

The Difficulties Which Face Physical Education in a Playing the Activity Curricula from Their Point of View in the Directorate in Irbid District

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Abstract

This study aimed to reveals the difficulties facing the physical education teachers in applying the activity curriculum in Irbid District, the sample of the study consisted of (150) male and female teachers chosen randomly from the schools in the Directorate in Irbid District, a completed questionnaire was developed by researcher and whose validity and reliability had been established. The teachers were provided with a questionnaire included (56) paragraph, covering the difficulties encountered by physical education teachers in applying the activity curriculum, the difficulties divided into (7) fields: implementing the physical education curriculum, physical education teachers, outside activity, internal activity, students, material and human capabilities, physical education lesson, and the outcomes). The results showed that difficulties facing physical education teachers in applying the activity in the Directorate in the Irbid District were of a moderate degree, and the implementing the physical education curriculum, and physical education teachers were of a high degree, on the other hand the external activity, material of human capabilities, lesson and outcomes) with medium degree. However, a significant difference was observed between gender (female and male) in the fields of difficulties related in implementing the physical education curriculum, teachers, students).

Key words: Difficulties; Physical education teachers; Activity curriculum.

Introduction

The age of information is the result of the human transformation from the industrial age to its entrance to the third millennia and this change requires new strategies of education which is not sync with present teaching strategies. It is a quite essential elements to keep up with the latest changes as well as curriculum. The Ministry of Education in the Hashemite Kingdom of Jordan pays attention to developing curricula in a manner that suits the needs of students and builds their integral and balanced personalities, and makes them able to adapt to the requirements and challenges of modern life, acquiring trends, values and a way of life (Ministry

of Education, (2015). Tella, et al (2009) pointed out that the new curricula urge teacher to use the curriculum in which students are the focus of the educational process, which motivates students to adopt a new mechanism in developing products to meet their interests and use their talents and creativity, and this will require teachers, including physical education teachers, to help students reach educational outcomes. This gives them greater opportunities to choose sources and diversify the sequence of presenting topics, and makes them bear more responsibility in facilitating learning more because they are a source of knowledge, which gives them the opportunity to take into account individual differences, and all of

this requires a curriculum centered around the learner, including the activity curriculum that helps to take into account the tendencies and student desires. Researchers defines the activity curriculum as: that curriculum that is based on the students' tendencies and needs, which searches for solutions to students' collective and individual problems, and reveals concepts and generalizations that help him define his role in the society in which he lives and in which this curriculum has no limits as long as what is the educational material is determined by the needs of the students Kridel, C. (2010), just as the curriculum planning is shared between the teacher and the student, so the experiences in the classroom are only planned by the teacher and his classmates, and if anything else happens, it will restrict the students' abilities, needs and preferences, and the process of organizing the curriculum is a continuous process, and the problem-solving strategy is the strategy prevailing curriculum of activity Willgoose, (1979).

The activity curriculum is considered one of the curricula that are commensurate with the nature of physical education based mainly on practical activities and experiences, so learners participate in group games, parties, trips and other activities that focus on learners' tendencies, their cognitive needs, psychomotor and emotional, and work in the form of cooperative groups. The truth - unfortunately - that our schools in Jordan do not apply the activity curriculum, but rather apply the curriculum prepared in advance, which focuses on knowledge, and the subject is divided into separate study materials. BECTA. (2001)

The Study Problem

The Ministry of Education through the general framework of the curricula (2016), seeks to develop the hall educational system, according to integrated plans, and to develop curricula to make students the focus of the educational process, presenting the content of school subjects through educational situations, realistic problems, defining new roles for students, and new roles for teachers, and diversification in teaching strategies to take into account cognitive, psychomotor and emotional outcomes, and if we look at the physical education curriculum that emphasizes all educational experiences that the school organizes for students, these experiences must be organized and take into account the needs, desires and preferences of students, and since the activity curriculum emphasizes the joint effort between the teacher and students, and if otherwise happens, the curriculum will be far from the pupils' abilities, needs and preferences, and from this standpoint, the activity

