

Difficulties facing physical education teachers in Misan governorate schools

Hayder Abood Jabir¹, Mohammed Malik Saleem², Hasan Salim Ali³

^{1,2,3}MSc, Misan Directorate of Education

Corresponding author: Mohammed Malik Saleem (MSc), Misan Directorate of Education, Email: mohammedmaliks72@gmail.com

Abstract

The importance of the research lies in shedding light on the difficulties facing the physical education teacher. As for the research problem, it was summarized by the question about the possibility of meeting the physical education activities for the needs and desires of students in all educational stages in Misan governorate, and the aim of the research is to identify many of the difficulties facing physical education teachers, which are It is considered a challenge factor facing teachers in their schools, and its repercussions on students of public schools affiliated to Misan Governorate and the proposed solutions. A random sample was selected consisting of (240) Physical education teachers.

Introduction and the importance of research

School sport is considered at the forefront of weapons of confrontation and dealing with the data of the age, as it is the most effective and influential way to build youth and youth in an integrated manner in various aspects of human behavior, and it produces activity inside and outside the school community that contributes to achieving real growth rates affecting the building of individuals' personality and gaining the ability to participate positively Society and empowering those with capabilities and talents to reach the maximum that their energies can reach, and to provide the foundations for health and physical, psychological, mental, social and moral integrity for the sake of good citizenship ⁽¹⁾. The teacher is the main and first means of education on which the school relies in preparing and educating young people and raising their level, and there is no doubt that the physical education lesson is of fundamental importance to all students of all levels, experiences and spectrums, given its role in contributing a great deal to the success of the school curriculum. The physical education teacher faces many difficulties while carrying out the teaching process, including the tools and devices, the time allocated to the lesson, the deficiencies of the methods used in teaching physical education, and the lack of knowledge of those in charge of implementing physical education programs in administrative processes ⁽¹⁾. The learner has his own nature as a student in the first stage of the basic education stage. The elementary stage (differs from the student of the second stage (the preparatory stage), as the study of its nature and the learning process itself is the source of the derivation. Curriculum developers only need to know what the learner should study in order to interact and adapt successfully with the environment and society ⁽¹⁾. In light of the foregoing, the importance of the current research lies in identifying the difficulties facing the physical education teacher, since the group of physical education teachers on which the study was conducted represents the most important actors in the educational process, where the burden of the educational process and its advancement towards levels of sports progress falls And building a good citizen in our society. The study also provides many recommendations for taking measures that help improve the reality of school sport in the schools of Misan Governorate, and assist physical education teachers in overcoming the difficulties that hinder the process of progress and development in all educational stages.

Research problem

Given that physical education is one of the domains that work to develop the individual emotionally, spiritually, emotionally and physically in order to achieve the highest human values, and by reviewing many studies that include this topic and knowing the difficulties that physical education teachers face in the field, researchers find that Physical education activities may not meet students' needs and desires, which reflects negatively on students' behavior at this stage, so it was necessary to find proposals and solutions that would help the student to practice sports activities according to his abilities and inclinations to be an effective student, so the study came to identify the difficulties facing Physical education teachers in schools affiliated to Misan Governorate.

Study objectives**This study aims to:**

- Identify the most important professional difficulties facing physical education teachers in Misan Governorate.
- Preparing a list of the difficulties facing physical education teachers in Misan Governorate.
- Exposing the differences between the study sample responses about the difficulties they face in school sports according to the variable of sex, school level, experience, and job title.

Research questions

In light of this, the study problem can be identified in the following questions:

- What are the professional difficulties facing physical education teachers in Misan governorate?
- What are the administrative difficulties facing physical education teachers in Misan governorate?
- What are the social difficulties facing physical education teachers in Misan governorate?
- What are the difficulties that face physical education teachers in Misan governorate regarding the facilities available at the school?

Research Limits**- Objectivity border:**

The study will be limited to identifying the difficulties that face physical education teachers in Misan governorate, by measuring those difficulties in the professional, administrative, social, and capabilities available in the school .

- Temporal boundaries :

The study will take place during the first semester of the academic year 2017-2018 AD.

