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***Building a Scale of the Difficulties of Practical Teaching of Football from the Perspective of its Professors in the Faculties of Physical Education and Sport Sciences***

**Ali Mohsen Deri<sup>1</sup>**

***Ministry of Education – General Directorate of Education of Qadisiyah***

***[elyaali211@gmail.com](mailto:elyaali211@gmail.com)***

**Ali Humaid Jbeil<sup>2</sup>**

***Wasit University - Faculty of Physical Education and Sport Sciences***

***[alihameed@uowasit.edu.iq](mailto:alihameed@uowasit.edu.iq)***

***ABSTRACT***

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**Keywords:**

***Practical Teaching***

***Physical Education.***

The purpose of this study is to build a scale of the difficulties of practical teaching of football among the professors of the faculties of physical education and sports sciences in the subject of football, and to classify these difficulties according to organizational, technical, material, educational, and professional axes. The research problem was the absence of codified scientific tools that accurately reveal the nature of the difficulties faced by football professors in the practical aspect, which makes the process of analysis, treatment and development difficult, the researchers used the descriptive-analytical method as it is the most appropriate in studies of building standards and diagnosing educational phenomena, and the research population was identified from the professors of football in the faculties of physical education and sports sciences in Iraqi universities For the academic year (2024-2025), the researchers selected a sample of (150) football teachers with at least five years of experience in this field, the scale was built according to scientific steps that include preparing paragraphs, presenting them to the referees, and testing the honesty and consistency using the appropriate statistical methods. The researchers concluded that there are real difficulties suffered by football professors in the practical aspect, ranging from organizational, technical and material difficulties, the most common of which were the weakness of stadium equipment, lack of tools, and incompatibility of practical lesson times with the conditions of students and professors, and based on these results, the study recommends the adoption of the scale that was built as a reference tool in evaluating the reality of football teaching, with the need for the intervention of scientific departments to address problems and updating educational resources to keep pace with the nature of the subject.

### **1-1 Introduction and Importance of the Research:**

The educational process is one of the most important pillars of the development of societies, as it represents the main means of transferring knowledge, values and skills from one generation to another, and contributes to preparing individuals to face the changing demands of life. The educational process has witnessed a remarkable development in recent times, as it is no longer limited to the transfer of knowledge, but has also sought to develop critical thinking, build an integrated personality, and provide learners with life, work, and interaction skills with the surrounding world. The teacher is the cornerstone of this process, as it represents the most influential factor in the quality of education and the effectiveness of its outcomes.

Teaching, as a structured professional activity, is a prominent aspect of this process, and it represents a series of planning and executive processes aimed at bringing about a positive change in learner behaviour. Effective teaching is characterized by the integration of theoretical and practical aspects, with a focus on making the learner a central focus in the educational process. Teaching is even more important when it comes to specialized university education, as students acquire the knowledge and skills that qualify them to practice their future profession competently and efficiently.

Among the types of university teaching, practical teaching emerges as the basis on which field application is based, especially in colleges that rely on motor and skill learning, such as the faculties of physical education and sports sciences. Practical teaching is the means through which theoretical concepts are embodied and transformed into actual behaviors and performances, which makes it an essential component in forming the personality of the university student, developing his physical abilities, and developing his motor, cognitive and emotional competencies.

Football occupies a distinct position among the subjects of study in the faculties of physical education and sports sciences, due to it being one of the most widespread and popular games, as well as its richness in skills, plans, and physical, cognitive and emotional variables. Therefore, teaching football, especially the practical aspect, requires special educational conditions, material and human capabilities, and effective teaching methods that help the teacher achieve his educational goals. However, the practical reality indicates that there are a number of problems facing the teachers of this subject during the implementation of practical lessons, which may lead to a weak level of skill and planning achievement among students, and negatively affect the effectiveness of the entire educational process.

Based on this, the importance of this research is highlighted in the fact that it deals with one of the essential aspects in teaching football, which is the difficulties of practical teaching, and seeks to build an objective scientific scale through which these difficulties can be accurately diagnosed, and provide a realistic perception of their nature and levels. This work is a first step towards improving the educational environment of this important subject, and enhancing the quality of practical teaching in it, in a way that contributes to raising the level of students and achieving the desired educational goals.