curriculum is one of the important components of the physical education curriculum, and the entire educational process so that the teacher turns from a transmitter of knowledge to an organizer of teaching processes, and not just the old, regular methods. And the fact that the researcher worked in the Faculty of Physical Education at Yarmouk University, and his contact with physical education teachers, he noted that there are some difficulties that may affect the application of the activity curriculum by physical education teachers, and he also noticed that the physical education lessons in the Directorate of Education in Irbid District, there are difficulties it prevents the application of the activity curriculum for the physical education teacher, who resorts to not exploiting the outcomes of the activity curriculum and adheres to the traditional methods because he believes in the ineffectiveness of any new curricula or any new strategies, the researcher believes that there are many difficulties facing physical education teachers to apply the activity curriculum, which helps to meet the desires, needs and preferences of students, and to help them solve their problems. Therefore, this study came to identify the difficulties facing physical education teachers in applying the activity curriculum from their point of view in the Directorate of Education in the Irbid District. The importance of the study is highlighted in the following: The lack of studies that examine the issues of the difficulties that physical education teachers face in applying the activity curriculum, the results of this study may provide information that could be a basis for physical education teachers to find appropriate solutions to detect the difficulties related to applying the activity curriculum, and to attempt by physical education teachers to overcome these difficulties, and providing findings, recommendations to specialists in the Ministry of Education and the various schools of the Kingdom of Jordan to work towards overcoming them, and to provide all the needs of physical education teachers to overcome these difficulties that limit the achievement of educational outcomes.

Objectives

Study seeks to identify the following:

Difficulties that may facing physical education teachers in applying the activity curriculum from their point of view in Directorate in Irbid District in North of Jordan.

Statistical differences at the level of significance ($\alpha = 0.05$) in the difficulties facing physical education teachers in applying the activity curriculum from their point of view in the schools in Irbid District in North of Jordan according to the (gender) variable.

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Study questions

1. What are the difficulties that physical education teachers face in applying the activity curriculum from their point of view in Irbid District? This question is divided into (7) fields as follows: 1-difficultes related to P.E curriculum, 2- related to P.E teachers, 3- related to outside activities, 4- related to Materials, 5- related to students, 6- related internal activities and 7- related to outcomes of P.E lesson.
2. Are there statistically significant differences ($\alpha = 0.05$) in the difficulties that physical education teachers face in applying the activity curriculum from their point of view in Irbid schools District due to the variable (gender).

Research Focus

Previous research literature relating to English and Arabic studies concerning activity curriculum” means curriculum design in which the interests and purposes of children determine the educational program of activities being planned cooperatively by teachers and students and activity learning, teaching means any learning or teaching situation such as project work which is characterized by participation on the part of the learner, as opposed to passive learning of information from lecture , take or observed demonstrations”.

Henaidy. (2017) conducted a study aimed at identifying the difficulties facing the teacher in implementing the physical education lesson for the first three grades of basic school according to the variables (teacher, pupil, and facilities). The field of the study as follows: (difficulties related to physical education teachers, difficulties related to school pupils, difficulties related to the financial capabilities), a questionnaire was used to validate the results, the results of the study showed that physical education teachers face many difficulties in fields of study were highly ranked and results showed that there were no differences in the difficulties facing the teacher in implementing a lesson of Physical education between the second and third grade.

Salem et al. (2016) conducted a study aimed at identifying the obstacles of physical education lesson from the point of view of mentors and directors of Al-Azhar secondary institutes in Kafr AL-Sheikh Governorate. Study used the descriptive approach using the survey method. (20) director and (20) instructors. A study used a questionnaire consisting of (49) items distributed on eight fields of the Azharite Institute, results showed that the teaching strategies used with secondary school students are conventional and do not take into account the needs of students and the individual

differences between them, results also showed that the physical education lesson is usually placed at the end of the school day in Al-Azhar High School.

Abu Ashour & Obaidat. (2016) conducted a study aimed at identifying the obstacles school facing school principals and physical education teachers and their implications for students in public schools in the governorate of Irbid and the proposed solutions. The researcher used the descriptive approach was used to validate the results; sample consisted of (253) individuals. (126) school principals and directors, and (127) teachers of physical education, Results showed that the five areas obtained a high degree of obstruction, results also showed that there are no significant differences between the averages of the sample estimates.

