

The Role of the Education Techniques in Teaching the Curriculum of Physical Education for the Secondary Stage from the Perspective of Physical Education Teachers in Dakahlia Governorate "Evaluation study"

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Introduction& Research problem:

The process of developing and modernizing the educational system has become a serious matter due to the rapid development and the continuous change in the field of education technology, which is characteristic of the age in which we live. Therefore, it is necessary for the educational and educational institutions to adapt their educational systems with the technology prevailing in the current era. The use of modern technologies in education is an effective means of facilitating student access to various information and knowledge, enhancing learning and increasing academic achievement.

The importance of educational techniques is to improve the efficiency of the educational process, and achieve the highest educational benefit. It does not stop at the end of the tools and devices, but it is linked to all elements of the educational process from teacher, learner, objectives, educational content and methods of evaluation. The educational value of teaching techniques improves its ability to create opportunities and open wide horizons for teaching methods and strategies to meet the requirements of the rapidly changing knowledge and information society. It is therefore necessary to adopt a structured systematic process in the design of educational process in the educational institutions based on using the modern learning techniques to overcome the disadvantages of traditional methods to learn more effectively. (16: 185) (37) (10: 2) (20:21).

The educational techniques play an important role in the modification and development of the curriculum. They represent the elements of organizational design, evaluation and development of educational curricula and experiences that affect their objectives, content, activities and methods of evaluation. The students' self-learning skills and the instilling of knowledge and achievement in the era of cognitive explosion became one of the main objectives of the curriculum. Also using teaching techniques in teaching affects positively on the curriculum, teacher, student and teaching methods, it makes the curriculum more flexible, and increases the available educational options to students, as well as helps the teacher and enables him to know the means and its objectives, and importance and how to choose the appropriate ones. (7:2)(29:3)(5:9)(9:81).

From the above, through the researcher's knowledge about the available previous studies in the field of physical education curricula and educational techniques such as the study of Ashraf Mohamed Abdelkader (2013) (4) , Shaban Helmy Hafez (2016) (12), Maysa Mohamed Alsayed (2014) (24) and access to the international information network such as (45)(46) referred to the positive impact of teaching using modern educational techniques to achieve the desired goals, improve and develop the educational process, which is reflected positively on the educational outputs, as recommended by many seminars and scientific conferences held At the level of the Arab world, including the third educational conference of Lauder Arab Education (2002) and the Twelfth Scientific Conference of Education Technology, to use the technology in various educational techniques , employ them in the educational process, and call for the preparation of research , studies aimed at reaching the practical perceptions to achieve the ideal use of teaching techniques as an educational method to enrich the curriculum, and the importance of secondary stage in the organizational structure of education in most countries of the world as the backbone of the educational process, the Ministry of Education of the Arab Republic of Egypt has directed to take serious

measures towards using the educational technology in which the most recent efforts in this field is the delivering (Tablet) for high school students containing all the courses taught by the student electronically, which led the researcher to conduct an assessment study on the role of educational techniques in teaching the curriculum of physical education for secondary stage from the point of view of physical education teachers in the governorate Dakahlia.

Research Aims:

The aim of the research is to evaluate the role of education techniques in teaching the curriculum of physical education for the secondary stage from the point of view of physical education teachers in Dakahlia governorate by identifying :-

- The role of education techniques in teaching the curriculum of physical education for the secondary stage.
- The extent of using the education techniques in teaching the curriculum of physical education for the secondary stage.
- Obstacles to using the education techniques in teaching the curriculum of physical education for the secondary stage.
- Suggested mechanisms to activate the role of education techniques in teaching the curriculum of physical education for the secondary stage.

Research questions:

- what is the role of education techniques in teaching the curriculum of physical education for the secondary stage?
- To what extent the education techniques use in teaching the curriculum of physical education for the secondary stage?
- What are the obstacles to using the education techniques in teaching the curriculum of physical education for the secondary stage?
- What mechanisms are proposed to activate the role of education techniques in teaching the curriculum of physical education for the secondary stage?

Terms used in the research:

Evaluation: It is a broader process and includes measuring the extent of student learning, and ensure the achievement of the desired goals through identifying the strengths and weaknesses points and treating the educational process of learning, for the purpose of improvement and development. (1:52)(3:117)(13:115)

Education techniques: All methods, tools, materials, devices, and organizations used in a particular educational system with the aim of achieving specific educational goals or solving the problems of education and aims to develop the teaching and learning, improve the level of the educational process and increase its effectiveness and efficiency on scientific grounds.(8:152)

The curriculum: is what the educational institution and educational experiences of various educational activities planned within and outside the classroom in order to achieve a balanced overall growth of the personality of the student in light of the objectives and desired educational outcomes.(21:35)(13:4)

Previous studies:

1-Hazem Abdel Mohsen Mohamed's study (2003)(6) aimed to identify the most important innovations of educational technology in physical education and the use of technological innovations in physical education and the teacher's awareness of how to employ the technological innovator in the field of physical education. The most important results were the agreement of the teachers of physical education on the importance of using technological

innovations and lack of preparing the teacher of physical education before and after graduation, as well as lack of developing the performance of the teacher of physical education during service.

2-The study of Ashraf Mohamed Abdel-kader (2013)(4) illustrated the reality and obstacles of using the teachers of the preparatory stage of the educational techniques in the Physical education course in Damietta Governorate. The most important results were the lack of physical education teachers in using technological procedures to simplify the content of the curriculum and the good use of multimedia and formulate its system to overcome problems. The technique that makes it difficult to use the computer in the process of teaching and learning in physical education.