### **1-2 Research Problem:**

Practical teaching in the subject of football represents one of the main pillars in the preparation of students within the faculties of physical education and sports sciences, due to the field experiences required by this course and the applications of skills and planning that are directly related to the realistic practice in the sports field, and despite the efforts exerted by the professors in presenting this subject in various ways, the practical reality indicates that there are a set of

challenges and problems that hinder the optimal implementation of practical lessons, which reflects negatively on the efficiency of performance. The researcher has noticed through his field experience and familiarity with the teaching environments in the faculties of physical education that the professors of football face multiple difficulties during their practical teaching, some of which are related to organizational aspects such as lack of allocated time, or crowded stadiums in the college, and others are related to the teaching content and its suitability to the level of students, in addition to other professional, educational and financial problems. Despite the importance of these problems, there is still no codified scientific scale through which they can be diagnosed in a clear systematic way, and their nature, levels and impact can be determined, hence the research problem emerged in the need to build an objective scientific scale for the problems of practical teaching of football, which enables monitoring and analyzing these problems, classifying them and determining their prevalence rates among the professors of this subject. The availability of such a scale is an important step towards a deeper understanding of the reality of practical teaching, and the provision of realistic treatments based on accurate data that contribute to improving the learning environment, raising the level of teaching efficiency in the subject of football, and enhancing the quality of educational outcomes.

### **1-3 Research Objective:**

The research aims to build a scientific scale of the difficulties of practical teaching of football among the professors of the subject in the faculties of physical education and sports sciences, and to classify these difficulties according to specific scientific axes (organizational, technical, material, professional, educational), with the aim of accurately diagnosing them and determining their prevalence rates, in a way that contributes to improving the practical teaching environment and developing the level of teaching performance.

### **1-4 Research Areas:**

**1.4.1 Human Field:** Football Teachers in the Faculties of Physical Education and Sport Sciences in Iraqi Universities.

**1-4-2 Temporal Domain:** For the period from (12/9/2024) to (10/1/2025).

**1.4.3 Spatial Domain:** Halls of the Faculties of Physical Education and Sport Sciences in Iraqi Universities.

### **2-1 Research Methodology:**

The researchers adopted the descriptive-analytical approach to suit the nature of the research objectives, which are to build a scale for the difficulties of practical teaching of football among the professors of the faculties of physical education and sports sciences. This approach is considered one of the appropriate approaches in studies that aim to analyze educational phenomena and build scientific measurement tools, through analyzing paragraphs, testing their validity and consistency, to reach a scale with the required psychometric characteristics.

### **2-2 Research Population and Sample:**

The research population in this study was determined from all the professors of football in the faculties of physical education and sports sciences in Iraqi universities for the academic year (2024-2025), and the number of these colleges officially is (24) colleges spread in various Iraqi governorates, and according to the academic distribution in those faculties, the number of football teachers is (240) teaching the total size of the research community. Based on the objectives of the study, which require the availability of sufficient teaching experience, the researcher adopted

a basic criterion for selecting the sample, which is that the teacher must have actually practiced teaching the practical football subject for at least five years, and the teachers with less than five years of practical experience were excluded to ensure the credibility and accuracy of the responses about the reality of practical teaching and its problems. On this basis, an intentional sample of (150) teachers, representing various faculties of physical education and sports sciences in Iraq, was selected, and the percentage of the sample from the total community reached (62.5%), which is statistically appropriate to build a scientific scale with honesty and consistency, and achieve a sufficient and realistic representation of the research community.

### 2-3 Tools and Means Used in the Research :

- References and Scientific Sources
- International Network (Internet)
- Personal Interviews
- Experts and specialists .
- A questionnaire to identify the paragraphs and areas of the Difficulty Scale .
- Personal Computer (Laptop) – Dell Type, Chinese-made.

### 2.4 Procedures for Implementing the Field Research Steps:

#### 2.4.1 Building the Scale of Difficulties:

The researchers began to define the idea of the scale by reviewing previous studies and researches, where the aim of building the scale was to find a scientific means to identify the difficulties facing the professors of football, the researcher then identified five areas of the scale through the use of scientific references, and provided a theoretical definition for each field, using a questionnaire prepared for this purpose, the questionnaire was presented to (15) experts specialized in measurement, evaluation, teaching methods and motor learning in football. The experts expressed their opinions on the validity of the domains, and the possibility of modifying them, deleting or merging some of them, based on the results of the experts' opinions, all the domains were approved after being analyzed using the (K2) test at the significance level of (0.05), as shown in Table (1).

