



Sport Activities Management in P.E Lesson for Physical Education Teachers (Obstacles, Solutions)

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Abstract:

The aim of this research was to identify obstacles of Sport activities management during the implementation physical education teachers of P.E lessons. The researcher used the descriptive method in the survey style on a sample of P.E teachers in the government preparatory schools. The percentages and obstacles to the management of school activities in the educational process facing the teachers of the public preparatory schools during the implementation of P.E classes, and the most appropriate solutions through which to overcome these obstacles from the point of view of teachers.

Keywords: Sport activities, PE lesson, Obstacles

Introduction

The physical activity is an activity that educational works on the education of young people balanced and integrated education respects the emotional, social, physical and mental, by land , vol multi - sport areas under the supervision of specialized leadership is working to achieve the goals of sport activities , including contributing to the achievement of the overall objectives of raising the Riad Yeh in the stages of education The different. **(Gazy Al Anzy, 2019. 18)**

School sports play an important role in providing appropriate growth opportunities in the preparation of healthy, integrated physical, mental, psychological and social development, which is an important factor in the process of growth and development. **(Mohamed Azmi, 2007. 20)**

Physical education, which represents the smallest educational unit in the school curriculum, contributes to the formation of correct concepts of school sports. Organized school sport activities contribute to the ability of students to experience, understand and modify their behavior. The physical education teacher plays an important role in planning, organizing and managing sport activities. In achieving the objectives of physical education in general and the objectives of physical education in particular. **(Zakia Ibrahim et al, 2010. 33)**

The researcher believes that .. Despite the existence of technological means and modern media in the current era , which relies on short idea of self - learning learners .. but the teacher remains the basic infrastructure in Any system





educational Without him No The educational process are properly; where Tto Stand effective educational system On Bezel Effectiveness And its adequacy And commitment in a Implementation of Approach And the study content which includes the sport activities associated with the courses. (Frost,-R-B., 2005. 66)

And through the work of a researcher at the teaching faculty , Department of Curriculum and Instruction and during the supervision of the education students the process of schools found that there are problems and obstacles facing the work area of physical education teacher, and that there are obstacles to the implementation of the programs of sport activities .. Based upon the importance emerged and the need to study This problem has become a reality in most educational sectors, if not entire , and try to find appropriate solutions.

Therefore, the researcher considers the importance of the need to conduct this study and study the actual reality of the difficulties and obstacles facing the teacher of physical education, which prevent the progress of work and the failure to achieve the desired objectives of the exercise of sport activities, and studying the reality of sport activities and its problems contribute to finding solutions that help To achieve the objectives of the educational process in general and the goals of physical education in particular.

Hence the idea of this study To determine the reality of sport activities in the course of physical education and to explain the reasons that lead to the inability or inability of the teachers of physical education to manage and organize sport activities in an effective manner during the implementation of physical education lessons , with the researcher to develop some guidance or solutions that can be followed to manage and organize sport activities in a way effective, and thus help workers and those on the school sports in general , to know the needs of students and teachers and then, according to the results of the study can help in good planning and preparing for the sports programs and school curricula and implemented based on Scientific results.

Research Aims:

This research aims to exposure in the reality of sport activities by clarifying obstacles to the management and organization of school sport activities facing the teachers of the second cycle of basic education during the execution of their lessons of physical education, with the development of solutions that can be followed to manage and organize sport activities in an effective manner.

Research Questions:

- What are the obstacles to the management and organization of school sport activities facing the teachers of the second cycle of basic education (teachers of government preparatory schools)





During their implementation of physical education classes?

- What guidance can be used to effectively manage and organize sport activities?

Methodology

Method

The researcher used the descriptive method in the survey method in order to suit the nature, objectives and research questions .

Society and Research Sample:

The community research sample in the physical education teachers from the second episode of basic education stage prep school government in Giza Governorate in 2018/2019, And the sample included a number of (434) and teachers in 17 educational management.

Tools:

1- Interview:

Interviews were conducted with some teachers, mentors and principals in the field of education in order to collect the data that can be used to develop a general overview of the design of the questionnaire .

2- Examination and analysis of documents and previous studies:

The access to documents and records in order to collect and extract data for teachers of physical education and the Code of Education payroll directorate in Giza Governorate and educational departments have Alta seven for the academic year 2018/2019 m.

3- Questionnaire :

- Design of an open questionnaire: (Appendix 2)

The questionnaire included one open question: What are the obstacles to the management and organization of school sport activities facing the teachers of the second cycle of basic education During their implementation of physical education classes?

