

Problems facing students of the Department of Physical Education in the athletics course

Karam k. aboaqouleh^{(1)*} Abdalla A. almakhadmeh⁽²⁾ Salameh A. Almajali⁽³⁾

(1) Al al-Bayt University, Mafraq - Jordan.

(2) The Ministry of Education, Jordan.

(3) The Ministry of Education, Jordan.

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* **Corresponding Author:**
kaboaqouleh@aabu.edu.jo

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Abstract

The purpose of this study was to identify and investigate the obstacles experienced by students in the Department of Physical Education participating in the athletics course at Al al-Bayt University and to determine the effect of (gender, and academic year) on the degree of the problems. The study used the descriptive approach since it suits the nature of the study, and the sample of the study consisted of 66 male and female students. The sample was chosen purposefully, and was tested by a questionnaire designed by the researchers, which consisted of 36 items divided into three dimension: problems related to capabilities, problems related to the study plan, and problems related to psychological factors. According to the findings of the study, the problems facing students at the Department of Physical Education in the Athletic course were of a high degree. The study also found statistically significant differences in the problems facing students due to the variables of gender in favor of the females, and to the variable of the academic year in favor of the sophomore.

Keywords: Problems, Athletic Course.

المشكلات التي تواجه طلبة قسم التربية البدنية في مساق العاب القوى

سلامة أحمد المجالي^(٣)

عبد الله علي المخادمة^(٢)

كرم خلف أبو عاقولة^(١)

(١) جامعة آل البيت، المفرق - الأردن.

(٢) وزارة التربية والتعليم، الأردن.

(٣) وزارة التربية والتعليم، الأردن.

ملخص

هدفت الدراسة الى التعرف على اهم المشكلات التي تواجه طلبة مساق العاب القوى في قسم التربية البدنية في جامعة ال البيت، والتعرف على تأثير متغيرات (الجنس ، السنة الدراسية) في درجة المشكلات، وتم استخدام المنهج الوصفي لملائته لطبيعة الدراسة إذ تكونت عينة الدراسة من (٦٦) طالب وطالبة، تم اختيارها بالطريقة القصدية ، وتم اختبارها بواسطة استبانة معدة من قبل الباحثين إذ تكونت من (٣٦) فقرة تقيس ثلاثة مجالات هي (المشكلات المتصلة بالإمكانيات، والمشكلات المتصلة بالخطة الدراسية ، والمشكلات المتصلة بالعامل النفسي) وأظهرت نتائج الدراسة الى ان المشكلات التي تواجه طلبة قسم التربية البدنية في مساق العاب القوى كانت بدرجة مرتفعة ، كما أظهرت الدراسة الى وجود فروق ذات دلالة إحصائية في المشكلات التي تواجه طلبة قسم التربية البدنية في مساق العاب القوى تعزى لمتغيرات الجنس ولصالح الاناث والسنة الدراسية لصالح طلاب السنة الثانية.

الكلمات المفتاحية: المشكلات ، مساق العاب القوى.

Introduction

Physical education is a manifestation of general education, it is a process of modifying the behavior of the individual in line with the requirements of the society in which he lives, general education, which is an important means to raise the level of health and develop productive capacities that are considered one of the necessities of life, there is a close link between exercise and health, which requires that physical education be the subject of attention in all educational stages (Marshall, Shannon & Love, 2020; Dyson, 2014).

Physical education is a field of study that aims to promote physical fitness and overall health through structured physical activity, the purpose of physical education is to encourage children and adults to engage in regular exercise and develop healthy habits that will last a lifetime, the benefits of physical education are numerous and include improved cardiovascular health, increased muscular strength and endurance, better flexibility, and improved balance and coordination, In addition to physical health benefits, physical education can also improve mental health. Exercise has been shown to reduce stress, anxiety, and depression, and can even improve cognitive function. Furthermore, physical education programs can help children develop important life skills such as teamwork, communication, and leadership, which can be useful both in and outside of the classroom(Balga, Antala, & Argajová, 2019).