- Spatial boundaries :

The study will be applied to schools (all educational levels) in Misan Governorate, their number.

Research and its field procedures**Research Methodology:**

The descriptive approach, with its steps and procedures, was used.

Research community and sample

The research community consists of physical education teachers in Misan governorate for the academic year (2017-2018), the researchers selected the research sample by the deliberate method from the teachers of Misan Governorate and its strength reached (240) teachers for the basic sample and (50) teachers for the exploratory sample from outside the main sample.

Study tool:

A questionnaire was designed (the difficulties facing physical education teachers) by conducting a comprehensive survey of previous studies and research and related references After that, the researchers presented the suggested domains in the appendix (2) To a group of experts Appendix (1) where the experts agreed on all the domains to be in their final form Appendix (3), after that the proposed items for the questionnaire were presented to the experts, and the experts agreed on the suitability of all the items to be in its final form.

The researchers distributed the questionnaire to physical education teachers as a tool for collecting data due to its relevance to the study objectives and research methodology, as the questionnaire consists of (44) items distributed on (4) domains:

The first Domain: Difficulties facing physical education teachers in the professional aspects (10 items).

The second Domain: difficulties facing physical education teachers in the administrative aspects (12 items).

The third Domain: the social difficulties facing physical education teachers (10 items).

The fourth Domain: difficulties facing physical education teachers regarding the facilities available in the school (12 items).

Triple Likert scale is adopted:

) I agree, to some extent, disagree (due to its relevance to the terms of the questionnaire).

The validity of the arbitrators:

The researchers presented the questionnaire to a panel of (9) experts specialized in (methods of teaching physical education), and the researchers made the necessary deletion and amendment in light of the proposals submitted, and thus the questionnaire came out in its final form.

Validity of the questionnaire:

The researchers calculated the scientific coefficients for the validity of the internal consistency of the questionnaire by calculating the correlation coefficients between the degree of each item and the total degree of the domain to which it belongs, by applying the scale to a group of physical education teachers and their number (50) teacher as a survey sample in the period from 10/10/2017 to 20/10/2017, and tables (1) and (2) show the validity coefficient of the internal consistency of the scale.

Table 1. The sincerity of the internal consistency between the items and the questionable domains (N = 50)

Item	Correlation with		Item	Correlation with	
	Subdomain	Overall		Subdomain	Overall
First subdomain			Second subdomain		
1.	* 0.369	* 0.638	23.	* 0.526	* 0.709
2.	* 0.865	* 0.757	24.	* 0.578	* 0.742
3.	* 0.782	* 0.757	25.	* 0.666	* 0.404
4.	* 0.782	* 0.774	26.	* 0.817	* 0.581
5.	* 0.852	* 0.753	27.	* 0.824	* 0.588
6.	* 0.822	* 0.459	28.	* 0.788	* 0.476
7.	* 0.745	* 0.382	29.	* 0.794	* 0.480
8.	* 0.858	* 0.491	30.	* 0.861	* 0.540
9.	* 0.841	* 0.471	31.	* 0.881	* 0.536
10.	* 0.872	* 0.561	32.	* 0.879	* 0.524
Third subdomain			Fourth subdomain		
11.	* 0.798	* 0.734	33.	* 0.896	* 0.419
12.	* 0.889	* 0.700	34.	* 0.837	* 0.661
13.	* 0.914	* 0.748	35.	* 0.901	* 0.637
14.	* 0.524	* 0.523	36.	* 0.890	* 0.657
15.	* 0.775	* 0.759	37.	* 0.886	* 0.618
16.	* 0.524	* 0.523	38.	* 0.919	* 0.702
17.	* 0.865	* 0.733	39.	* 0.870	* 0.638
18.	* 0.731	* 0.373	40.	* 0.884	* 0.711
19.	* 0.775	* 0.454	41.	* 0.890	* 0.573
20.	* 0.780	* 0.438	42.	* 0.798	* 0.524
21.	* 0.731	* 0.373	43.	* 0.544	* 0.506
22.	* 0.737	* 0.375	44.	* 0.511	* 0.523

T-value is at a significant level 0.05 = 0.235

*** = D.**

Table (1) displays that there is a statistically significant correlation between each item and its total domain at a level of significance 0.05, as all values are confined to its highest value (0.919), and between its lowest value (0.369) This indicates the validity of the internal consistency of the terms of the questionnaire.

