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A study of the obstacles to physical education lessons from the point of view of specialist supervisors in Babylon governorate

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Abstract

The purpose of this paper is to identifying the obstacles to implementing the physical education lesson from the point of view of the specialist supervisors in the Directorate of Education of Babylon Governorate. The researcher used the descriptive method to suit the nature and objectives of the study. The study community included the specialized supervisors of physical education in Babylon Governorate, numbering (5) supervisors, and the researcher chose them all for the experiment using the comprehensive inventory method. One of the most important results reached by the researcher is that: There are obstacles to the physical education lesson related to the Ministry of Education in terms of its negative impact on the lesson, such as infrastructure, curriculum, number of students, importance of the lesson, and triple shift times, and the existence of obstacles to the physical education lesson. These obstacles are related to the cognitive competencies of the physical education teacher. One of the most important recommendations recommended by the researchers is that: Commitment to the typical numbers of students in schools, as well as the number of schools participating in school hours in one day, and the Ministry adopts a binding decision in which a member of the school buildings committee from the specialized supervisors or holders of higher degrees in physical education is involved. His task is to participate in choosing school yards and playgrounds in terms of location and legal measurements.

Keywords: Obstacles, physical education lesson, specialist supervisors, directorate of education of Babylon governorate

Introduction

Educational institutions are one of the most important institutions that work to prepare the social generation properly and are the second place after the family, as these educational institutions undertake the task of building the individual from the scientific, psychological and personal aspects and bringing him out in the best possible way through the various curricula in all the educational stages that he goes through during his progression in these institutions. Physical education has a large share and an essential part in any educational program, as it represents an important aspect of general education for any individual, as it aims to prepare the student through the physical education lesson with a balanced scientific, psychological and mental preparation, as it is considered one of the best, most beloved and most influential means on the student in achieving the desired goals, as physical education aims to improve human performance through a group of scientifically selected sports activities and events, as it is a medium characterized by important educational and educational outputs and outcomes. Physical education works to raise and develop aspects of strength, health and vitality in the human body, as well as develop and instill a large group of psychological qualities such as cooperation, obedience, order and leadership. It also works to create a great balance in using the mind in good behavior, thinking and making the appropriate decision (Shaker, Tuama, & Radhi, 2022) [7]. The physical education lesson has a direct and indirect impact on the rest of the lessons and various study materials, as this lesson gives the student activity, a new spirit and a soul to understand and receive the various lessons, as this lesson creates an open space for them to vent their personal and psychological repressions and discharge their negative energies through the movement and physical activities that the student finds a field for achieving himself.

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The physical education lesson is represented by the performance and movement activity that the student practices inside the school and under the supervision of the teacher, who in turn is an evaluator, guide and supervisor to achieve the educational goals set.

In view of the above, we find that the physical education lesson represents a distinct and qualitative society, as it reflects a societal structure characterized by the nature of the relationships that link its members with a single goal that unites them under an educational system governed by a set of laws and educational supervisory systems. (Shalan, Aboode, & Radhi, 2022) [6].

Like other academic specializations, the physical education lesson is subject to supervision, guidance and follow-up by specialized supervisors of physical education. Because educational supervision is a joint specialized technical process whose goal is to mobilize the energies of those working in the educational process and direct them towards achievement and realization of educational and educational goals, the specialized educational supervisor provides it to teachers and works to prepare the means that enable them to succeed in their work. Its importance appears in monitoring and diagnosing the obstacles and problems facing the educational process and working to study them and find the best appropriate solutions and effective ways to get rid of those obstacles and bring the educational process to its true goal. The physical education lesson in Iraqi schools suffers from a large number of difficulties and obstacles that have had a significant negative impact on the spirit of this important recreational lesson. The variety and gradation of these obstacles differed according to the sources of their impact on this lesson. Some of them are institutional, some structural, some administrative and school-related, some related to the personal and academic side of the teacher, and some related to the technical side and equipment for the physical education lesson. Hence, the importance of this study in identifying the obstacles that prevent the achievement of the physical education lesson from the point of view of the supervisors specializing in physical education.

Research problem

Physical education is not only concerned with educating bodies, but its concept is broader and more comprehensive than that, as it aims to develop the human mind before being a means of developing the individual physically. In our current era, sports are considered a means of necessary life activities, due to their role in releasing pent-up energies resulting from the difficulties of life, which left no room for the individual to entertain himself. Therefore, the educational ministries in different countries, including the Iraqi Ministry of Education, have relied on the importance of the role of the physical education lesson in developing motor, skill and mental abilities, and most importantly, the psychological and emotional state of the student inside the school through what this lesson contains of activities that provide them with pleasure, satisfaction and activity. Despite the great importance of this lesson, there are obstacles and problems that prevent the achievement of this lesson in an appropriate manner and for the various stages of teaching and the lack of sufficient attention to this lesson when compared to the rest of the lessons included in the school curriculum. The supervisory visits made by specialist supervisors to schools are of great importance in directing and achieving the

implementation of the physical education lesson. Their contact with the teaching staff in schools made them directly diagnose the set of obstacles and impediments that stand in the way of implementing the physical education lesson. Therefore, the researcher decided to delve into this study to identify those obstacles from the point of view of the specialist supervisors of physical education.