Physical education programs vary depending on age, level of fitness, and personal interests. For younger children, physical education classes typically involve games, activities, and exercises that are designed to promote coordination, balance, and basic motor skills, as children get older, physical education classes may become more focused on specific sports and activities, such as basketball, soccer, or weightlifting, in high school and college, physical education classes may be more focused on developing specific skills and preparing students for careers in sports or fitness, Physical education is an important component of a well-rounded education and should be available to all students(Goad & Jones, 2017; Rainer, Cropley, Jarvis, Griffiths,2012).

Beni, Chróinín, & Fletcher (2019) indicated that in many schools, physical education programs are either underfunded or non-existent,this is a concerning trend given the rising rates of childhood obesity and sedentary lifestyles. As a society, we need to prioritize the health and well-being of our children by providing them with access to quality physical education programs that are both engaging and effective.

Physical education is a critical component of a healthy lifestyle and should be a priority in schools and communities, physical education programs can provide

numerous benefits, including improved physical and mental health, the development of important life skills, and a lifelong appreciation for physical fitness. By investing in physical education, we can ensure that our children have the tools and knowledge they need to live happy, healthy, and active lives, the physical and sports education is part of general education, which is considered the integrated aspect that works to develop the individual and adapt him physically, mentally, socially, and emotionally through selected and planned physical activities that are practiced under the supervision of a good and conscious leader to achieve the foundations of educational and human values (Bozoglu & Göktürk,2016; Rink, 2013).

The school curriculum is the means by which the educational system can achieve what it desires at any stage of its development in terms of educational and educational goals. Athletics is one of the best sports in terms of excitement, fun, and competition, and because athletics is an individual sport that includes 46 activities for males and females, major countries such as the United States and Europe and even some poor countries in Africa have taken care to obtain Olympic medals in the Olympic Games, and athletics plays a role in Raeesi Avi winning the final total number of Olympic medals for the participating countries, as it includes this large number of Olympic events for the Olympic countries, and athletics is one of the very ancient sports that dates back to ancient Greek history (Al-Saadoun, 2011;Killian, Kinder & Woods,2019).

The existence of obstacles to the participation of students in the physical education lesson is related to both the teacher and the learner himself, the goals, the content of the lesson, the teaching methods used, and the lack of tools and devices necessary for practicing school sports, which negatively affects learning motor skills, which are used in performing physical exercises to improve the learner's physical fitness and increase the desire to practice sports activity (Al-Aifan, 2011; Jeong & So,2020).

The use of the steps of the scientific method in solving the problems facing athletes working in the field of sports and those studying the physical education curriculum in various educational stages has become dependent on developing their level of performance to reach the educational process to achieve the desired goal of its practice, and physical education as one of the educational institutions

whose activities vary and cares for the individual and students and universities in particular from all health, psychological, moral, social and educational directions, in order to prepare it to be an element that has a role in society and to advance it and make it in the ranks of developed societies (Burne, 2017; Ghanbari, Shetabbushehri, Shafiniya, Mehralizadeh, 2019).

The Department of Physical Education offers various courses that are geared towards developing students' physical abilities and enhancing their overall well-being. However, students in the Athletics course face unique challenges that can impede their academic success (Erin, Kevin, Alex, Heather, Risto & John, 2021). One of the major issues is the demand for high-level physical performance and training, this can lead to injury, fatigue, and burnout. Additionally, the lack of specialized facilities and equipment for training and competition can limit students' opportunities to excel in their chosen sport. Another challenge is the limited career opportunities available after graduation, which may discourage some students from pursuing a degree in Physical Education, to address these challenges, it is important to provide comprehensive support for students in the Athletics course, including access to specialized resources, mentorship programs, and career counseling (Jung, Pope & Kirk, 2016).

In addition to the challenges mentioned above, students in the Department of Physical Education who are pursuing the Athletics course may also face social and psychological obstacles, the intense physical demands of the course can create a sense of isolation and exclusion from the broader university, Additionally, there may be a lack of diversity and inclusivity in athletics, which can make it difficult for students from underrepresented communities to feel welcome and supported (Guerrero, Vanderloo, Rhodes, Faulkner, Moore & Trembley, 2020).