Table 2. Validity of the internal consistency between the domain and the total sum of the questionnaire (N = 30)

Domains	Domain title	Correlation coefficient with the overall questionnaire
First	Difficulties facing physical education teachers in the professional aspects	0.772*
Second	Difficulties facing physical education teachers in the administrative aspects	0.763*
Third	Difficulties facing physical education teachers in social aspects	0.766*
Fourth	Difficulties facing physical education teachers in the facilities available at the school	0.726*

The t-value is at a significant level 0.05 = 0.235

Table (2) displays that there is a statistically significant correlation between the sum of each domain and the total score of the questionnaire and that the correlation value between the domain and the total score of the questionnaire range from 0.772 to 0.726. This indicates that the internal consistency is high for questionnaire domains. Questionnaire consistency The researchers calculated the internal consistency of the domains using Cronbach's alpha, Spearman-Brown, and Guttman to confirm the stability of the questionnaire (Table 3). illustrates this.

Table 3. Cronbach alpha coefficient and half segmentation (Spearman and Brown) (Guttman) for the Questionnaire (N = 50)

Domain	Cronbach alpha coefficient	Correlation coefficient between the two halves of the Questionnaire	Split half	
			Spearman-Brown	Guttman
First	0.925	0.498*	0.665	0.664
Second	0.929	0.575*	0.730	0.727
Third	0.903	0.611*	0.758	0.757
Fourth	0.953	0.773*	0.872	0.863
Overall	0.901	0.492*	0.660	0.657

T-value is significant at 0.05 = 0.235

Table (3) shoes that the correlation coefficients for the questionnaire domains ranged between the lowest value (0,492) and the highest value (0,773), and that Spearman's reliability coefficient ranged between the lowest value (0.660) and the highest value (0.872) and Gutmann ranged between the lowest value (0.657) and the highest value (0.845), indicating that the questionnaire has a high reliability coefficient.

The Questionnaire in its final form

The questionnaire in its final form consists of (44) items distributed into (4) domains. Under each domain, there is a number of items to be answered by giving one answer for each of the items, with the scores of 3 for (degrees), 2 for (agree to some extent), and 1 for (Disagree).

The researcher distributed the questionnaire to the study subjects (N = 240) physical education teachers for the period from October 25th, 2017 to November 25th, 2017 in Misan Governorate.

Statistical analyses

The researchers used the SPSS to calculate the statistical parameters, and the following statistical treatments were used in the analysis of the results :

-Pearson's simple correlation coefficient to calculate the validity of internal consistency.

Cronbach's Alpha coefficient for calculating stability.

Half-tone hashes (Spearman and Brown), (Guttman).

Estimated percentage.

- Chi-square value.

The researchers used the level of significance (0.05) to check the significance of the statistical results.

Results

The first question: What are the professional difficulties facing physical education teachers in Misan governorate"?

Table 4. The first Domain - Difficulties facing physical education teachers in the professional aspects

Item	I agree	To some extent	Do not agree	Weight	Estimated ratio	Rank	Chi-square
1. Students are interested in the physical education class, especially as it is not a pass and fail subject	204	24	12	672	93.33	1	*289.2
2. The teacher does not respond to the observations of the supervisor to improve his performance	12	124	104	388	53.89	4	89.2*
3. There is difficulty in choosing suitable sports activities for the students' level	140	20	80	540	75.00	3	90.0*
4. Modern references in the field of physical education are available in the school library	120	108	12	588	81.67	2	*87.6
5. There is sufficient time to be informed of everything that is new in the field of physical education	8	116	116	372	51.67	5	*97.2
6. The teacher does not take into account the individual differences between students	12	28	200	292	40.56	9	*271.6
7. The mentor helps overcome the technical difficulties facing the teacher	12	12	216	276	38.33	10	346.8*
8. Does the mentor evaluate you on objective grounds?	28	24	188	320	44.44	6	218.8*
9. The teacher is able to adjust the class when organizing the physical education lesson	16	24	200	296	41.11	8	270.4*
10. Poor teacher knowledge of physical education laws	24	28	188	316	43.89	7	218.8*

