

Obstacles Implementation The Goals Of Physical Education For The Middle School In Accordance To The Requirements Of Sustainable Development Associated With It From The Point Of View Of Supervisors The Jurisdiction In The Governorates Of The Middle Euphrates

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Abstract: The importance of the research lies in identifying the most important obstacles facing the implementation of the goals of physical education in accordance with the requirements of sustainable development from the point of view of the supervisors specializing in the Babil Governorate Center.

The research problem was: that the curriculum in our country in the past used to focus on preparing students militarily and once on the competitive aspects and other data that led to a lack of focus on aspects that serve the goals that lead to an increase in students' experiences with modern matters, and the requirements of sustainable development, therefore, the educational curricula, when developed by specialists and defining their objectives, are supposed to serve their interests and the interests of society by focusing on the educational and applied aspects and translating them by those in charge of applying those curricula.

As for the research objectives, they were to identify the sustainable development goals related to achieving the goals of physical education for the middle stage from the point of view of supervisors specializing in the central Euphrates governorates, as well as to uncover the obstacles that stand behind the implementation of the goals of physical education in accordance with the requirements of the sustainable development goals and associated with them.

The researchers used the descriptive approach using the survey method, and the research community was identified by educational supervisors specializing in physical education in the provinces of the Middle Euphrates (Babil, Najaf, Karbala, Diwaniyah), as their number reached (48) supervisors.

Based on the above, the researchers concluded: Most of the obstacles that have been reached are real and realistic, as well as the lack of a culture of practicing sports activities within the groups of Iraqi society, with no conviction among those in charge of the educational process of the necessity and importance of studying physical education. In light of the conclusions, the researchers recommend: Giving great importance to studying physical education in middle schools because of its direct impact on these age groups, while qualifying the teaching staff present in schools in a manner appropriate by entering them in specialized courses in psychological aspects and how to deal with such an important segment Of students.

Key words: Obstacles, objectives of Physical Education, sustainable development.

Introduction:

In recent years and around the world, educational curricula have witnessed a corrective revolution in order to develop and improve learning levels. Perhaps the design of school curricula was one of the most prominent things addressed by those responsible for reformulating and modifying curricula to suit the requirements of sustainable development.

We find that the school curriculum in our country in the past used to focus on preparing students militarily and once on the competitive aspects and other data that led to a lack of focus on aspects that serve the goals that lead to an increase in students' experiences with modern matters, and the requirements of sustainable development, therefore, the educational curricula, when developed by specialists and defining their objectives, are supposed to serve their interests and the interests of society by focusing on the educational and applied aspects and translating them by those in charge of applying those curricula.

From here, the Ministry of Education reviewed its educational curricula and worked to re-evaluate them in accordance with the requirements of the sustainable development goals and work to overcome all obstacles and

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obstacles that stand in the way of implementing the programs and objectives set for the physical education study for middle school students.

Teaching is a process for shaping meaningful teaching and learning, the positive achievement of educational and pedagogical foundations, and the teaching of methodological subjects such as physical education and sports science contributes to the development of the personal aspects of obtaining information and forming convictions about the values of society.

Physical and sports education is concerned with educating the individual in a holistic manner that includes all cognitive, psychological, health and social aspects, but it was misunderstood by non-specialists in it, as some believe that they are those sports that are practiced by annulment in matches and others view it as a fight and flight in stadiums and squares, and a third group believes that it is fun and games with the intention of raising and strengthening bodies. It is true that the objectives of the physical education and sports sciences lesson before the turn of the twentieth century were physical training intended to strengthen the body and physical numbers or self-defense or for military preparation, however, this situation did not last for long, as it was influenced by the philosophical movements and modern educational trends, and its foundations and approaches were derived from the theories of modern psychology, and the link became close between physical training and education and the replacement of the term physical training with physical education.