3-The study of Maysa Mohamed El Sayed (2014)(24) on the reality of the use of modern educational techniques in the teaching of water sports and the difficulties faced by the faculties of physical education from the point of view of the faculty members. The results showed that there were some obstacles to the extent of using modern teaching techniques in teaching water sports. In some colleges of physical education and the most difficult was the lack of training courses on the use of educational techniques.

4-The study of Shaban Hilmi Hafez (2016)(12) identified the obstacles to the use of educational technology in the teaching of physical education curricula in the schools of general education in Sohag governorate. The most important results were that the use of educational technology in the teaching of physical education curricula impedes the teacher of physical education in terms of pre-service preparation and in-service training. And the use of educational technology in the field of physical education, where the constraints of this area ranked third in proportion.

5-The study of Yahia Mahmoud Lamloum, Iman Farag Bashir (2017)(33) , was designed to identify the reality of using the educational techniques and the problems that impede their employment in the learning process. The results showed that the physical education teachers do not use the educational techniques in the physical education lesson. The technological means needed by the teacher in the school, and the absence of the subject of educational techniques within the curricula for the professional preparation of the teacher of physical education.

Comment on previous studies:

It is clear through the presentation of the previous studies and research that the researcher can reach that it sheds light on many important points that benefited the researcher in terms of the steps taken to conduct this research in the process of identifying and formulating aspects of the problem of research and analysis aspects and determine the appropriate procedures for research and the type of appropriate statistical treatments, Benefiting from how best to present the results, explain them, discuss them and make recommendations and proposals.

Research procedures:

Research Methodology:

The descriptive approach was used to suit the nature of the research

Community and Sample Search:

The current research community is determined in the secondary schools and educational departments in Dakahlia governorate, which numbered (132) schools and (17) educational administration. The sample was randomly selected from the physical education teachers (32) teachers by percentage (24.24%) of the total society. Research for the academic year 2017/2018.

Data collection methods:**Questionnaire:**

Prepared by the researcher and followed in the preparation of the following steps:

1- Determine the objective of the questionnaire:

The objective of the questionnaire was determined by evaluating the role of education techniques in teaching the curriculum of physical education for the secondary stage from the point of view of physical education teachers in Dakahlia governorate.

2- Identify the axes of the questionnaire:

Through the study of many previous studies and research and scientific references specialized and related to the subject of research such as (4) (6) (12) (16) (17) (18) (21) (26) (31) (33) (42) The main themes of the questionnaire were identified in four main areas:-

-The first axis: (the role of education techniques in teaching the curriculum of physical education for the secondary stage

-The second axis: (the extent of the use of education techniques in teaching the curriculum of physical education for the secondary stage

-The third axis: (obstacles to the use of education techniques in teaching the curriculum of physical education for the secondary stage

-The fourth axis: (mechanisms proposed to activate the role of education techniques in teaching the curriculum of physical education for the secondary stage

It was presented to a group of experts consisting of (5) experts from the faculty members with a minimum of ten years of experience in the field of university teaching and curricula of physical education and educational technology faculty (Annex 1) to express opinion on the appropriateness and validity of the proposed axes of the questionnaire, (Annex 4).

3-Formulation of the questionnaire terms:

After defining the axes of the questionnaire, the researcher developed a set of phases for each axis of the questionnaire which were (80) phases distributed on the axes (Annex 5). Correct In formulating and defining the form of phrases, one must take into account the specific meaning of each term, the language of each correct phrase, the avoidance of difficult words, the avoidance of words that carry more than one meaning, the formulation of words in a manner that is appropriate to the sample of the research, Search to answer each phrase.

4- Instructions of the questionnaire:

The questionnaire has been developed. Each teacher has been asked to write his / her personal data, read each statement carefully and not leave any words without answering them, as well as not to put more than one answer for each statement and leave enough space for the questionnaire to use expert opinions.

5- Initial picture of the questionnaire:

The initial picture of the questionnaire was presented to a group of experts consisting of (5) experts with a minimum of (10) years experience in the university work. (Annex 2) To find out the appropriateness of the terms for the axis to which you belong and to express an opinion regarding the deletion, addition or Amend the wording of any statement in the light of their observations and make the necessary adjustments in accordance with the views and consensus of experts, whether deletion or amendment or addition as shown in table(1).

Table (1)
The number of statements that were deleted in the preliminary sample of the questionnaire (n = 5)

N	Axis	Number of phrases in the initial image	Number of deleted statements	Number of agreed terms
1	The role of teaching techniques in teaching the curriculum of physical education for the secondary stage	17	0	17
2	The extent of the use of teaching techniques in teaching the curriculum of physical education for the secondary stage.	22	2	20
3	Obstacles to the use of teaching techniques in teaching the curriculum of physical education for the secondary stage.	22	1	21
4	Suggested mechanisms to activate the role of teaching techniques in teaching the curriculum of physical education for the secondary stage.	19	2	17
Total		80	5	75

Table(1) showing the number of deleted statements for the initial image of the questionnaire is presented after the presentation to the experts, which was(5)phases to reach the total number of agreed phrases(75).

6-The final image of the questionnaire:

In the light of the opinions and suggestions expressed by the experts, the questionnaire was written in its final form (Annex 3) by the order of the phrases according to the axis in which they belong, during the compilation of the expressions for each axis of the questionnaire together. The words are answered in accordance with a five-pronged (0-1-2-3-4) "strongly agree - ok - I have not seen - disagree - strongly disagree".

7-Test the questionnaire and conduct scientific procedures:

The researcher conducted an exploratory study of the data collection tool "questionnaire" in order to determine the scientific parameters of the questionnaire, as well as to ascertain the appropriateness of the wording of the questionnaire and its clarity and its easy understanding by the research sample by applying it to a random sample based on (15) a teacher from the research community and from outside the original sample From Monday 2/10/2017 to Wednesday11/10/2017. The result of the study was that the terms of the research sample were validated.