**Table (1)**

**Table showing the chi-square values of the consensus of experts on the scale of the difficulties of the practical lesson of the subject of football**

Statistical Significance	Significance Level	Calculated value of chi	Disagree	Agrees	Domains	t
D	0.000	15,00	Zero	15	Organizational Difficulties in Practical Teaching	1
D	0.001	15,00	Zero	15	Technical difficulties associated with the football material	2
D	0.000	11,25	1	14	Physical and logistical difficulties	3

D	0,000	11,25	1	14	Professional Difficulties in Teaching	4
D	0.000	15,00	Zero	15	Educational and psychological difficulties	5

#### 2.4.2 Preparation of the paragraphs of the Difficulty Scale :

After identifying the fields, the researchers prepared (30) items distributed over the five domains, the researchers used the method of choosing from five alternatives using the five-point Likert scale in the questionnaire, and the values of the scale ranged (1-5) which are (very few – few – medium – large – very large), and the researcher took into account the following in preparing the paragraphs:

- ✓ Each field should have its own paragraphs
- ✓ Each paragraph has only one meaning
- ✓ Be expressive of the theoretical definition of the field
- ✓ Be clear in meaning and understandable in words
- ✓ Stay away from vague or incomprehensible formulations

#### 2.4.3 Validity of paragraphs:

The researchers presented the scale to (15) experts specialized in teaching and motor learning, testing and measurement methods in football, and asked them to evaluate the appropriateness and validity of the paragraphs, and to give their observations on the modification or deletion, and through (K2), all paragraphs were approved, with some minor modifications to some paragraphs, using the (K2) test at the significance level of (0.05), as shown in Tables (2).

**Table (2)**

**Table showing the chi-square values of the consensus of experts on the scale of the difficulties of the practical lesson of the subject of football**

Statistic al Significance	Significance Level	Calculated value of chi	It does n't wor	he fixes	Paragraphs	Statistic al Significance	Significance Level	Calculated value of chi	It does n't wor	he fixes	Paragraphs
D	0.000	15,00	Zero	15	16	D	0.000	15,00	Zero	15	1
D	0.001	15,00	Zero	15	17	D	0.001	15,00	Zero	15	2
D	0.000	8,06	2	13	18	D	0.000	11,25	1	14	3
D	0,000	11,25	1	14	19	D	0,001	11,25	1	14	4
D	0.000	8,06	2	13	20	D	0.000	15,00	Zero	15	5
D	0.000	15,00	Zero	15	21	D	0.000	15,00	Zero	15	6
D	0.001	11,25	1	14	22	D	0.001	15,00	Zero	15	7

D	0,000	8,06	2	13	23	D	0,000	11,25	1	14	8
D	0,001	5,60	3	12	24	D	0,000	11,25	1	14	9
D	0,000	8,06	2	13	25	D	0,000	15,00	Zero	15	10
D	0,000	15,00	Zero	15	26	D	0,000	15,00	Zero	15	11
D	0,001	15,00	Zero	15	37	D	0,001	15,00	Zero	15	12
D	0,000	15,00	Zero	15	38	D	0,000	8,06	2	13	13
D	0,002	15,00	Zero	15	39	D	0,002	11,25	1	14	14
D	0,000	11,25	1	14	30	D	0,000	8,06	2	13	15

#### 2.4.4 Exploratory Application of the Scale:

The researchers conducted the exploratory experiment on the research sample, which is (10) football professors on Tuesday (15/10/2024) and asked them to read the instructions and paragraphs, inquire about any ambiguity, and mention the difficulties they face during the answer regarding the paragraphs of the scale, and after the completion of the application of the exploratory experiment, it became clear that the instructions are clear and the paragraphs are understood by the sample, and the scale is ready to be applied for statistical analysis of the paragraphs.

#### 2.4.5 Application of the scale to the building sample:

The researchers distributed the scale form to (90) professors in the subject of football in the faculties of physical education and sports sciences, on (17/10/2024) where the researcher stressed the need to read the instructions and paragraphs accurately and answer honestly and honestly all paragraphs of the scale.

#### 2.4.6 Scientific Foundations of the Scale:

The scientific foundations of the scale include its ability to measure what it has been prepared for with acceptable accuracy, with the least possible errors, and it also refers to the ability of the scale to represent the phenomenon to be measured objectively (Odeh, 1998, 335).

**2.4.6.1 Truthfulness:** Honesty is when the test measures the phenomenon it is designed to measure, i.e. it actually measures what it intends to measure (Radwan, 1997, 255).

