

OBSTACLES FACE PHYSICAL EDUCATION AT SCHOOLS IN AL MADENAH AL MUNAWARAH - KSA

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Abstract

The present study aims at investigating the obstacles face physical education at schools in Al Madenah Al Munawarah, in addition to examining physical education obstacles at schools according to the variables of: years of experience, education qualification, and school's geographic location.

The researcher used the descriptive methodology for his study, by developing a questionnaire that consists of five dimensions: capabilities, psychological aspect and incentives, consideration paid to physical education class, planning experience and education technology.

Furthermore, questionnaire is made up from (56) items, that are distributed to the study's sample accordingly.

The results revealed that viewing physical education class dimension is the most serious obstacle, while psychological and incentive dimension is the least severe obstacle. In addition, result revealed that school physical education obstacles are influenced by: experience (except planning), education qualification and education type variables (except view the physical education class and planning) while other school's physical education obstacles are not affected by school location variable (except view the physical education class)Researcher recommends awareness prevalence in regard to the physical education class importance whatever for: physical, mental, social and psychological aspects and their influences in the developing and sharpening student's personality from all sides.

Keywords: School's physical Education, Obstacles, Al Madenah Al Munawarah

Introduction and Significance

The school is considered to be one of the most important educational institution which works towards the achievement of integrated, comprehensive and balanced student development from every aspect: physical, psychological, mental, and social and health. All these are achieved through what is provided from various cognitive, motor and cultural programs, which target all students regardless of their gender, age, skin color or cultural and social level.

Civilized societies have created schools which achieve family objectives and society's members in general due to the increase in family's obligations, which lead to family inability to perform the task of rising and educating their children .Thus, family designated this essential task to a secure and safe place that children feel comfortable with, namely the school.

For these reasons, school have been founded in order to carry out and adopt society's objectives and to transform them to present and future generations via schooling that schools provide, along with multiple activities that help in child's qualifying in order to become a citizen who has the sense of belonging, adjustment, with integrated personality (Qutami, 2005).

The teacher is considered to be the major and first instrument in education. School relies upon teacher in preparing generations of students and in facing problems that hinder their ability to perform duties represented in student progress and leveraging their level. There is no doubt that physical education course carries a primary significance among the entire student body with all their differences, status and experience. Thus, teacher is the corner stone in learning and teaching, and the most important factor in education process. This requires the availability of an effective teacher who seeks to be competent and influential. His desire stems from professional commitment to provide the best education possible to his student in one hand, and to his need in facing regulatory process and situations of management in learning environment, on the other Hand (Tal, et al 1993:68).

Kurdi (1986) points out that revealing the importance magnitude of physical education is the school's responsibility. This can be achieved through providing sufficient opportunities to sports practicing, achieving physical fitness, adopt health information and habits, and safe attitudes in order to enable a physical education program that helps in stabilizing their emotions and assure themselves through several activities, emotions and assure themselves through several activities.

Mamser (1990:2) defines the school physical education as:

"educational system, that stands by itself, aims at instilling integrated development of individual as a whole through gaining general body fitness, the sharpening of mental and cognitive strength; and to straighten individual's overall behavior, control emotional and psychological expressions, adjust his tendencies and childish trends, direct his primary drives with accepted social values and principles .Ultimately be exalted by the values and standards of good behavior".

The course of physical education nowadays is considered to be a primary course among school educational curriculum. Whereas, it contributes sufficiently in curriculum success, due to physical education is an educational field characterized by practical application and practice. At the same time, physical education is not only a process of providing students with information and knowledge or being a mere muscle development and training , or as experience of entertainment means, rather, it is a physical education that has become a part so important in the comprehensive educational process, and as an essential need of modern humans(Hussein & Abdul rahman,1989).

Coker (1979) points out that the most effective factors that influence the efficiency of physical education program implementation are: physical facilities, equipment, device, instructor's competency, session's allocated time, weather conditions and the size of physical education budget. In the same context Kurdi (1986) and Zo'ubi (1992) point out that the influencing factors on school physical education are: educational system; physical education general objectives, teachers, students, parents, teaching approaches, and physical education capabilities.

Al Nawal (1983) sees the most important factors that affect school's physical education are: local community, parents, curriculum, teaching approaches, accompanied activities, supervisors, playing yards, and equipment.

