

Difficulties in teaching physical education and sports at the primary stage from the point of view of teachers trained in the specialty

صعوبات تدريس التربية البدنية والرياضية في الطور الابتدائي من وجهة نظر الأساتذة المكونين في التخصص

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**Abstract:** This study aimed to know the difficulties of teaching physical education and sports in the primary stage from the point of view of teachers who are specialized in the specialization, through the lack of pedagogical means, sports facilities, and the time period of the class. Where the researcher used the descriptive approach in this study, as for the research community, it was represented in the component teachers specializing in physical and sports education in the state of Bouira, and with regard to statistical methods, we used percentages and k-squared ( $X^2$ ). Among the results reached, the lack of primary schools for sports facilities and pedagogical means negatively affects the teaching of physical education and sports, and among the proposed recommendations is to give importance to the subject by providing appropriate conditions for teaching it.

**Keywords:** Difficulties in teaching physical education - component professors – Primary stage.

**المخلص :** هدفت هذه الدراسة الى معرفة صعوبات تدريس مادة التربية البدنية والرياضية في الطور الابتدائي من وجهة نظر الأساتذة المكونين في التخصص وذلك من خلال نقص الوسائل البيداغوجية والمنشآت الرياضية و المدة الزمنية للحصة حيث استعمل الباحث المنهج الوصفي في هذه الدراسة، أما بالنسبة لمجتمع البحث فقد تمثل في الأساتذة المكونين تخصص التربية البدنية والرياضية لولاية البويرة، وبخصوص الوسائل الاحصائية فقد استعملنا النسب المئوية وكاف تربيع ( $X^2$ ) و بين النتائج المتوصل اليها ان افتقار المدارس الابتدائية للمنشآت الرياضية والوسائل البيداغوجية يؤثر سلبا على تدريس التربية البدنية والرياضية، ومن بين التوصيات المقترحة اعطاء اهمية للمادة من خلال توفير الظروف المناسبة لتدريسها. الكلمات المفتاحية : صعوبات تدريس التربية البدنية - الأساتذة المكونين - الطور الابتدائي.

## The theoretical framework

### 1. Introduction and problematic of the study:

Education is an effective tool to achieve human, social and economic development, it is a humanitarian profession of special holiness, requiring those in charge of it sincerity in working with oneself and people and making a greater effort to spread science and eliminate ignorance and backwardness, and the teaching profession in its various dimensions seeks to reach the educational process to the desired goal, which made countries, old and new, pay great attention to it because its success or failure is reflected on other professions in society, and this is what pedagogy aims at, as it is considered from the perspective of education. It is all that the teacher cares about, whether they are situations, means or tools to deliver information and communicate it to the learner, as pedagogical work is based on three elements that regulate the pedagogical method: the learner, the teacher, knowledge, which is known as the didactic triangle.

The school is considered the second most spacious educational environment to which the student moves after the family, and also it is the institution that creates the conditions and provides the capabilities for the educational process, and the primary stage occupies a great place in the educational ladder, because what is offered to the child in the following stages depends largely on what he acquires at this stage, and in this formulation Boujlida Hassan (2018) mentioned In his studies, where primary education is the first step to raise the child and raise him intentionally for that, and it represents in the education policy the base on which the preparation of young people for the next stages of their lives is based, and it also represents the appropriate environment through which children grow

