

# **OBSTACLES FACING THE IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN IRAQI PUBLIC SCHOOLS AS PERCEIVED BY TEACHERS IN ANBAR GOVERNORATE**

*Ismael Sood Al-Oun*

*Muder Qahtan Hameed Al- leheeb*

College of Education, Department of Curriculum and Instruction,  
Al al-Bayt University

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## **Abstract**

The purpose of this study is to investigate the obstacles facing the implementation of physical education curriculum in Iraqi public schools as perceived by teachers in Anbar governorate. Moreover, exploring if there are any significant statistical differences attributed to gender, scientific qualification and experience. The sample of the study consisted of (69) teachers. For the purposes of this study the researcher adopted a questionnaire consisted of (54) items distributed into five domains, those are: administrative obstacles, professional obstacles, technical and supervision obstacles, internal and external obstacles and potentials and facilities obstacles.

The study concluded the following findings:

1. Obstacles to the application of physical education curriculum in public schools in Iraq, as perceived by teacher were in an average level, where the arithmetic average of the responses of the sample (3.47: 5.00). The results showed that professional obstacles ", "potentials and facilities", and "technical constraints and oversight," and "administrative obstacles", and "environmental constraints internal and external" were the highest with averages of (3.70), (3:53), (3:47), (3:35), (3:29).respectively. Moreover, 7. There are no significant statistical differences in the application of physical education in public schools in Iraq, as perceived by teacher in Anbar province due to the variables of gender, educational qualification and experience.

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**Keywords:** Physical Education curriculum , obstacles, scientific qualification

## **Introduction**

Physical Education in school plays an important role in educating and developing students' attitudes and awareness towards sports, as the student learn and practice sports in school or in pastime will enable him to practice it in his daily life outside school (Al-shinawi, 2006).

To apply physical education curriculum a special importance in order to prepare the individual from all his physiological, physical and skills sides to live in the future a healthy and suitable life (Costa, 1995). Physical education is an important aspect of general education aiming to prepare humans physically, socially and emotionally to be productive members in the society (Bucher, 1973).

Furthermore, studies and scholars recommended the need of updating the current curriculum (Al-samirai & Qasem, 1997) and calling for qualifying physical education teachers to apply this curriculum for the benefit of students (Hill & Calven, 2005).

Therefore, this study aims to investigate the obstacles facing the implementation of physical education curriculum in Iraqi public schools as perceived by teachers in Anbar governorate. Moreover, exploring if there are any significant statistical differences attributed to gender, scientific qualification and experience.

## **Statement of purpose**

The statement of purpose of this study is represented in exploring the Obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate. The study is seeking to answer the following questions:

1. What are the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate?
2. Are there significant statistical differences at the level of ( $\alpha= 0.05$ ) in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate?.

## **Objectives of the study**

The study aims to investigate the obstacles facing the implementation of physical education curriculum in Iraqi public schools as perceived by teachers in Anbar governorate. Moreover, exploring if there are any significant statistical differences attributed to gender, scientific qualification and experience.

### **Significance of the study**

The importance of this study emerges from its subject as it seeks to investigate the obstacles facing the implementation of physical education curriculum in Iraqi public schools as perceived by teachers in Anbar governorate.

### **Definition of terms**

- Obstacles: A set of reasons that cause a negative effect on the effectiveness of teaching school subjects including physical education (Fawreh & Shawr, 2011).
- Physical Education Curriculum: Private and general objectives under the guidelines of teaching sports in order to achieve comprehensive development of the learner (Al-oun, 2011).

### **Previous Studies**

Batayneh (2007) studied the problems faced the planning of physical education curricula from the perception of the supervisors in north in Jordan, the study sample consisted of (22) physical education supervisor, and (11) chairs of supervision department, so the researcher designed a measurement tool included (40) items, distributed on the following areas: the special rules for planning (10) items, planning (10) items. Human for cements (10) items, and abilities (10) items. The findings showed that the rules given for the process of planning the physical education curricula in north, don't agree with the given abilities, and don't suitable for student's abilities for the individual differences. Moreover, the workers in the area of planning the physical education curricula are not capable enough for doing the planning process with agreement with the new of the modern age and method and criteria which must be kept in the planning process. There are statistical differences on the rules domain related to planning which followed to experiment variable and to the experiment level more than 12 years.

Al-ali (2010) investigated the obstacles facing the application of developed physical education according to Knowledge economy in Jordan. The sample of the study consisted of (120) teachers responded to a questionnaire. The findings showed that there are many obstacles facing the application of Physical Education, depending on the field of information technology and knowledge-based economy, and the results showed moderate difficulties in the areas of outcomes, life skills and evaluation strategies

Lopez, Onfore, Penny & Chandler (2012) critically review and evaluate the significance for curriculum planning in PE of studies focused on transfer of tactical knowledge. The conceptual foundation and focus of research that has investigated transfer in learning across games and sports is explored. Selected studies are systematically analysed in relation to the

particular dimension of transfer examined and evidence generated to support a case for curriculum planning to be grounded upon transfer. On the basis of findings to date, it is argued that curriculum planning in PE should foreground the principle of transfer. Recommendations are made in relation to further research in this field.