In order to identify all the problems related to the obstacles to the management and organization of school sport activities facing teachers of physical education .

- Open Questionnaire: The open questionnaire was presented to (34) teachers from the preparatory public schools in Giza governorate .

- Questionnaire obstacles to the management and organization of school sport activities: (Appendix 3)

A - axes and balance of the questionnaire :

After identifying the axes (which were derived from the results of the open questionnaire), the researcher presented these axes to the experts (Appendix 1) , And the percentage of agreement was calculated for each of the proposed axes of the obstacles to the management and organization of school sport activities , as shown in Table (1):





Table (1)Percentage of experts' agreement on the axes of the questionnaire on the obstacles of school sport activities

No.	Constraints or problems	Number of times agreed	Rate the agreement%
1	Lack of potential	5	100 %
2	dispersion of attention	5	100 %
3	Absence Frequent About Physical education classes	5	100 %
4	E. Non - response The disciples of the instructions of the teacher	5	100 %
5	Chaos And not the system	5	100 %
6	the behavior Aggression	5	100 %
7	the behavior The isolationist	5	100 %
8	Talk Non Appropriate during the implementation of sport activities	4	80 %
9	Non Bring Pupils sports clothes	4	80 %

B - Questionnaire obstacles to the management and organization of school sport activities:

Through all of the results of the open questionnaire and personal interview and survey reference to previous studies, books and scientific references No. 4 (5, 7-12, 16, 17, 20) ,

the researcher developed a number of vocabulary that reflects the problems of handicaps management and organization of school sport activities that teachers face government junior high schools, the number of problems were in the initial image (77) problem spread over a number (9) axes, as shown extension (3).

Table (2)Topics and problems of the questionnaire in its preliminary form (before experts)

No.	Constraints or problems	Number of vocabulary (problems)
1	Lack of potential	9
2	Dispersion of attention	9
3	Absence Frequent About Physical education classes	17
4	E. Non - response The disciples of the instructions of the teacher	9
5	Chaos And not the system	4
6	the behavior Aggression Z	13
7	the behavior The isolationist	5
8	Talk Non Appropriate during the implementation of sport activities	8
9	Non Bring Pupils sports clothes	3
Total		77

Table (3) Sample responses on the reality of school sport activities





No.	the problem			Estimated total	Relative weight	Ka ²	Ranking
	Highly available	Medium-sized	Not available				
	Fer.	Fer.	Fer.				
Axis I: Lack of potential:							
1	216	95	4	842	89.10 %	42.25	4
2	220	70	25	825	87.30 %	45.62	5
3	75	215	25	680	71.96 %	64.69	7
4	307	6	2	935	98.94 %	49.67	1
5	160	120	35	755	79.89 %	47.36	6
6	305	8	2	933	98.73 %	36.69	2
7	250	49	16	864	91.43 %	47.98	3
Total axis	1533	563	109	5834	88.19 %	39.66	the first
The second axis: Dispersion of attention:							
8	160	99	56	734	77.67 %	41.25	5
9	150	140	25	755	79.89 %	38.47	4
10	80	120	115	595	62.96 %	36.59	9
11	155	142	18	767	81.16 %	41.59	3
12	66	190	59	637	67.41 %	41.21	7
13	95	160	60	665	70.37 %	39.35	6
14	203	95	17	816	86.35 %	46.57	2
15	60	190	65	625	66.14 %	42.67	8
16	210	90	15	825	87.30 %	45.87	1
Total axis	1179	1226	430	6419	75.47 %	41.65	Fifth
Third Axis: Repeated absence About Physical education classes :							
17	160	140	15th	775	82.01 %	46.28	4
18	104	102	109	625	66.14 %	41.36	7
19	95	102	118	607	64.23 %	39.52	10
20	253	45	17	866	91.64 %	38.84	1
21	40	60	215	455	48.15 %	39.65	16
22	215	96	4	841	88.99 %	33.56	2
23	160	120	35	755	79.89 %	31.79	5
24	84	96	135	579	61.27 %	32.56	11
25	50	40	225	455	48.15 %	39.64	16 m
26	42	62	211	461	48.78 %	36.99	14
27	96	64	155	571	60.42 %	34.57	12
28	102	99	114	618	65.40 %	41.85	8
29	104	95	116	618	65.40 %	36.55	8 m
30	45	51	219	456	48.25 %	32.12	15th
31	205	96	14	821	86.88 %	32.50	3
32	150	140	25	755	79.89 %	32.67	5 m
33	65	42	208	487	51.53 %	36.96	13
Total axis	1970	1450	1935	10745	66.89%	35.37	Ninth
The fourth axis : no E. Students respond to the instructions of the teacher:							
34	190	61	64	756	80.00 %	36.64	5
35	195	55	65	760	80.42 %	34.38	3
36	201	96	18	813	86.03 %	31.54	2
37	65	52	198	497	52.59 %	36.22	8
38	85	75	155	560	59.26 %	32.31	7
39	218	85	12	836	88.47 %	34.18	1
40	102	96	117	615	65.08 %	36.85	6
41	150	142	23	757	80.11 %	35.64	4
42	45	48	222	453	47.94 %	34.69	9
Total axis	1251	710	874	6047	71.10 %	37.56	VIII





