

The degree of educational difficulties faced by teachers of Physical Education in the north-east Badia

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Abstract

This study aimed to identify the degree of educational difficulties faced by teachers of Physical Education in the desert north-east. The study population consisted of all teachers of Physical Education who is studying curriculum of physical education in schools affiliated to the Directorate of Education of the brigade desert north-east, due to the small size of the study population has been taken in full has been numbered (158) teachers who are studying education curriculum sports, has They distributed questionnaires and retrieved them Researcher (135) form a percentage of (85.4%) of the study, for the purposes of the study, the researcher using the questionnaire as the Chairperson of the data collection. The questionnaire of two parts: the first, and include personal information about the study sample, such as race and stage of teaching experience, and the second consists of 20 items distributed on two areas, namely: (technical difficulties, difficulties administrative) describes the difficulties of educational facing teachers of Physical Education in the desert north-east, and after data collection and discharge have been processed using statistical methods and descriptive and analytical occasion. The study showed the following results: that the degree of difficulty educational facing teachers of Physical Education in the desert north-east (high) where the arithmetic average of the responses of the sample (3.68: 5.00), and that technical difficulties (medium) with a mean (3.54: 5.00), and administrative difficulties (high) with a mean (3.81: 5.00), and the results revealed non-existence of statistically significant differences attributable to the variables of sex and stage of teaching experience on the fields and the tool as a whole, and in light of the results of this study, the researcher recommended a number of recommendations.

Keywords: educational difficulties, Physical Education, Northern Badia East.

Introduction

Teaching profession always face many difficulties that affect the performance of teachers negatively and this in turn affects the achievement of students, most of those difficulties are behavior and educational ones.

The related literature asserts that new teachers face many problems, those problems differ according to the age of the teacher, background as well as their life experiences. It is known that the transition from life to education puts many pressures and obstacles on new teachers especially in adapting the educational system, communication, classroom management, dealing with students, evaluation, paper work burden and other educational problems (Brock & Grady, 1998). In the classroom, teachers face different kinds of educational and technical problems related to their daily work (Howard, 2002).

Physical education teachers face the same problems especially in their effort to deliver lessons that fit the physiological characters as well as coping with the needs of students (Al-tamimi, 2008: 42)

Physical education lessons need many preparations on both practical and theoretical aspects and there is the need of preparing equipment and dealing with behavior problems. Teachers must take careful attention to a lot of things wile preparing or implementing the lesson and may face many obstacles (Muwad, 1990:86).

The researchers reviewed many studies in the same field. For example, Al-rousan (1986) studied the difficulties faced by social studies from the point of view of teachers, and the researcher found that the lack of experience of teachers in the operation and production of teaching aids, have not had the opportunity for learners to participate in the planning process and the preparation of the curriculum. He also Barry (Barry, 1992) study on the difficulties faced by teachers at the beginning of their appointment, and the aim of the study to find out the difficulties faced by the teacher after graduating from college and entering the field of education, the class of the difficulties faced by these teachers in the execution of orders, and evaluation, and the school system, and management grade, and design lessons, and religion, and discipline classroom, and has all of Nancy, and George (Nancy & George, 1992) study aimed to find out the reasons that leaves teachers teaching, and found that the percentage (40%) of teachers leaving education to other professions.

Meanwhile, Hamasha's (2000) study aimed to find out the administrative problems that face newly appointed teachers of the first three grades at Irbid schools and define the problems in terms of sex and

qualification. The results of the study revealed: there were significant at $\alpha=0.05$ for the degree to which administrative problems exist.

Dana (2000) concluded that schools suffer of many difficulties such as the lack of proper training and qualifying teachers, and suggested the need of extensive training programs. Moreover Jim(2001) stated that expert teachers must help novice teachers to overcome all technical and educational problems they may face especially in discipline and in classroom management.