To address these challenges, universities can take a variety of approaches. One key strategy is to provide comprehensive support services, such as mental health counselling, academic tutoring, and career counselling, additionally, universities can invest in specialized facilities and equipment for athletics, as well as offer mentorship programs and networking opportunities to help students build

their professional networks, encouraging greater diversity and inclusivity in athletics can also help to create a more supportive and welcoming environment for all students, overall, students in the Department of Physical Education who are pursuing the Athletics course face a range of unique challenges. By providing comprehensive support and investing in specialized resources, universities can help these students overcome these obstacles and achieve their academic and professional goals (Armour, 2014; Dunton, Do & Wang, 2020).

Another important strategy for supporting students in the Athletics course is to prioritize injury prevention and management, high-level physical training can put a significant strain on the body, and injuries are common among athletes, to help students avoid injury and promote their long-term physical health, universities can offer resources such as strength and conditioning programs, nutritional counselling, and access to physical therapy and rehabilitation services, finally, it is important to recognize the value of athletics in promoting overall student well-being, participation in athletics can provide opportunities for personal growth, leadership development, and team building, as well as promoting physical fitness and stress reduction, by prioritizing the well-being of students in the Athletics course, universities can help them to achieve their full potential and become healthy, successful graduates (Bozoglu & Göktürk, 2016; Francisco & Gil-Espinosa, 2022).

The statement of the study problem

The Department of Physical Education's students frequently encounter difficulties when studying physical education and athletics courses, despite the fact that these subjects have long been an essential component of academic curricula across the world. Students in the department of physical education face some problems such as lack of adequate training facilities and tools that might prevent them from reaching their maximum potential, additionally, some students may struggle with the technical skills required for athletics, such as proper running form or throwing technique. These challenges can negatively impact students' academic performance and their future careers in the sports industry.

Athletics courses are among the basic and compulsory subjects for students, which are characterized by the difficulty of their skills and their need for special and advanced physical elements, in addition to the large number of athletics activities that the student is required to learn in official lectures. From here the problem of the study begins, through the experience of researchers as specialists in athletics And teachers of some practical courses, the researchers noticed that there is a lack of students' motivation to practice athletics activities and their reluctance to do so, a weakness in the students' level in scientific and applied terms, and a low level of the general arithmetic mean for the numbers of students in the athletics division compared to other courses that are taught, so the researchers decided to delve into In this study, we want to identify the problems that students suffer from in the athletics course and develop a proposed vision to reduce these problems, which may contribute to solving them, which is reflected in the proper functioning of the educational learning process and the achievement of its desired goals from the course, this is what indicated by Al-Aifan,(2011) to the existence of obstacles to students' participation in the physical education lesson that is related to both the teacher and the learner, its humiliation, the objectives, the content of the lesson, the teaching methods used, and the failure to provide the tools and devices necessary for the practice of school sports, which negatively affect learning motor skills, which are used in the performance of physical exercises to improve the general physical fitness of the learner and increase the desire to practice sports activity, and the importance of this study lies in the fact that it sheds light on the problems facing the students of the Department of Physical Education at Al al-Bayt University in the athletics course from the point of view of the students themselves, and it has importance in identifying problems and identifying them for the ability to reach appropriate solutions by University and the possibility of overcoming these problems.

Study questions

First question: *What are the problems that students of the Department of Physical Education face in the athletics course?*

Second question: Are there statistically significant differences at the significance level ($\alpha \geq 0.05$) in the problems faced by the students of the Department of Physical Education in the athletics course, according to the gender variable?

Third question: Are there statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the problems that face the students of the Department of Physical Education in the athletics course, according to the variable of the academic year?

Terminology of study

Problems:

It is a perceived difficulty or obstacle for the individual that prevents him from achieving the greatest possible psychological, social, health and academic compatibility Abdul-Rahman (1998), and researchers define them as difficulties and obstacles facing the individual without preventing him from achieving his goals in various circumstances and capabilities.

Athletics course:

It is a compulsory course within the study plan for students of the Department of Physical Education at Al al-Bayt University to obtain a bachelor's degree.

Previous studies:

Anderson(2002) conducted a study aimed at identifying the problems faced by sports managers and teachers at the secondary level. The study sample consisted of (52) different educational areas in the United States. The results indicated that about (47) students participate in school physical education programs that provided by school principals, and that there are great pressures facing school sports related to the sports budget in the school due to the lack of effective support in the educational district.