- The sincerity of questionnaire:

A) The sincerity of content:

The content was used to verify the validity of the questionnaire by presenting it to a group of arbitrators with experience in the field of research to identify their views on the appropriateness of the questionnaire(attachment 6).

B) True internal consistency:

The validity of internal consistency was used to calculate the veracity of the expressions and axes of the questionnaire form by finding the correlation coefficient between the terms and their axes and between the axes and the total score of the questionnaire as shown in table(2).

Table(2)
Correlation coefficients between the terms and the subject of the questionnaire in question(n=15)

Axis	phases	Consist with		Axis	phases	Consist with		axis	phases	Consist with			
		axis	questionnaire			Axis	questionnaire			Axis	Questionnaire		
The role of teaching techniques in teaching the curriculum of physical education for the secondary	1	0.78	0.81		9	0.75	0.70		14	0.85	0.71		
	2	0.70	0.65		10	0.84	0.79		15	0.72	0.67		
	3	0.91	0.86		11	0.76	0.73		16	0.84	0.76		
	4	0.73	0.68		12	0.81	0.69		17	0.78	0.79		
	5	0.87	0.80		13	0.80	0.72		18	0.83	0.79		
	6	0.74	0.86		14	0.81	0.80		19	0.74	0.69		
	7	0.69	0.64		15	0.86	0.73		20	0.89	0.84		
	8	0.85	0.79		16	0.89	0.91		21	0.86	0.80		
	9	0.68	0.63		17	0.81	0.68		Suggested mechanisms to activate the role of teaching techniques in teaching the curriculum of	1	0.75	0.80	
	10	0.79	0.87		18	0.88	0.90			2	0.83	0.79	
	11	0.89	0.83		19	0.75	0.70			3	0.79	0.62	
	12	0.81	0.76		20	0.74	0.86			4	0.72	0.66	
	13	0.85	0.82		Obstacles to the use of teaching techniques in teaching the	1	0.78			0.74	5	0.89	0.85
	14	0.61	0.77			2	0.80			0.72	6	0.86	0.81
	15	0.79	0.74			3	0.67			0.82	7	0.79	0.74
	16	0.87	0.82			4	0.78			0.76	8	0.90	0.87
	17	0.72	0.88			5	0.73			0.70	9	0.74	0.82
The extent of the use of teaching	1	0.77	0.72	6		0.68	0.63	10		0.73	0.68		
	2	0.82	0.77	7		0.76	0.81	11		0.69	0.80		
	3	0.78	0.81	8		0.80	0.73	12		0.89	0.77		
	4	0.80	0.85	9		0.77	0.72	13		0.78	0.64		
	5	0.71	0.75	10		0.87	0.73	14		0.81	0.84		
	6	0.78	0.72	11		0.77	0.87	15		0.75	0.83		
	7	0.63	0.60	12		0.72	0.67	16		0.69	0.64		
	8	0.88	0.83	13		0.79	0.71	17		0.88	0.92		

Tabled (R) value at the Significant level 0.05=(0.441)

Table(2) shows the existence of a statistically significant relationship at a significant level of 0.05 between the score of each statement and the degree of its axis and the degree of each statement and the total score of the questionnaire, indicating the validity of the internal consistency of the questionnaire.

Table (3)
Correlation coefficients between axes and total score
Of the questionnaire in question(n=15)

Axis	First	Second	Third	forth	questionnaire
First		0.84	0.87	0.78	0.89
Second			0.90	0.82	0.86
Third				0.79	0.83
Forth					0.85
Questionnaire					

Tabled (R) value at the Significant level 0.05=(0.441)

The table(3) shows the existence of a statistically significant correlation at the Significant level 0.05 between the score of each axis and the degree of the questionnaire indicating the validity of the internal consistency of the questionnaire.

Stability of the questionnaire

The researcher used Spearman-Brown's midterm split method and Gettman's general half-term equation to calculate the persistence factor of the questionnaire by applying the survey questionnaire to the exploratory study group, whose number was (15) teacher of secondary sports education from the same research community and from outside the basic sample as shown in table(4).

Table(4)
Stability of the questionnaire in question (n=15)

N	Axis	Spearman		Gettman
		Coefficient	Stability	
1	First	0.76	0.85	0.89
2	Second	0.82	0.90	0.88
3	Third	0.73	0.86	0.84
4	Forth	0.83	0.76	0.78
Questionnaire		0.87	0.91	0.94

Tabled (R) value at the Significant level0.05=(0.441)

It is clear from the table (4) of stability of the questionnaire form for the teachers of the physical education of the secondary stage and its areas where the coefficient of stability of the form in Spearman-Brown was 0.91 while in the Gettman method 0.94 indicating the high coefficient of stability of the questionnaire in question.

- Basic study (application of questionnaire form)

After selecting the sample and testing the research tools and verifying their validity and stability, the researcher applied the research tools on all the members of the sample who were (32) teachers of sports education in the secondary schools during the period from Sunday15/10/2017 to Monday 27/11/2017, and the questionnaire forms were compiled, corrected and graded, Statistically.

- Statistical treatments

Statistical analyzes were carried out using the statistical software Spss, Excel. The following statistical parameters were used: arithmetic mean, standard deviation, weighting, chi square test, correlation coefficient (Pearson - Spearman), and weighting ratio.