Al Mahdi (1983) sees it from different angle, namely; the weak points in physical education program are represented in the shortcomings of means used in teaching physical education, insufficient knowledge in management processes of those responsible for physical education programs implementation.

Kamouneh and Fram (1988) suggest that, physical education lesson should encompass different types of sports activities and motor exercise which keep student busy with movement during the entire session. While physical education course is positively affected by lesson vocabulary, organized team sport fields taking into consideration individual differences of students and the nature of the environment that surrounds lessons;

furthermore, students' tendencies and desire when selecting activities should be taken into consideration and place physical education class to be among other classes.

The actual situation of physical education in Al Madenah Al Munawrah reveals the dire and urgent need for the study of the obstacles that physical education instructors suffer from , and to be as a positive contribution in causing development and needed renewal in school physical education in order to keep a pace with current life's progress.

The researcher assures that school physical education significance in Al Madenah Al Munawarah as well as other governorates in the kingdom of Saudi Arabia, lies in being the primary vein and the major attribute in enhancing national, university and sport centers teams. Thus, school is the primary educational institution that will achieve the nation's inspires and ambitions.

While Al Madenah Al Munawarah is not subjected to research and studies relevant to school physical education in a sufficient manner, and being proper with student increased numbers, the importance of this study lies in discussing the obstacles of school physical education in order to contribute in providing suitable educational solutions.

The Problem of the Study

The researcher noticed through his work as a teacher of physical education and athletics science at the university during his sabbatical leave, and through his knowledge, technical and field experience, and through his supervisory duty over student practical education programs, and his experience with school physical education in Al Madenah Al Munawarah, researcher has observed the presence of obstacles that stand in the path of school physical education development. Moreover, these obstacles deprive schools from achieving desired objectives .This has caused the rise of negative reflection on physical education movement with all its types. This reality has encouraged researchers to study such obstacles according to their priorities, and to be as a contribution from teacher side to provide solutions that assure obstacles minimization which stand as barriers to school physical education development.

Objectives of the Study

This study aims at achieving the following objectives:

- 1- Investigating the most severe obstacles that face school physical education in Al Madenah Al Munawarah from physical education teachers' perspective.
- 2- Investigating the obstacles according to experience, education qualification, education type and school's location variables.

Questions of the Study

The present study attempts answering the following questions:

- 1- What are the most severe obstacles that face school's physical education in Al Madenah Al Munawarah from physical education teachers perspective?
- 2- Are there statistically significant differences in obstacles due to experience, education qualification, education type and school's location variables?

Limitation of the Study

Human's scope: all physical education teachers are from Al Madenah Al Munawarah

- Spatial scope: all schools in Al Madenah Al Munawarah
- Time scope: this study was conducted through the second half of April, 2011/2012.

Previous Studies

The researcher is determined to make use of literature review for the purpose of getting new ideas and gaining more knowledge of other researchers work such as:

Abedalhafiz (2009) conducted a study that aimed at investigating the most serious problems that face school's physical education in school districts while experience and education qualification are variables of these problems. The researcher used five dimensions, 56 item questionnaire that was distributed over a sample of 187 male and female teachers. The results revealed that the most serious problem facing school's physical education is the unavailability of physical education specialized schools: while the least serious problem is "soliciting assistance from other teachers' experience who are not qualified in managing internal and external physical education activities. Furthermore, the results revealed that physical education problems were not affected by gender, education qualification, and experience (except district) variables.

Moreover, Moumani and khasawneh(2007) conducted a study that aimed at investigating difficulties facing school's physical education in Irbid's first educational district, from physical education instructors perspective on one hand ,and investigating the effect of variables (gender, education qualification, and experience) on such difficulties, on the other hand. The two researchers developed a (41) item questionnaire distributed over four domains: physical capabilities, human capabilities, school's main stream, and local community. The results revealed that the difficulties that face school's physical education were medium in its seriousness, while the most serious ones lie in the local community domain, while the least serious ones are physical capabilities. Moreover, there are statistically significant differences in difficulties face school's physical education due to gender, experience and education qualification variables.