Mosmar (2001) studied difficulties and obstacles facing the teacher in general, it was found that physical education teachers are facing difficulties and obstacles Several moderately acute, and it turns out that more difficulties common are related to the following: low salaries, and not being able to hold sessions sports school due to the weakness of the budget allocated to physical education, and lack of availability of stadiums and halls closed appropriate for teaching and training, and lack of appropriate curriculum to the conditions of the schools, and the lack of availability of sporting equipment associated with the curriculum of the decision, it was noted that there were significant differences between novice teachers and parameters novices in the following areas: school administration, dealing with students, mentoring, curriculum.

Through reviewing the related literature and previous studies the researchers concluded that there are many educational and technical problems facing teachers but those studies described the difficulties only while, the current study is dealing with the difficulties and problems facing physical education teachers in order to bridge the gap in the related literature.

Statement of Purpose

Education profession is facing many technical and administrative difficulties which became an obstacle in the process of educating youth. The researchers within their practical experiences in the field of education found that there are many types of difficulties. Therefore, the problem of the current study is investigating degree of educational difficulties faced by teachers of Physical Education in the north-east Badia.

Study Questions:

The study is trying to answer the following questions:

1. What is degree of technical difficulties faced by teachers of Physical Education in the north-east Badia?
2. What is degree of administrative difficulties faced by teachers of Physical Education in the north-east Badia?
3. Are there any significant statistical differences at the level of ($\alpha=0.05$) in the degree of educational difficulties faced by teachers of Physical Education in the north-east Badia attributed to gender, educational level and experience?.

Significance of the study

The importance of this study emerged from its purpose as it seeks to reach several findings benefiting researcher on both practical and scientifically levels. This can be summarized as follows:

1. Scientific importance: The scientific importance of this study is represented from its goal of rooting an important issue regarding the difficulties related the work of Jordanian teachers.
2. Practical Importance: the practical importance is emerged from the goal of this study which is exploring the degree of educational difficulties faced by teachers of Physical Education in the north-east Badia.

Objectives of the study

The objectives of the study are investigating the degree of technical difficulties faced by teachers of Physical Education in the north-east Badia as well as exploring the degree of administrative difficulties faced by teachers of Physical Education in the north-east Badia. Moreover, findings if there are significant statistical differences in the degree of educational difficulties faced by teachers of Physical Education in the north-east Badia attributed to gender, educational level and experience.

Definition of terms

- **Educational difficulties:** Set of technical and administrative obstacles faced by teachers of Physical Education in the Northern East Badia and believed they reduce their effectiveness in teaching and hinders the verification of the implementation of the objectives of the curriculum of physical education in schools of north-east Badia.
- **Physical Education Teachers:** A sample of male and female teachers teaching physical education in the public schools of north-east Badia.

Methodology and Procedures

This section describes the sample of the current study, study tool, validity and reliability procedures. It also presents the statistic that used in the analysis of data, and extract the results, this study belongs to a type of descriptive research survey aimed to, analysis, and evaluate of the characteristics of a particular group, or a certain position dominated by the selection (Oppenheim, 1996: 1).

Population & Sample

The population of the study consisted of all male and female physical education teachers teaching in the schools of north-east Badia totaling (158). All teachers formed the sample of the study as the researchers distributed the tools for them all and retrieved only (135) valid questioners with a rate of (84.1%). Table (1) presents the characteristics of the sample.

Table (1): Sample characteristics according to the variables.

Percentage	No	Variables
Gender		
%78.5	106	Male
%21.5	29	Female
%100	135	Total
Study level		
%34.8	47	Basic
%65.2	88	Secondary
%100	135	Total
Experience		
%68.1	92	Less than 5yrs
%31.9	43	Five yrs+
%100	135	Total

Study Tool

The researchers reviewed the related literature and the Jordanian ministry of Education T guidelines as well as previous Arabic and foreign studies to develop a questionnaire. The questionnaire consisted in its first form of (20) items distributed into educational and technical difficulties on a five likert scale.