**Content Truthfulness:** The researchers verified this type of honesty by mentally analyzing the content of the scale and determining its paragraphs based on subjective judgments to determine the extent of the comprehensiveness of the paragraphs and their representation of the phenomenon (Allawi, Radwan, 2000, 255).

**Apparent honesty:** Apparent honesty is achieved by presenting the paragraphs of the scale to a group of experts or specialized arbitrators, who are carefully selected according to scientific criteria and experience in the field (Bahi, 2013, 93) verified by presenting the paragraphs of the scale to a group of experts specialized in sports management, tests, measurement and teaching

methods in football, where each arbitrator was asked to determine the validity of each statement in terms of being (valid , invalid) or needs to be modified, and the paragraphs have been modified in accordance with the nature of the sample used, as explained above.

#### 2.4.6.2 Discriminatory capacity of paragraphs:

The scores of each paragraph were arranged ascendingly, then the answers were divided into two groups (upper and lower) with a percentage of (50%) each, and after statistical analysis, it was found that all the paragraphs have statistical significance at (0.05), i.e., they have a good discriminating ability as in Table (3).

**Table (3)**

**Table showing the chi-square values of the expert consensus The discriminatory power of the paragraphs**

Statistical Significance	Significance Level 0.000	Calculated value of chi 15,00	Top Group		Lower Group		Paragraph Number
			on	Going to	on	Going to	
Moral	0.001	15,00	0,000	3,000	2,000	1,9500	1
Moral	0.000	11,25	2,000	2,999	2,000	1,8900	2
Moral	0,001	11,25	3,321	2,988	2,200	2,000	3
Moral	0.000	12,00	0,000	3,000	2.010	1,9600	4
Moral	0.000	13,00	0,000	3,000	2,500	1,8600	5
Moral	0.001	14,00	2,874	2,975	3,070	2,1000	6
Moral	0.000	11,25	3,011	2,860	2,000	1,960	7
Moral	0,000	11,25	0,000	3,000	4,000	2,660	8
Moral	0.000	11,00	2,110	2,900	3,001	1.888	9
Moral	0.000	10,00	0,000	3,000	2,001	1,944	10
Moral	0.001	9,50	2,550	2,912	2,541	2,220	11
Moral	0.000	8,06	3,111	2,855	2,720	1,9870	12
Moral	0,002	11,25	0,000	3,000	2,908	2,680	13
Moral	0.000	8,06	0,000	3,000	2,000	1,800	14
Moral	0.000	13,00	2,000	2,976	2,033	2,300	15
Moral	0.001	11,00	4,210	2,844	2,100	2,000	16

Moral	0.000	8,06	2,000	2,900	3,100	2,303	17
Moral	0,000	17,25	0,000	3,000	2,922	2,000	18
Moral	0.000	18,06	0,000	3,000	2,110	1,862	19
Moral	0.000	13,00	2,000	2,922	2,000	1,901	20
Moral	0.001	21,25	3,010	2,800	2,111	2,009	21
Moral	0.000	8,06	2,100	2,988	2,864	1,895	22
Moral	0,001	7,60	0,000	3,000	3,000	1,908	23
Moral	0.000	8,06	0,000	3,000	2,100	2,007	24
Moral	0.000	12,00	2,888	2,911	3,002	2,671	25
Moral	0.001	13,00	2,870	2,953	2,987	1,799	26
Moral	0.000	11,00	3,041	2,897	2,088	1,8006	27
Moral	0,002	18,00	0,000	3,000	2,990	1,955	28
Moral	0.000	11,25	2,999	2,906	3,761	1,833	29
Moral	0,003	9,100	0,000	3,000	2,900	1,909	30

**D has a degree of freedom (88) and a significance level (0.005)**

Through Table (3), we found that all the items of the scale are able to distinguish between the top and the lowest group, and no item of the scale was omitted.

#### 2.4.7 Internal consistency of the scale:

The simple correlation coefficient (Pearson) was calculated between the score of each item and the total score of the scale for the construction sample, and the results showed a good internal consistency, which reflects the correlation of the paragraphs with the scale as a whole as shown in Table (4).

