researchers adopted the descriptive approach using the survey method, due to its suitability and the nature of the current study

**2-3 the research community and its sample:**

The community was determined by the secondary school teachers in Dhi Qar Governorate, the adult (150). After their identification, the researchers used the random method in selecting the research sample of (120) teachers (as the basic research sample constituted (70%) of the total community.

**3-3 The tools and devices used in the research.**

The two researchers examined a number of sources and scientific references, Arab and foreign research and studies in the fields of teaching methods and psychology, where the two researchers conducted personal interviews with many experts to select information and complete the research, and in order to achieve the goal of the research, the researchers used the following tools and devices: - Papers and pens - Questionnaire - Electronic calculator. Electronic stopwatch.

**3-4 steps to conduct research:**

1. Procedures for building the questionnaire:
2. Preparing the initial version of the questionnaire:

The two researchers prepared practical steps for conducting the questionnaire, which were summarized as follows:

**3-4-1 preparing the paragraphs of the questionnaire:**

The two researchers conducted interviews with experts and specialists in order to benefit from preparing the paragraphs of the questionnaire and

The value of this indicator was extracted using the Pearson correlation coefficient between the score for each paragraph and the total score for the questionnaire, for all members of the sample totaling (70) teachers.

It becomes clear to us that the correlation coefficient is high when compared with the maximum random value of the correlation coefficient. All 21 paragraphs were retained for their statistical significance.

**3-4-5 scientific transactions of the questionnaire:** When constructing the questionnaire, the basic conditions must be met, and from these

Conditions are truthfulness, constancy and objectivity.

#### **3-4-5-1 Validation of the questionnaire:**

Truthfulness is considered one of the basic indicators on which the results of the research are based. The two researchers have adopted two types of honesty, namely:

##### **3-4-5-1-1 Virtual Honesty:**

To achieve the validity of the composition, the researchers presented the paragraphs to a group of experts and specialists to test its validity

Its basic components, as well as the validity of its paragraphs and the extent to which these paragraphs represent the components that they measure.

##### **3-4-5-1-2 Validation of the hypothesis formation:**

The researchers used the two terminal groups and internal consistency

#### **3-4-5-2 Stability of the questionnaire:**

##### **3-4-5-2-1 halving split:**

The two researchers relied on the construction sample data of (70) for the test consisting of (21) items, as the test items were divided into two parts: the individual paragraphs section and the other part for the marital items, and according to the Pearson correlation coefficient using the statistical bag (SPSS), as the correlation value was (0,854) For the questionnaire. This value represents the stability coefficient of half of the test. The two

each paragraph according to the alternatives chosen

#### **3-4-4 Preparing the questionnaire instructions:**

When preparing the questionnaire, the two researchers took into account the instructions and the paragraphs were clear and asked the testers to answer them precisely.

#### **3-4-2 Exploratory Experience:**

In order to ensure the instructions of the questionnaire and the clarity of its paragraphs for the testers and to know the time spent on the questionnaire, as well as to know the conditions for applying the questionnaire, the two researchers applied the questionnaire to an exploratory sample of (20) teachers from Dhi Qar governorate on 12/1/2020 on the construction sample.

#### **3-4-3 Main Experience (construction and implementation): -**

##### **3-4-3-1 construction experience**

The main experiment was conducted on the building sample with the aim of conducting a statistical analysis of its paragraphs in order to select the good paragraphs and delete the bad ones based on their discriminatory strength. 1/1/2021 AD)

#### **3-4-4 Statistical analysis of the paragraphs of the application side questionnaire:**

The statistical analysis aims to calculate the discriminatory ability and internal consistency of the paragraphs of the questionnaire:

##### **First: The two peripheral groups (discriminatory power):**

To calculate the coefficient of distinction for each paragraph of the paragraphs of the questionnaire, the t-test was used for two independent samples by the statistical bag (spss). The statistically significant t-value was considered an indicator for distinguishing the paragraphs and when comparing the calculated (t) with the tabular value of (t) (2,02) at the degree of freedom ( 42) And the level of significance (0.05), paragraphs (4,) have been lifted because they have no distinct significance, and (21) paragraphs are retained because they have a discriminatory significance.