Instrument Validity and Reliability

Validity was established through content and face validity, and the instrument was standardized on the response of a experts group of in Educational administration. The raters canceled two items and modified other items. The final form of the questionnaire consisted of (20) items distributed into the same fields. Reliability of the instrument was determined through a pilot study; sample of 32 respondents from of the study population. The reliability coefficient ranged between (0.87- 0.91) and it seemed to be reliable for use a Jordanian population.

Statistical Analysis

The researchers used SPSS software to extract findings through applying the descriptive analytical procures in order to answer the study questions. Those were, means, standard deviations, frequencies, Pearson coefficient and Levene's Test for Equality of Variances.

Findings and Discussion

The objectives of the study are investigating the degree of technical difficulties faced by teachers of Physical Education in the north-east Badia as well as exploring the degree of administrative difficulties faced by teachers of Physical Education in the north-east Badia. Moreover, finding if there are significant statistical

differences in the degree of educational difficulties faced by teachers of Physical Education in the north-east Badia attributed to gender, educational level and experience.

Findings of the first question: What is degree of technical difficulties faced by teachers of Physical Education in the north-east Badia?

To answer this question means and standard deviations were calculated to estimate the application degree. Table(3) presents the means and standard deviations for the technical difficulties arranged in a Descending order

Table(3): Means and standard Deviations of technical difficulties

Rank	No	First domain: technical difficulties	Means	SD
3	1	Weak response of students to modern teaching methods	3.99	1.26
2	2	The difficulties of students' management in the class.	4.04	1.39
4	3	Threatening and hitting students	3.50	1.45
5	4	The curriculum is restricted and hinders creativity.	3.47	1.42
8	5	The difficulty of implementing physical education curriculum due to schools abilities.	3.24	1.69
7	6	The difficulty of using styles motivating students to learn properly	3.35	1.20
7	7	The difficulties of individual differences among students	3.35	1.32
6	8	The difficulty of accepting innovation by supervisors	3.36	1.50
9	9	The difficulty of coping with students needs	2.92	1.44
1	10	The difficulty of dealing with administration when applying modern methods.	4.17	1.20
*2	Total		3.54	1.06

*** domain arrangement according to other domains**

Table (3) showed that the highest means ranged between (2.92-4.17) as item (10) came first with a mean of(4.17) followed by item (2) then item (1). This means that technical difficulties facing teachers are in an average level as the total mean of the sample was (3.54: 5.00).

This finding can be explained that the technical difficulties are existed especially in the rejection of using modern methods due to budget constrains and due to the behavior problems that occur without an authority to teachers to discipline and manage students.

Moreover, there are the difficulties related to classroom management and this may be due to the lack of proper qualification of teachers since most of them are new teachers and need more qualifications not to mention, the instability of job as most of them try to go to work in cities. The findings are consistent with studies such as Al rousan (1986), Barry (1992) and Mosmar (2001) which most of them indicated that the difficulties are in an average level showing the same difficulties as in this study.

Findings of the second question: What is degree of administrative difficulties faced by teachers of Physical Education in the north-east Badia?

To answer this question means and standard deviations were calculated to estimate the application degree. Table(4) presents the means and standard deviations for the educational difficulties arranged in a Descending order

Table(3): Means and standard Deviations of educational difficulties

Rank	No	First domain: technical difficulties	Means	SD
3	11	The difficulty of rules and regulations applied in north-east Badia schools	3.96	1.34
2	12	I spent must time in administrative work	3.91	1.23
4	13	The lack of training courses and workshops in north-east Badia schools	3.74	1.27
5	14	The difficulty of dealing with parents in north-east Badia schools	3.54	1.10
8	15	Giving directions by management without discussion in north	3.85	0.92
7	16	The difficulty of implementing physical education curriculum due to the weakens of	3.52	1.15
7	17	The bad image of physical education teachers in north	3.89	1.02
6	18	The shortage in devices and equipment in north	3.88	0.93
9	19	The work load as I work in other tasks in the school	4.11	1.03
1	20	The difficulty in coping with the school environment and interacting with it	3.74	1.34
1*	Total		3.81	0.79