Al-Smadi & Al-Hadedy, (2016) conducted a study aimed at identifying the difficulties in applying the kinetic education lesson in kindergartens in Amman the capital from the teachers 'point of view, sample consisted of (132) teachers, a questionnaire was used to measure the degree of difficulties in applying the kinetic education lesson, which included four fields as follows: Difficulties related to (Teaching method, to Psychological factors, Capabilities, and Public safety). results indicated that the difficulties faced the teachers in the kinetic education lesson were of a moderate degree, and there were significant differences in the degree of difficulties depending on the school type variable and in favor of private schools, and years of experience for the benefit (from 5 - less than 10 years).

Mohammad, (2015) conducted a study aimed at identifying the difficulties facing physical education and sports teachers in private schools at the basic education stage, Khartoum State, according to the variables: experience and academic qualification, a descriptive approach was used to validate the results, through a questionnaire consisting of three fields: (activity curriculum, human potential, school administration), and distributed to (40) P.E teachers, results showed that there is no activity curriculum for physical education in private schools. Taking into account values, customs and traditions must be at the core of the physical education and sports curriculum.

Joseph et al, (2009) conducted a study aimed at identifying the activity curriculum and a trial of (3) years, to use the physical activity approach to reduce overweight and obesity in primary school children. The study used the experimental approach, study sample consisted of (24) primary schools, and the results indicated that

the change was for a period of three years in the weight mass index (BMI), among students who applied the activity curriculum, and that the major reason for the change in the mass index was due to the application of the Physical activity curriculum. Results showed that the activity curriculum strengthened the students' tendencies and desires and their high ability to solve problems, and this led to an increase in their educational attainment during the three years.

Mavilidi, et al, (2019) conducted a study aimed at investigating the effect of incorporating the activity curriculum into the curricula of children in Australia and its impact on improving the level of reading, and the outcome of their educational process. Study sample consisted of students of grades (3-4) of (10) Public schools in the state of (South Wills) in Australia, they were chosen randomly, and the study used the experimental approach using an experimental group (activity approach) and a control group (conventional activity curriculum), results showed that the activity curriculum led to improving the levels of physical activity for primary school children because it depends on solve problems to determine students' desires and preferences, as well as academic results.

Larouche, et al, (2019) conducted a study aimed to identify the difficulties of low physical activity during the school day activity curriculum in Canadian children aged 8-11 years, one of their most surprising findings was that only 1.8% of girls and 2.9% of boys were in the matched segment (216 of 629 students were recruited) in the American Guideline for Performing Simple to Strong Physical Activity (MVPA) during at least 50% of Physical Education (P) classes this troubling finding has important implications for the quality of general education programs.

Wanner, et al (2014) conducted a study aimed at identifying the difficulties facing the activity curriculum, study used descriptive approach, sample consisted of (86) teachers. Physical activity was evaluated objectively using measures of acceleration, strong and moderate activities that were analyzed using (T. test) and mixed linear models. Results showed that the difficulties in implementing the activity curriculum were of a low degree, the tools and capabilities were available, there were statistically significant differences in favor of girls in high-frequency activities, results indicated that a short training course for class teachers could have positive effects in developing tendencies and desires.

Walther c.et al 2009), Christine, C. T., & Christine, D. V. (1971), urges teachers to use the activity curriculum of the educational process to meet their interests and use their talents and creativity to

take into account individual differences., Cratty, (1973), willgoose, (2010), Baley, & Field, (1970) all gave importance to child-centered teaching and must be taught through a process of investigation wherein students are encouraged to do experimentation that led them to fact stressed the need for activity curriculum and new pedagogy as compared to conventional methods.

Norman & Sphrar (1996), have witnessed a rapidly growing interest in learning-centered approaches to education which aim at replacing passive lecture attendance of well- established problem-based learning strategies such as learning by doing.

Shokah et al (2019), conducted a study aimed to measure and explore the ability of physical education teachers to apply the new developed curricula according to the knowledge economy in Irbid Governorate schools. The study suggests reviewing the mechanism of applying the new developed curriculum according to the knowledge economy, and holding training sessions before and after starting to build a new curriculum.