Human development in this era has become a necessity to take into account the growth of the physical, mental, social and emotional side of the human being in order to be able to meet the requirements of life and then be beneficial for himself and for society, the middle school is considered the appropriate educational milieu and the basic pillar to achieve what the country is satisfied with and seeks for the sake of its children, and on this basis the objectives of physical education during the middle stage play the primary role alongside the rest of the other school subjects in achieving the general goals that reflect a field translation of the ideals and values of society and its aspirations towards tomorrow is bright, therefore, it has become necessary for the professor to become familiar with the goals of public education and sports in particular through his endeavor to embody them in practice based on the ministerial curriculum, as well as adequate aspiration for the general characteristics of the adolescence stage in terms of physical, motor and mental development in order for him to prepare effective educational units in accordance with the requirements of sustainable development in line with the requirements of these stage, education is both an end in itself and a means to achieve the other sustainable development goals, education is not only an integral part of the sustainable development process, but it is also a major factor in helping to achieve sustainable development, and therefore education represents a very important strategy for achieving all other sustainable development goals. Education for sustainable development aims to develop the competencies that enable individuals to reflect on their actions and to be aware of their social, cultural and economic realities, it is also necessary to enable individuals to act in complex situations in a sustainable manner, which requires them to follow new paths. Education for sustainable development should be viewed as an integral part of quality education and one of the essential components of lifelong learning. All educational institutions should focus on addressing sustainable development issues and supporting the development of sustainability-related competencies as part of their responsibilities.

The sustainable development goals, which are (17) goals to bring about the desired change, are among the most prominent challenges that humanity faces in the field of development, as they address a range of social needs in various fields such as education, health ... etc., and provide job opportunities.

Research problem :

That the curriculum in our country in the past used to focus on preparing students militarily and once on the competitive aspects and other data that led to a lack of focus on aspects that serve the goals that lead to an increase in students' experiences with modern matters, and the requirements of sustainable development, therefore, the educational curricula, when developed by specialists and defining their objectives, are supposed to serve their interests and the interests of society by focusing on the educational and applied aspects and translating them by those in charge of applying those curricula.

Research objective:

- Identify the sustainable development goals related to achieving the goals of physical education for the middle stage from the point of view of supervisors specializing in the provinces of the central Euphrates
- Exposing the obstacles that stand behind the implementation of the goals of physical education in accordance with the requirements of the sustainable development goals and associated with them.

Research methodology and field procedures:

Research Methodology:

The researchers used the descriptive approach in the survey method to suit the nature of the problem.

Research community and sample:

The research community was determined by educational supervisors specializing in physical education in the provinces of the central Euphrates (Babil, Najaf, Karbala, and Diwaniyah), as their number reached (48) supervisors..

Tools and methods used in the research:

As for the research tools used, they were (testing and measurement, observation, sources, Arab and foreign references, questionnaire form, directorates of education included in the research procedures

As for the field procedures:

first: Defining sustainable development goals related to achieving physical education goals for middle school:

To determine the sustainable development goals related to achieving the goals of physical education for the middle stage, the researchers prepared an opinion poll form, which includes (17) sustainable development goals, as indicated in the form, the questionnaires were distributed to a group of experts and specialists, as their number reached (13) experts, after which the researchers unpacked the results of the questionnaires and using the (Ki²) law, the division that obtained an agreement percentage greater than (85%) was nominated, if the calculated value of (Ki²) was greater than its tabular value at the degree of freedom (1) and the level of significance (0.05), as shown in table (1).

Table (1) shows the SDGs and the calculated and tabular (Ki²) value.

Objectives	Number of experts				Ki ² value		Sig type
	Agree	%	Disagree	%	Calculated	Tabular	
Eliminate poverty	1	7.69	12	92.31	9.30	3.84	Non sig
Complete elimination of hunger	0	0	13	100	13		Non sig
Good health and well-being	12	92.31	1	7.69	9.30		Sig
Good education	12	92.31	1	7.69	9.30		Sig
Gender equality	12	92.31	1	7.69	9.30		Sig
Clean water and personal hygiene	7	53.84	6	46.15	0.06		Non sig
Affordable and clean energy	9	69.23	4	30.76	1.92		Non sig
Decent work and economic growth	3	23.07	10	76.92	3.76		Non sig
Industry, innovation and infrastructure	4	30.76	9	69.23	1.92		Non sig
Reducing inequalities	8	61.53	5	38.46	0.68		Non sig
Sustainable cities and communities	9	69.23	4	30.76	1.92		Non sig
Responsible consumption and production	7	53.84	6	46.15	0.06		Non sig
Climate action	10	76.92	3	23.07	3.76		Non sig
Underwater life	6	46.15	7	53.84	0.06		Non sig
Life on land	5	38.46	8	61.53	0.68		Non sig
Peace, justice and strong institutions	10	76.92	3	23.07	3.76		Non sig
Partnerships to achieve goals	12	92.31	1	7.69	9.30		Sig

From this, the goals (good health and well-being, quality education, gender equality, partnerships to achieve the goals) were nominated, which are related to the achievement of the goals of physical education for the middle stage.