**Table (4)**

**The paragraph shows the correlation between the total score of the scale of the practical lesson difficulties of the football subject**

Significance	Significance Value	Correlation coefficient	Paragraph Number	Significance	Significance Value	Correlation coefficient	Paragraph Number
Moral	0.003	0,466	19	Moral	0.003	0,311	1
Moral	0,005	0,507	20	Moral	0,001	0,253	2

Moral	0,006	0,461	21	Moral	0,000	0,311	3
Moral	0,011	0,531	22	Moral	0,032	0,410	4
Moral	0,003	0,570	23	Moral	0,012	0,200	5
Moral	0,003	0,382	24	Moral	0,034	0,471	6
Moral	0,005	0,26	25	Moral	0,000	0,512	7
Moral	0,006	0,371	26	Moral	0,044	0,461	8
Moral	0,011	0,490	27	Moral	0,022	0,504	9
Moral	0,012	0,351	28	Moral	0,037	0,517	10
Moral	0,034	0,344	29	Moral	0,000	0,381	11
Moral	0,000	0,246	30	Moral	0,003	0,299	12
Moral	0,044	0,304	31	Moral	0,005	0,371	13
Moral	0,022	0,411	32	Moral	0,006	0,490	14
Moral	0,037	0,205	33	Moral	0,011	0,351	15
Moral	0,000	0,315	34	Moral	0,000	0,503	16
Moral	0,003	0,411	35	Moral	0,025	0,451	17
Moral	0,004	0,201	36	Moral	0,003	0,527	18

Consistency of a paragraph in the overall degree of the domain

Table (5)

It shows the correlation coefficient of the paragraph with the total score of the field for the scale of the difficulties of the practical lesson of the football subject.

Significance	Degree	Paragraph and domain correlation	t	Domains
Moral	0,000	0,502	1	Organizational Difficulties in Practical Teaching
Moral	0,000	0,612	2	
Moral	0,000	0,577	3	
Moral	0,000	0,421	4	
Moral	0,000	0,640	5	

Moral	0,043	0,494	6	
Moral	0.000	0.711	7	Technical difficulties associated with the football material
Moral	0,000	0,528	8	
Moral	0,000	0,611	9	
Moral	0.000	0,505	10	
Moral	0.000	0.742	11	
Moral	0.000	0.593	12	
Moral	0.000	0,625	13	Physical and logistical difficulties
Moral	0.000	0,518	14	
Moral	0,000	0.491	15	
Moral	0,000	0.510	16	
Moral	0.000	0,755	17	
Moral	0.000	0.711	18	
Moral	0.000	0.495	19	Professional Difficulties in Teaching
Moral	0.000	0,712	20	
Moral	0,000	0,643	21	
Moral	0,000	0,733	22	
Moral	0.000	0,512	23	
Moral	0.000	0,665	24	
Moral	0,003	0,467	25	Educational and psychological difficulties
Moral	0,012	0,632	26	
Moral	0,000	0,588	27	
Moral	0,000	0,654	28	
Moral	0,004	0,718	29	
Moral	0,000	0,590	30	

\* Moral at the degree of freedom (89), significance level (0.05)

The Relation of the Domain to the Total Score of the Scale:

Table ( 6)

Shows the coefficient of the field correlation with the total score of the scale

Type of indication	Significance	Correlation coefficient	Domain Name
Moral	0,000	0,379	Organizational Difficulties in Practical Teaching
Moral	0,003	0,631	Technical difficulties associated with the football material
Moral	0,014	0,455	Physical and logistical difficulties
Moral	0,000	0,421	Professional Difficulties in Teaching
Moral	0,022	0,511	Educational and psychological difficulties

#### 2.4.8 Stability of the scale:

The researchers used the internal consistency method, known as Cronbach's alpha coefficient, to extract the stability of the scale. As in Table (7)

Table (7)

Shows the internal consistency coefficient according to Cronbach's alpha equation for domains and total score.

Cronbach's coefficient	alpha	Number of paragraphs	Scope
0,931		6	Organizational Difficulties in Practical Teaching
0,859		6	Technical difficulties associated with the football material
0,811		6	Physical and logistical difficulties
0,930		6	Professional Difficulties in Teaching
0,882		6	Educational and psychological difficulties
0,87		30	Scale as a whole

It is shown through Table (7) that the values of Cronbach's alpha coefficient are greater than (0.60) for all areas of the scale as a whole, which indicates that the scale has a high level of stability, and therefore the scale can be used to achieve the objectives of the study.

#### 2.4.9 Objectivity:

Objectivity was achieved through the clarity of instructions and paragraphs, and the adoption of a unified method in presenting and correcting the scale for all sample members.