### Summary of the studies

Based on the previous review the researchers benefited from those studies in deepen understanding of the subject as well as developing the tool of the current study.

### Methodology and Procedures

#### Methodology and Procedures

##### Methodology

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

### Study Sample

The sample was chosen purposefully from Anbar governeate public school principals totaling (69) teachers representing (38.13%) of the population, after being (181) teachers but security issues caused to take only (69) teachers . Table (1) presents the distribution of the sample according to scientific qualification and experience variables

Table(1): the distribution of the sample according to scientific qualification and experience variables

Province	No	%
Ramadi	69	%38.13
Habbaniya	13	%7.18
Fallujah	46	%25.42
Hit	15	%8.28
Haditha	10	%5.52
Rawa	4	%2.21
Ana	6	%3.32
Rutba	14	%7.73
Qae'em	4	%2.21
Total	181	%100.0

## **Study Tool**

The researcher reviewed the related literature and the as well as previous Arabic and foreign studies to develop a questionnaire. The questionnaire consisted in its first form (56) items distributed into five domains, those are: administrative obstacles, professional obstacles, technical and supervision obstacles, internal and external obstacles and potentials and facilities obstacles. The questionnaire was rated according to likert 5-scale as follows: strongly agree, agree, not sure, but OK, Strongly Disagree, and represent words digitally signs the following, respectively: (5.4, 3 & 2.1)

## **Instrument Validity**

Validity was established through content and face validity, and the instrument was standardized on the response of a experts group of in Educational administration. Curriculum, measurement and teaching methods The raters canceled two items and modified other items. The final form of the questionnaire consisted of (54) items distributed into five domains, those are: administrative obstacles, professional obstacles, technical and supervision obstacles, internal and external obstacles and potentials and facilities obstacles

## **Instrument reliability**

Reliability of the instrument was determined through a pilot study; sample of 20 respondents from of the study population. The reliability coefficient was (0.78) and it seemed to be reliable for use a Jordanian population.

## **Study Variables and statistical Procedures**

Data was processed through SPSS software by coding the variables in a clear way as well as recording each variable and its symbol as in the list. Then data were processed in the computer according to the following method: the maximum is 5 alternative for each item: 1 =  $\frac{3}{4}$  levels (high, average, low) = 1.33 and therefore the minimum limit is  $1+1.3 = 2.33$ , the average is  $2.34+1.33 = 3.67$ , the highest level =  $3.68+$  . Therefore, the scale of the items is: (3.68- 5.00 high degree, 2.34- 3.67 average, 1.00- 2.33 low).

## **Findings & Discussion**

The study aims to investigate the obstacles facing the implementation of physical education curriculum in Iraqi public schools as perceived by teachers in Anbar governorate. Moreover, exploring if there are any significant statistical differences attributed to gender, scientific qualification

and experience, following the findings and discussion according to the study questions.

**Findings of the first question provided that** “What are the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate?”.

To answer the first question the researchers calculated means, standard deviations and ranks for the study domains. Table (2) shows the findings

Rank	Domain	Means	Standard deviations
1	Professional obstacles	3.70	850.0
2	Potential and facilities	3.53	1.02
3	Supervisory and technical	3.47	1.21
4	Administrative obstacles	3.35	1.12
5	Internal and external obstacles	3.29	1.21
	Total	3.47	970.0

Table (2) showed that the Obstacles of the application of physical education curriculum in public schools in Iraq, as perceived by teacher were in an average level, where the arithmetic average of the responses of the sample (3.47: 5.00).

The results showed that professional obstacles ", "potentials and facilities", and "technical and supervisory obstacles," and "administrative obstacles", and "environmental constraints internal and external" were the highest with averages of (3.70), (3:53), (3:47), (3:35), (3:29).respectively

It is noted from this result that the obstacles are in an average level as seen by teachers and this reflects a variety of obstacles facing the teaching-learning process effecting teachers negatively as some school managements see this class as unnecessary case and encourage students to learn something else not to mention the lack of proper equipment and facilities as well as low motivation of teachers.

This result is consistent with other previous studies results such as Batayneh (2007) Al-ali (2010) and Lopez, Onfore, Penny & Chandler (2012)

**Findings of the second question provided that** “Are there significant statistical differences at the level of ( $\alpha= 0.05$ ) in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate?”

To find the significant statistical differences at the level of ( $\alpha =0.05$ ) in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate according to gender in all domains Leven’s test for Equality of Variance was used as shown in table (3)

Table (3): Leven's test variance findings in the means on each domain and the tool as a whole

Domain	Gender	No	M	SD	T	Sig
Administrative	male	62	3.41	1.09	1.205	2760.
	female	7	2.81	1.31		
Professional	male	62	3.78	800.	2.199	1430.
	female	7	2.94	960.		
Technical & supervisory	male	62	3.57	860.	1.505	2240.
	female	7	2.65	950.		
Internal and external	male	62	3.37	1.21	5110.	4770.
	female	7	2.53	990.		
Potential and facilities	male	62	3.60	1.00	1140.	7370.
	female	7	2.84	1.03		
total	male	62	3.55	940.	4320.	5130.
	female	7	2.75	1.00		

Table (3) showed that there are no significant statistical differences in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate.