Research objective

Identifying the obstacles to implementing the physical education lesson from the point of view of the specialist supervisors in the Directorate of Education of Babylon Governorate.

Research fields

- **Human field:** Specialist supervisors of physical education in Babylon Governorate.
- **Time field:** (6/11/2023) to (1/6/2024)
- **Spatial field:** Babylon Education Directorate.

Research methodology and field procedures

Research Methodology

The researcher used the descriptive method to suit the nature and objectives of the study.

Community and sample research

The study community included the specialized supervisors of physical education in Babylon Governorate, numbering (5) supervisors, and the researcher chose them all for the experiment using the comprehensive inventory method.

Tools, devices and means of data collection

- Questionnaire.
- Office supplies.
- Sources and references.

Field research procedures

The study variables were identified as (obstacles to the physical education lesson).

Measuring the research variables: (Nasr El-Din Maleem. 2015) [1] (Khalifa Abu Ashour and Lamia Mohammed. 2013) [2]

By reviewing previous studies, the most important obstacles to the physical education lesson were identified, which are: (see appendix (1))

- Obstacles related to equipment and tools.
- Obstacles related to the schoolyard.
- Obstacles related to educational objectives.
- Obstacles related to teacher competencies.
- Obstacles related to the study curriculum.
- Obstacles related to school and ministerial administration.
- Miscellaneous obstacles.

Main experiment procedures

The main experiment was conducted to measure the research variables on (4/23/2024)

Statistical treatments

The statistical package (spss) was used.

Results and Discussion

Arithmetic means and standard deviations of the study sample members' answers to the obstacles related to the physical education lesson

Table 1: Shows the arithmetic means and standard deviations of the study sample members' answers to the obstacles related to the school yard axis

Obstacles related to the schoolyard		Arithmetic mean	Standard deviation
1	The school does not have a schoolyard	1.75	0.786
2	The schoolyard is small	1.5	0.254
3	The schoolyard is not compatible with the required sports skills and activities	1.37	0.651
4	The schoolyard lacks safety, security and health conditions	1.25	0.375
5	The location of the schoolyard and its proximity to the classrooms	1.25	0.375
6	The schoolyard is used for non-sporting purposes	1.12	0.353
7	The lack of a room for the physical education teacher	1.12	0.353
8	The lack of places to change clothes and a place to wash	1.1	0.234
9	The lack of a special financial budget for the lesson	1.11	0.346

Table No. (1) reveals to us the existence of obstacles specific to the school yard, where the researcher sees that these obstacles varied in the arithmetic mean and standard deviation in terms of their impact on the practice of the physical education lesson, as the reason for this variation is the lack of educational facilities and means that negatively affect the practice of school sports activities by students. In this context, (DALEY) indicated that "the necessity of providing

playgrounds, time and equipment in order to diversify sports activities and the actual application of the physical education lesson." (Daley, K. 1996) [3] Also, the increase in the number of students within the geographical area of cities, the age of school buildings and the lack of classrooms led to encroachment on the school yard and the construction of classrooms in the yards that were designated for school sports activities.

Table 2: Shows the arithmetic means and standard deviations of the answers of the study sample members towards the obstacles related to the axis of devices and tools

Obstacles related to equipment and tools.		Arithmetic mean	Standard deviation
1	Lack of sports equipment, tools and supplies	1.32	0.258
2	Lack of sports equipment, tools and supplies	1.47	0.384
3	Inadequate sports equipment and supplies with the sports skills set	1.85	0.641
4	Lack of safety and security factors in the equipment and school yard	1.50	0.396
5	Old and outdated manufacturing of sports equipment and supplies used in teaching students	1.36.	0.369