up in an atmosphere that ensures the growth of their personalities in all mental, physical, moral, psychological and social aspects (Hassan Boujlida, 2018, p. 77) and it is also on its shoulders to achieve the tasks and goals entrusted to it Society to achieve them in their outputs, and the reciprocal relationship between them, both affect and are affected by the other, and the role of the school is positive in achieving its goals if it provides it with the appropriate medium of attention and care and the provision of its various requirements and a solution to its problems and everything that would hinder its educational process and negatively affect its outputs. He stated (Abdullah, 2011) that the quality of the school itself means the quality of its outputs and the quality of the educational outputs of education schools is not measured except by modern and comprehensive evaluation systems that keep pace with the developments of the times, and it is also mentioned that this school cannot be effective unless the performance of its employees, curricula, buildings and equipment is subject to comprehensive evaluation according to accurate standards as well as about the analysis of information about programs related to the learner Teacher, administration, facilities, means and activities (Saleh Abdullah, et al., 2011, p. 5). The share of physical education and sports is an important means of education to achieve the goals set in the formation of the individual, as it is a complex physical and sports activity. The physical movements carried out by the individual in his life at the simple educational level within the organized framework, work to develop, improve and develop this body and its components in all its aspects, psychological, mental and social, and this what Ramadan (2016)

confirms in his study is that physical activities and educational sports have a role in developing various forms of social interaction among schoolchildren (Ramadan bin Jaafar, 2016, p. 8), and this is to ensure the formation, development and harmony of the individual in his society, while (Muhammad Dahmani, 2022) indicates that physical education has become a prominent place in the progress of civilization and contains in its content a number of topics useful to students from all aspects (Muhammad Dahmani, Saad, 2022, p. 461).

The professor is considered one of the elements of the educational process, as he is the owner of a message that senses its greatness, and believes in its importance, and that was necessary for him to teach physical education in the primary stage due to his specialized pedagogical composition at the university and therefore he is required to be at the level of this trust, appreciation and respect, despite all this, the professor in educational and educational institutions in general and in the primary stage in particular highlights obstacles in his way, including The work environment, which is all the circumstances surrounding employees in their workplaces or at the time of their work, from spatial conditions or time, or moral and material, the workplace may be suitable in which facilities and services are available to the employee, giving the best of his effort, and the workplace may be bad and lead to poor creativity, and professors are one of the most exposed groups to such pressures and influences, represented in the high incidence of the surrounding environment in their behavior , and their ability to adapt, deal with students, and deliver the educational message perfectly, all of these pressures increase the shoulders of

teachers and professors (Ammar Mohammed Al-Kharabsheh, 2005, p. 296). , especially the lack of playgrounds and playgrounds and the large number of students as mentioned by him (Massoud Bouraghda, 2008), while these conditions prevent him from doing his work and performing it perfectly, "being a person who lives in a world of a special nature, he lives under accumulated pressure from multiple sources, aspects and dimensions, which is an extended impact" (Mohsen Ahmed Al-Khodri, 1991, p. 13), It may put the professor under the weight of internal and external psychological pressures that lead to physical and emotional depletion (Lamia Mohsen Mohammed, 2011, pp. 2-3), and through the above formed the idea of this topic, which aims to research and study the difficulties of teaching physical education and sports in the primary stage from the point of view of professors in the field of physical education and sports, and therefore we ask **the general question:**

- Are there difficulties in teaching physical education and sports in the primary stage from the point of view of the two teachers?.

A time during which we ask **partial questions:**

- Does the lack of pedagogical facilities and sports facilities in primary schools affect the teaching of physical education?
- Does the current time allocated for sports activities in primary schools contribute to achieving the goals of the educational process?
- Does physical education and sports contribute to its current reality and under these circumstances to achieve the dimensions of public education?

## **2. The Hypotheses:**

There are difficulties in teaching physical education and sports at the primary level from the point of view of the constituent teachers.

It is through it that we put forward partial hypotheses:

- The lack of pedagogical facilities and sports facilities in primary schools negatively affects the teaching of physical education.
- The current time allocated to sports activities in primary schools does not contribute to achieving the objectives of the educational process.
- Physical education and sports do not contribute to their current reality and under these circumstances to achieve the dimensions of public education.