* The value of "Chi-square is a significant at level 0.05 = 5.990

There are statistically significant differences between the responses of the research sample in all the items of this Domain, as the calculated (Chi-square) is greater than the table (Chi-square) at a significant level of 0.05, and it is clear that the weight of the views of the research sample is limited to the highest score of (672) for the item (1), and the lowest score of (276) for item (7). Reviewing these results, we find that the item No. (1) (Students are interested in the physical education class, especially that it is not a pass and fail subject) It ranks first with the highest estimated percentage (93.33%), while the item No. (4) (modern references in the field of physical education are available in the school library) came in second place with a percentage An estimated (81.67%),

while the item No. (7) (The instructor helps to overcome the technical difficulties facing the teacher) came in last place with an estimated rate of (38.33%). The results of the current study are consistent with the difficulties Face physical education teachers in the professional respects With the findings of the study (Abu Ashour and Obaidat) that the administrative and technical field is one of the important areas in activating the school administration, and that there are many administrative and technical obstacles that prevent the maximum benefit from the implementation of school sport activities, the most important of which was the difficulty of distributing training times for sports teams on the weekly class program, and the lack of a safe place in summer and winter¹.

The results of the study were also in agreement with a study (decision, 2017) ² And which indicated that the most important obstacles facing physical education teachers in public schools relate to the nature of the physical education curriculum, and this is due to the school administration's lack of interest in this subject like other subjects.

While the results of the current study differ with the findings of the study (Oudat) which proved that there are no statistically significant differences in the challenges facing physical education teachers³.

The second question: What are the administrative difficulties facing physical education teachers in Misan governorate.?"

Table 5. The second Domain - Difficulties facing physical education teachers in the administrative aspects

Item	I agree	To some extent	Do not agree	Weight	Estimated ratio	Rank	Chi-square
11. Physical fitness tests are conducted at the beginning of the school year to find out the students' abilities so that the teacher can implement the course according to their abilities and readiness	120	72	48	552	76.67	4	33.6
12. Discouraging the school administration from holding friendly matches with other schools	20	92	128	372	51.67	6	75.6
13. Cancel physical education classes before the end of the semester	28	100	112	396	55.00	5	51.6
14. Setting annual and quarterly plans for sporting activities	212	8	20	672	93.33	1	327.6
15. There is no representation of students who are sporting excellent in the various school committees	140	80	20	600	83.33	3	90.0
16. School principals are not familiar with laws, regulations, and	208	8	24	664	92.22	2	308.8

¹ Mustafa Abu Ashour, Lamia Muhammad Obaidat: A previously mentioned reference.

² Jihad Emad Ahmad Karariyah: Challenges facing the implementation of the physical education curriculum in public schools from the point of view of physical education teachers in Jenin Governorate, Master Thesis, College of Graduate Studies, An-Najah National University, 2017.

³Oudat, MA: Teaching physical education in Nigerian secondary schools is a barrier. An implication for the future generation, a case study of Ado Metropolis secondary schools in Ekiti state, Nigeria, International Journal of Education, Learning and Development, 3 (5), 2015.

instructions related to school sport							
17. You are assigned a lot of schoolwork that is not related to your major	8	116	116	372	51.67	7	97.2
18. The school administration's lack of appreciation for physical education teachers compared to teachers of other subjects	12	12	216	276	38.33	11	346.8
19. The lack of training courses for physical education teachers at various levels	20	16	204	296	41.11	8	288.4
20. The school administration is bullying when dealing with you	20	16	204	296	41.11	9	288.4
21. Teachers of other subjects are used to teach physical education classes	8	12	220	268	37.22	12	367.6
22. There is no correlation between the number of lessons and the amount of work the physical education teacher does	20	4	216	284	39.44	10	348.4