Al Shamekh (2005) conducted a study aimed at investigating the most important problems that face school's physical education in the city of Riyadh. Using a random sample consists of 140 teachers who are 27-52 years old. Results showed that the number of physical education sessions is improper to achieve the desired objectives. Also, the session's duration is at odd with the number of students. Finally, schools are not used after schooling day is over for conducting different physical education activities.

Khanfar (2004) conducted a study aimed at examining the obstacles facing physical education programs during intifada (uprising) of Al Aqsa from physical education teachers perspective in the governorate of Nablus. The researcher used (29) item questionnaire distributed over four domains: educational supervisory, internal and external activities, school days and program implementation obstacles. The study's sample consists of (74) male and female teachers. The results showed that obstacles in external and internal activities and program implementing domains were significant, while obstacles in the rest of domains were medium.

Bani Ata(2003) conducted a study aimed at examining problems face school's physical education's male and female teachers in the inclusion of students with learning difficulties into public schools. In addition, to examine the effect of gender, experience, and education qualification and problems face school's physical education teachers on the inclusion process. Researcher used five domain questionnaires:

Informatics, performance, values, management and procedures. This questionnaire was distributed over study sample that consists of (194) male and female teacher whose classes include special needs students.

The results revealed that the majority of problems facing teachers are medium in seriousness. Furthermore, the results showed the presence of statistically significant difference in problems due to the type of school is in favor of private and UNRWA schools and in favor of secondary stage teachers. Results showed, also, the absence of statistically significant differences due to gender, experience and education qualification variables.

Mdanat and Sharman (1988) conducted a study that aimed at investigating problems facing school's physical education in southern Jordan's governorates: (Karak, Tafeeleh, Ma'an and Aqaba).The study sample consisted of (131) male and (82) female teaches. Researchers used a (53) item questionnaire. The results revealed that the most serious problems facing school's physical education lie in the unavailability of specialized physical education schools, while the least serious problems lie in the lack of a comprehensive plan for various activities. Furthermore, the study results revealed the lack of statistically significant

differences at $\alpha=0.05$ in the questionnaire other domains due to experience, education qualification, and governorate (except gender) variables.

Qadoumi (1997) conducted a study aimed at investigating the degree of career difficulty that face school's physical education teachers in the governorate of Toulkarem, Palestine.

A (96) item questionnaire with ten domains was distributed to a sample that consists of (83) male and female teachers.

The results revealed the presence of several career problems in the study's various domains. The problem seriousness is as follow: career development domain (82.9%), incentives (82%) parents (81.64%), capabilities and sports equipment (80.63%) curriculum (72.07%), educational supervision (71.56%), and organizational management (49.60%).

Al Moumani,(1993)conducted a study aimed at examining obstacles facing gymnastic sports from physical education teachers perspective for the primary education stage in Jordan. The researcher developed (50) item questionnaire distributed over four domains: curriculum, capabilities, teaching approach and teacher. The study's sample consists of 344 male and female teachers.

The results revealed the presence of serious problems in all questionnaire domains. Whereas, the seriousness of a problem is as follow: at the top comes" the capabilities", followed by "teacher". Furthermore, the study revealed the presence of statistically significant differences in the degree of obstacles prevalence due to experience in favor of the most experienced teachers. In addition, there are statistically significant differences due to education qualification in favor of diploma holders; while there were no statistically significant differences due to gender variable.

Al Zo'ubi (1992) conducted a study that aimed at investigating the career difficulties that physical education teachers face in the primary educational stage in Jordan, his aim also is to examine seriousness of such problems according to the variables of gender, education qualification, experience, and school's type. A (79) item questionnaire was distributed over six domains. These domains are: program implementation, students, education supervision, school's administration, career development, and physical education capabilities. The sample of the study consists of (478) male and female teachers. The results revealed that career problems lie in the following: Insufficient physical capabilities, negative view towards physical education course by school principals, physical education class exploitation by other teachers, insufficient teacher qualification, negativity in teacher hiring, and physical education teaching approaches. The results revealed, the presence of statistically significant

difference in career difficulties among diploma holders in favor of AB holders while there were no statistically significant differences due to gender and experience variables.

Abwaini (1990) conducted a study aimed at revealing administrative problems which physical education teachers suffer from. The sample of the study consists of the entire study's population of physical education teachers in all public schools in the city of Irbid, thus, 168 teachers participated in the study.