Results' presentation:

Table(5)

The weighting of the views of the research sample in the first axis (the role of education techniques in teaching the curriculum of physical education for the secondary stage)

statement	0		1		2		3		4		Weighting degree	Weighting percent	Chi ²
	N	percent	N	percent	N	percent	N	percent	N	percent			
1	0	0.00%	0	0.00%	0	0.00%	9	28.13%	23	71.90%	119	93.01%	63.31
2	0	0.00%	0	0.00%	3	9.40%	11	34.40%	18	56.30%	111	86.72%	42.24
3	0	0.00%	0	0.00%	0	0.00%	6	18.80%	26	81.30%	122	95.31%	79.25
4	0	0.00%	0	0.00%	0	0.00%	7	21.90%	25	78.13%	121	95.00%	73.37
5	0	0.00%	0	0.00%	0	0.00%	6	18.80%	26	81.30%	122	95.31%	79.25
6	0	0.00%	0	0.00%	2	6.30%	9	28.13%	21	65.63%	115	90.00%	51.24
7	0	0.00%	0	0.00%	0	0.00%	8	25.00%	24	75.00%	120	93.80%	68.00
8	0	0.00%	1	3.13%	4	12.50%	12	37.50%	15	46.90%	105	82.03%	33.21
9	0	0.00%	1	3.13%	4	12.50%	13	40.63%	14	43.80%	104	81.30%	27.69
10	0	0.00%	0	0.00%	1	3.13%	8	25.00%	23	71.90%	118	92.20%	60.81
11	0	0.00%	1	3.13%	2	6.30%	11	34.40%	18	56.30%	110	85.94%	41.62
12	0	0.00%	1	3.13%	2	6.30%	8	25.00%	21	65.63%	113	88.30%	47.69
13	0	0.00%	0	0.00%	1	3.13%	10	31.30%	21	65.63%	116	90.63%	54.71

14	0	0.00%	1	3.13%	2	6.30%	11	34.40%	18	56.30%	110	85.94%	38.31
15	0	0.00%	0	0.00%	0	0.00%	6	18.80%	26	81.30%	122	95.31%	79.28
16	0	0.00%	1	3.13%	4	12.50%	12	37.50%	15	46.90%	105	82.03%	28.31
17	0	0.00%	0	0.00%	1	3.13%	14	43.80%	17	53.13%	112	87.50%	52.96
Axis	0	0.00%	6	1.10%	26	4.80%	161	29.60%	351	65.00%	1945	89.40%	858.20

Tabled " Chi²"value at 0.05=9.490

table(5) show that the responses of teachers towards the first axis (the role of education techniques in teaching the curriculum of physical education for the secondary stage) was 89.40% , where the highest percentage of the terms of phases No (3),(5),(15) was 95.31% for each one, while the phase No (9) had the lowest number by81.30%.

Table(6)

The weighting of the opinions of the research sample in the second axis (extent of the use of education techniques in teaching the curriculum of physical education for the secondary stage

statement	0		1		2		3		4		Weighting degree	Weighting percent	Chi ²
	N	percent	N	percent	N	percent	N	percent	N	percent			
1	21	65.63%	8	25.00%	2	6.30%	1	3.13%	0	0.00%	15	11.72%	52.24
2	14	43.80%	6	18.80%	8	25.00%	2	6.30%	2	6.30%	36	28.13%	15.50
3	13	40.63%	3	9.40%	7	21.90%	6	18.80%	3	9.40%	47	36.72%	10.53
4	21	65.63%	7	21.90%	3	9.40%	1	3.13%	0	0.00%	16	12.50%	46.13
5	15	46.88%	10	31.30%	2	6.30%	3	9.40%	2	6.30%	31	24.22%	23.24
6	10	31.30%	12	37.50%	5	15.63%	3	9.40%	2	6.30%	39	30.50%	12.06
7	15	46.88%	10	31.30%	2	6.30%	3	9.40%	2	6.30%	31	24.22%	23.24
8	20	62.50%	9	28.13%	1	3.13%	2	6.30%	0	0.00%	17	13.30%	43.94
9	21	65.63%	8	25.00%	2	6.30%	1	3.13%	0	0.00%	15	11.72%	52.24
10	14	43.80%	10	31.30%	4	12.50%	2	6.30%	2	6.30%	32	25.00%	18.00
11	19	59.38%	7	21.90%	4	12.50%	1	3.13%	1	3.13%	22	17.19%	39.43
12	14	43.80%	6	18.80%	8	25.00%	2	6.30%	2	6.30%	36	28.13%	15.50
13	21	65.63%	8	25.00%	2	6.30%	1	3.13%	0	0.00%	15	11.72%	52.24
14	16	50.00%	6	18.80%	4	12.50%	4	12.50%	2	6.30%	34	26.60%	19.25
15	21	65.63%	6	18.80%	3	9.40%	1	3.13%	1	3.13%	19	14.84%	48.81
16	21	65.63%	8	25.00%	2	6.30%	1	3.13%	0	0.00%	15	11.72%	47.69
17	20	62.50%	9	28.13%	1	3.13%	2	6.30%	0	0.00%	17	13.30%	46.96
18	21	65.63%	7	21.90%	3	9.40%	1	3.13%	0	0.00%	16	12.50%	46.13
19	21	65.63%	6	18.80%	3	9.40%	1	3.13%	1	3.13%	19	14.84%	48.81
20	16	50.00%	11	34.38%	3	9.40%	1	3.13%	1	3.13%	24	18.80%	28.63
Axis	354	55.31%	152	23.80%	69	10.80%	39	6.10%	26	4.10%	511	20.00%	646.01

Tabled " Chi²"value at 0.05=9.490

Table(6) show that the responses of teachers towards the second axis (The extent of using the education techniques in teaching the curriculum of physical education for the secondary stage) was 20,00%, where the highest percentage was for the terms No(3) by 36,72%, while the phases No(1),(9),(13),(16) had the lowest percentage for each one by 11,72%.