Finley (2003) conducted a study aimed at examining whether participation in sports clubs works to create social and academic problems for the participants, and also to determine how these problems can be solved, and the research method was to observe and describe the behavior of a team of cyclists belonging to a

sports club, The results showed that the athletes at the higher levels are forced to sacrifice their social roles and this is up to them only through the decisions they make, and this differs with other athletes whose daily program is dictated to them and in turn they have to adhere to this program, as well as academic problems and suffering can be a natural result of their sports participation, as well that athletic riders prioritize athleticism despite the impact this has on their academic progress.

Johan (2004) conducted a study aimed at identifying the obstacles facing sports management in the state of Ohio, USA. The study consisted of (108) administrators, officials, and workers in various sports federations. The planning process, financial resources, and the scientific evaluation process, as it is clear from the study that administrative standards are not adopted in the evaluation process.

Al-Awawdeh (2005) conducted a study aimed at identifying the obstacles facing physical education departments when learning gymnastics in Palestinian universities in the West Bank. The departments of physical education are very high, and the obstacles were in the capabilities and safety and security measures, followed by the curriculum axis and finally the teacher axis.

Al-Qarala (2014) conducted a study aimed at identifying the most important obstacles and problems in teaching the gymnastics curriculum from the point of view of male and female physical education teachers in the Directorate of Education of the Southern Mazar District in Karak Governorate, on a sample consisting of (82) male and female teachers. The results showed that the obstacles came to a degree Intermediate, where the capabilities axis ranked first, followed by the student axis, then the school administration axis, then the teacher and curriculum axis.

Al-Akour (2017) conducted a study aimed at identifying the difficulties faced by students of the Faculty of Physical Education towards specializing in volleyball at Yarmouk University, and identifying the impact of the variables of the school year and sports practice in determining the degree of these difficulties. The descriptive approach was used for its suitability to the nature and objectives of the study. The number of the study sample was (92) students, who were chosen by the intentional method and tested by the questionnaire that measures six areas: athletic

and physical, health, psychological, social, academic and religious capabilities. At Yarmouk University, it was moderately severe, and most of it was in the academic field and physical and athletic capabilities, and the least was in the religious, health and physical fields. Yarmouk University is attributed to the effect of the academic year variable and that there are statistically significant differences to the effect of the practice variable on the difficulties faced by female students of the Faculty of Physical Education towards the volleyball major.

Sammour (2017) conducted a study aimed at identifying the problems facing students of the Faculty of Physical Education and Sports at Al-Aqsa University, and developing a proposed vision to overcome them. Physical education and sports at Al-Aqsa University, and the results of the study showed that there are significant problems with the axes of capabilities and the study plan, especially for third and fourth level students, and there are no statistically significant differences due to the gender variable.

Al-Arfaj (2019) conducted a study aimed at identifying the difficulties that female field education students face in the College of Education at King Saud University from their point of view, and to identify the extent to which these difficulties differ according to academic specialization and cumulative average. The study followed the descriptive approach using a questionnaire that included five main axes, They are: the educational supervision axis, the school administration axis, the school students axis, the field education program axis, and the supporting training workshops axis. The study sample consisted of (56) female students, and the results of the study concluded that the difficulties faced by field education female students were as follows, in order of highest order: difficulties related to school students, difficulties of supportive training workshops, difficulties of the program, difficulties of school administration, while the least difficulties were for the supervision axis. The results also revealed that there are statistically significant differences for the academic specialization variable in favor of students majoring in psychology, and there are no statistically significant differences for the accumulative average variable.

The most important indicators from previous studies that informed the current research:

- 1- Examining the sources and literature of previous studies related to and benefiting from them in the subject of the research (problems).
- 2- It was found that most of the previous studies aimed at identifying and defining problems, and this is consistent with the objectives of the current study.
- 3- By examining the samples in previous studies, determining the sample size of the current research at (66) male and female students is appropriate, compared to the size of the samples in those studies.
- 4- The current research benefited from knowing the appropriate statistical methods for analyzing the data contained in the research by examining how the data was processed in previous studies.
- 5- Benefit from the indicators related to the results of previous studies in the interpretation of the current research.

