

Research Article

Obstacles Facing Sport Education Teacher During Service in the Gaza Strip Governorates

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Abstract

The study aimed to identify the Obstacles facing Sport education teacher during service in the Gaza Strip Governorates, and the researcher used the prescriptive curriculum and to achieve this study was conducted on (80) teacher, representing (27%) of the original's community study of (215) teacher, the researcher used the descriptive approach, After seeing the studies scientific research and determining the objective of the form and through per-sonal interviews with academics specializing in sports education and some sports education teachers, the main axes of the study were identified and these axes were presented to the number of (5) Experts with a PHD of at least 10 years' experience to demonstrate the suitability of these axes to the objectives of the study as well as to determine the relative importance of each axis, and they agreed to have (7) Interlocutors of the form, The study results showed that the Obstacles facing Sport education teacher during service in the Gaza Strip Governorates were few and by (67.54%), And the methods way ranked the first relative weight (76.43%), followed by parent's second relative weight (76.2%), and the student ranked third relative weight (71.17%), and security and safety factors ranked fourth relative weight (63.67%), and curriculum fifth place relative weight (59.17%) and facilities ranked sixth and final relative weight (54.17%), The researcher Recommend that the Sports education teachers should undergo training courses, seminars, educational lectures and courses on modern teaching methods that are appropriate to the nature of sports education.

Keywords

Obstacles, Sports Education, Teacher, During Service

1. Introduction and Research Significance

Rapid and emerging developments in the field of scientific knowledge have become features of modern times because of the accompanying scientific and technological changes in the field of information and communication.

Sports education is an educational system that aims to improve overall human performance through selected physical activities as a pedagogical intermediary with important edu-

cational and educational outcomes and outcome [3].

The Sports Education Curriculum is the means of achieving our goals, which require taking into account appropriate scientific planning for the development of the individual's personality as a whole in order to achieve comprehensive and balanced development through physical, functional, mental, psychological and social aspects so that a good citi-

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zen can be achieved for the benefit of his society and his homeland [5].

Teachers are the fundamental pillar of educational science development for their role in the learner's integrated education in all aspects of knowledge, mobility and consciousness.

The teacher is not only a transferor of knowledge but also carries trends, values and perspectives on the pupil's nature and potential. However different possibilities, sophisticated curricula, teaching methods and guidance exist. All this does not make the necessary progress unless there is a good teacher capable of achieving the required integration and translating it into educational attitudes and behavioral patterns [8].

The researcher therefore considers it necessary to prepare female teachers capable of administering sports education in the educational and educational process with a view to achieving the integrated development of students "conscientious, cognitive and dynamic".

Research Problem

Any educational policy that is developed is considered to concern itself with the school curriculum. However, many advantages it may have at the time of its construction, amendments must be made to overcome the problems it faces in order to conform to the pupils' requirements and to emerging conditions and key needs in society and research in education and psychology [1].

Since the sports education class improves and adapts the pupil physically and socially through various sporting activities under the supervision of specialists and the Department's important role in guiding all efforts within the school to achieve the desired goals And the possibilities are the basis for action of any kind, especially in the field of sports, Many sports education teachers and teachers in the Gaza Strip agree that the most important problems confronting them are the apparent lack of potential.

And to share with the researcher studies in this field such as the study of Awdat Khasawneh Study [4], and Zaghbi Masmar study [12], and Arman study [3], and Amdanat study [2], and Khanfar study [7], found a dearth of research on the obstacles faced by female sports education teachers in particular, in that the lesson of sports education is a mediator in which both the teacher and the pupil interact and the fact that the researcher works in one of the schools as a teacher and specialist in sports education, and the researcher's belief in the importance of the sports education lesson for pup bringing students. "Physical, mental, emotional and social", so the researcher showed the problem of research as an attempt to identify the Obstacles facing Sport education teacher during service in the Gaza Strip Governorates

Research Objective

1. The study aimed to identify the Obstacles facing Sport education teacher during service in the Gaza Strip Governorates.

Research Question

1. What is the reality of the degree of Obstacles facing Sport education teacher during service.

Research Limitations

1. Obstacles: "Difficulties or difficulties encountered by sports education teachers and impede the effective and adequate implementation of sports education quotas" [3].
2. Sports education teacher: "The person appointed to carry out the task of teaching and teaching the class of sports education and holding a scientific qualification in this specialty" is a procedural definition.
3. Time limit: Measurements and were implemented during the study years 2021-2022 AD.