## **3. Importance of the study:**

The importance of this research stems from the fact that it is a study centered on the difficulties of teaching physical education and sports in the primary stage from the point of view of the professors in the field of physical education and sports because of their vision about the content of physical education and its goals, as physical development is one of the tasks of physical education and sports in the first place to activate the vital functions of man, by improving physical performance and providing him with motor abilities that work to adapt the individual's body systems biologically and raise the level of their functional efficiency, During the sports activities practiced by the individual, he gains strength, desire, endurance and other physical qualities, in addition to improving the heartbeat, and this gives good physical fitness, and the importance of research lies in the lack of pedagogical means, play spaces and time required for the class, and this hinders the achievement of the goals of education, the content of the curriculum, teaching methods and teaching aids, and therefore reflects negatively on the performance and tasks of the teacher and thus the failure to

achieve the requirements of the educational process. This includes the loss of the child's right to play and practice.

**.4. Aims of the study:**

- Investigate the impact of the lack of pedagogical means and sports facilities in primary schools on the teaching of physical education.
- Knowing the extent to which the current time allocated to sports activities in primary schools contributes to achieving the objectives of the educational process.
- Knowing the extent to which physical education and sports contribute to their current reality and under these circumstances in achieving the dimensions of general education.

**5. Theoretical studies:**

**Physical education and sports:** It is a set of pedagogical processes that have educational dimensions, so that they affect the development of the student from its psychomotor, emotional, cognitive aspects, and is achieved through physical and sports activities (Ministry of National Education, 2003, p. 76).

**Teaching:** Defined by Mohamed Abdel-Jewad 2009: that type of teaching that activates the student's role in learning in which the student is not only a recipient of information, but also a participant and seeker of information (Mustafa Al-Sayeh, 2012, p. 163).

**Difficulties of teaching physical education and sports:** It is the total number of difficulties faced by teachers through their teaching of the subject, which is represented in the lack of pedagogical means and sports facilities and the lack of

time required for the class, which is reflected in achieving the desired goals of the educational process.

**Primary stage:** It means the first educational stage of public education, which is a stage that precedes intermediate and secondary education, in which the study lasts for 5 years, and the ages of students are (6-10) (Hassan, 2019, p. 79).

**Professor: He is the** isolated person in his profession, as he is an employee like all other employees, trying to achieve the educational goals included in the framework of the educational curricula by translating them into observable behaviors through various individual and group sports physical activities (Boubaker Damen, Saker, 2021, p. 268).

**Component Professor:** It is a rank obtained by the professor after 5 years of being a principal professor, i.e. approximately 10 years after assuming the job, through an organized competition.

## **6. The previous study:**

**6.1.** Kassir Abdul Razzaq's study (2020): It aimed to know the current reality of practicing sports physical activity in primary education, through the physical education and sports share and that it is not in line with the demands and needs of growth among primary school students, and the descriptive approach was used on a random sample of teachers of some primary schools (105) professors, and the most important results were: the lack of sports equipment and structures and play spaces, the physical education and sports class falls in the event of narrowing other pedagogical classes or delaying their programs, and thus the right to fall The child is at play.



**6.2.** Study of Boudali Adel et al. (2021): This study aimed to identify the reality of physical education and sports practice in the primary stage in some primary schools in the south of the state of Medea, and the descriptive approach was used, on a sample of 50 primary education teachers who were selected intentionally and the questionnaire was distributed to them, and the most important results reached: The share of physical education and sports is a neglected subject practiced in this primary stage.

**6.3.** Study of Qadri Hajj (2017-2018): This study came to obtain a doctorate, where it aimed to know the importance of physical education and sports in the primary stage and its role in building the features of students in Algeria, and the researcher relied on the descriptive approach as well as the questionnaire tool, and the research community was represented in pedagogical inspectors, school principals and primary education teachers, and the number was respectively 30 inspectors, 90 primary school principals and 860 primary education teachers, and the results were as follows:

Most primary schools do not have the appropriate conditions to practice effective school sports, and physical education and sports in their current reality do not contribute effectively to building dimensions of a strong exit feature for students, and physical education and sports in the primary stage do not receive the same attention from inspectors, principals and teachers as other subjects.