Method and Procedures

Study Methodology:

The researchers used the descriptive approach to conduct this study due to its suitability to the nature of this study.

Study Population:

The study population consisted of students from the Faculty of Educational Sciences, Department of Physical Education at Al al-Bayt University, who completed the athletics course, numbering (75) male and female students.

Study sample:

The study sample consisted of (66) male and female students (31) males and (35) females who were chosen by the deliberate method and who had completed the athletics course.

Study Instrument

The researchers developed a questionnaire with the aim of identifying the problems facing the students of the Department of Physical Education in the

athletics course, after reviewing the theoretical literature, research and previous studies related to the subject of the study, such as the study of Samour (2017), the study of Al-Akour (2019), and the study of Al-Arfaj (2019), Toprak, & Cengiz (2021). The questionnaire consists of three areas: the first is capabilities and consists of (12) items, the second is the field of the study plan and consists of (12) items, and the third is the psychological field and consists of (12) items, and the questionnaire in its final form consisted of (36) items distributed over (3) fields.

Instrument Correction.

A five-point likert scale was used, where five points were given to the answer strongly agree, four points to the answer to agree, three points to the answer neutral, two points to the answer disagree, and one point to the answer to strongly disagree.

To judge the resulted means the following equation was used: (upper limit - lower limit)/3= (1-5)/3= = 1.33

1 – 2.33: Low, 2.34 -3.67:Moderate, 3.68- 5: High

Validity of the study instrument:

The indications of the validity of the content of the study tool were verified by presenting it in its initial form to a number of arbitrators with specialization and experience, and asking for their opinions about the integrity of the linguistic formulation of the items, its clarity in terms of meaning and ease of understanding, and the extent to which it belongs to the field in which it was included, and any observations or modifications they see. Their opinions and amendments were taken into account, and the questionnaire was prepared in its final form.

Where the instrument consisted in its initial form of (41) items, and after presenting it to the arbitration committee of professors and specialists, some items were added, modified and deleted, as it became in its final form consisting of (36) items distributed into (3) dimension:

The first is the dimension of (problems related to capabilities), and it consists of (12) items.

The second is the dimension (problems related to the study plan), and it consists of (12) items.

The third is the dimension (problems related to the psychological factor), and it consists of (12) items.

Reliability of the study instruments:

To ensure the reliability of the study instrument, the researchers used the (test-retest) procedure by applying the instrument to (20) students and then re-applied it after two weeks. Then Pearson coefficient was calculated, moreover the internal consistency method according to the Cronbach alpha equation was extracted and Table (1) illustrates this.

Table (1) Cronbach alpha internal consistency coefficient for domains and the tool as a whole

Dimension	Cronbach Alpha	test-retest
Problems related to capabilities	0.83	0.80
Problem related to the study plan	0.82	0.79
Problem related to the psychological Factor	0.86	0.84
Total Degree	0.88	0.85

Instrument Validity

The indications of the validity of the content of the study instrument were verified by presenting it in its initial form to a number of arbitrators with specialization and experience, and asking for their opinions about the integrity of the linguistic formulation of the items, its clarity in terms of meaning and ease of understanding, and the extent to which it belongs to the field in which it was included, and any observations or modifications they see. Their opinions and amendments were taken into account, and the questionnaire was prepared in its final form.

Study variables

This study included the following variables

First: The independent variable

Gender: It has two categories: males, females.

The academic year: It has three categories: second year, third year, and fourth year.

Second: dependent variables

The dependent variable:

The response of the study sample of students of the athletics course to the study tool related to measuring the problems they face in the athletics course in the Department of Physical Education at Al al-Bayt University.

Statistical procedures:

In order to process the collected data, answer the study questions and verify its hypotheses, the researchers used the statistical package program (Spss) and adopted the following statistical methods:

To answer the first question: the arithmetic means and standard deviations were extracted for the degree of problems facing the students of the Department of Physical Education in the athletics course.

To answer the second question: The arithmetic means and standard deviations for males and females were extracted and the (t-test) test was used to detect the significance of differences in the problems facing students of the Department of Physical Education in the athletics course, according to the variable of gender.