The results of this study revealed the most serious administrative problem which teachers suffer from is the unavailability of playing yards, insufficient necessary equipment and devices, At the same time schools lack of modern equipment and means to teach physical education subject and lack of play courts. In addition, the crowded students in one class room affect negatively the achieving of physical education objectives. School administration provides little incentives to athletic superior students

Furthermore, the study revealed statistically significant differences in the degree of physical education teachers feeling towards the administrative problems due to gender variable. There are no statistically significant differences in the degree of teacher feeling towards the administrative problems due to education qualification and experience variables.

Procedures of the Study

Methodology

The researcher used the descriptive methodology because it is the most appropriate to the nature and objectives of the study.

Population of the Study

The study's population consists of all physical education teachers in Al Madenah Al Munawarah, whose number reached up to 410 teachers according to the records of the Saudi ministry of education for the school year 2011/2012.

Sample of the Study: the sample of the study was selected via the simple random approach. It consists of (170) participants. (116) questionnaires were eligible for analysis.

Table 1 Sample members distribution according to independent variables

Variable	class	No.	%
Education type	Public	76	66.5
	private	40	34.5
Total		116	100
School location	Inside Al Madenah	86	74.1
	Outside Al Madenah	30	25.9
Total		116	100
Experience	Less than 5 years	48	41.4
	5-10 yrs	42	36.2
	More than 10 yrs	26	22.4
Total		116	100
Education	Diploma	50	43.1
Qualification	BA	56	48.3
	HIGHER STUDIES	10	5.6

Total	116	100
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The Instrument of the Study

The researcher used the instrument which was used by Abedalhafiz (2009) study because it is the most appropriate in collecting data from the study's sample relevant to obstacles facing teachers work performance .The present questionnaire contains(56) items distributed over five dimensions: viewing the physical education class, experience, education technology , planning, physical capabilities and psychological aspects and incentives.

The researcher used measurement scale to measure the degree of obstacles severity that face physical education teachers in Al Madenah Al Munawarah, such as:

- Agree with high degree (5 points)
- Agree with medium degree (4 points)
- Agree with low degree (3 points)
- Agree with low degree (2 points)
- Agree with very low degree (1 points)
- Disagree (zero point)

Furthermore, researcher adopted the following scale to responses means, for the purpose of aiding the discussing of the study's results.

- 4 and more, very severe obstacles
- 3- 3.99 severe obstacles
- 2.50-2.99 medium severe obstacles
- 2.2.49 few obstacles
- Less than 2.00 very few obstacles

The items of the questionnaire were in negative manner articulated because they express obstacles facing physical education in Al Madenah Al Munawarah schools.

In regard to the questionnaire's reliability and consistency; this questionnaire enjoys being consistent and reliable as it is assured by Abedalhafiz (2009) study.

The researcher distributed study's questionnaire over to participants within the boundaries of Al Madenah Al Munawarah as well as villages surround the city. The questionnaire sent to participants through school's mailing system belongs to school district in Al Madenah Al Munawarah. Collected data was entered to the computer and analyzed through SPSS statistics program ; arithmetic means and standard deviation and percentage

were analyzed to obtain answer for the first question ,ANOVA analysis and post Schaffe test were used to answer the second question.

Findings and Discussion

In order to answer the first question which indicates? "what are the most severe obstacles facing school's physical education in Al Madenah Al Munawarah from physical education teachers perspective" arithmetic means and standard deviation and parentage significance were used as shown in table(2)

Table 2 Means and standard deviation of Physical Education obstacles dimensions in general, listed according to importance

Domain no.	Domain	means	SD	Rank
3	Viewing physical education session	3.4729	099687	First
5	Experienc and education technology	2.9403	079373	Second
4	Planning	2.8080	070120	Third
1	Physical capabilities	2.6182	098845	Fourth
2	Psychological aspect incentives	2.4557	074622	Fifth
	Sum	2.8590	048037	

Table (2) above shows that the most prevailing physical education obstacle is " viewing the physical education class." With means of 3.47 followed by " experience and education technology ,with 2.94 means . In the third rank' planning" domain with 2.8 means. While in the fourth rank, Physical capabilities with 2.61 means. In the fifth rank is psychological aspect and incentives , with 2.45 means according to list of obstacles severity developed for the sake of the study. We see that "viewing the physical education class" represents a severe obstacle "while experience and education technology " dimensions along with planning and physical capabilities represent medium severe obstacles. " psychology aspect and incentive " dimension expresses little severity .