**2-4-10 Scale Instructions:** The number of domains of the scale reached (5) domains and each domain contains (6) paragraphs with a total of (30) items for the scale as a whole, and the five-point Likert scale was used in the resolution, and the values of the scale ranged from (1-5) which are (very few – few – medium – large – very large), and in order to describe the values of the arithmetic averages of the scale's domains and paragraphs, the researcher adopted the following equation to calculate the length of category three, which is weak, medium and high.

**Category Length = Upper Grade – Lower Class**

**3**

**The length of the category was calculated as follows:** Category length =  $(5-1) \div 3 = 1.33$

**Based on this, the grade is calculated as follows:**

Low score of (1-2.35)

Intermediate score of (2.35-3.68)

High score of (3,68-5)

#### **2.4.10 Key experience of the scale:**

After completing all the construction steps and verifying the scientific characteristics, the scale was applied in its final form to the codification sample, which numbered (50) football professors on Tuesday (12/11/2024), the data were unloaded for the purpose of statistical processing, and analyzed to obtain the final results.

#### **2.4.11 Statistical Methods:**

The researchers used statistical snectarization (SPSS) to extract the results.

### **3- Presenting, analyzing and discussing the results:**

#### **3-1 Presentation, analysis and discussion of the results of the areas of the Practical Lesson Difficulties Scale in Football:**

**Table (8)**

**It shows the arithmetic average, standard deviation, and level of the areas of the Practical Lesson Difficulties Scale in football.**

Level	Standard deviation	Arithmetic mean	Scope	Number	Rank
High	0,743	3,79	Physical and logistical difficulties	3	1
Medium	0,763	3,60	Organizational Difficulties in	1	2

			Practical Teaching		
Medium	0,844	3,58	Technical difficulties associated with the football material	2	3
Medium	0,788	3,54	Educational and psychological difficulties	5	4
Medium	0,917	3,50	Professional Difficulties in Teaching	4	5
Medium	0,806	3,60	Total Grade		

Table (8) shows the arithmetic averages of the scale domains, which ranged between (3).48 to (3.79), where the field of material and logistical difficulties came in first place with the highest arithmetic average of (3.79), and the arithmetic average of the scale as a whole reached (3.58), and at an intermediate level, and the researcher believes that the difficulties faced by teachers in the subject of football appeared at an average level, and this is due to the overlap of several factors across the five areas of the scale. The physical and logistical difficulties stood out first Due to the lack of dedicated playgrounds and the frequency of malfunctions in the devices and tools, which hinders the optimal implementation of practical units. The organizational difficulties are represented in the density of the number of students and the lack of time allocated to the practical material, which affects the quality of the implementation of the teaching activity. As for the technical difficulties, they are due to the lack of support in updating the practical curricula of football, and the absence of opportunities to develop the teaching performance with modern methods, while the educational and psychological difficulties are reflected through the weakness of students' motivation, and their low interest in the practical subject, and this is in line with what (Kul et al. 2018) pointed out, which investigated the professional problems faced by physical education teachers and their impact on their performance and motivation, such as lack of resources, poor capabilities, and lack of continuous training As well as what he emphasized (Al-Dakhil, 2016, p. 41), as he indicated that the development in education throughout the stages of the professional life of professors is a necessity to keep pace with the changes in the educational field, in educational means and methods, as well as to keep pace with the needs of students.

### 3.2 Presentation, analysis and discussion of the results of the field of material and logistical difficulties:

Table (9)

The arithmetic mean, standard deviation, and level of the paragraphs of the physical and logistical difficulties area are shown in descending order.

Level	Standard deviation	Arithmetic mean	Paragraphs	Number	Rank
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High	1,149	3,96	Insufficient spaces available to accommodate all the clubs in the practical lecture.	5	1
High	1,183	3,85	Lack of administrative support to provide practical lecture needs in football.	4	2
High	1,192	3,84	The poor condition of the stadiums used in practical lectures.	6	3
High	1,312	3,78	Lack of changing rooms or basic equipment for students	2	4
Medium	1,022	3,65	Lack of practical tools and supplies in the lesson (balls, cones, chest, barriers, assistive devices).	1	5
Medium	1,032	3,63	Lack of sufficient budget to update or maintain sports supplies.	3	6
High	0,743	3,79	Physical and logistical difficulties		