2. Methodology

Research methodology: The researcher used the descriptive curriculum to suit it to the nature of the study. The study sample consisted of (80) female teachers from the original school community of (215) female teachers, with 27%.

Data collection tools:

- *Unmatched personal interview:* The researcher relied on an in-person interview with specialized academics and some members of the study sample so that there was full awareness of the study's objectives and also possible through dialogue to arrive at the phrases of the questionnaire form.

- *The study tool:* includes the form "Preparation of the researcher", in which the researcher followed the following steps:

1. *Reading and reading:* The researcher reviewed specialized scientific references and studies on the obstacles faced by female teachers during teaching in order to determine the content of the paragraphs of the scale axes.
2. *Determining the purpose of the form:* The objective of the questionnaire was determined by identifying the reality of the Obstacles facing Sport education teacher during service
3. *Identification of the themes of the form:* After seeing the studies and scientific research and determining the objective of the form and through personal interviews with academics specializing in sports education and some sports education teachers, the main axes of the study were identified and these axes were presented to the number of (5) Experts with a PHD of at least 10 years' experience to demonstrate the suitability of these axes to the objectives of the study as well as to determine the relative importance of each axis, and they agreed to have (7) Interlocutors of the form. The following are presentations of the axes and percentages of experts' opinions, as shown in the following table:

Table 1. Percentages of expert opinions before and after arbitration of the form's interlocutors

N	Sections	University Teacher	
		Acceptation Number	Percentage
1	Management	4	100%
2	Student	4	100%
3	Facilities	4	100%
4	safety and Security factors	4	100%
5	Curriculum	4	100%
6	Teaching Methods	4	100%
7	Parent's	4	100%

It is clear from Table 1 that all the axes of the form have received a percentage (100%) and these axes have been accepted with a ratio greater than 80%.

4. *Formulation of form phrases:* The researcher developed a set of phrases for each of the axes of the form and these axes were presented to the experts to demonstrate the appropriateness of these phrases to the axes and objectives of the study. The number of phrases of the sample form research (51) Fifty-one phrases distributed to the form's axes. In drafting the phrase, account should be taken of one meaning, the language of each phrase should be correct and the use of words bearing more than one meaning should be avoided. The following is a presentation of the axes and the number of phrases before and after arbitration, as illustrated in the following table:

Table 2. The phrases before and after the form's interlocutors

N	Sections	The phrases before JJJ	The phrases after jjj
1	Management	7	6
2	Student	7	6
3	Facilities	8	6
4	safety and Security factors	7	6
5	Curriculum	8	6
6	Teaching Methods	8	7
7	Parent's	7	5
Number of axes question		51	42

It is clear from table 1 and table 2 that the experts' views agreed that there were (7) focal points for the form and (42)

phrases out of (51) phrases.

Thus, the special form for Obstacles facing Sport education teacher during service has become a ready for scientific transactions of Validity and Reliability.

Form correction: To correct the form, the researcher has developed a triple estimate balance. The phrases have been corrected as follows:

1. Yes (3) Three degrees.
2. Somewhat (2) two degrees.
3. No (1) One degree.

Scientific transactions of the form:

First: Validity of the form: The researcher calculated the authenticity of the form using the following methods:

Validity of the content: The researcher found the authenticity of the form through the authenticity of the arbitrators by presenting the form in its preliminary form to the 5 arbitrators whose field of specialization is being researched in order to ascertain the appropriate wording of the phrases and their relevance to the interlocutors as well as the addition, deletion or modification of the proposed phrases, where they modified the wording of certain phrases and excluded some and, accordingly, form (7) axes were identified. The number of phrases after amendment was forty-two "42" out of fifty-one "51".

Table 3. Correlation coefficient between the total scores of each axis and the overall degree of the form

N	Sections	Correlation coefficient
1	Management	0.839
2	student	0.888
3	facilities	0.901
4	safety and Security factors	0.827
5	Curriculum	0.827

N	Sections	Correlation coefficient	phrases	Total re-sponses	Medium	Relative weight	Computational
6	Teaching Methods	0.851	11	164	2.05	68	17
7	Parent's	0.851	12	160	2	67	18
Value (r) tabular at 0.05 = 0.729			13	168	2.1	70	14
			14	160	2	67	18
			15	152	1.9	63	25
			16	226	2.83	94	2
			17	144	1.8	60	29
			18	145	1.81	60	29
			19	124	1.68	56	37
			20	224	2.8	93	5
			21	202	2.53	84	7
			22	191	2.39	80	9
			23	136	1.7	57	35
			24	111	1.39	46	39
			25	141	1.76	59	31
			26	153	1.91	64	24
			27	100	1.25	42	41
			28	182	2.28	94	2
			29	161	2.01	67	18
			30	136	1.7	57	35
			31	141	1.76	59	31
			32	141	1.76	59	31
			33	107	1.34	45	40
			34	225	2.81	94	2
			35	160	2	67	18
			36	118	1.48	49	38
			37	184	2.3	77	11
			38	147	1.84	61	27
			39	146	1.83	61	27
			40	156	1.95	65	22
			41	206	2.58	86	6
			42	195	2.44	81	8
			First Axis: Management				