Table(7)

Weighting of the views of the research sample in the third axis (obstacles to use the education techniques in teaching the curriculum of physical education for the secondary stage

statement	0		1		2		3		4		Weighting degree	Weighting percent	Chi ²
	N	percent	N	percent	N	percent	N	percent	N	percent			
1	0	0.00%	0	0.00%	0	0.00%	3	9.40%	29	90.63%	125	97.63%	102.62
2	0	0.00%	0	0.00%	2	6.30%	8	25.00%	22	68.80%	116	90.63%	54.25
3	0	0.00%	0	0.00%	2	6.30%	8	25.00%	22	68.80%	116	90.63%	54.65
4	0	0.00%	0	0.00%	1	3.13%	3	9.40%	28	87.50%	123	96.10%	92.06
5	0	0.00%	1	3.13%	2	6.30%	8	25.00%	21	65.63%	113	88.30%	48.09
6	0	0.00%	0	0.00%	0	0.00%	4	12.50%	28	87.50%	124	96.90%	93.00
7	0	0.00%	0	0.00%	0	0.00%	3	9.40%	29	90.63%	125	97.63%	102.62

8	0	0.00%	0	0.00%	1	3.13%	9	28.13%	22	68.80%	117	91.41%	57.49
9	0	0.00%	0	0.00%	0	0.00%	9	28.13%	23	71.90%	119	92.97%	63.31
10	0	0.00%	0	0.00%	1	3.13%	14	43.80%	17	53.13%	112	87.50%	52.96
11	0	0.00%	0	0.00%	0	0.00%	8	25.00%	24	75.00%	120	93.80%	86.00
12	0	0.00%	0	0.00%	2	6.30%	8	25.00%	22	68.80%	116	90.63%	54.65
13	0	0.00%	1	3.13%	2	6.30%	8	25.00%	21	65.63%	113	88.30%	47.69
14	0	0.00%	0	0.00%	2	6.30%	9	28.13%	21	65.63%	115	90.00%	51.24
15	0	0.00%	0	0.00%	1	3.13%	9	28.13%	22	68.80%	117	91.41%	57.49
16	0	0.00%	0	0.00%	2	6.30%	9	28.13%	21	65.63%	115	90.00%	50.19
17	0	0.00%	0	0.00%	2	6.30%	2	6.30%	28	87.50%	122	95.31%	94.78
18	0	0.00%	0	0.00%	1	3.13%	14	43.80%	17	53.13%	112	87.50%	43.94
19	0	0.00%	0	0.00%	2	6.30%	8	25.00%	22	68.80%	116	90.63%	54.65
20	0	0.00%	0	0.00%	3	9.40%	11	34.40%	18	56.30%	111	86.72%	38.94
21	0	0.00%	0	0.00%	0	0.00%	4	12.50%	28	87.50%	124	96.90%	93.90
Axis	0	0.00%	2	0.30%	26	3.87%	159	23.70%	485	72.20%	2471	91.93%	1271.35

Tabled " Chi2" value at 0.05=9.490

Table(7) show that the responses of teachers towards the third axis (obstacles to use the education techniques in teaching the curriculum of physical education for the secondary stage) was 91,93%, where the highest percentage was for the terms No (1),(7) for each one by 97,63%, while the phase No"20" had the lowest percentage by 86,72%.

Table(8)

The weighted percentages of the views of the research sample in the fourth axis (the proposed mechanisms to activate the role of education techniques in teaching the curriculum of physical education for the secondary stage)

Statement	0		1		2		3		4		Weighting degree	Weighting percent	Chi ²
	N	percent	N	percent	N	percent	N	percent	N	percent			
1	0	0.00%	1	3.13%	1	3.13%	3	9.40%	27	84.38%	120	93.80%	83.63
2	0	0.00%	0	0.00%	1	3.13%	4	12.50%	27	84.38%	122	95.31%	85.46
3	0	0.00%	0	0.00%	0	0.00%	2	6.30%	30	93.80%	126	98.44%	109.25
4	0	0.00%	0	0.00%	0	0.00%	3	9.40%	29	90.63%	125	97.70%	102.62
5	0	0.00%	0	0.00%	0	0.00%	2	6.30%	30	93.80%	126	98.44%	109.25
6	0	0.00%	0	0.00%	0	0.00%	2	6.30%	30	93.80%	126	98.44%	112.28
7	0	0.00%	1	3.13%	1	3.13%	3	9.40%	27	84.38%	120	93.80%	83.63
8	0	0.00%	0	0.00%	1	3.13%	5	15.63%	26	81.30%	121	94.53%	77.69
9	0	0.00%	0	0.00%	0	0.00%	7	21.90%	25	78.13%	121	95.00%	73.37
10	0	0.00%	0	0.00%	1	3.13%	5	15.63%	26	81.30%	121	94.53%	77.69
11	0	0.00%	0	0.00%	0	0.00%	9	28.13%	23	71.90%	119	93.01%	64.37
12	0	0.00%	0	0.00%	0	0.00%	5	15.63%	27	84.38%	123	96.10%	85.81
13	0	0.00%	0	0.00%	1	3.13%	5	15.63%	26	81.30%	121	94.53%	77.99
14	0	0.00%	0	0.00%	2	6.30%	8	25.00%	22	68.80%	116	90.63%	54.25
15	0	0.00%	0	0.00%	1	3.13%	4	12.50%	27	84.38%	122	95.31%	84.56
16	0	0.00%	0	0.00%	1	3.13%	2	6.30%	29	90.63%	124	96.90%	103.21
17	0	0.00%	0	0.00%	0	0.00%	3	9.40%	29	90.63%	125	97.70%	100.81
Axis	0	0.00%	2	0.38%	10	1.84%	72	13.24%	460	84.56%	2078	95.50%	1461.90

Tabled " Chi2" value at 0.05=9.490

Table(8) show that the responses of teachers towards the fourth axis (the proposed mechanisms to activate the role of education techniques in teaching the curriculum of physical education for the secondary stage) was 95.50%, where the highest percentage was for the terms No (3),(5),(6) for each one by 98,44%, while the phase No"14" had the lowest percentage by 90,63%.