Table (4) showed that the mean ranged between (3.52- 4.11) as item (19) came first followed by item (11). Meanwhile, item (12) came in the third rank showing a high level of difficulties facing physical education teachers in north-east Badia schools (3.81:5.00). This means that work conditions are difficult for teachers hindering their creativity due to the image of the teacher and his role which is be seen as a secondary role in the educational system. Moreover, the weak infrastructure and the shortage of equipment make the work so difficult and makes the teacher unable to cope with the environment.

All those conditions were mentioned by many studies such as Dana (2000), Mosmar (2001) which stated that this type of difficulties is facing teachers in a high level.

Findings of the third question: Are there any significant statistical differences at the level of ($\alpha=0.05$) in the degree of educational difficulties faced by teachers of Physical Education in the north-east Badia attributed to gender, educational level and experience?.

To answer this question the researchers used means. Standard deviations as well as Levene's Test for Equality of Variances according to gender. Table (4) presents the findings

Table(4): Levene's Test for Equality of Variances of means on domains and the tool as a whole according to gender

Sig	F	SD	M	No	Gender	Domain
0.318	1.004	1.03	3.5453	106	Male	Technical difficulties
		1.19	3.5379	29	Female	
0.215	1.555	0.77	3.8113	106	Male	Administrative difficulties
		0.88	3.8448	29	Female	
.2230	1.496	0.88	3.6783	106	Male	Total
		1.02	3.6914	29	female	

Table (5) presents Standard deviations as well as Levene's Test for Equality of Variances according to educational level. Table (5) presents the findings

Table(5): Levene's Test for Equality of Variances of means on domains and the tool as a whole according to educational level

Sig	F	SD	M	No	Educational level	Domain
0.434	0.615	1.01	3.73	47	Basic	Technical difficulties
		1.07	3.43	88	Secondary	
0.958	0.003	0.77	3.92	47	Basic	Administrative difficulties
		0.80	3.75	88	Secondary	
.5760	.3150	0.88	3.83	47	Basic	Total
		0.92	3.59	88	Secondary	

Table (6) presents Standard deviations as well as Levene's Test for Equality of Variances according to experience. Table (5) presents the findings

Table(6): Levene's Test for Equality of Variances of means on domains and the tool as a whole according to experience

Sig	F	SD	M	No	Experience	Domain
0.395	0.727	1.09	3.58	92	Less than 5yrs	Technical difficulties
		1.00	3.45	43	5year+	
0.146	2.137	0.82	3.83	92	Less than 5yrs	Administrative difficulties
		0.73	3.77	43	5year+	
.2510	1.332	0.94	3.71	92	Less than 5yrs	Total
		0.84	3.61	43	5year+	

The findings showed that there were no significant statistical differences in the degree of educational difficulties facing physical education teachers in north-east Bdaia attributed to gender, educational level and experience on domains and the tool as a whole. This can be explained that all respondents facing the same degree of difficulties as there are working in the same environment within its traditional regulations, rules, type of management and the same facilities. Moreover, all teachers had the same qualification so their abilities are the same and this is reflected in the educational level and on experience variables too. This finding is consistent with Mosmar (2001) indicated that teachers face difficulties in an average level and there were no differences between them according to the study variables.

Recommendations

Based on the findings of the study the researchers recommended:

- Executing physical education curriculum within a proper environment and equipment provided to teachers.
- Using teaching methods that may motivate students and enable teachers from dealing with individual differences in the classroom.
- Enhancing physical education salaries based on their huge efforts.
- Promoting professional development of physical education teachers through training and workshops.
- Reducing administrative load and finding suitable techniques for supervising physical education teachers.

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