Hoist & Kriemler, (2000) urges that an activity curriculum approach to present knowledge is most suitable to support learner-centered learning in a collaborative setting.

Williams, (2000), explains the differences between {child-centered} education and {child-led} education. In a child-centered it is important to consider the learning strategies and particular interests in the child. [child-led} education, on the other hand does not necessarily offer a structure or opportunities but instead waits for the child to ask or initiate.

Mackenzie, (2010) pointed out if the teachers wants to overcome all the difficulties that face the students to apply the activity curriculum, to raise the level of students, so the physical education teacher has become, without other school teachers in their various specializations, the one who is assigned the role of promoting the cognitive , psychomotor and affective domains, without ignoring the rest of the aspects that adopt the personality of the student, and recognizing the difficulties facing physical education teachers is a positive step for developing proposals and solutions to confront these problem.

Deiry, et al, (2019) conducted a study to evaluate the developed physical education curriculum from the viewpoint of teachers at the governorate of Irbid, Jordan. The sample consisted of 109 male teachers and 51 female teachers; the assessment revealed that the

developed curriculum highly takes consideration the teachers' roles. Also, the curriculum substantially implements the information technology and knowledge economy. Results showed there were no significant statistical differences in the extent of teachers due to significant 'qualification and gender variables. Also, study pointed out there were significant statistical in the extent of teachers' evaluation of curriculum due to years of experience veering in favor of more than 10 years' experience.

From all the previous studies researchers have identified four types of learning strategies: activities curriculum who learn from activities while they are engrossed in activities; reflectors, who learned from activities which they have had the chance to review; theorists, who benefit from activities when they are offered as a part of a pragmatists, who best when there is a direct link between the subject matter and real-life problem. BECTA. (2001).

Methodology of research

A descriptive utilizing survey methodology was used as appropriate to achieve the objectives of the study.

Research Sample

The target population of this study consisted of (250) teachers, including (163) male and (87) female, in (88) governmental schools. The sample includes (150) male and female P.E teachers which randomly selected and represents (55.55%) of the population.

Instrument and procedures

The researcher used a (quantitative) design to validate the results, a questionnaire was used included (56) paragraph distributed on (7) areas, covering the difficulties encountered by physical education teachers in applying the activity curriculum in the Directorate in Irbid District to gain the information concerning the physical education activity curriculum.

Validity

Content validity was performed through asking a panel of (10) experts in the P.E faculty member at Jordanian universities, to reviewed the questionnaire and provided feedback on the items and domains. The researcher then modified the questionnaire according to the expert's comments. The reliability coefficient was calculated using Cronbach alpha method to all paragraphs of the tool's areas, the value was (0.77-0.89), using the Likert scale style, and it falls into five categories (agree very broadly, agree highly, agree moderately, disagree with great degree, disagree very broadly) (Dallen, 1976).

Results of Research

The first question of this study was, what are the difficulties facing the P.E teachers in applying the activity curriculum from their point of view in Irbid District? Rank, means, standard deviations as well as degree of evaluation were used to answer the research question. Results are represented in table (1).

| NUM | Paragraph | Rank | Mean | SD | Degree of evaluation |
|---------------------|--|------|------|------|----------------------|
| 1 | Difficulties related in implementing activity curriculum | 1 | 4.04 | 1.18 | high |
| 2 | Difficulties related to physical education teachers | 2 | 3.97 | 0.91 | high |
| 6 | Difficulties related to outside activity | 3 | 3.42 | 0.61 | Medium |
| 4 | Difficulties related to material and human potential | 4 | 3.35 | 0.60 | Medium |
| 3 | Difficulties related to students | 5 | 3.15 | 0.39 | Medium |
| 7 | Difficulties related to internal activity | 6 | 3.06 | 0.50 | Medium |
| 5 | Difficulties related to the outcomes of physical PE lesson | 7 | 2.86 | 0.83 | Medium |
| The tool as a whole | | | 3.55 | 1.07 | Medium |

Table 1: Rank, means, standard deviations and evaluation degree for the fields of study as a whole, arranged in descending order.