Discussion and interpretation of the results:**1-Discuss the results of the first question: "What is the role of education techniques in teaching the curriculum of physical education for the secondary stage from the point of view of physical education teachers in Dakahlia Governorate.**

It is clear from table (5) that the responses of teachers towards the first axis (the role of education techniques in teaching the curriculum of physical education for the secondary stage) was 89.40% where the highest rate was for the words of the numbers (3) " which was developing the ability to meditate and the strength of observation and scientific thinking providing the opportunity to learn about diverse learning resources, No. (5) " which helps to overcome the problem of individual differences among students , No. (15) " which is improving the quality of education and increasing its effectiveness to achieve its perfection by establishing an effective educational environment and training the teachers in the preparing the educational objectives and how to formulate, disseminate teaching, product the teaching materials and select the appropriate teaching methods by 95.31%,for each one. While the phase No. (9) " which is "help in applying the learning laws such as solution and composition, love of the survey and approach to reality, and the transition from the known to the unknown, from simple to composite, from the concrete to the abstract and the modifying the behavior to the lowest proportion which was 81.30%. This came back to the role of the field of education and facing problems that hinder achieving its objectives in different areas such as the problem of individual differences among students, provide the scientific material by an exciting way interacted with the student in the educational situation , increase the participation, and develop the ability to reflect and accuracy of observation and follow the scientific thinking. This is consistent with the findings of the studies of Blanskat, A., Blamire, R. & Kefala, (2006) (36) S., Altris, A. & Alojaiman, A., (2013)(35) Maysa Mohamed Elsaid (2014)(24), Entasar Said Hassan (2016)(5) That the use of educational techniques increases the academic achievement of secondary school students, and take into account the individual differences between them if the parties of the educational process do their role to the fullest. The educational techniques contribute a large role in raising the attention of students and satisfy their need to learn and deepen and consolidate, in addition to overcoming the problem of individual differences between them, which makes them more willing to learn. It does not mean the materials and tools only, but it is more comprehensive than that and it is a more general approach of the work , the way of thinking, organization, planning and implementation of all the above.(26:105)(39:219)(40:5)(45).

Technology-based learning aims to achieve better results than those based on traditional teaching methods, to make education centered around the student rather than the teacher, and to take advantage of all the tools, devices and systems in the educational system to achieve the curriculum objectives and improve the teaching and learning process at any stage of education access to the perfection. In addition to developing the student's ability to meditate and the accuracy of observation, following the scientific thinking , improving the quality of education and increasing its effectiveness. Also the use of techniques in education has an important role in solving many of the educational problems such as Individual differences among students and achieve a great deal of equality of educational opportunities among them through their assistance in diversifying sources and methods of education. (10:2)(19:17)(11:4)(27:5).

2-Discuss the results of the second question: "To what extent the use of education techniques in teaching the curriculum of physical education for the secondary stage".

-It is clear from table(6) that the responses of teachers towards the second axis (the extent of the use of education techniques in the teaching the curriculum of physical education for the secondary stage) was weak, where the percentage was 20%, and the highest rate was for

No.(3), which instructs the teacher to use the techniques of education in the curriculum of physical education " with 36.72%. While the phases No.(1) " The teacher uses education techniques during teaching in the curriculum of physical education", No(9)" The teacher organizes a safe and supportive learning environment in using the education techniques in teaching the curriculum of physical education, No.(13)"The teacher uses multimedia technology, and interactive video software to explain the implementation of the content of the curriculum of physical education, No.(16) " which uses the teacher computer technology in teaching the curriculum of physical education because it has become the basis in the processes of teaching and learning "at the lowest with 11.72% for each one. Because the teachers of physical education are weak in using the techniques Education in the educational process, due to the lack of the availability of such techniques and aids, and if available, teachers may not have the basic skills that help them to use and employment, which led to the use of traditional methods of education and agrees with the findings of Mariam Al Zahrani studies(2010)(29), Said Ali Elshahry (2011)(11), Ageel(2011)(34), Mountaser Zine El Abidine Ibrahim (2013)(30) which refer to the low level of teachers used the educational techniques, and other teaching aids. As well as the low availability of education techniques at schools. Despite the importance of educational techniques because they have an effective role in improving and developing the educational process, their use in the field of teaching physical education is still limited in many schools. There is a severe shortage in the numbers and qualities of many modern educational methods and techniques. In addition, there is a shortage of physical education teachers in using the technological procedures to simplify the content of the curriculum to suit the abilities of students and the employment of multimedia according to the curriculum.(4:226-228)(12:303)

Some teachers tend to resist modern educational techniques, despite their importance in supporting teaching, and providing an effective learning environment and a variety of alternatives which can be integrated to be an effective educational system. The teacher is responsible for preparing it, which is one of the most important material inputs to education and the available playgrounds of activities or closed halls, as well using the educational techniques and employment in the educational process is gaining importance in the curricula of physical education, the process of education of physical education despite its apparent plains, but it faces many difficulties, which requires that the educational situations equipped with techniques that facilitate the acquisition of information, knowledge and learning speed at the same time. The criterion of excellence between teachers is the extent to which they can diversify in the use of educational methods and techniques.(28:47)(32:105)(12:302)

3- Discuss of the results of the third question: "What are the obstacles of using the education techniques in teaching the curriculum of physical education for the secondary stage".