**6.4.** Study of Boujlida Hassan et al. (2019): This study aimed to know the problems facing the teaching of physical education and sports in Algeria, as well as to know the problems related to each aspect of teaching in terms of education

objectives, curriculum content, teaching methods and teaching aids, and the study sample included 80 teachers, as for the means of data collection, they used the questionnaire tool, as for the results, they were: The lack of specialized training in the field of physical education made it face a set of difficulties and problems related to the application of the proposed educational situations, the lack of capabilities and pedagogical means necessary to implement the various activities of physical activity during the class, as well as the inappropriateness of the practice of physical education and sports included.

## **2. The practical chapter:**

**2.1.Followed Methodology:** In the scientific research methodology adopted in which the appropriate approach to solve the research problem is mainly to the nature of the problem itself, and the methods vary depending on the different goal that the researcher would like to reach and in this research the researcher relied on the descriptive approach is a survey focused on the phenomenon of phenomena as they exist in the present with the intention of diagnosing and revealing its aspects and determining the relationship between its elements (Rabeh Turki, 1984, p. 129).

## **2.2. Research Community and Sample:**

**2.2.1. Research community:** The research community is the original community from which the sample is taken, and our research community is represented by physical education and sports teachers and teachers in the secondary education stage of the wilaya of Bouira, which includes, without exception, 130 teachers in physical education.

**2.2.2. Research sample:** It is the study population from which field data is collected, and it is considered part of the whole, meaning a group of community members is taken to be representative of the community on which the study is

being conducted, so the sample is part or a certain percentage of members of the original community (Rachid Zerouati, 2008, p. 191).

Due to the nature of the research, the nature of our research was chosen, which included 25 teachers composed in physical education from the high schools of Bouira with more than 10 years of experience.

### **2.3. Search variables:**

**2.3.1. The independent variable:** In this research, the independent variable is represented in the difficulties faced by professors.

**2.3.2. The dependent variable:** It is represented in the teaching of physical education and sports.

**2.4. Research tool:** In this research, we dealt with the questionnaire tool, which is one of the ways to help find answers to the questions posed, and the questionnaire is one of the means of scientific research widely used in order to obtain data, which facilitates the collection of information to be obtained from previous hypotheses, and its importance comes as a tool for collecting information, although it is economical in time and effort, and we divided the questionnaire into three axes as follows:

**The first axis:** the aim is to know the negative impact on the teaching of physical education through the lack of primary schools of pedagogical means and sports facilities.

**The second axis:** the aim is to know the contribution of the current time allocated to sports activities in primary schools in achieving the goals of the educational process.

**Third Theme:** Knowing the contribution of physical education and sports in its current reality and under these circumstances in achieving the dimensions of public education

**2.5. Apparent honesty:** After the questionnaire was designed in its initial form it was submitted to a group of professors holding a doctorate degree in specialization at the Institute of Sciences and Techniques of Physical Activities and Sports in Dali Ibrahim in order to arbitrate and amend it, where the majority of the statements were approved and others were modified and corrected.

## **2.6. Research areas:**

**2.6.1. Geographical area:** In this research, we decided to conduct a field study in the wilaya of Bouira on a sample of constituent professors with more than 10 years of experience in teaching physical education and sports.

**2.6.2. The human resources:** represented by the teachers in physical education and sports in the high schools of the wilaya of Bouira

**2.6.3..Temporal domain:** This research was done in this year 2023.

**2.7. Statistical methods used:** In this research, we have used percentages that are the number of occurrences of an opinion among opinions, and are by means of the triple rule, and we have also used ( $X^2$ ) to prove the statistical significance.

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Percentage \%} = \frac{\text{Obtained Value}}{\text{Maximum Value}} \times 100$$

## **2.8. Presentation and analysis of results:**

**2.8.1. Presentation and analysis of the of the first part results:** The lack of pedagogical means and sports facilities in primary schools negatively affects the teaching of physical education.