The researcher believes that the dimension "viewing physical education class" is to be the most serious obstacle due to the belief of some society's segments that physical education class is not worthy to be in school curriculum, whereas, many parents exclude physical education scores when they calculate their students score averages .This is because of their belief of the increase should be in religion rather than on physical activities.

Furthermore; the researcher believes that "physical capabilities" means of (2.6) leads to the belief that physical capabilities are not the most serious obstacles, rather, it came last, due to the fact that the present study was conducted in the kingdom of Saudi Arabia which is a wealthy kingdom, unlike other Arab countries which lack monetary resource and suffer form financial crises.

This last result "physical capabilities" is in accordance with several studies such as: Qadoumi (1997), kantar, (2004) on one hand, while it is in contrast with some studies such

as: Al Moumani & khasawneh,(2007) , Shamkh, (2005), Abedalhafiz (2009) Mdanat& Shurman (1998) , Zo'ubi (1992) and Abwaini(1990).

In order to answer the second question which refers to "are there statistically significant differences in these obstacles due to experience, education qualification, education type and school's location variables?"

Means and standard deviation, ANOVA test and post schaffe test were utilized as it is shown in tables 3.4.5 and 6

Table 3 Arithmetic means and standard deviations on the dimensions of school's physical education obstacles according to the study's variables

no	Domain	Experience (less than 5 years)		Experience 5-10		Experience(more than 10 yrs)	
		Means	S D	Means	S D	Means	S D
Experience							
1	Physical capabilities	2.2381	1.0025 3	2.8027	.93967	3.0220	.80781
2	Psychological aspect and incentives	2.2083	.66809	2.6190	.81099	2.6484	.66545
3	Viewing physical ed session	3.2768	1.1501 1	3.7007	.76236	3.4670	.98504
4	Planning	2.8472	.76544	2.8635	.66617	2.6462	.63014
5	Experience & education technology	2.7244	.82785	3.2491	.83505	2.8402	.45374
	Sum	.76544	2.8635	3.0470	.39014	2.9248	.34957
Education qualification		.66545	S D	Means	S D	Means	S D
1	Physical capabilities	.98504	1.1028 6	2.5969	.88110	2.5714	1.05194
2	Psychological aspect and incentives	.63014	.89331	2.4286	.51255	2.3143	1.05796
3	Viewing physical ed session	.45374	1.1062 4	3.5000	.86297	2.7429	.90175
4	Planning	.34957	.70090	2.8286	.65380	2.8267	.99440
5	Experience & education technology	2.8400	.60825	3.0000	.94337	3.1077	.69864
	Sum	2.8400	.60825	3.0000	.94337	3.1077	.69864
Education type		Public		Private			
1	Physical capabilities	Means	S D	Means	S D		
2	Psychological aspect and incentives	2.7481	.90317	2.3714	1.10316		
3	Viewing physical ed session	2.6015	.69058	2.1786	.77760		
4	Planning	3.7068	.92004	3.0286	.99670		
5	Experience & education technology	2.7544	.66699	2.9100	1.00026		
	Sum	2.9537	.40238	2.6793	.56433		
School's location		Inside Al Madenah Al Munawarah			Out side Al Madenah Al Munawarah		
		Mean	SD	Mean	SD		
1	Physical capabilities	2.6910	1.0370 9	2.4095	.81310		
2	Psychological aspect and incentives	2.5316	.76309	2.2381	.65983		

3	Viewing physical ed session	3.5382	.99968	3.2857	.98117		
4	Planning	2.7736	.67083	2.9067	.78562		
5	Experience & education technology	2.9821	.80008	2.8205	.77592		
	Sum	2.9033	.49311	2.7321	.42412		

Table 4 ANOVA analysis results of independent variables effect on school physical education obstacles dimensions