It is clear from Table (2) that there is a weakness in the material capabilities of the lesson and schools as an obstacle resulting from the financial and economic situation of the country, which led to a reduction in the budgets of the ministries, including the Ministry of Education, and consequently the budget for school activities was reduced and led to a shortage of devices and tools. As shown in the table above, the most influential obstacles facing the implementing students were in first place the paragraph of the playgrounds do not have the safety and security specifications for the student. The reason for the position of this paragraph came to its great importance in influencing the performance of many implementing students. This stems from their sense of responsibility towards their students and their sense of duty to protect them from any possible harm. Because the principle of safety and security is one of the most important foundations of the educational process due to its impact on the physical and psychological health of students, the more the playgrounds have safety specifications, the fewer sports injuries, and thus the students feel safe and the fear factor is

removed while performing skills and sports games. In the absence of safe playgrounds, the teacher cannot force students to perform the lesson plan components correctly for fear of facing legal accountability for not protecting students and exposing them to injuries. In the same place came the paragraph (Lack of sports equipment affects my performance). The reason for this is that no work can be completed unless the equipment for that work is available. In the educational field, sports equipment is an important part and must be available during the lesson, such as different balls, nets, barriers, and all What the teacher needs during the lesson, and this is what was confirmed by, where he pointed out that "the budget allocated for sports in schools is not enough to provide more than a few sports tools, especially since educational means are the way to achieve the goal of physical education because they help the learner to perceive and understand the content of the educational material and learn and master it in the shortest time and with the least effort" (Rafiq Shaheen Ramzi, Saber Mohammed Ahmed. 2012) [4].

Table 3: Shows the arithmetic averages and standard deviations of the answers of the study sample members towards the obstacles related to the axis of educational goals

Obstacles related to educational objectives.		Arithmetic mean	Standard deviation
1	Some goals are far from reality	1.645	0.784
2	Demanding the achievement of many goals	1.584	0.389
3	Incompatibility of goals with students' abilities and capabilities	1.369	0.265
4	Lack of educational means required to achieve goals	1.961	0.961

We note from Table (3) on the obstacles and axis of the educational objectives of the physical education lesson, which number 4 obstacles, that their arithmetic mean and standard deviation varied, as the lowest arithmetic mean was (1.369), and the obstacle of the incompatibility of the objectives with the students' abilities and capabilities, with a standard deviation of (0.265), as the researcher believes that the reason is that the objectives set are often greater than the students' physical and motor abilities and capabilities, and that the absence of scientific and practical study objectives for the physical education and sports program in terms of technical and artistic aspects in traditional and random ways, which removes the real personality and does not take into account

the nature of Iraqi society and does not choose effective study methods, thus forming an obstacle to the sustainability of the physical education lesson and its achievement, and that the development aims to obtain physical and health fitness for students and their possession of motor skills for sports games and the possession of general sports knowledge and culture that can be transferred to society, and contributes to the student's possession of positive traits that can benefit him in his life and enable him to enter competitions with a sporting spirit, indicating that this initiative targets the student The teacher, where teachers are trained to possess modern programs that qualify them to enable the student to achieve the goals included in the physical and skill training program.

Table 4: Shows the arithmetic averages and standard deviations of the study sample members' responses to the obstacles related to the teacher's competencies axis

	Obstacles related to teacher competencies	Arithmetic mean	Standard deviation
1	The teacher's lack of modern teaching methods to achieve educational goals	1.921	0.954
2	The teacher's lack of cognitive competencies to find and determine the educational goals of the lesson	1.84	0.256
3	Maintaining one teaching method	1.763	0.639
4	Not involving the teacher in courses on teaching methods	1.584	0.568

Table (4) reveals the arithmetic means and standard deviations for the axis of the competencies of the physical education teacher, as these means and deviations varied according to the sample members' answers, as the paragraph about the teacher's lack of modern teaching methods to achieve educational goals came with the highest arithmetic mean of (1.921) and a standard deviation of (0.954). This answer came as a result of the sample members' conviction that the teacher who does not possess effective teaching skills during the application of the physical education lesson and does not use modern teaching methods and techniques, therefore, the teacher must be rehabilitated and trained before being promoted or assigned to work and provided with the professional and teaching information and skills that help him understand the characteristics and needs of the stage and lead it correctly (Winer 1999) [5]. While the paragraph about the

teacher's lack of cognitive competencies to find and determine the educational goals of the lesson came with an arithmetic mean of (1.84) and a standard deviation of (0.256). These numbers came as a result of the sample's answers. The researcher attributes this result to the nature of academic preparation. The nature of the areas in which physical education teachers agree, as well as the nature of the curriculum and teaching decisions are similar, as well as the components of the teacher's personality, the appearance of a decent appearance, cooperation with workers, and bearing responsibility, and all of this does not differ between teachers. Also, the mechanism for implementing the physical education lesson and planning it with a semester and daily plan according to a unified mechanism and model for all teachers, which teachers, both male and female, adhere to.