To answer the third question: The arithmetic means and standard deviations of the differences in the problems facing the students of the Department of Physical Education in the athletics course were extracted according to the variable of the academic year, and the results of the one-way variance analysis of the differences in the problems facing the students of the Department of Physical Education in the athletics course were extracted according to the variable of the academic year. In addition to the results of applying the Scheffe test on the problem areas according to the variable of the academic level.

Findings and discussion

Finding of the first question which state: What are the problems facing the students of the Department of Physical Education in the athletics course?

To answer the first question: Arithmetic means and standard deviations were used for the degree of problems faced by students of the Department of Physical Education in the athletics course, as Table(2) Illustrates.

Table (2) Arithmetic means and standard deviations of the problems facing students at the Department of Physical Education in the athletics course.

No	Dimension	Mean	Standard deviation	Rank
1	Problems related to capabilities	4.23	0.43	1
2	Problems related to the study plan	3.83	0.73	2
3	Psychological problems	3.62	0.50	3
	Total Degree	3.90	0.27	

Table (2) shows that the arithmetic averages ranged between (3.62 - 4.23), as the domain of problems related to capabilities came in the first place with the highest arithmetic mean of (4.23) with a standard deviation of (0.43), followed by the domain of problems related to the study plan with an mean of (4.23). The arithmetic mean amounted to (3.83) with a standard deviation of (0.37), then the field of problems related to the psychological aspect came in the last place with an arithmetic mean of (3.62) with a standard deviation of (0.50), the arithmetic mean of the total degree was (3.90) with a standard deviation of (0.27).

This result is attributed to several reasons, the most important of which is due to the weak physical abilities of the students due to their preoccupation with other educational materials and their lack of focus on their physical preparation before practicing the activities of the athletics course. In addition to the lack of availability of tools and well-equipped playgrounds for the application of various

activities and the lack of educational means in their application, and the lack of appropriate capabilities to implement the various activities in the athletics course at the university. This result is consistent with the results of the study of Anderson (2002), Al-Awawda (2005), Al-Qaralah (2014) and Samour(2017) The lack of appropriate capabilities leads to a lack of effective teaching, which reflects negatively on the performance and level of students, which requires, in the view of researchers, to stand up to appropriate standards in equipping playgrounds with tools and providing appropriate security and safety factors that help the student learn athletics activities correctly and appropriately. And the application and teaching of athletics activities need more time and time in order for the student to be able to learn them, as the number of lectures for this course must be increased to suit its nature, as well as providing appropriate educational means that facilitate the education process for students with less effort and give them confidence in their different physical abilities.

The findings of the second question which state: Are there statistically significant differences at the level of significance in the problems facing students of the Department of Physical Education in the athletics course, according to gender variable?"

To answer the second question, the arithmetic means and standard deviations for males and females were used, and the t-test was used to detect On the significance of the differences in the problems facing the students of the Department of Physical Education in the athletics course, according to the variable of gender.

Table (3) Arithmetic means, standard deviations, and (t-test) to denote differences in the problems facing students of the Department of Physical Education in the athletics course, according to the gender variable

Dimension	Gender	Arithmetic mean	Standard deviation	t	Sig.
Problem related to capabilities	Male	3.87	0.32	9.90	0.000
	Female	4.55	0.22		
Problems related to study plan	Male	3.86	0.38	-0.67	0.500
	Female	3.80	0.37		
Problems related to psychological factor	Male	3.68	0.57	-0.85	0.300
	Female	3.57	0.44		
Total Degree	Male	3.81	0.29	2.63	0.010
	Female	3.98	0.22		

The table (3) shows that there are statistically significant differences between the arithmetic means of the difficulties faced by the students of the Department of Physical Education in the athletics course. For the total score, the value of "t" was (2.63), with a level of significance (0.010) less than (0.05) in favor of females, as shown Table (3) that there are statistically significant differences in the dimension (problems related to capabilities), as the value of "t" reached (9.90) with level of significance (0.000) which is less than (0.05) and in favor of female students.