Table 3 shows that the correlation factor between the total scores of each axis and the overall degree of the form ranged from (0.901 to 0.814) which are statistically significant correlation factors, indicating the sincerity of the form's internal consistency.

Second: Reliability of the form: To verify the stability of the form, the researcher used the halfway through the Alpha Cronbach coefficient on a sample of 10 members of the study community and from outside the research sample, where the correlation coefficients were high (0.921) indicating the stability of the form.

Application Form: The researcher cooperated with a number of 12 assistance, namely, sports education in the northern Gaza governorate and a number of fourth-level students at the Faculty of Physical and Sports Education at Al-Aqsa University to give the form to female sports education teachers at the school where they train.

Results and discussion of the study: The main question read: What is the reality of the degree of Obstacles facing Sport education teacher during service.

To answer this question, the researcher found the calculation average and relative weight of each of the scale axes and the following tables illustrate this.

Table 4. Axes, total responses, computational medium and relative weight Arranging for Sample Search Responses n=80.

phrases	Total re-sponses	Medium	Relative weight	Computational
1	177	2.21	74	13
2	148	1.85	62	26
3	82	1.03	34	42
4	179	2.24	75	12
5	140	1.75	58	34
6	166	2.08	69	15
7	166	2.08	69	15
8	238	2.98	99	1
9	191	2.39	80	10
10	155	1.94	65	22

Table 5. Order each of the Department's focus paragraphs n=80.

N	phrases	Total responses	Medium	Relative weight	Computational
1	1	177	2.21	74	3
2	8	238	2.98	99	1
3	15	152	1.9	63	5
4	22	191	2.39	80	2
5	29	161	2.01	67	4
6	36	118	1.48	49	6
Total		1038	2.16	72	

Table 5, on aggregate and average computational responses to sample responses to each paragraph of the management axis, shows that the average paragraphs ranged from (1.48 to 2.98).

Second Axis: student

Table 6. Order each of the Department's focus paragraphs n=80.

N	phrases	Total responses	Medium	Relative weight	Computational
1	2	148	1.85	62	4
2	9	191	2.39	80	2
3	16	226	2.83	94	1
4	23	136	1.7	57	5
5	30	136	1.7	57	5
6	37	184	2.3	77	3
Total		1021	2.13	71.17	

Table 6, on the aggregate and average computational responses to the sample's responses to each paragraph of the pupil axis, shows that the average paragraphs ranged from (1.7 to 2.83).

Third Axis: Facilities

Table 7. Order each of the Department's focus paragraphs n=80.

N	phrases	Total responses	Medium	Relative weight	Computational
1	3	82	1.03	34	6
2	10	155	1.94	65	1
3	17	144	1.8	60	3
4	24	111	1.39	46	5
5	31	141	1.76	59	4
6	38	147	1.84	61	2
Total		780	1.63	54.17	

Table 7, on aggregate and average computational responses to sample responses to each of the facilities axis paragraphs, shows that the average paragraphs ranged from (1.03 to 1.94).

Fourth Axis: Safety and Security factors

Table 8. Order each of the Department's focus paragraphs n=80.

N	phrases	Total responses	Medium	Relative weight	Computational
1	4	179	2.24	75	1
2	11	164	2.05	68	2
3	18	145	1.81	60	4
4	25	141	1.76	59	5
5	32	141	1.76	59	5
6	39	146	1.83	61	3
Total		916	1.91	63.67	

Table 8, on aggregate and average computational responses to sample responses to each paragraph of the safety and Security factors axis, shows that the average paragraphs ranged from (1.76 to 2.24).

Fifth Axis: Curriculum

Table 9. Order each of the Department's focus paragraphs n=80.

N	phrases	Total responses	Medium	Relative weight	Computational
1	5	140	1.75	58	4
2	12	160	2	67	1
3	19	134	1.68	56	5
4	26	153	1.91	64	3
5	32	107	1.34	45	6
6	40	156	1.95	65	2
Total		850	1.77	59.17	

Table 9 on aggregate and average computational responses to sample responses to each paragraph of the curriculum axis and on average paragraphs shows that the average paragraphs ranged from (1.34 to 1.95).