It is clear from table(7) that the teachers' responses to the third axis (obstacles of using the education techniques in teaching the curriculum of physical education for the secondary stage) was 91.93%, as the highest percentage was for the phases No.(1) "the lack of workshops and training and rehabilitation courses to refine and develop the skills and attitudes of teachers Physical Education for using the production and development of Educational Technologies ", and No. (7) which is" twice the professional and academic preparation of the teachers of physical education before graduation from the university in terms of their cognitive and skillful competence in using and producing the educational techniques with 97.63% for each one. While the phase No. (20) which is " the time of class isn't enough for the teacher to use the means and the modern educational technology" had lowest percentage which is 86.72%. This is due to the need to prepare the teacher of physical education to use the techniques of education, and this is achieved only by training, as the

lack of training courses for teachers, which trained on how to produce educational materials is difficult when they try to use and employ techniques in the service of the educational process, Also there are lack in the professional and academic preparation of the pre-service teacher at the college or university for using the educational techniques and the absence of theoretical and applied curricula from their use. This is consistent with the findings of Robertson, M., Fluck, A. & Webb, I, (2007)(44), Ashraf Mohamed Abdelkader (2013)(4), Maisa Mohamed El Sayed(2014)(24), Shaaban Helmi Hafez(2016)(12), Ahmed Zeid Al-Mosaad, Noura Omar(2017)(2) Rawida Saleh Al-Alonous(2017)(9), Majid Ali Al-Sharida(2017)(23), Yahya Mahmoud Lamloum, Iman Farag Bashir (2017)(33) that the obstacles facing the use of education techniques in schools are the lack of training courses on using the education techniques, and the lack of interest in developing the performance of the teacher of sports education during service, as well as lack of academic preparation of the pre-service teacher in using tools and devices of teaching techniques for lacking the programs of the teacher of sports education to the curriculum in the techniques of education so that they can use and employ those techniques in teaching. The use and employment of modern educational techniques and their integration into education still need to be implemented in general, as a result of a number of obstacles. The most important of these is the lack of suitable training for teachers in using the modern technologies in education, as well as the lack of in-service training programs in teaching techniques. Most schools are not ready to use and activate teaching techniques.(14:169)(15:8)

One of the obstacles that limit using the teacher of physical education for education techniques in teaching the curriculum of physical education is the lack of effective programs to train teachers of sports education in the secondary stage on using education techniques in teaching, as well as weak preparation for them in the university (pre-service) in the field of technologies Educational programs for the lack of programs to prepare teachers of physical education to the curriculum in the techniques of education so they can use in teaching. Therefore, it is important to reconsider the method of preparing the teachers of physical education in the faculties of physical education to be able to use and activate the teaching techniques in teaching in a manner that is compatible with the modernity of the times, and the patterns that fit with the nature of curricula of physical education and students and the possibilities available.(25:40)

4- Discuss of the results of the fourth question: "What are the proposed mechanisms to activate the role of education techniques in teaching the curriculum of physical education for the secondary stage".

It is clear from table (8) that the responses of teachers towards the fourth axis (the proposed mechanisms to activate the role of education techniques in teaching the curriculum of physical education for the secondary stage) was 95.50%. As the highest percentage was for No. (3), namely, "the establishment of training courses , seminars and workshops for teachers of physical education in order to use and to employ, maintain, innovate and produce the education techniques by teaching in the curriculum of physical education and to expand the explanation of the scientific subject and be supervised by experts specialized in the field of education techniques; so that they know all updated in the field of education methods and techniques, No. (5) which is "providing a guide instructs the teacher on how to use and activate teaching and information techniques in teaching to include the rules of selection of educational technology in terms of content, as well as the rules that must be observed before, during and after use. It is prepared by experts of curricula and educational techniques in cooperation with educational technology supervisors, , and No. (6) "To review the programs of professional, academic and educational preparation for the teachers of physical education before serving in colleges according to the use of technical progress, focusing on training

students to use modern educational methods and techniques with 98.44% for each one. While the phase No. (14) which is "the need to give the teachers of physical education teaching plan preparation skills according to the new instruction positions in the curriculum of physical education has the lowest percentage with 90.63%. This is due to the importance of holding many courses and training programs for teachers before and during the service to fine-tune the teachers of physical education and qualify them professionally because of the lack of preparation and rehabilitation. This is consistent with what was recommended by the studies of Holt.J. (2002)(41), Hornung (2002)(42) Carmen Pena (2004)(38), Junor(2003)(43), Abdurrahman Abdulla Al-Akhtar, Ghassan Shukri Al-Hudaib(2006)(16), Abdullah Ahmad Dabbash(2013)(17), Majid Al-Refai(2013)(22), Montaser Zine El Abidine Ibrahim(2013)(30), Ahmed Zeid Al Massad and Noura Omar El Afizan(2017)(2) that the teachers of physical education need to hold on-the-job training courses on using teaching techniques, as well as review of pre-service preparation programs to emphasize the importance of the means of teaching. And techniques to teach, and provide a guide to the use of laboratory teaching techniques and aids in each school so that it includes all the instructions that help the teacher of physical education to achieve effective teaching.

There is a need to organize training courses and programs to prepare, qualify and guide teachers at the beginning of their professional life to ensure their continued service and the development of their performance and achievement of standards, which is complementary to the process of professional preparation, academic and educational teacher before service, as well as the importance of preparing and refining the teacher in a continuous manner, Educational innovations in the field of specialization, which is a problem suffered by the education sector because of the lack of preparation, rehabilitation and guidance for the teacher, especially in secondary education.(46)

The educational techniques have become pillars of the educational process. It is necessary to hold lectures and intensive training courses, seminars and workshops for teachers of physical education in order to use and employ teaching techniques in the teaching of physical education with attention to the practical and practical aspects in the training programs and to develop effective plans to train physical education teachers to use Teaching techniques in the teaching of physical education and the provision of tools and tools with high efficiency, and guides to operate in public education schools help teachers to use teaching techniques in the teaching of physical education, as well as the need to include N the preparation of teachers of physical education programs of pre-service courses in education technology to the extent that they can use teaching techniques in teaching, pre-service teacher Preparing and training during which represent growth and improve process of professional and scientific.(4:230)(2:152)(12:336)

Thus, the search questions have been answered.