To find the significant statistical differences at the level of ( $\alpha = 0.05$ ) in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate according to scientific qualification in all domains Leven's test for Equality of Variance was used as shown in table (4)

Table (4): Leven's test variance findings in the means on each domain and the tool as a whole

domain	Scientific Q	No	M	SD	T	Sig
Administrative	undergraduate	20	3.62	1.13	0000.	9910.
	graduate	49	3.24	1.11		
Professional	undergraduate	20	3.85	820.	0050.	9450.
	graduate	49	3.63	860.		
Technical & supervisory	undergraduate	20	3.69	910.	2190.	6410.
	graduate	49	3.39	900.		
Internal and external	undergraduate	20	3.41	1.34	1.459	2310.
	graduate	49	3.24	1.16		
Potential and facilities	undergraduate	20	3.61	1.05	0470.	8280.
	graduate	49	3.49	1.02		
total	undergraduate	20	3.64	1.00	0780.	7810.
	graduate	49	3.40	960.		

Table (4) showed that are no significant statistical differences in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate.

To find the significant statistical differences at the level of ( $\alpha =0.05$ ) in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate according to experience in all domains Leven's test for Equality of Variance was used as shown in table (5)

Table (5): Leven's test variance findings in the means on each domain and the tool as a whole

domain	Experience	No	M	SD	T	Sig
Administrative	Less than 5y	44	3.39	1.17	8250.	3670.
	5 year+	25	3.28	1.05		
Professional	Less than 5y	44	3.69	890.	6970.	4070.
	5 year+	25	3.71	770.		
Technical & supervisory	Less than 5y	44	3.49	970.	1.040	3110.
	5 year+	25	3.45	810.		
Internal and external	Less than 5y	44	3.34	1.24	2160.	6430.
	5 year+	25	3.21	1.18		
Potential and facilities	Less than 5y	44	3.53	1.07	9190.	3410.
	5 year+	25	3.52	960.		
total	Less than 5y	44	3.49	1.02	8020.	3740.
	5 year+	25	3.43	890.		

Table (5) showed that are no significant statistical differences in the obstacles facing the Implementation of Physical Education Curriculum in Iraqi Public schools as Perceived by Teachers in Anbar Governorate.

The above mentioned results indicated that all teachers in Iraqi schools regardless their gender, scientific qualifications or years of experience suffer from the same problems and difficulties. They all indicated that those problems affects them and their students negatively and there is a need to over come those problems

This result is consistent with other previous studies results such as Batayneh (2007) Al-ali (2010) and Lopez, Onfore, Penny & Chandler (2012)

**Summary of findings:** Obstacles to the application of physical education curriculum in public schools in Iraq, as perceived by teacher were in an average level, where the arithmetic average of the responses of the sample (3.47: 5.00). The results showed that professional obstacles ", "potentials and facilities", and "technical constraints and oversight," and "administrative obstacles", and "environmental constraints internal and external" were the highest with averages of (3.70), (3:53), (3:47), (3:35), (3:29).respectively. Administrative obstacles to the application of physical



education in public schools in Iraq, as perceived by teacher in Anbar province (average) where the arithmetic average of the responses of the sample (3.35: 5.00). Constraints that apply in professional sports education curriculum in public schools in Iraq as perceived by teacher Anbar province (high) where the average of the responses of the sample are (3.70: 5.00). The supervisory and technical constraints in the application of physical education curriculum in public schools in Iraq, as perceived by teacher in Anbar province (average) where the arithmetic average of the responses of the sample (3.47: 5.00). Environmental constraints that internal and external application in the physical education curriculum in public schools in Iraq as perceived by teacher in Anbar province (average) where the arithmetic average of the responses of the sample are (3.29: 5.00). Obstacles that potential and facilities in the application of physical education curriculum in public schools in Iraq as perceived by teacher in Anbar province (average) where the arithmetic average of the responses of the sample (3.53: 5.00). There are no significant statistical differences in the application of physical education in public schools in Iraq, as perceived by teacher in Anbar province due to the variables of gender, educational qualification and experience.

The Study showed summary characteristics of the respondents in that study society dominated by the qualities of the following: proportion (89.9) of the respondents were male, and the proportion (71.0) of the respondents have bachelor degree or more, and the proportion (63.8) of the respondents experience less than five years, and in light of the results of this study have been drafting a number of scientific and practical recommendations.

### **Recommendations**

Based on the findings of the study the researchers recommend the following

1. The need for encouraging school administrations to use modern teaching strategies and providing all administrative aspects helping teachers to execute P.E lessons.
2. The need to cope with P.E teachers needs to enable them from working properly with their students.
3. Finding suitable budgets for P.E classes in order to overcome any emergent obstacles.
4. Conducting more studies in the same fields with other samples within other variables.

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