Table (1) rank, means, standard deviation and degree of evaluation of the respondents to the fields of the study tool ranged between (2.86-4.04). The field "difficulties related to implementing the activity curriculum" came in first place with average (4.04) and high degree of evaluation score. The second field "difficulties related to P. E teachers" with an average (3.97) and high degree of evaluation score, the "difficulties related to outside activity" field came in the third place with an average (3.42) and a medium degree of evaluation score, the field "difficulties related to material and human potential" came in fourth place with an average (3.35) and a medium degree of evaluation score, field "difficulties related students" came in the fifth place with an average (3.15) and a medium degree of evaluation, the field "difficulties related to internal activity" came in the sixth place with an average (3.06) and a medium degree of evaluation score. The field "difficulties related to

outcomes of the physical education lesson” came in last place, with an average (2.86) and a medium degree of evaluation score, and the mean of the tool as a whole was (3.55) with a medium degree of evaluation score.

All of the above results may be to the fact that the majority of teachers do not have enough time to apply the curriculum due to some tasks distributed to them by their schools, which led to this result, that the internal and external activities that are required to be completed by the physical education teacher and his lack of time in applying the activity curriculum.

| NUM | Paragraph | Rank | Mean | SD | Degree of evaluation |
|---|---|------|------|------|----------------------|
| 3 | The activity curriculum does not have general assessment in the certificate | 1 | 4.21 | 1.12 | High |
| 1 | Lack of interest in the activity curriculum inside the school as in the lessons of other subjects. | 2 | 4.21 | 1.12 | High |
| 5 | Setting activity curriculum time in the school day is not appropriate | 3 | 4.16 | 1.13 | High |
| 8 | The school administration does not provide the facilities necessary for the activity curriculum in the P.E class. | 4 | 4.10 | 1.34 | High |
| 4 | Teachers, students, and experts are not involved in developing the activity curriculum. | 5 | 4.10 | 1.34 | High |
| 2 | The number of weekly classes is not enough compared to other subjects. | 6 | 4.10 | 1.34 | High |
| 7 | Substitute other subjects for P.E classes. | 7 | 3.97 | 1.52 | High |
| 9 | Activity curriculum does not promote national values towards school and society | 8 | 3.88 | 1.09 | High |
| 6 | The activity curriculum is not planned realistically | 9 | 3.61 | 1.57 | Medium |
| The field of "difficulties related to the implementation of the physical education curriculum" as a whole | | | 4,04 | 1,18 | High |

Table 2: Rank, means, standard deviations and evaluation degree for the fields of study as a whole, arranged in descending order.

Table 2. Concerning to the “Difficulties related to implementation of the physical education activity curriculum” ranged between (3.61-4.21). While paragraph no. (3) came first place. In general, the assessment with the rest of the subjects, with mean (4.21) and high degree of evaluation score, and paragraph no. (1) came in second place, lack of interest in studying the activity curriculum inside the school as in the lessons of other subjects. With an average (4.21) and a high evaluation score, on the other hand paragraph No. (6) “The activity curriculum is not planned realistically” with mean (3.61) earned the medium degree of evaluation score, and the mean of the field as a whole is (4.04) earned the highest degree of evaluation.

The fact that students do not show interest in the activity curriculum because it is not included in their general assessment, and this may be to the fact that students do not care about the activity curriculum course like all other subjects, the fact that teachers see that there is a difficulty in planning the activity curriculum because of lake of time.

| NUM | Paragraph | Rank | Mean | SD | Degree of evaluation |
|---|---|------|------|------|----------------------|
| 7 | Weak strategies of strengthening and motivating students to use the activity curriculum. | 1 | 4.40 | .890 | High |
| 9 | lack of trained teachers who are able to apply the activity curriculum | 2 | 4.36 | .930 | High |
| 6 | lack of knowledge in designing the activity curriculum | 3 | 4.32 | 1.02 | High |
| 8 | Teachers do not take into account the individual differences to help the students to apply the activity curriculum. | 4 | 4.13 | 1.29 | High |
| 3 | Teachers do not take notes and problems that occur to benefit from them in the future. | 5 | 4.10 | 1.34 | High |
| 1 | Lack of knowledge in the use of educational aids necessary to achieve lesson the outcomes. | 6 | 4.10 | 1.34 | High |
| 2 | High quorum for the number of classes, causing difficulty in performing practical lessons. | 7 | 3.97 | 1.52 | High |
| 5 | The teachers of P.E physical education do not to take into account the needs, desires and incentives of the students. | 8 | 3.51 | 1.39 | High |
| 4 | Lack of diversification in assessment strategies. | 9 | 2.82 | 1.65 | High |
| The field of "difficulties related to physical education teachers" as a whole | | | 3.97 | .910 | High |