**Table No (01): represents the analysis of the statements of the first part**

The first axis	yes		No		sometimes		X <sup>2</sup>	X <sup>2</sup> Tabular
	rep	%	rep	%	rep	%	Calculated	
Que N(01)	00	00%	25	100%	00	00%	50.01	5.99
Que N(02)	00	00%	23	92%	02	08%	38.97	
Que N(03)	00	00%	22	88%	03	12%	34.17	
Que N(04)	00	00%	20	80%	05	20%	29.24	
Que N(05)	00	00%	21	84%	04	16%	29.84	
Que N(06)	00	00%	19	76%	06	24%	22.64	
Que N(07)	00	00%	25	100%	00	00%	50.01	
- Indication level = 0.05								
- Degree of freedom = 2								

**Statistical comment:**

Table (01) shows: The responses of the study sample members to the statements of the first axis of the negative effects on the teaching of physical education through the lack of primary schools of pedagogical means and sports facilities, which came as follows:

The first and seventh statements ranked first in teachers' responses towards the negative impact through the lack of primary schools on pedagogical means by a percentage of (100%) with a calculated value of (X<sup>2</sup>) of (50.01) and an answer not followed by the second statement in second place with a percentage of (92%) with a calculated value of (X<sup>2</sup>) of (38.97) and an answer no as well, while the third statement of gum ranked third with a percentage of (88%) with a calculated value of (X<sup>2</sup>) of (34.17) and an answer no, while the fourth statement It came in fourth place with a percentage of (80%) with a calculated value of (X<sup>2</sup>) of (29.24) and an answer to no, while the fifth and sixth statements came respectively in the fifth and sixth place with a percentage of (84%), (76%) with a value of (X<sup>2</sup>) calculated respectively (29.84) (22.64) and also no answer, and we also noticed when applying the test (X<sup>2</sup>) at the level of significance (0.05), and the degree of freedom (2), that all values of (X<sup>2</sup>) calculated are greater than the values of (X<sup>2</sup>)

Tabular (5.99), from which we note that there are differences in the answers of the sample members, and this indicates that there is a consensus in the percentage of responses of physical education and sports teachers to the lack of primary schools for pedagogical means and sports facilities and their negative impact on the teaching of physical education, represented in the lack and availability of pedagogical means, health care, halls, play areas, and sports facilities... Etc.

### **Analysis and interpretation of the results:**

After presenting and analyzing the results of the questionnaire that was distributed to the teachers of the components in physical education and sports, and after the process of discharge and analysis, the majority of the facts through which we had put forward the hypotheses of our research were reached, and based on the first partial hypothesis that "the lack of primary schools for pedagogical means and sports facilities negatively affects the teaching of physical education", and through the results obtained and confirmed in a statistical and scientific way, it was found that All the responses of the constituent professors were uniform to the negative effects on the teaching of physical education as shown in tables (01) and based on the various results obtained in the table through all the statements of the questionnaire, which all aim to indicate that there are negative effects on the teaching of physical education through the lack of schools for pedagogical means and sports facilities, as all the activities that are held are at the level of the yard of the institution in which there are many factors of disability and disruption in terms of space and proximity to the sections or be paved and solid, which poses a danger to students and this is what is consistent with the study of Abd Razzaq (2022), as well as the Bodali Adel study (2021),

Therefore, it can be said from the foregoing that the lack of pedagogical means and sports facilities in primary schools negatively affects the teaching of physical education, which is consistent with the first hypothesis.

### **2.8.2. Presentation and analysis of the results of the second part:**

The current time allocated to sports activities in primary schools does not contribute to achieving the objectives of the educational process.