Table (9) shows us the values of the arithmetic mean and standard deviation of the paragraphs in the field of physical and logistical difficulties, which ranged between (3.96) and (3.63), where paragraph (5) came in the first place with an arithmetic mean of (3.96), followed by paragraph (4) in the second place with an arithmetic mean of (3.85), then paragraph (6) came in third place with an arithmetic mean of (3.84), while paragraph (3) came in the last place with an arithmetic mean of (3.63). The arithmetic mean of the field as a whole was (3.79). The researchers attribute this high level to a number of realistic challenges facing the practical teaching of football in the faculties of physical education and sports sciences. The lack of practical tools and supplies such as balls, cones, chests, and training barriers to suit the number of students, constitutes a clear obstacle to achieving the desired educational goals of the lesson. This is also pointed out (Mahmoud & Musallam, 2013, p. 261) that the large number of students negatively affects their understanding of the lesson and increases the difficulty of adjusting the educational unit and communicating information well, and the absence of administrative support and the lack of budgets allocated for updating and maintaining supplies negatively affects the efficiency and quality of teaching. Infrastructure in some colleges, which limits the effectiveness of educational performance (Al-Shammari et al., 2022). These difficulties, in their entirety, weaken the professor's ability to implement integrated training modules and affect students' understanding of the practical aspects of the subject, which requires urgent interventions from university administrations to address these problems and improve the practical teaching environment.

### 3.3 Presentation, analysis and discussion of the results of organizational difficulties in practical teaching

Table ( 10 )

The arithmetic average, standard deviation, and level of the paragraphs in the field of organizational difficulties in practical teaching show descending order

Level	Standard deviation	Arithmetic mean	Paragraphs	Number	Rank
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High	1,260	3,70	The limited time allocated for practical lectures does not allow the implementation of all the vocabulary of the subject.	3	1
Medium	1,320	3,64	The imbalance of the number of students in the study groups leads to the difficulty of managing time and lecture.	2	2
Medium	1,289	3,61	The lack of clarity of the administrative instructions related to the distribution of the app to the professors affects the progress of the practical lecture.	6	3
Medium	1,082	3,58	The absence of a clear mechanism to regulate the entry of thetals-ups into the stadiums or halls confuses the start of the session.	5	4
Medium	1,422	3,54	The existence of overlap between the dates of practical lectures for some subjects causes confusion among students and professors.	4	5
Medium	1,382	3,53	Poor scheduling between practical and theoretical lectures hinders the efficient implementation of the practical lesson.	1	6
Medium	0,763	3,60	<b>Organizational Difficulties in Practical Teaching</b>		

Table (10) shows the values of the arithmetic mean and standard deviation of the paragraphs in the field of organizational difficulties in practical teaching, which ranged between (3.70 – 3.53), where the third paragraph came in the first place with an arithmetic average of (3.70), paragraph (2) came in second place with an arithmetic average of (3.64), followed by paragraph (6) in the third place with an arithmetic mean of (3.61), while paragraph (1) came in the third place with an arithmetic mean of (3.61), while paragraph (1) came The researcher believes that the field of organizational difficulties in the practical teaching of football came at an average level, due to the existence of organizational obstacles facing the professors of the faculties of physical education and sports sciences, although they are not extremely severe. The most prominent of these difficulties are the limited time, poor distribution of students, and poor administrative coordination, which negatively affects the efficiency of the implementation of practical lessons. The absence of clear and comprehensive organizational systems for the management of practical lessons, which is consistent with what (Al-Hassani, 2017) pointed out, that "the lack of organization of study schedules and coordination between the teaching and administrative staff leads to waste of time and poor optimal investment of the practical class."

### 3-4 Presentation, analysis and discussion of the results of technical difficulties related to football:

Table ( 11 )

The arithmetic average, standard deviation, and level of the paragraphs of the technical difficulties field related to the football subject are shown in descending order.