##### **Second: Internal consistency coefficient:**

**3-4-3-2 Application Experience**

After completion, the questionnaire is ready to be applied to the application sample consisting of (30) teachers, from (1/15/2021) to (1/30/2021 AD) Appendix 1

**3-5 statistical methods.**

The researchers used the Statistical Bag for Social Sciences (spss).

**4- Presenting, analyzing and discussing the results**

In order to reach clear scientific foundations and to achieve the objectives and assumptions of the research and through data processing, the two researchers in this chapter will present the results of their findings, discuss and arrange them in descending order from the most weight per cent to the lowest per cent weight.

researchers used the Spearman Brown equation with the value of the correlation coefficient correction, and thus became a high stability coefficient (and the stability of the resolution value is greater than the tabular (R) value at a degree of freedom (63) and the level of significance (50), which is 2170,0), which indicates that the resolution has high stability.

**3-4-5-2-2 Alpha Cronbach coefficient:**

To calculate the stability of the questionnaire with the Alpha Cronbach factor, a sample of building the questionnaire of 70 teachers was applied by using the Statistical Bag for Social Sciences (SPSS).

**3-4-5-3 Objectivity**

Objectivity means neutrality in the face of the research results and no bias, i.e. dealing with neutrality in the face of the results

Degree of sharpness		I do not agree		I agree to some extent		I agree		The paragraphs	sequence	No
Weight percent	Weighted center	Rate %	Repetition	Rate %	Repetition	Rate %	Repetition			
94-66	2-84	12-85	9	15-71	11	71-42	50	The large number of students in the class	1	1
90-00	2-70	17-14	12	12-85	9	70-00	49	The teacher does not implement the lesson plan	17	2
88-66	2-64	14-28	10	7-14	5	78-57	55	Put the lesson at the end of the schedule	18	3
86-66	2-60	14-28	10	11-24	8	74-28.	52	Lack of financial allocations for sports activities	10	4
86-66	2-60	12-85.	9	14-28	10	72-85	51	The teacher's unwillingness to apply the curriculum	16	5
85-00	2-55	15-71	11	12-85	9	71-42	50	Lack of sports equipment and	11	6

								tools		
84-66	2-54	15-71	11	14-28	10	70-00	49	Failure to take into account individual differences	15	7
84-00	2-52	14-28	10	18-57	13	67-14	47	The presence of vacant lessons	20	8
83-66	2-51	17-14	12	14-28	10	68-57	48	Lack of cooperation between the two lessons with the teacher of sports	21	9
83-33	2-50	17-14	12	15-71	11	67-14	47	Students do not wear sports uniforms	2	10
82-66	2-48	20-00	14	11-24	8	68-57	48	Weakness of the morator's personality	13	11
82-33	2-47	20	14	12-85	9	67-14	47	Weakness of the theoretical side of the teacher	14	12
80-66	2-47	22-85	16	7-1	5	70	49	Emphasis on the practical side without the theoretical one	19	13
81-66	2-45	18-57	13	17-14	12	64-28	45	Students' unwillingness to participate in sports activities	3	14
81-33	2-44	20	14	15-71	11	64-28	45	Lack of cooperation between the principal and the teacher	9	15
80-66	2-42	20-00	14	17-14	12	62-85	44	Exploiting the teacher with other school	4	16



								matters		
79-00	2-37	20-00	14	22-85	16	57-14	40	The teacher does not wear sports uniforms	8	17
77-33	2-32	22-85	16	21-42	15	55-71	39	The lack of a systematic book	5	18
77-33	2-32	21-42	15	24-28	17	54-28	38	The supervisor does not follow the physical education teacher	7	19
77-00	2-31	27-14	19	14-28	10	58-57	41	Lack of sports education classes	12	20
74-66	2-24	20-00	14	22-85	16	57-14	40	The unwillingness of students' parents to participate in the sports teams of their children	6	21

mathematical education lesson and does not achieve the desired results of the lesson and that the large number of students leads to distracting the attention of the students and does not achieve repetition to perform the skill This mainly and significantly contributes to facing the application of the lesson and Abdul Rahman Al-Tabsian believes that the large number of students in the class makes the students unable to understand, comprehend and understand the educational subject, and that all the fewer the number of students the comprehension and understanding is better among the students (1)

Paragraph (2) failure of the teacher to implement the lesson plan

This paragraph occupied the second place with a degree of severity, so the weighted mean reached (2-70) and the weight percentile was (90-00)) and repeatedly agreed (49) as it formed a ratio (70-00). 85) As for the recurrence, I do not agree, it reached (12), as it formed a ratio of (17-14).