* The value of "Chi-square is a significant at level 0.05 = 5.990

There are statistically significant differences between the responses of the study subjects in all the items of this domain, as the calculated chi-square is greater than the tabular chi-square at a significance level of 0.05, and it is clear that the weight of the views of the study subjects is limited to the highest score of (672) for the item (14), and the lowest score of (268) for the item (21). Reviewing these results, we find that the item (14) came in the first rank with the highest estimated percentage (93.33%), while the item (16) came in the second rank by an estimated rate (92.22%) while the item (21) came in last rank by an estimated rate (37.22%). The results of the current study regarding the administrative difficulties that physical education teachers face with the findings of the study (Al-Shamekh)⁴ and study (Al-Sayyar)⁵ who back the necessity of preparing a plan for school activities and following them up by the principal, and distributing physical education classes on the study program.

The third question: What are the social difficulties facing physical education teachers in Misan governorate?

Table 6. The third Domain Difficulties facing physical education teachers in social aspects

Item	I agree	To some extent	Do not agree	Weight	Estimated ratio	Rank	Chi-square
23. The spread of unsound trends in the concept of physical education and its impact on the upbringing of youth	124	64	52	552	76.67	1	37.2
24. The customs and traditions prevailing in society negatively affect the development of school sports	128	32	80	528	73.33	2	57.6
25. Poor student harmony and communication with his peers	52	96	92	440	61.11	3	14.8

⁴ Tariq Abdul-Azim Al-Shamikh: School sports as a pillar of athletic achievement (the reality of school sports in schools in Riyadh), Journal of Science and Sports, Menoufia University, 2005.

⁵ Abdul Rahman Ahmed Al-Sayyar: The Reality of In-Service Training for Physical Education Teachers in the Kingdom of Bahrain, Journal of Educational and Psychological Sciences, University of Bahrain, Vol.5), Issue (4), 2004.

26. Society does not appreciate the physical education teacher appropriately	44	56	140	384	53.33	5	68.4
27. Lack of community awareness of the role of physical education in the proper upbringing of students	20	120	100	400	55.56	4	70.0
28. Parents refrain from participating in outside activities	20	4	216	284	39.44	9	348.4
29. Teachers of other subjects do not acquire greater social status than physical education teachers	20	4	216	284	39.44	10	348.4
30. Parents do not come to watch sports activities	24	8	208	296	41.11	8	308.8
31. The community's view of the physical education class as unimportant and a waste of time	24	20	196	308	42.78	7	252.4
32. Non-participation of students with disabilities in the physical education class	24	24	192	312	43.33	6	235.2

* The value of "Chi-square is a significant at level $0.05 = 5.990$

There are statistically significant differences between all the items of this domain, as the calculated chi-square is at a significant level of 0.05, and it is clear that the weight of the views of the study subjects is limited to the highest score of (552) for the item (23), and the lowest score of (284) for item (29).

Reviewing these results, we find that the item (23) came in the first rank with the highest estimated percentage (76.67%), while the item (24) came in the second rank by an estimated rate (73.33%) while the item (29) came in last rank by an estimated rate (39.44%). The results of the present study are in agreement **Difficulties facing physical education teachers in social aspects** With the study (Abu Ashour, Obaidat) Which showed that there are a number of obstacles facing school sports, which has a consequence on the behavior of students, especially in the field of local society and parents, where this obstacle was ranked first⁶. While the results of the current study differed with the study of (Al-Sarhan) Which showed that the most important problems facing physical education teachers in the northern, eastern and western Badia schools are that the school administration considers the physical education class less important than the classes of other subjects⁷.

The fourth question: What are the difficulties that physical education teachers face in Misan governorate regarding the facilities available at the school." ?

⁶ Khalifa Mustafa Abu Ashour and Lamia Muhammad Obeidat: The School Sports Obstacles Facing School Principals and Physical Education Teachers and Their Implications for Students in Government Schools Affiliated to Irbid Governorate and Suggested Solutions, Published Research, Journal of Educational Sciences, Vol43), Issue (2), 2016.

⁷ Saad Al-Sarhan: The problems facing physical education teachers in the Northern Badia District, from their point of view, a master's thesis, unpublished, College of Physical Education, Yarmouk University, Irbid, 2020.