Fifth Axis : Chaos and Disorder :							
43	145	127	43	732	77.46 %	39.45	2
44	169	75	71	728	77.04 %	36.79	3
45	217	86	12	8 35	88 . 36 %	34.90	1
46	163	69	83	710	75.13 %	38.76	4
Total axis	694	357	209	3005	50%	38.64	second
Sixth Axis : Aggressive Behavior :							
47	147	96	72	705	74.60 %	36.78	7
48	210	95	10	830	87.83 %	35.46	1
49	195	49	71	754	79.79 %	35.42	2
50	163	98	54	739	78.20 %	35.24	4
51	191	53	71	750	79.37 %	36.65	3
52	123	125	67	686	72.59 %	36.33	8
53	105	160	50	685	72.49 %	36.31	9
54	65	48	202	493	52.17 %	39.45	13
55	120	124	71	679	71.85 %	34.77	11
56	142	68	105	667	70.58 %	45.89	12
57	143	Games	93	680	71.96 %	41.65	10
58	160	99	56	734	77.67 %	40.25	5
59	123	152	40	713	75.45 %	39.41	6
Total axis	1887	1246	962	9115	74.20 %	39.65	VI
Seventh axis : isolation behavior :							
60	150	125	40	740	78.31 %	37.45	2
61	146	164	5	771	81.59 %	36.62	1
62	93	89	133	590	62.43 %	34.61	4
63	140	126	49	721	76.30 %	33.23	3
64	94	86	135	589	62.33 %	33.20	5
Total axis	623	590	362	3411	72.19 %	39.86	Seventh
Eighth Axis : Speaking Non Appropriate during the implementation of school activities :							
65	195	89	31	794	84.02 %	34.65	3
66	105	85	125	610	64.55 %	32.36	7
67	175	102	38	767	81.16 %	33.30	4
68	208	102	5	833	88.15 %	32.12	1
69	210	81	24	816	86.35 %	33.45	2
70	163	93	59	734	77.67 %	39.57	5
71	110	97	108	632	66.88 %	38.45	6
72	95	85	135	590	62.43 %	37.15	8
Total axis	1261	734	525	5776	76.40 %	36.85	the fourth
Axis of the ninth: Non Bring students sports clothes :							
73	210	95	10	830	87.83 %	39.67	1
74	194	103	18	806	85.29 %	40.96	2
75	94	85	136	588	62.22 %	41.75	3
Total axis	498	283	164	2224	78.45 %	40.57	the third
Total questionnaire	10896	7159	5570	52576	74.18%	40.69	

P < 0.05

Discussion

As for the first question, which states : What are the obstacles to the management and organization of

school sport activities facing the teachers of the second cycle of basic education during the implementation of physical education classes? Where





the answer is clear by discussing the following:

It is seen from the table (13) that the research sample on the axis of potential phrases views ranged percentage of them between 79.89%: 98.94%, and phrases that reflect the special reasons which lead to the lack of vocabulary The teachers of physical education to manage and organize sport activities in an effective manner are the words (1, 2, 4, 5, 6, 7) where the percentage came from 79.89 % to 98.94 % .

This refers to the difficulty of work as a result of inadequate tools and equipment in proportion to the number of pupils during the implementation of physical education lesson, as it indicates that the tools and sports available devices do not fit with some mathematical approaches that need great potential requirements, and lack of sufficient know - how for students on how to use the tools And sports equipment during the implementation of the lesson, which leads to the suspension or disruption of the lesson , as well as the lack of alternative places to implement the lesson in bad weather conditions , and the lack of educational means Help to implement the lesson of physical education , as well as the lack of means of measurement of the school, which leads to the difficulty of the teacher to evaluate the students .