Conclusions:

In light of the research objectives and questions, the nature of the sample , the used methodology and the statistical treatments, the results of the research can be extracted as follows:

1-The first axis: The conclusions of the first axis (the role of education techniques in teaching the curriculum of physical education of the secondary stage) can be determined according to the responses of the sample of the teachers of physical education for the secondary stage, which obtained the highest degree of weighting between 95,31% to 93,80%.

- Improve the quality of education and increase its effectiveness to reach the level of proficiency by establishing an effective learning environment and training teachers in the

preparation of educational objectives and how to formulate and disseminate teaching, product the educational materials and the select the appropriate teaching methods

- Develop the ability to meditate and the strength of observation and scientific thinking in creative approach to solve problems and innovation , arrange ideas and organize them in acceptable format
- The opportunity to identify the diverse sources of learning, which contributes to overcoming the problem of individual differences among students
- Raise student motivation and interest and raise interest in the subjects of the study of physical education and satisfy their needs to learn and motivate them to participate positively and interact with educational situations creatively.
- Make learning faster and more useful and keep an impact in the mind of the student in order to benefit from the experiences and employment in the educational and life situations, students are proficient in learning and accelerate if the educational techniques used properly during the learning processes.

2-The second axis: The conclusions of the second axis (the extent of use the education techniques in teaching the curriculum of physical education of the secondary stage) can be determined according to the responses of the sample of the teachers of physical education for secondary stage, which obtained the highest degree of weighting between 36,72% to 26,60%.

- Instructs the teacher to use the techniques of education in the curriculum of physical education
- The teacher leaves the freedom for students to express themselves using the techniques of education in the curriculum of physical education.
- The teacher is keen to participate in projects and developmental activities at the school level and educational administration in using the education techniques in the curriculum of physical education.
- Teacher shows an understanding of how to use teaching techniques and employ them in teaching the curriculum of physical education.
- The teacher uses the international information and communication network (Internet), and employs it for the benefit of the curriculum and to communicate with students and facilitate the process of learning and orient them towards public and private websites interested in sports education and its fields

3-The third axis: The conclusions regarding the third axis (obstacles to use the education techniques in teaching the curriculum of physical education of the secondary stage) can be determined according to the responses of the sample of the secondary education teachers of the secondary stage, which obtained the highest degree of weighting between 97.63% to 96,10%.

- Lack of workshops and training and rehabilitation courses to refine and develop the competencies, skills and attitudes of physical education teachers towards how to use, produce and develop educational techniques.
- The weakness of the professional and academic preparation of the teachers of physical education before graduating from the university in terms of cognitive competence and skill in using and producing the educational techniques.
- The absence of a guidebook and special manuals that show what is available of modern educational techniques for the methods of physical education and how to use them.
- The burden of administrative, teaching and educational burdens placed on the teachers of physical education, which prevents them from using technology in education.
- The classrooms are crowded with large numbers of students, which hinders the effective use and use of educational techniques.

4-The fourth axis: The conclusions regarding the fourth axis (the proposed mechanisms for activating the role of teaching techniques in teaching the physical education curriculum for

the secondary stage) can be determined according to the responses of the sample of the secondary education teachers for the secondary stage, which scored the highest score between 98.44% to 97.70%.

- The establishment of training courses, seminars and workshops for teachers of physical education in order to use, employ, maintain, innovate and produce educational techniques by teaching in the curriculum of physical education and expand the explanation of the scientific subject and under the supervision of experts specialized in the field of educational and educational techniques so that they know all that is modern in the field of educational means and techniques.

- Provide a guide to instruct the teacher on how to use and activate teaching and information technology in teaching to include the rules of selection of educational technology in terms of content, as well as the rules that must be taken into account before, during and after use and is prepared by experts of curricula and techniques of education and in cooperation with educational technology supervisors and mentors and teachers of education Sports.

- Review the programs of professional preparation, academic and educational teachers of physical education before serving in colleges according to using the technical progress to focus on training students on the use of modern educational methods and techniques.

- Reducing the quorum of the physical education teacher from the daily teaching classes and reducing his mandate to additional activities, so that he can use the educational means and techniques and the effective teaching methods that require successful planning, considering that physical education is a theoretical and practical subject at the same time that requires more effort in teaching.

- Encourage teachers of physical education in secondary schools to use the education techniques by providing models, tapes, CD-ROMs that carry the aspects of cognitive and technical learning in the curricula of physical education, with the provision of their projectors, which makes it easier to connect the theoretical and practical framework of the material.

Recommendations:-

- The interest of conducting more research and similar studies in the field of educational and educational techniques in different educational stages and from the point of view of other parties such as physical education instructors, and determining their importance and effectiveness in various aspects of the educational process.

- Organizing a number of seminars, workshops and periodic meetings that combine teachers and mentors of physical education in different educational stages to exchange experiences and work to increase their professional development by looking at the bulletins and skills related to using and employing modern educational techniques.

- Review the development of the curricula of physical education for the secondary stage and work on the ongoing amendments to those curricula to keep pace with the developments of modern educational techniques in the teaching of physical education methods such as searching for information and dealing with the Internet and collaborative and individual learning.

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