The researchers believe that the low level of capabilities and physical fitness of females is considered a major obstacle in learning the activities and competitions of the athletics course, because these competitions and events require different and varied physical capabilities that cause the emergence of this problem among females, in addition to the presence of statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the problems facing students of the Department of Physical Education in athletics in the tool as a whole among females, and the researchers explain that in the field of physical education, where females are more exposed to

problems when applying any sports program or studying another practical subject compared to other fields and specializations in the university is created for the abilities and capabilities of women that are different and less than those of men, as the results of this study agree with the study of Anderson 2002, Al-Awadeh (2005), Al-Qaralah (2014), and Samour (2017), and contradict with the study of Johan (2004), Al-Akour (2017), and Al-Arfaj (2019).

Findings of the third question which state: Are there any statistically significant differences at the significance level ($0.05 \geq \alpha$) in the problems that face the students of the Department of Physical Education in the athletics course, due to the academic year"?

One way analysis of variance was used to compare the arithmetic means of the differences in the problems according to the variable of the academic level, which consists of three levels (the second year, the third year, and the fourth year). Table (4) shows the arithmetic averages and standard deviations of the differences in the problems according to for the school year variable.

Table (4): The arithmetic means, standard deviations of the problems faced by the physical education department students in the athletics course, according to academic year variable.

Dimension	Academic Level	No	Mean	Standard deviation
Problem related to capabilities	Second year	25	4.63	0.157
	Third year	21	4.16	0.317
	Fourth year	20	3.82	0.355
Problem relate to study plan	Second year	25	3.83	0.393
	Third year	21	3.78	0.367
	Fourth year	20	3.87	0.377
Problem related to psychological factor	Second year	25	3.57	0.438
	Third year	21	3.59	0.568
	Fourth year	20	3.72	0.532
Total	Second year	25	4.01	0.237
	Third year	21	3.85	0.221
	Fourth year	20	3.80	0.320

It is clear from Table (4) that there is an apparent discrepancy in the arithmetic means and standard deviations of the problems due to the difference in the academic level. To show the significance of the statistical differences between the arithmetic means, one-way analysis of variance was used. Table (5) Results of one-way variance analysis of differences in the problems faced by students of the Department of Physical Education in the athletics course, according to the variable of the academic year.

Table(5) the results of the one way analysis of variance to figure out if there is a significant differences between the means of problems facing students in Department of Physical Education in the athletics course due to the academic year

Dimension	source	Sum square	df	Mean of sum square	f	sig
Problem related to capabilities	Between Groups	7.56	2	3.78	47.47	0.000
	Within groups	5.01	63	0.08		
Problem relate to study plan	Between Groups	.068	2	0.038	0.23	0.790
	Within groups	9.11	63	0.14		
Problem related to psychological factor	Between Groups	.271	2	0.13	0.51	0.590
	Within groups	16.46	63	0.26		
Total Degree	Between Groups	.56	2	0.28	4.16	0.020
	Within groups	4.29	63	0.06		

It appears from Table (5) that there are statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the degree of problems faced by students of the Department of Physical Education in the athletics course according to the academic year in the field (problems related to capabilities, and problems related to the tool as a whole) and it did not appear there were no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the field of (problems related to the study plan, and problems related to the psychological factor). To detect these problems, the Scheffe test was applied for post comparisons, and Table (6) shows that.

Table(6): the results of the Scheffe test according to the (Academic level) on the total degree and the domain (problem related to the capabilities)

Domain	Academic level	Second ear	Third year	Fourth Year
Problems related to capabilities	Second Year	.	.47000*	.81583*
	Third Year			.34583*
Domain	Academic Year	Second Year	Third Year	Fourth Year
Total Degree	Second Year	-	.16481	.21111*
	Third Year			.04630

The results of the Scheffe test from Table (6) indicate that there are statistically significant differences at the level of ($0.05 \geq \alpha$) in the problems on the field of capabilities between the second year students and the third and fourth year students, in favor of the second year students, with an arithmetic mean of (4.63) compared to the mean. The arithmetic mean for third-year students, which amounted to (4.16), and the average for fourth-year students, which amounted to (3.82), in favor of second-year students.

The results also indicated that there were differences between the third year students, with an arithmetic average of (4.16), and the fourth year students' average, which amounted to (3.82), in favor of the third year students.