Sixth Axis: Teaching Methods

Table 10. Order each of the Department's focus paragraphs n=80.

N	phrases	Total responses	Medium	Relative weight	Computational
1	6	166	2.05	69	6
2	13	168	2.1	70	5
3	20	224	2.8	93	2
4	27	100	1.25	42	7

N	phrases	Total responses	Medium	Relative weight	Computational
5	34	225	2.81	94	1
6	41	206	2.58	86	3
7	42	195	2.44	81	4
Total		1248	2.29	76.43	

Table 10 on the aggregate and average computational responses to the sample's responses to each paragraph of the teaching method axis and on average paragraphs shows that the average paragraphs ranged from (1.25 to 2.81).

Seventh Axis: Parent's

Table 11. Order each of the Department's focus paragraphs n=80.

N	phrases	Total responses	Medium	Relative weight	Computational
1	7	166	2.08	69	3
2	14	160	2	67	4
3	21	202	2.53	84	2
4	28	182	2.28	94	1
5	35	160	2	67	4
Total		870	2.18	76.2	

Table 11 on aggregate and average computational responses to sample responses to each paragraph of the parent's' axis and on average paragraphs shows that the average paragraphs varied between (2-2.28).

The overall dimensions of the list:

Table 12. Shows average total responses, averages, relative weight and ranking n=80.

N	Sections	Total responses	Medium	Relative weight	Computational
1	Management	1038	2.16	72	3
2	student	1021	2.13	71.17	4
3	facilities	780	1.63	54.17	7
4	safety and Security factors	916	1.91	63.67	5
5	Curriculum	850	1.77	59.17	6
6	Teaching Methods	1248	2.29	76.43	1
7	Parent's	870	2.18	76.2	2
Total		6813	2.01	67.54	

Table 12 shows the following:

1) The percentage of the overall response to the sample of parameters was average (67.54%).

2) The Management axis ranked third at a relative weight (72%).

3) The student axis was ranked fourth at a relative weight

- (71.17%).
- 4) The facilities axis ranked last at a relative weight (54.17%).
 - 5) The safety and Security factors axis ranked fifth at relative weight (63.67%).
 - 6) The curriculum axis ranked sixth at a relative weight (59.17%).
 - 7) The teaching methods axis was ranked first at a relative weight (76.43%).
 - 8) The parent's axis was ranked second with relative weight (76.2%).

3. Discussion of Results

First: For the Management axis: the Management axis ranks third relative weight (72%). This arrangement is considered good. The researcher is due to the school administration's reliance on the modern direction of the importance of educational and sporting activities and the experience provided to students. The school department is a coordinated effort undertaken by employees to achieve educational objectives within the school on the basis that requires planning, coordination and guidance for every educational work taking place within the school for the development and progress of education [12], so school activity is a key component of the school curriculum, which is the learner's mental and physical effort to achieve a goal. This is confirmed by the special paragraph of a sports education teacher who belongs to an academic level such as the level of other teachers in the first order out of 42 and a relative weight of 99% The special paragraph also concerns those responsible for sports education in order of 9 out of 42 paragraphs and with a relative weight of 80%.

Second: For the student axis: the student axis ranks the fourth a relative weight (71.17%). This is because student, especially at the preparatory and secondary level, do not have the obligation to provide school uniforms and fear of being embarrassed by skill performance. This is due to physiological changes beginning to occur from the preparatory stage, where this stage is considered to be the beginning stage of physiological maturity towards the female. This is confirmed by the paragraph's existence of incentives to promote sport, ranking 35 out of 42 paragraphs and weighing proportionately 57%. as well as the paragraph on the obligation to attribute sports to 35 out of 42 paragraphs with a relative weight of 57%.

Third: For the facilities axis: the facilities axis ranked last relative weight (54.17%), it is well known and certain that the availability of sports facilities during the study of sports education and other essential things to be available without which there is no success of the sports education class program, and this is agreed by the study of Awdat [4], Khanfar Study [8], and Kaddoumi Study [7] that is the One of the most important problems for sports education teachers is the apparent lack of satisfactory facilities, which is therefore

reflected in the ability to give a model study that takes into account the numbers of female students in the classroom and thus repeated exercises for each student individually, as well as the results of a Said and Azmi study [11] that the facilities are the basis for the success of sports work and without it the teacher cannot apply the curriculum in all its aspects. This is confirmed in the special paragraph that there is a gym with good specifications at the last order and with a relative weight of 34%. The special paragraph also has places to change clothes with comfortable specifications at 39 out of 42 paragraphs and a relative weight of 46%.