Table 3: Rank, means, standard deviations and degree of evaluation concerning the field "difficulties related to physical education teachers" arranged in descending order.

Table 3. concerning "Difficulties Related to Physical Education Teachers" ranged between (2.82-4.40), and Paragraph No. (7) came in first place, "weak strategies of strengthen and motivation students to use activity curriculum." with average (4.40) and a high degree of evaluation score, Paragraph No. (9) came in second place, "lack of trained teachers who are able to apply the activity curriculum," with average (4.36) and a high degree of evaluation score,

Paragraph (4) came in last place, "Lack of diversification in assessment strategies." With a mean (2.82) and earned high degree of evaluation score, and the average of the field as a whole (3.97) earned a high degree of evaluation of score.

The reason for this is the fact that teachers do not give importance of motivation to students to participate in the implementation of the activities and their main role in applying it, and this may also to the fact that the majority of teachers do not understand the importance of applying the activity curriculum and do not know how to apply it, and this may also be to the fact that teachers do not know about different assessment strategies.

| NUM | Paragraph | Rank | Mean | SD | Degree of Evaluation |
|-----------------------------------|---|------|------|------|----------------------|
| 1 | The large number of students in one class prevents to apply the activity curriculum. | 1 | 4.47 | 0.65 | High |
| 2 | Lack of incentives for students to participate in sports activities | 2 | 4.32 | 1.02 | High |
| 4 | Lack of awareness of the importance of the physical education lesson does not help the implementation of the activity curriculum. | 3 | 4.13 | 1.29 | High |
| 5 | Lack of students' commitment to sports uniforms limits the application of the activity curriculum. | 4 | 2.88 | 1.66 | Medium |
| 10 | Different Students desire lead not participate in the activity curriculum | 5 | 2.82 | 0.88 | Medium |
| 3 | Different abilities of students in one class reduce the implementation of the activity curriculum | 6 | 2.71 | 0.94 | Medium |
| 6 | Students have Misconceptions towards physical education lesson. | 7 | 2.62 | 1.34 | Medium |
| 8 | The student's does not have experience in building the activity curriculum | 8 | 2.58 | 0.70 | Medium |
| 7 | Different students' preferences, desires and interests in the same class. | 9 | 2.58 | 0.70 | Medium |
| 9 | The student is not the focus of the educational process | 10 | 2.58 | 1.40 | Medium |
| "Student Difficulties" as a whole | | | 3.15 | 0.39 | Medium |

Table 4: Rank, mean standard deviation and degree of evaluation" difficulties related to students" arranged in descending order.

Table 4. "Difficulties concerning to Students" mean between (2.33-4.47), and Paragraph No. (1) came in first place. "The large number of students in one class prevents to apply the activity curriculum." With a mean of (3.62) and a high degree of evaluation score, Paragraph No (2), came in the second place, "the lack of incentives that motivate students to participate in sports and implement the activity curriculum." With mean (4.32) and a high degree of evaluation. Paragraph No. (9)" student is not the focus of the educational process" came in the last place with mean (2.58) and medium degree of evaluation score, and mean as a whole earns (3.15) with a medium degree of evaluation score.