Through Table (2), it is clear that the amount of (12) paragraphs of the questionnaire are arranged in descending order according to the degree of

Its severity (weighted mean, percentage weight) as it reached the highest weighted mean (2-84) and percentage weight (4-669), while the lowest weighted mean (24, 2) and percentage weight (66.74).

Paragraph (1) the large number of students in the class

This paragraph occupied the first place with a degree of severity, so the weighted mean reached (84), and the percentage weight (94), and repeatedly agreed (50), as it formed a ratio (71-42). -71) As for repetition, I do not agree 9), as the ratio is (12-85), and the researcher believes that the large number of students in the class contributes significantly to the non-application of the

## 5- Conclusions and recommendations

### 5.1 Conclusions

- 1- There are administrative and technical difficulties facing the application of physical education lessons.
- 2- The lack of equipment and tools contributed greatly to the difficulty of applying the lesson
- 3- Lack of financial allocations. The crisis contributed greatly to the difficulty of implementing the lesson

### 2.5 Recommendations

As for the recommendations recommended by the researcher, the most important of them are:

- 1- The necessity of providing the necessary financial allocations to implement the lesson
- 1- 2 - The need to emphasize supervision, follow-up teachers in the implementation of the lesson.
- 2- The necessity to provide a systematic book to facilitate the application of teachers.

### References

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- 3- Abdullah Muhammad Ali: An Analytical Study of Administrative Obstacles Facing Physical Education Teachers, Master Thesis, College of Physical Education, Menoufia University, 2004 AD, p. 48
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The two researchers believe that the absence of a systematic book to be referred to by the teacher makes the process of applying the lesson difficult, and there must be a reference for this reference to contribute to the implementation of the lesson plan and follow-up by the supervision to implement the lesson plan in a manner.

Sequential to achieve the directed results of the lesson

Paragraph (3) placing the physical education lesson at the end of the schedule

This paragraph occupied the third place with a degree of severity, so the weighted average reached (2-64), and the percentile weight (88-66) and repeatedly agreed with (55) as the ratio ((78-57) was a repetition that agreed to some extent, so it reached (5) as it formed a percentage ( 7-14) As for the repetition, I do not agree, it reached (10), as it formed a ratio of (14-28). The study of Abdullah Muhammad's study confirmed that placing the mathematical education lesson at the end of the schedule does not achieve the desired benefit of it (1)

The researchers believe that putting the lesson at the end of the school day is a big mistake and does not bring any benefit to the students, and it must be placed at the top of the schedule to achieve the benefit.

Paragraph (4) Lack of financial allocations for sports activities

This paragraph occupied the fourth place with a degree of severity, so the weighted mean reached (02.6), and the weight percentile was 86-66, and repeatedly agreed to 52), as it formed a ratio (74-28). As for the recurrence, I do not agree, it reached (10), as it formed a ratio (14-28).

The researchers believe that the lack of financial allocations is one of the most difficult difficulties facing the application of the lesson, and the Ministry of Education must allocate funds for the study of sports education, and concerted efforts must be made to provide the necessary amounts to apply the lesson of sports education



Appendix (1) shows the final paragraphs of the questionnaire

Paragraph	No
The large number of students in the class	1
Students do not wear sports uniforms	2
Students' unwillingness to participate in sports activities	3
Exploitation of the teacher with other school matters	4
The lack of a systematic book	5
The unwillingness of students' parents to participate in the sports teams of their children	6
The supervisor does not follow up the teacher of Physical Education Cog	7
The teacher does not wear sports uniforms	8
Lack of cooperation between the principal and the teacher	9
Lack of financial qualities for sports activities	10
The lack of sports equipment and tools	11
Lack of physical education classes	12
Weakness of the teacher's personality	13
Weakness of the theoretical side of the teacher	14
Not taking into account individual differences	15
The teacher's unwillingness to apply the curriculum	16
The teacher does not implement the lesson plan	17
Put the mathematical education lesson at the end of the table	18
Emphasis on the practical side without the theoretical one	19
The presence of vacant lessons	20
Teachers not cooperating with the physical education teacher	21