All previous findings are consistent with the study of both "

Alya Abd-Ghani, 2000" However, there is a lack of material and human resources, the lack of tools and instruments for measurement in schools, the tools available are not commensurate with the numbers of students , and the study "**Schliemann, 2000**) to him in Los Angeles is not a decision For the construction and construction of classrooms unless there is an area of 950 meters to design the playgrounds of sport activities in the school for their interest in sports education and their knowledge of sports education in the development of the integrated personality of young people , as well as study "**Osama Ibrahim, 2002"**Which indicated the need to increase financial dependence to overcome the lack of material resources, and the potential to provide the necessary tools for the exercise of physical activity and devices, and the study of " **Soha A. Fattah, 2003**), "**Mohammed Abdel-Hamid, 2011"**In that there is a lack of potential sports equipment deficit, and also includes a deficit reduction in the number of physical education teachers in schools.

The researcher explained that these results indicate that the reasons for dispersion of attention or lack of attention of students during the implementation of the lesson of physical education is due to activities that are not exciting and exciting in the eyes of students cause distraction and weaken the ability to follow and focus





(focus on certain activities, For example).

The researcher also points out that the reasons for non-infection or distraction of students due to the presence of external stimuli During the implementation of physical education classes, and of the reasons for lack of attention is the lack of pupils guidance given to him by the teacher 's commitment, or that the student fails to implement sport activities as they should, and therefore the student is having difficulty continuing to focus while performing the tasks assigned to them or Even during play , which ultimately leads to the failure of the student to focus on details or make mistakes due to indifference during the performance of sport activities , and therefore finds that the researcher does not Must for teachers of physical education to achieve a thorough understanding of the factors which affect Z in E. Ntbah pupils and ways to improve and reduce levels of E. Anmalat dispersion.

And consistent with the above study , "**Rehab G., 2004**" That the reasons for not paying attention to pupils are the lack of commitment of students to the guidance given to him by the teacher, and the existence of activities that are not attractive to students .

The views of the sample of the research on the total of the questionnaire terms ranged from

66.89 % to 88.19 % in the third and first axes respectively. The axes that express the vocabulary for the reasons for the failure of the teachers of physical education To manage and organize sport activities in an effective manner are the axes (1 , 2 , 5 , 8 , 9) where the percentage is from 75.47 % to 88.19 % .

This shows that the general ranking of the total axes of the reality of school sport activities to reach the axis of potential in the first order among the axes by 88.19 % , While the focus of a thousand came Ody And not The system ranked second with a percentage of 79.50 % , And the center of sportswear in the third ranking by 78.45 % , And in the fourth place the focus of talking during the implementation of sport activities by 76.40 % , And V axis distraction attention 75.47 % % , Came the axis of behavior N Z , followed by Alta behavior Isolationist in the sixth and seventh respectively by 74.20 % , 72.19 % Respectively, and in the eighth ranking it was not the focus of the E response to the instructions of the teacher by 71.10 % , And finally in the ninth place the absence axis For physical education classes by 66 . 89 % .

As for the second question, which states : What guidance can be used to effectively manage and organize sport activities?

- Do not expand In the construction of buildings and increase



Chapters on Calculation of stadiums .

- Exercises to lengthen the period Observe e, where the lack of pupils who suffer from the dispersion of attention to the ability to deal with the changes that appear around them even if they are positive changes, and that they need to be trained to organize their time and exploited in the performance of assigned its tasks, which leads to the lengthening Period of attention .
- Expand the contact base so that the school can identify the social, economic, health and psychological conditions of students .
- The teacher's insistence on the student's response to his instructions directly and firmly .
- Training the student to obtain the skills of cleanliness and order, which makes them maintain the cleanliness and arrange the school playgrounds .
- Develop and promote students' social behavior and encourage social life among them .
- Recognize aspects of isolation behavior at an early stage before this behavior is exacerbated because treatment Be easier whenever you discover the features early on.

Conclusions

- Difficulty working due to insufficient instruments and equipment in proportion to the

numbers of students during the implementation of the lesson of sports education .

- The available sports equipment and devices do not suit the requirements of some sports curricula that need great potential .
- Activities that are not exciting and exciting to the pupils cause distractions and weaken their ability to follow and focus .

Recommendations

- Work on adequacy Tools and devices to suit the numbers of pupils during implementation Physical education lesson .
- Cooperation between the school administration and the teacher of physical education in the needs of sports tools and devices .

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