This may be the fact that large numbers within the class may impede the implementation of the program, and this may be due to the lack of capabilities that help motivate students to participate the activities. And this may be the fact that teachers cannot make the student the focus of the educational process in light of the large in the classroom.

| NUM | Paragraph | Rank | Mean | SD | Degree of Evaluation |
|-----|---|------|------|------|----------------------|
| 5 | The lack of budgets allocated to the P.E lesson does not contribute to the activity curriculum. | 1 | 4.40 | 0.89 | HIGH |
| 3 | lacks of facilities and equipment do not contribute to apply the activity curriculum. | 2 | 4.21 | 1.12 | HIGH |

| | | | | | |
|---|---|---|------|------|--------|
| 6 | The morning and evening shifts limit the application of the activity curriculum. | 3 | 4.13 | 1.29 | HIGH |
| 4 | Usable tools do not correspond to the number of students when applying the activity curriculum. | 4 | 3.65 | 1.48 | Medium |
| 1 | The amount of equipment for individual and team games is insufficient to implement the activity curriculum. | 5 | 2.76 | 0.81 | Medium |
| 2 | The small-sized playgrounds within the school are not conducive to the activity curriculum. | 6 | 2.68 | 0.62 | Medium |
| 7 | The lack of safety playground and security discourages to apply the activity curriculum. | 7 | 2.58 | 0.70 | Medium |
| 8 | The absence of measuring tools in the schools prevents apply the activity curriculum, | 8 | 2.40 | 1.45 | Medium |
| "Difficulties related to material and human potential" as a whole | | | 3.35 | 0.60 | Medium |

Table 5: Rank, mean, standard deviations and degree of evaluation concerning the "Difficulties related to material and human capabilities" in descending order.

Table 5. Rank, mean, and SD "difficulties concerning the material and human capabilities" mean between (2.40-4.40), and paragraph No. (5) Came in first place. "The lack of budgets allocated to the physical education lesson does not contribute in applying the activity curriculum, with mean (4.40) and a high degree evaluation score, paragraph No. (3) Came in second place, "The lack of educational aids does not contribute to the apply the activity curriculum." With mean (4.21) and a high degree of evaluation, while Paragraph No. (8) Came in last place, "The absence of measuring tools, prevents to apply the activity curriculum" with mean (2.40) and a medium degree of evaluation score. While the mean as a whole was (3.35) with a medium degree of evaluation score.

This may be due to the fact that the material capabilities allocated to the physical education teacher in applying the curriculum are few and does not help the students to provide the tools necessary to implement the activity curriculum, and this may also be due to the difficulty of providing the facilities necessary to implement the activity curriculum, or also due to the fact that teachers do not realize the importance of using measurement and evaluation methods in applying the activity curriculum.

Concerning the results related to the second question: Are there any significant differences at the level of ($\alpha = 0.05$) related to the difficulties that teachers faces to apply the activity curriculum from their point of view in the schools of the Irbid District due to the variable (gender)?

| Field | Gender | Means | Standard deviation | No | T | Sig |
|--|--------|-------|--------------------|----|-------|-------|
| Difficulties related to implementing the physical education curriculum | female | 4.18 | 1.03 | 48 | 1.325 | .007* |
| | Male | 3.82 | 1.36 | 32 | | |
| Difficulties related to i the physical education teachers | female | 4.08 | 790 | 48 | 1,355 | .013* |
| | Male | 3.80 | 1.06 | 32 | | |
| Difficulties related to students | female | 3.17 | 330 | 48 | .693 | .052 |
| | Male | 3.11 | 470 | 32 | | |
| Difficulties related to material and human potential | female | 3.38 | 540 | 48 | .505 | .185 |
| | Male | 3.31 | 690 | 32 | | |

| | | | | | | |
|---|--------|------|------|----|-------|--------|
| Difficulties related to the outcomes of PE lesson | female | 2.88 | 360 | 48 | .432 | .244 |
| | Male | 2.84 | 420 | 32 | | |
| Difficulties related to outside activity | female | 3.66 | 1.01 | 48 | 1.214 | .165 |
| | Male | 3.37 | 1.15 | 32 | | |
| Difficulties related to internal activity | female | 3.10 | .42 | 48 | 1.015 | .262 |
| | male | 2.98 | .55 | 32 | | |
| The tool as a whole | female | 3.49 | .53 | 48 | 1.242 | 0.036* |
| | Male | 3.32 | 0.72 | 32 | | |

Table 6: Shows (T-test) were used for independent samples to detect the significant differences.