**Table (02): represents the analysis of the statements of the second part.**

The second axis	yes		No		sometimes		X <sup>2</sup>	X <sup>2</sup>
	rep	%	rep	%	rep	%	Calculated	Tabular
Que N(01)	00	00%	25	100%	00	00%	50.01	5.99
Que N(02)	00	00%	25	100%	00	00%	50.01	
Que N(03)	00	00%	20	80%	05	20%	29.24	
Que N(04)	03	12%	15	60%	07	28%	8.96	
Que N(05)	00	00%	20	80%	05	20%	29.24	
Que N(06)	00	00%	23	92%	02	08%	38.97	
- Indication level = 0.05								
- Degree of freedom = 2								

#### **Statistical comment:**

Table (02) shows: The responses of the study sample members to the statements of the second axis in the lack of contribution of the current time allocated to sports activities in achieving the objectives of the educational process, which came as follows:

The first and second statements ranked first in the teachers' responses towards the non-contribution of the time allocated for teaching sports activities by a percentage of (100%) with a calculated value of (X<sup>2</sup>) of (50.01) and an answer no, followed by the sixth statement in second place with a percentage of (92%) with a value of (X<sup>2</sup>) calculated of (38.97) and with an answer no as well while the third statement is gum and the fifth is ranked third with a percentage of (80%), with a calculated value of (X<sup>2</sup>) of (29.24) and with an answer no,

While the fourth statement came in the last order with a percentage of (60%) with a calculated value of  $(X^2)$  of (8.96) and with an answer no, and we also noticed when applying the test  $(X^2)$  at the level of significance (0.05), and the degree of freedom (2), that all calculated values of  $(X^2)$  are greater than Tabular values  $(X^2)$  (5.99), and from it we note that there are differences in the answers of the sample members, and this indicates that there is a consensus in the percentage of responses of physical education and sports teachers to the second hypothesis, which is the time allocated for the physical education and sports class.

### **Analysis and interpretation of the results:**

We have formulated the second partial hypothesis on the basis that "the current time allocated to sports activities in primary schools does not contribute to achieving the goals of the educational process" and through the results obtained and confirmed in a statistical and scientific way, it was found that the time allocated for sports activities is insufficient, as each class has an introductory aspect, which is represented in warming up, a main aspect and a final aspect, and this is not enough to practice sports activity and play, and for this reason, the answer of the teachers of the two components was all uniform. As shown in Table (02), sports activities are considered the passion and tendencies of senior students and are considered practice, These activities and play are among the urgent needs of children in line with the nature of the age stage in which they live, and the lack of time allocated for activities may reflect negatively on the value of the material and thus the failure to achieve the goals of the learning process, and this is consistent with the study of Boudali Adel (2021) on the reality of teaching physical education and sports in the primary stage, and therefore it can be said through the above, that the current time allocated to sports activities



in primary schools does not contribute to achieving the goals of the educational process, This is consistent with the second hypothesis.

### **2.8.3. Presentation and analysis of the results of the third part:**

Physical education and sports do not contribute to their current reality and under these circumstances to achieve the dimensions of public education.

**Table No. (03): shows the analysis of the statement of the third part.**

The third axis	yes		No		sometimes		X <sup>2</sup>	X <sup>2</sup>
	rep	%	rep	%	rep	%	Calculated	Tabular
Que N(01)	00	00%	25	100%	00	00%	50.01	5.99
Que N(02)	01	04%	20	80%	04	16%	25.04	
Que N(03)	02	08%	18	72%	05	20%	17.36	
Que N(04)	03	12%	15	60%	07	28%	8.96	
Que N(05)	00	00%	17	68%	08	32%	17.37	
Que N(06)	02	08%	20	80%	03	12%	24.57	
- Indication level = 0.05								
- Degree of freedom = 2								

#### **Statistical comment:**

Table (03) shows: The responses of the study sample members to the statements of the third axis about the lack of contribution of physical education and sports in its current reality and under these circumstances to achieve the dimensions of general education, which came as follows:

The first statement ranked first in the professors' responses to the third hypothesis with a percentage of (100%) with a calculated value of (X<sup>2</sup>) of (50.01) and an answer to no, followed by the second statement and the sixth in second place with a percentage of (80%) with a value of (X<sup>2</sup>) calculated respectively (25.04) (24.57) and with an answer no as well, while the third statement of gum ranked third with a percentage of (72%), with a calculated value of (X<sup>2</sup>) of (17.36) and an answer no While the fifth and fourth statements came in the fourth and fifth place, respectively, with a percentage of (68%)