The results of the Scheffe test related to the total tool show that there are statistically significant differences between the average of the second year students

(4.01) and the average of the fourth year students (3.80) in favor of the second year students. The researchers explain the reason for this because the second year students face major problems in the athletics course. Because of what the competitions and events of this course need in terms of great physical capabilities and capabilities that are different from the rest of the courses, in addition to that the students of this dental stage (second year) are still in the stage of refining their bodies in all physical, psychological and emotional aspects compared to other third and fourth year students, in addition to that the student In the second year in the Department of Physical Education, it will be the first year in which he can take the practical courses as found in the study plan, and in it will be the beginning of physical and skill preparation for the requirements of the athletics course, compared to third and fourth year students who have higher physical capabilities and skill.

The results of this study agree with the study of Anderson (2002), Al-Awadeh (2005), Al-Qaralah(2014), and Samour (2017), that the lack of appropriate capabilities leads to a lack of effective teaching, which is reflected negatively on the performance and level of students, which requires, in the view of the researcher, to stand up to appropriate standards in equipping playgrounds with tools and providing Appropriate safety and security factors that help the student learn athletics activities properly and appropriately. Also, providing appropriate teaching aids that facilitate the education process for students with less effort and give them confidence in their different physical abilities. The researchers believe that the application and teaching of athletics activities need more time and time in order for the student to be able to learn them, as the number of lectures for this course must be increased to suit his nature.

Conclusion

Based on the results of this research, it can be concluded that students in the Department of Physical Education face a number of significant challenges in the Athletics course. These challenges include a lack of access to proper equipment and facilities, inadequate training and coaching, as well as difficulties in balancing

academic and athletic commitments. The results of this study highlight the need for ongoing efforts to address the challenges faced by students in the department of physical education in the athletics course, with the aim of enhancing their academic and athletic experiences and improving their overall success. The challenges faced by students in the department of physical education in the athletics course can have significant impacts on their academic and athletic performance, such as the lack of access to proper equipment and facilities can hinder their ability to train effectively and safely, while inadequate coaching and training programs can limit their potential for success.

Recommendations

Based on the findings of this research, several recommendations can be made to address the challenges faced by students in the Department of Physical Education in the Athletics course:

- **Improving access to equipment and facilities:** The provision of proper equipment and facilities is essential for effective training and performance. Therefore, efforts should be made to ensure that students have access to high-quality equipment and facilities that meet their needs.
- **Enhancing coaching and training programs:** Coaching and training programs should be revised and expanded to better meet the needs of students. This may involve the development of more individualized training plans, as well as the provision of additional coaching and support.
- **Supporting academic success:** To help students balance their academic and athletic commitments, efforts should be made to provide better academic advising and support services. This may include more flexible scheduling options and the provision of resources to help students manage their time effectively.
- **Encouraging collaboration and communication:** Collaboration and communication between students, coaches, and academic advisors can help to address the challenges faced by students in the Department of Physical Education. Therefore, efforts should be made to foster collaboration and communication between these groups.

- Overall, these recommendations can help to address the challenges faced by students in the Department of Physical Education in the Athletics course, and enhance their academic and athletic experiences.
- Developing the study plan in line with the requirements of the athletics course.

Study Limitations

One limitation of this study is that it was conducted at a single institution and may not be representative of the experiences of students in other institutions or contexts. Therefore, caution should be exercised in generalizing the findings of this study to other settings.

Another potential limitation is that the study relied on self-report data from students, which may be subject to bias or social desirability effects. While efforts were made to minimize these biases through anonymous surveys and confidentiality assurances, it is possible that some students may have provided inaccurate or incomplete information.

Additionally, the study focused specifically on the challenges faced by students in the Department of Physical Education in the Athletics course, and did not explore other factors that may contribute to academic or athletic success, such as socioeconomic status or cultural background. Finally, the study was limited in its scope and did not explore potential solutions to the challenges faced by students in the Department of Physical Education in the Athletics course. Future research could explore potential interventions or programs aimed at addressing these challenges and enhancing the academic and athletic experiences of students in this field.

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There are no any potential conflicts of interest in regards to this study

Data Availability

The data used in this study can be accessed can be accessed from the corresponding author upon reasonable request

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