Table 7. The fourth Domain - Difficulties facing physical education teachers in the facilities available at the school

Item	I agree	To some extent	Do not agree	Weight	Estimated ratio	Rank	Chi-square
33. The number of students per class is large	180	16	44	616	85.56	6	192.4
34. The inadequacy of school playgrounds to properly deliver the lesson	208	12	20	668	92.78	1	307.6
35. Unavailability of the necessary first aid materials to treat injuries that may result from practicing sports activities	200	20	20	660	91.67	3	270.0
36. The lesson time is not commensurate with the size of the activities scheduled for him	200	20	20	660	91.67	4	270.0
37. The school does not have multi-purpose playgrounds suitable for individual games	200	4	36	644	89.44	5	276.4
38. The lack of educational aids to help implement the lesson	124	84	32	572	79.44	8	53.2
39. The prescribed curriculum does not match the age for which it was set	196	32	12	664	92.22	2	254.8
40. Failure to complete any shortage of sports equipment and devices in the school	100	116	24	556	77.22	9	60.4
41. The school does not have modern sports equipment	112	76	52	540	75.00	10	22.8
42. Paying attention to skills that are appropriate for students' ages and preparing for sports tournaments	136	96	8	608	84.44	7	107.2
43. The interest of the physical education teacher in sports uniform	28	16	196	312	43.33	11	253.2
44. There are special places to keep sports equipment (warehouse) in schools	28	12	200	308	42.78	12	271.6

The value of "Chi-square is a significant at level 0.05 = 5.990

There are statistically significant differences in all the items of this domain, as the calculated chi-square is significance level of 0.05, and it is clear that the weight of the views of the study subjects is limited to the highest score of (668) for the item (34) and the lowest score of (308) for item (44). The item (34) ranks first with the highest estimated percentage (92.78%), while the item (39) came in the second rank with an estimated percentage (92.22%), while the item (44) came last, with an estimated rate of (42.78%). The results of the current study are consistent with the difficulties that physical education teachers face in the possibilities available in the school with the study of (Mufti, 2007) Which proved a weakness in the level of school sport, caused by obstacles and problems in the school administration, which recommended the need to work on strengthening the strengths and

overcoming weaknesses, and overcoming the hindering elements of school sport⁸. The results of the study are also consistent with the study of (Drunk) Which proved that the playgrounds, tools and devices are not suitable to achieve the goals of school sports activity, and the school administration does not believe in the importance of physical education⁹. While the results of the current study differed with the study (Saadat, **2010**) Which proved that the field of potential ranked first, while the field of physical education teacher ranked second, and the field of student ranked third, and the field of physical education was ranked last.¹⁰.

Conclusions

According to the results of the study and its discussion, the researcher concluded the following:

Weak facilities, tools, and playgrounds in the schools, the study community.

There are a number of obstacles facing school sports, which have implications for students' behavior.

There is a weakness in the level of school sports, caused by obstacles and problems in school administration.

Recommendations

The need for the role of school principals to move further towards the physical education lesson by developing the appropriate curriculum for the students' age.

The need to pay more attention to sports stadiums, and to provide the appropriate budget for sports activities to produce the lesson appropriately.

Holding training courses aimed at properly promoting the concept of physical education among students.

The necessity of activating the role of the local community and its public and private institutions to play the role of actor towards the school and school sports through the formation of community committees that form a link between the school and the community.

Taking care of the leadership role of the school principal by involving him in activities related to school sport, in order for him to direct the physical education teacher.

⁸ Hani Ahmed Hassan Mufti: Assessing the Reality of the School Sports Program at the Stage in Madinah Region in the Kingdom of Saudi Arabia from the Teachers and Supervisors Point of View, Master Thesis, Unpublished, College of Education, University of Aden, Yemen. 2006.

⁹ Ghanem Sakran: An Analytical Study of the Status of School Sports in the State of Kuwait, an unpublished Master Thesis, College of Physical Education for Boys, Zagazig University, 2007.

¹⁰ Muwaffaq Saadat: The Role of School Principals in Supervising the Study of Physical Education and Sports Activity in the Qabatiya District, published research, An-Najah University Journal for Research (Human Sciences), vol. 24 (6), 2010.

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