(60%) with a calculated value of  $(X^2)$  of (17.37) (8.96) and with an answer no as well, and we also noticed when applying the test  $(X^2)$  At the level of significance (0.05), and the degree of freedom (2), that all the values of  $(X^2)$  calculated are greater than the values of  $(X^2)$  tabular (5.99), and from it we note that there are differences in the answers of the sample members, and this indicates that there is a consensus in the proportion of responses of teachers of physical education and sports towards The current reality of a share of physical education and sports in achieving the dimensions of general education, through sports activities, the hourly volume allocated to them and the difficult conditions that the material is going through.

### **Analysis and interpretation of the results:**

After presenting and analyzing the results of the questionnaire that was distributed to teachers of physical education and sports, and after the process of discharge and analysis, the majority of the facts through which we had put forward the hypotheses of our research were reached, and based on the third partial hypothesis, which is that "physical education and sports do not contribute to their current reality and under these circumstances to achieve the dimensions of public education", Through the results obtained and confirmed in a statistical and scientific way, it was found that there is agreement in the answers of professors about the lack of contribution of physical education and sports in its current reality and in these circumstances to achieve the dimensions of general education as shown in tables (03), and based on the various results obtained in the table and depending on the application of  $Ka^2$  calculated that was greater from  $X^2$  tabular confirmed that there are differences and that there are obstacles and difficulties that prevent the achievement of the goals and

programs of physical education as well as general education, the reality of teaching the subject is not going well, and this is consistent with the study of Boujlida Hassan (2018), as well as consistent with the study of Qadri Al-Hajj (2017-2018), where among the results of his study physical education and sports do not contribute effectively to building a strong exit profile for students, and therefore it can be said that the third hypothesis that Physical education and sports do not contribute to their current reality and under these circumstances to achieve the dimensions of public education has been achieved.

**The general conclusion:**

In light of the hypotheses and objectives of the research and the limits of what was shown by the results of the study and the conditions in which it was conducted, and the sample selected to represent the original community and based on the results reached in order to find a solution to the research problem in our reliance on the data and information obtained and based on applied techniques and statistical methods of processing and analysis we reached an answer to the questions of our study, we concluded that the lack of primary schools of pedagogical means and sports facilities negatively affects the teaching of physical education As for the third hypothesis, we concluded that physical education and sports in its current reality and under these circumstances do not contribute to achieving the dimensions of public education, whether in terms of psychological, mental or social, and through the above and what has been shown in the three hypotheses we conclude that the general hypothesis that Difficulties in teaching physical education and sports at the primary level from the point of view of the constituent teachers have been realized.

### **Conclusion:**

We are now writing the lines of the conclusion of our research through which we will try to provide the butter of the subject and the extent to which the desired goal is achieved and provide future hypotheses that help researchers to continue research or re-study it from other aspects, through our study the aim was to highlight the difficulties and problems of teaching physical education and sports in the primary stage from the point of view of the professors who are components in the specialization, and we analyzed the results of the questionnaire that were distributed to the professors who are in Physical education and sports and their statistical discharge through the use of appropriate statistical techniques prepared for this purpose, we finally came to highlight that whenever educational institutions, especially the primary stage, do not contain sports facilities and pedagogical means, and the lack of time allocated to sports activities hinders the process of teaching the subject and does not satisfy the needs and tendencies of students from sports activity, including the failure to achieve the requirements of the learning and educational process.

### **Suggestions and recommendations:**

- The need to allocate spaces and spaces within primary schools and allocate them for the practice of sports activities, especially sports halls, and add an element of suspense in them in terms of colors and shapes.
- Reconsider the time by increasing the volume of physical education and giving the right of the student.
- Giving importance to the subject by providing appropriate conditions for teaching it, and reviewing the curriculum.

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