Table 6 shows that there is a significant difference at the level ($\alpha \geq 0.05$) concerning the difficulties related to physical education teachers, and difficulties related to students in favor of gender (female), and also on the other hand there no significant differences at the level of ($\alpha \geq 0.05$) between gender (female and male) concerning the difficulties related to material and human potential, and difficulties related to the outcomes of PE lesson.

This is result-to some extent-due to the fact that female teachers are some interested in implementing the program than male teachers, or may be due to fact that the students like football more than female, unlike females who are interested in the rest of sports. On the other hand, this may be to the fact that teachers, whether male or female, went through the same conditions during the university stage, and the training course they underwent are similar in the ministry of education.

Discussion

This study was one of a few studies that especially concerning difficulties facing the P.E teachers in applying the activity curriculum in Irbid District in north of Jordan with regards to the weak and strong part of them. By reviewing the results concerning the first question, the researcher sees that there is a highly agreement between the results of the survey with (Wanner 2014), (Shokah, 2019), (Deiry, 2019), (walther, 2009), (kriemlres, 2010), (Cratty, 1967), (willgoose, 2010), who showed that the fact that the majority of the physical education teachers do not have enough time to apply the activity curriculum due to some tasks distributed to them by their schools, which led to this result, that the internal and external activities that are required to be completed by the physical education teacher and his lack of time in applying the activity curriculum. This is result-to some extent-due to the fact that female teachers are some interested in implementing the program than male teachers, or may be due to fact that the students like football more than

female, unlike females who are interested in the rest of sports. On the other hand, this may be to the fact that teachers, whether male or female, went through the same conditions during the university stage, and the training course they underwent are similar in the ministry of education. The researcher believes that this result may be due to the fact that some teachers are not interested in applying this kind of activity, because the fact that physical education subject score is not included in the student's general average in the certificate, also results showed that the activity curriculum led to improving the levels of physical activity for primary school children because it depends on solve problems to determine students' desires and preferences, as well as academic results. Mavilidi (2019).

With regards to the second question that there is a significant difference at the level ($\alpha \geq 0.05$) concerning the difficulties related to physical education teachers, difficulties related to students and in favor of gender (female), and also on the other hand there is no significant differences at the level of ($\alpha \geq 0.05$) between gender (female and male) concerning the difficulties related to material and human potential, and difficulties related to the outcomes of P.E lesson. This result agrees with (Phllips, 2006) and (Mismar, 2001) who showed there is no significant differences at the level ($\alpha \geq 0.05$) between gender. This result also agrees with (Abu-Ashour, 2016) and (Obaidat, 2016) and different from others (Al-Smadi and Al-Hadidi, 2016). who showed there is no significant differences at the level of ($\alpha \geq 0.05$) between gender (female and male) this is concerning the difficulties related to material and human potential, and difficulties related to the outcomes of P.E lesson and this may be explained by the fact that there are no real partnership with the Ministry of Education and District schools, because there is no appropriate material and facilities to facilitate the educational process and this does not help in achieving the general outcomes in the ministry of Education. The results showed that the difficulties in implementing the

activity curriculum were of a low degree, the tools and capabilities were available, and there is a significant difference in favor of girls in high-frequency activities, and also results indicated that a short training course for class teachers could have positive effects in developing tendencies and desires, (Wanner, et al, 2014). (Kriemler, et al, 2010) pointed out if the teachers wants to overcome all the difficulties that face the students to apply the activity curriculum, to raise the level of students, so the physical education teacher has become, without other school teachers in their various specializations, the one who is assigned the role of promoting the cognitive, psychomotor and affective domains, without ignoring the rest of the aspects that adopt the personality of the student, and recognizing the difficulties facing physical education teachers is a positive step for developing proposals and solutions to confront these problem.

Conclusion

Regards to the weak and strong part of this study the results showed that there is a need to reduce the difficulties that the teachers facing in applying the activity curriculum by the school's administration and the Ministry of Education. Present the results of this study to the Ministry of Education to take the appropriate decision to reduce difficulties for physical education teachers and equate them with the rest of the teachers for other subjects, on the other hand encouraging teachers and motivating them to use the activity curriculum in various schools in the Kingdom by the school administration, and the teachers who use the activity curriculum raise the levels of fitness in terms of health and skill aspect (health related fitness and skills related fitness).

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