Source	domains	square sum	Freedom degree	Square means	F value	level	Ss
experience	physical capabilities	10.887	2	5.444	6.337	.003	Present
	- Psychological aspects and incentives	3.616	2	1.808	3.906	.000	Present
	View of physical Ed. Class	4.064	2	2.032	2.588	.000	Present
	-Planning	.229	2	.114	.228	.724	None
	-Experience and education technology	7.851	2	3.926	6.850	.011	Present
	Sum	3.423	2	1.712	9.575	.000	Present
Ed qualification	physical capabilities	3.933	2	1.967	2.290	.000	Present
	- Psychological aspects and incentives	3.886	2	1.943	4.198	.000	Present
	View of physical Ed. Class	9.958	2	4.979	6.342	.000	Present
	-Planning	.189	2	.094	.188	.000	Present
	-Experience and education technology	.724	2	.362	.632	.000	Present
	Sum	1.612	2	.806	4.507	.000	Present
Ed. type	physical capabilities	.140	1	.140	.163	.002	Present
	- Psychological aspects and incentives	3.262	1	3.262	7.047	.023	Present
	View of physical Ed. Class	12.931	1	12.931	16.473	.080	None
	-Planning	.571	1	.571	1.137	.797	None
	-Experience and education technology	.094	1	.094	.164	.002	Present
	Sum	.889	1	.889	4.974	.000	Present
School's location	-physical capabilities	.940	1	.940	1.094	.106	
	- Psychological aspects and incentives	2.326	1	2.326	5.026	.018	None
	View of physical Ed. Class	2.571	1	2.571	3.275	.002	Present
	-Planning	.201	1	.201	.400	.829	None
	Sum	1.075	1	1.075	6.012	.016	Present
	Sum	1.075	1	1.075	6.012	.016	Present

Table 4 above shows the presence of statistically significant differences due to experience variable on all study's dimensions except planning. In addition, there are statistically significant differences due to education qualification on all study's dimensions. There are statistically significant differences due to education type, physical Ed class and

planning dimensions. There are statistically significant differences due to school's location variable on the viewing of physical ed. Class dimension only.

Table 5 Post Schaffe test results for marginal comparisons for physical education obstacles on study's dimensions due to experience variable

Dependent variables	Groups		Means difference	Standard error	level	ss
Physical capabilities	Less than 5 years	from 5-10 yrs less	-.5646 [*]	.19582	.018	Present
	Less than 5 years	more than 10 yrs	-.7839 [*]	.22568	.003	Present
	from 5-10 yrs less	more than 10 yrs	-.2193 ⁻	.23127	.639	None
Physical aspect and incentives	Less than 5 years	from 5-10 yrs less	-.4107 [*]	.14375	.020	Present
	Less than 5 years	more than 10 yrs	-.4400 [*]	.16567	.033	Present
	from 5-10 yrs less	more than 10 yrs	-.0293 ⁻	.16978	.985	None
Viewing the Physical ed. Class	Less than 5 years	from 5-10 yrs less	-.4239 ⁻	.18720	.082	None
	Less than 5 years	more than 10 yrs	-.1902 ⁻	.21575	.679	None
Planning	from 5-10 yrs less	more than 10 yrs	.2336	.22110	.574	None
	Less than 5 years	from 5-10 yrs less	-.0163 ⁻	.14970	.994	None
	Less than 5 years	more than 10 yrs	.2011	.17253	.509	None
	from 5-10 yrs less	more than 10 yrs	.2173	.17680	.472	None
Experience and Ed technology	Less than 5 years	from 5-10 yrs less	-.5247 [*]	.15995	.006	Present
	Less than 5 years	more than 10 yrs	-.1159 ⁻	.18433	.821	None
	from 5-10 yrs less	more than 10 yrs	.4088	.18890	.101	None
Sum	Less than 5 years	from 5-10 yrs less	-.3880 [*]	.08933	.000	Present
	Less than 5 years	more than 10 yrs	-.2658 [*]	.10296	.039	Present
	from 5-10 yrs less	more than 10 yrs	-.1223 [*]	.10551	.513	None