Table 5: Shows the arithmetic averages and standard deviations of the answers of the study sample individuals towards the Obstacles related to the study curriculum

	Obstacles related to the study curriculum	Arithmetic mean	Standard deviation
1	Lack of a specific and unified curriculum for the lesson	1.581	0.647
2	The curriculum does not fit with the educational objectives	1.648	0.759
3	The curriculum does not meet the desires of the teacher and students	1.745	0.842
4	The curriculum requires many devices and tools	1.659	0.478
5	The curriculum lacks realism in implementation	1.678	0.647

By observing Table (5), there is a weakness in the physical education lesson. The researcher believes that the lack of a curriculum book, similar to the rest of the lessons, is one of the most prominent reasons that weaken the physical education lesson, whether practical or theoretical, if it is applied, as the book and what it contains of means of clarification, pictures and different methods for explaining

movements and plans help to increase the horizons of thinking among students and establish some basic points that must be learned by them, so that students can overcome the sometimes subjective evaluation by the teacher. The teacher can also lay the appropriate groundwork to increase students' experiences in games and sciences related to physical education.

Table 6: Shows the arithmetic means and standard deviations of the answers of the study sample members regarding the Obstacles related to school and ministerial administration

	Obstacles related to school and ministerial administration	Arithmetic mean	Standard deviation
1	Lack of interest and cooperation from the school administration in the lesson	1.637	0.685
2	The teacher is tied up with administrative tasks in addition to his lessons	1.843	0.858
3	Lack of lessons in the weekly schedule	1.498	0.498
4	The lesson is not placed in the appropriate place in the weekly schedule	1.892	0.786
5	Compensating for the lack of other lessons in the physical education lesson	1.796	0.697

It is clear to us from the results presented in Table (6) that those responsible for the physical education lesson are not interested. The researcher believes that the reason is that the physical education lesson is often placed at the end of the official working hours, and that the physical education lesson is not one of the important classes for the school administration. The physical education teacher has tasks other than his teaching tasks in addition to his teaching tasks due to the free time that may occur as a result of not placing his teaching classes in the weekly schedule. There are also other

reasons, in the researcher's opinion, that push school administrations to pay less attention to the physical education lesson, which are the problems of official or local holidays that occur during working hours for various reasons. In addition to that, there is the problem of the triple shift, which necessitates or imposes on the school administrations to cancel the physical education and art education lessons from the weekly lesson schedule and keep the remaining academic subjects.

Table 7: Shows the arithmetic averages and standard deviations of the answers of the study sample members towards the obstacles related to the axis of miscellaneous obstacles

	Obstacles related to the axis of miscellaneous obstacles	Arithmetic mean	Standard deviation
1	Lesson time is not enough	1.642	0.681
2	The capacity of the school yard	1.569	0.654
3	The overlap of vacant lessons with the lesson	1.768	0.756
4	The absence of the role of sports activities	1.489	0.492

We notice from Table (7) a variation in the sample's answers. In this aspect, the researcher believes that the variation in these answers comes from the fact that most school yards are not sufficient due to the increasing numbers of population growth that imposes receiving these numbers in schools, and that most schools suffer from infrastructure or planning and implementation of school buildings that place the place and area of the school yard among their last concerns. If there is a legal and suitable school yard to implement the lesson due to the lack of an additional yard, then the resulting interference is an inevitable result and one of the main reasons hindering the implementation of the physical education lesson. In addition, the absence of the important role of sports activity, which is currently limited to watching the ceremonies for raising the Iraqi flag only and holding tournaments and competitions only, is an additional factor that comes as an obstacle and shortcoming in implementing the physical education lesson.

Conclusion and Recommendations

Conclusion

According to the results of the study, the researcher reached the following conclusions:

- There are obstacles to the physical education lesson related to the Ministry of Education in terms of its negative impact on the lesson, such as infrastructure, curriculum, number of students, importance of the lesson, and triple shift times.
- The existence of obstacles to the physical education lesson. These obstacles are related to the cognitive competencies of the physical education teacher.
- The existence of obstacles to the physical education lesson related to sports activity and school administration.
- Most of the obstacles related to the physical education lesson are closely related to the material capabilities that do not match the needs of the lesson.

Recommendations

According to the results of the study, the researcher recommends the following:

- Commitment to the typical numbers of students in schools, as well as the number of schools participating in school hours in one day.
- The Ministry adopts a binding decision in which a member of the school buildings committee from the

specialized supervisors or holders of higher degrees in physical education is involved. His task is to participate in choosing school yards and playgrounds in terms of location and legal measurements.

- Obligating contractors to build schools to construct multi-use playgrounds in proportion to the amounts allocated to build each school.
- Providing schools with sports equipment and tools in proportion to the number of students and obligating school administrations to pay attention to the number and arrangement of physical education lessons in the weekly lesson schedule.

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