Second: Building a measure of obstacles that stand behind the implementation of the objectives of physical education in accordance with the requirements of sustainable development and associated with it:

In order to reach the results of the current research, its objectives must be achieved, which stipulates building a measure of the obstacles that stand behind the implementation of the goals of sports education for the middle stage in accordance with the requirements of sustainable development and associated with it from the viewpoint of the educational supervisors, the specialty / in order to achieve this, the researchers prepared a questionnaire consisting of

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(17 Paragraph dealing with impediments to implementation, after that, it was presented to a group of (20) specialized supervisors from within the research community, in order to demonstrate the validity of the paragraphs or not. After explaining the observations by the supervisors, the percentage of acceptance was (70%) or more through the use of the law (Ki^2) at the level of significance (0.05) and the degree of freedom (1) which amounts to (3.84). This is evidence of the sincerity of the paragraph. This is considered a source True to the outward truthfulness, and this is confirmed by (Amer Hussein Ali: 2010) ⁽²⁾ :

Therefore, the final conclusion led to the acceptance of all (17) paragraphs, the reliability of the questionnaire was calculated by testing and re-testing, as the correlation coefficient (Spearman) was calculated between the results of the two tests, and the value of the correlation coefficient (0.82) came to a value greater than the tabular, which indicates the high stability of the resolution.

Main experiment:

The researchers conducted the main experiment on Monday, 12/21/2020 AD, at exactly nine o'clock in the morning on the research community of (48) supervisors specializing in the central Euphrates governorates. The researcher used the following statistical methods (Ca2 test, percentage, and Spearman correlation coefficient), (Muhammad Jasim Al-Yasiri: 2011)⁽²⁾ .

Results presentation:

A measure of the obstacles that stand behind the implementation of the objectives of physical education in accordance with the requirements of sustainable development and associated with it:

Table (2) shows statistical estimates of the results of the tests of the technical stages of the effectiveness of 110 barriers for students

N	Obstacles	Response by number						Ki ² Calculated	Ki ² Tabular	Sig type
		Yes	%	Almost	%	No	%			
1	The goals of physical education are not an important part of general education	45	93.75	2	4.17	1	2.08	78.85	5.99	Sig
2	The role and importance of the physical education lesson is very weak, not like the rest of the lessons, because it is not included in the final exams	46	95.84	1	2.08	1	2.08	84.37	5.99	Sig
3	The physical education teacher is designed to fill the needs of vacant lessons in other school subjects	42	97.5	5	10.42	1	2.08	63.37	5.99	Sig
4	The lack of interest of some physical education teachers in their lessons and giving them to other teachers in other subjects	39	81.25	7	14.85	2	4.17	50.37	5.99	Sig
5	Not rewarding outstanding students in the sports aspect by the school administration	33	68.75	13	27.08	2	4.17	30.87	5.99	Sig
6	The lack of sufficient and qualified staff in the psychological and cognitive aspects of the stages of the changes occurring in the age stages within the schools	37	77.08	8	16.67	3	6.25	42.12	5.99	Sig
7	Physical education lesson curriculum is not announced to teachers specializing in schools clearly	24	50	15	31.25	9	18.75	71.12	5.99	Sig