Fourth: For the safety and Security factors axis: the safety and Security factors axis ranked fifth relative weight (63.67%). as noted by the Khanfar study [8] the particular aspect of the need to provide safety and security aspects is one of the most important obstacles to the fear of practitioners of sports education from active participation in sports education. Therefore, in the light of the infringements carried out by the implementing authorities in education, especially in the Agency for Relief on the stadiums, and the transformation of them into teaching buildings, the need to work on the existence of safe and sufficient spaces on the grounds of the stadiums as well as around the devices This is confirmed by the two paragraphs of interest in maintaining the devices used periodically and there are tools for measuring and evaluating the level of pupils at 31 bis out of 42 paragraphs with a relative weight of 59%.

Fifth: For the curriculum axis: the curriculum axis ranked sixth relative weight (59.17%). as indicated by the Awdat Study [4] as well as the Khanfar Study [8] There is difficulty in implementing the planned curriculum and a reassessment of its merits is required and the need to revise the content of the prescribed educational material because it is higher than the pupils' abilities and also because there has been no development in it since the book was adopted more than 12 years ago, Good program planning determines the content, course, activity, teaching and evaluation methods to be followed in guiding the learner to achieve certain results in a specified period of time Mahrose [10], and that the curriculum changes according to changes in society and the needs, tendencies and desires of pupils at different ages, and therefore the periodic calendar of curricula is necessary Aisi [6], as confirmed in the special paragraph that sports education suffers from the lack of development of the curriculum at the highest level compared with 12 out of 42 paragraphs and a relative weight of 67%. And the special paragraph that the criteria for evaluating pupils' performance in practical material are unclear in order 40 out of 42 paragraphs and with a relative weight of 40% The number of classes compared to the number of practical skills is 37 out of 42 paragraphs and a relative weight of 56%.

Sixth: For the teaching methods axis: the teaching methods axis has been ranked first relative weight (76.43%). The researcher reverts to the first ranking because all female teachers who teach sports education are graduates from

sports education colleges and bachelor's degree. Thus, the teacher has the ability to teach effectively and properly and takes into account all physical and motor aspects of school-girls. Their ability to help schoolgirls develop comprehensively and balanced in all mental, cultural, sporting, social and psychological aspects to have informed leadership as well as the paragraph on attention to correcting pupils' errors while applying skill to rank 2 out of 42 paragraphs with a relative weight of 94%,

Seventh: For the parent axis: the parent axis is ranked second relative weight (76.2%). The researcher's second ranking is due to raising awareness of the importance of healthy, recreational and educational sports education and has become the conscience of all people of all ages and culture. The presence of the specialized teacher also gives confidence to my Parent's' The special paragraph confirmed the family's view that the exercise of sports activity does not cause female pupils to drop out of school in order of 2 out of 42 paragraphs with a relative weight of 94%, The paragraph on the good level of sports culture in the family is also ranked 7 out of 42 paragraphs with a relative weight of 84%.

4. Conclusions

Based on the results of the research, in the light of the research objectives, the problem and questions, and the sample, the approach used and the data collection tools, the researcher concluded that:

- 1) The results of the study showed that the percentage of the Obstacles facing Sport education teacher during service from the teacher's point of view was average, with the percentage responding to them (67.54%).
- 2) The results of the study show that the factor associated with teaching methods ranked first with relative weight (76.43%), followed by the Parent's axis in second place with relative weight (76.2%), followed by the management ranked third with relative weight (72%), then the student axis ranked fourth at relative weight (71.17%), the safety and security factors axis ranks fifth at relative weight (63.67%), then the curriculum axis is ranked sixth at relative weight (59.17%), and finally the seventh facilities axis is last ranked at a relative weight (54.17%).

5. Recommendations

- 1) Conduct similar studies on more than one variable.
- 2) The Ministry of Education has taken serious steps to encroach on squares and playgrounds and to compensate for sports education quotas.
- 3) Attention is paid to clarifying the main role played by the sports education teacher and to providing the necessary facilities "material and moral".

- 4) Sports education teachers should undergo training courses, seminars, educational lectures and courses on modern teaching methods that are appropriate to the nature of sports education.

Abbreviations

O S E Obstacles Sports Education

Author Contributions

Olfat Alaqla is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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