Table 5 above shows that statistically significant differences for school's physical ed. Obstacles due to experience variable and on Physical capabilities dimension was less and in favor of less than 5 years of experience. On psychological aspect and incentives it was less too and in favor of those with less than 5 years of experience. Regarding the experience and education technology dimension, it was less, and in favor of those who have less than five years of experience. In the meantime there were no statistically significant differences for viewing the Physical ed. class and planning dimensions. The researcher believes that teachers with less experience are unable to diagnose physical education obstacles in comparison with other colleagues whose experience is more than five years due to their teaching practice on more than one school and their observation of obstacles in more than one school. Also, their involvement in sports contests and teaching physical education course for long periods of time. All of these have provided them with the opportunity to observe obstacles clearly stand in the course of physical education development in Al Madenah Al Munawarah. In regard to the statistically significant differences to those with less than 5 years of experience and its relationship with experience and education technology, researcher thinks that the reason for that lies in newly graduate teachers and newer ones who have high computer skills, and their use of these skills in teaching and practicing physical education course, unlike the old days, when teaching was manually applied.

Finally, in regard to psychological aspect and incentives dimension, when physical education obstacles were lesser with teachers who have 5 years and less, researcher believe that new teachers have energy and teaching excitement level higher than older teachers.

Table 6 Post Schaffe test result of marginal comparisons over physical ed. obstacles, on Study's dimensions due to education qualification variable.

Dependent variables	Groups		Means difference	Standard error	Significance level	ss
Physical capabilities	Diploma	BA	.0545	.18032	.955	None
	Diploma	Higher studies	0800	.32105	.969	None
	BA	Higher studies	0255	.31817	.997	None
Physical aspect and incentives	Diploma	BA	0857	.13237	.811	None
	Diploma	Higher studies	2000	.23568	.698	None
	BA	Higher studies	1143	.23357	.887	present
Viewing the Physical ed. Class	Diploma	BA	0886	.17239	.876	None
	Diploma	Higher studies	8457	.30692	.025	None
Planning	BA	Higher studies	.7571	.30417	.049	None
	Diploma	BA	-.0472-	.13785	.943	None
	Diploma	Higher studies	.0453	.24543	.983	None
	BA	Higher studies	0019	.24323	1.000	None
Experience and Ed technology	Diploma	BA	1600	.14729	.556	None
	Diploma	Higher studies	-.2677	.26223	.595	None
	BA	Higher studies	.1077	.25988	.918	None
Sum	Diploma	BA	-.0043	.08227	.999	None
	Diploma	Higher studies	-.1625	.14646	.543	None
	BA	Higher studies	-.1582	.14515	.554	None

Table 6 above points out that statistically significant difference of school physical ed. obstacles due to education qualification variable and on the viewing of physical ed. Class dimension was less and in favor of teachers who hold a degree in higher education. While there were no statistically significant differences due to education qualification dimension for study's other dimensions.

The researcher believes that teachers who hold higher studies degree such as Masters and PhD, view physical education class as elegant and more mature due to their wide knowledge and higher qualification . In contrast with those BA , diploma or even high school certificate holders. .The results of this study are in concordance with some studies such as

Abdul hafed , (2009) ,Al Moumani and Khasawneh (2007) , al Shamekh,(2005); Mdanat & Shurman(1998); Hamdan(1993) ; Al Zo'ubi(1992) and Abwaini(1990).

Findings

According to the study's results and discussion, it is possible to observe the following findings:

- 1-The most severe obstacles were in viewing of physical education class dimension (73.4), and the least severity lied in psychological aspect and incentives (2.46).
- 2- There were statistically significant differences between physical education obstacles and experience (except planning), and education qualification dimension, and education class and planning while there were no statistically significant differences with study's location (except viewing school's physical education class).

Recommendations

Depending on the study's finding and according to the study's results, the researcher recommends the following:

- 1- Grant greater attention to physical education classes without neglecting such classes nor giving them to other teachers whatever the conditions or situation were.
- 2- Awareness prevalence of school's physical education class importance can change society, parents, teachers and school principals view to physical education class and its physical, health, psychological, social, mental and emotional benefits.
- 3- Selecting officials to be in charge of physical education activities in the ministry of education and districts based on competency, experience and not on favoritism bases.
- 4- Officials should take care of the modern and new experience availability, along with education technology, training courses, for teacher's performance development purposes which will positively reflect on school's physical education.
- 5- Educators at the ministry of education must give priority for accurate planning to develop school's physical education on tested and scientific basis.

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