8	The lack of qualified sports fields in a way that guarantees social reservations for female students	33	68.75	13	27.08	2	4.17	30.87	5.99	Sig
9	The physical education teacher does not work to develop the creativity of students in schools	33	68.75	13	27.08	2	4.17	30.87	5.99	Sig
10	The teacher does not take into account the students 'level of mathematical skills	44	91.67	4	8.33	0	0	74	5.99	Sig
11	Not giving all students the opportunity to participate in the lesson	35	72.91	11	22.92	2	4.17	36.37	5.99	Sig
12	Failure to take into account students' desires and preferences in choosing activities without discrimination	28	58.33	12	25	8	16.67	14	5.99	Sig
13	The lack of co-educational schools, which affects the emotional, emotional and social development of students	35	72.91	11	22.92	2	4.17	36.37	5.99	Sig
14	The teacher's lack of interest in public safety measures during the lesson	27	56.27	11	22.92	10	20.83	11.37	5.99	Sig
15	Failure to instruct students by the teacher to adhere to wearing sportswear during the lesson	28	58.33	12	25	8	16.67	14	5.99	Sig
16	The teacher does not work to provide students with information that knows them about the effect of sports activity in relieving psychological pressures	42	97.5	5	10.42	1	2.08	63.37	5.99	Sig
17	The students 'reluctance to engage in sports activities in the school leads to the unavailability of positive health patterns in their daily lives	39	81.25	7	14.85	2	4.17	50.37	5.99	Sig

In order for the researchers to achieve the objectives of the research, they must search for the expectation of the result, as table (2) indicates that the respondents responded to all the paragraphs in a positive and good manner and in favor of the general index (yes) with high rates and for all the paragraphs, and the percentages were different, but they are real about potential identify the main obstacles that stand in the way of implementing the objectives of physical education, to find out the reality of this difference in the distribution of response alternatives, the researchers used the (K_i^2) test, from which the results indicated the existence of real differences of significant statistical significance with a high and effective degree in favor of responding to the alternative (yes). The study of physical education is the cornerstone of all curricula, and the success of the plan and the achievement of the goals of physical education depend on good preparation, implementation and output, and as if studying physical education in the school aims to contribute to building the integrated personality of the individual. (Al-Dairy, 1999) ⁽³⁾ .

The element of achieving educational goals is one of the main axes of the subject of this study because it is the source from which the objectives of physical education are fed into knowledge, as educational goals are closely related to the needs of the individual and society, and scholars stress the need for clarity of educational goals because this thing serves the development of the curriculum, and thus the selection of appropriate activities and tools. This is what Abu Al-Ela referred to (Abu Al-Ela, 2003) ⁽⁴⁾ , that the goals of physical education are affected by the general educational goals, where the goals of physical education are translated into activities that derive their components from social life with its multiple contents. These activities are affected by the stages of the individual's development and the characteristics of his growth in psychological and educational terms.

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The concept of sustainable development has emerged globally as one of the initiatives to address these problems, as sustainable development is a process of broadening the options in front of the human being, as it has become available to him with more possibilities and expanded opportunities that he can obtain, including the qualitative interest in education and education as well as the increase and development of environmental awareness, which are among the pillars Essential for sustainable development, since sustainable development is considered a humanitarian and ethical issue, as it is described as a crucial environmental development concerned with the future of future generations. Sustainable development is based on three elements (environment, society and the economy), which are linked to each other ⁽⁵⁾.

Education represents one of the most important components of sustainable development and the entrance to it, describing the human being as the engine of change, the planner and the outlet for development, and with it and for it development is formed. From here emerges the relationship between education and sustainable development, so we can achieve sustainable education by integrating the dimensions of sustainable development in the educational framework in a variety of fields, including the development of curricula for different levels of study.

Conclusions:

- Most of the obstacles that were reached are real and realistic.
- The lack of a culture of practicing sports activities within the Iraqi society.
- Lack of conviction among those in charge of the educational process of the necessity and importance of studying physical education.
- Failure to provide qualification courses for physical education teachers in terms of dealing with critical age groups (adolescents).
- There is a misconception that the level of importance of the physical education lesson is less than the rest of the lessons.
- The practice of sports activities in schools by students negatively affects their school results.

Recommendations:

- Giving great importance to the physical education lesson in middle schools because of its direct impact on these age groups.
- Preparing the teaching staff present in schools in a manner appropriate by entering them in specialized courses in psychological aspects and how to deal with such an important segment of students.
- Building specialized sports facilities that ensure the ability for students to practice sports activities.
- Spreading the culture of practicing sports activities, as a healthy mind is in a healthy body.
- Spreading physical education programs in the form of a booklet in all schools in the governorates of Iraq.
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