Level	Standard deviation	Arithmetic mean	Paragraphs	Number	Rank
Medium	1,844	3,62	Lack of suitable playgrounds for the application of certain technical aspects (such as team play or planning situations).	4	1
Medium	1,370	3,60	Failure to update the practical curriculum to suit modern developments in football.	5	2
Medium	1,376	3,59	Poor comprehension of tactical concepts limits the development of tactical performance.	2	3
Medium	1,454	3,57	The varying skill level of the students makes it difficult to implement advanced exercises in the practical lecture.	1	4
Medium	0,984	3,55	Difficulty in teaching some specialized skills such as positioning or defensive transformation within the lecture time.	6	5
Medium	1,401	3,54	The lack of time available does not allow for the explanation and application of all basic football skills.	3	6
Medium	0,844	3,58	<b>Technical difficulties associated with the football material</b>		

Table (11) shows the values of the arithmetic mean and standard deviation of the paragraphs of the field of technical difficulties related to the subject of football, which ranged between (3.62) and (3.54), where the fourth paragraph came in the first place with an arithmetic mean of (3.62), followed by the fifth paragraph in the second place with an arithmetic mean of (3.60), then the second paragraph came in the third place with an arithmetic mean of (3.59), and the last place was occupied by the third paragraph with an arithmetic mean of (3.54), and the arithmetic mean of the field as a whole reached (3.58). The researcher believes that the appearance of technical difficulties related to the subject of football at an intermediate level reflects the existence of real problems that hinder the achievement of educational goals in an integrated manner. The results showed that the limited stadiums and their inadequacy for the application of group skills or planning situations, in addition to the weakness of updating the practical curricula in line with the developments of the game, constitute a major obstacle to technical performance. Also, the disparity in the skill level of students and their poor understanding of tactical concepts reduces the effectiveness of the practical lesson limits the use of advanced methods. Also, the limited time allocated for the class does not allow for the explanation and application of all the basic skills in the required way, and this is consistent with what Abdullah and Abdul Mohsen (2009, p. 53) pointed out that the hours allocated to the physical education lesson are insufficient to achieve the desired goals in developing the physical and skill abilities of students in sports.

**3-5 Presentation, analysis and discussion of the results of educational and psychological difficulties:**

Table ( 12)

The arithmetic mean, standard deviation, and level of the paragraphs of the field of educational and psychological difficulties are shown in descending order.

Level	Standard deviation	Arithmetic mean	Paragraphs	Number	Rank
Medium	1,835	3,62	Lack of psychological support programs for students with low confidence.	4	1
Medium	1,743	3,58	Some students have been affected by fear or anxiety about performing in front of their classmates.	6	2
Medium	1,800	3,53	Difficulty dealing with children with aggressive or reclusive behaviors.	5	3
Medium	1,490	3,51	Decrease the motivation of some students towards effective participation in the practical lecture.	1	4
Medium	1,522	3,50	The disparity of cultural and psychological backgrounds creates a gap in interaction.	3	5
Medium	1,711	3,50	The absence of an encouraging educational environment that enhances the educational and psychological aspect of the children.	2	6
Medium	0,788	3,54	<b>Educational and psychological difficulties</b>		

Table (12) shows the values of the arithmetic mean and standard deviation of the paragraphs in the field of educational and psychological difficulties, which ranged between (3.62) and (3.50), the fourth paragraph came in the first place with an arithmetic average of (3.62), followed by the sixth paragraph in the second place with an arithmetic average of (3.58), then the fifth paragraph came in the third place with an arithmetic average of (3.53), and the last rank was occupied by the second paragraph with an arithmetic average of (3.50). The arithmetic mean of the field as a whole was (3.54), which indicates that the level of educational and psychological difficulties was average from the point of view of the sample members, the researcher attributed the appearance of educational and psychological difficulties at an intermediate level to several interrelated educational and psychological factors, most notably the absence of psychological support programs within the university environment, which reduces the student's self-confidence and his ability to participate in advance in front of colleagues. Also, some suffer from fear and anxiety from direct evaluation, which limits effective interaction. Those with aggressive or isolated behaviors that are difficult to integrate without dedicated psychological support. In addition, the disparity of cultural and psychological backgrounds among students creates a gap in interactivity and communication within the learning environment. The absence of a psychologically encouraging learning environment is also one of the reasons for the decline in motivation and effective participation. This is in line with the study of (Salwa Ali Kateeb, 2015) which showed that there is a positive correlation between the availability of psychological safety within the educational environment and the level of feeling of mental health among students, and its results

were as follows: moderate levels of psychological and basic environment, and clear indicators of weak support for the psychological rehabilitation environment.

### 3-6 Presentation, analysis and discussion of the results of professional difficulties among the teaching staff

Table (13 )

The arithmetic average, standard deviation, and level of the paragraphs in the field of professional difficulties for the teacher shows a descending order

Level	Standard deviation	Arithmetic mean	Paragraphs	Number	Rank
High	1,790	3,70	Lack of use of modern technological means in supporting practical teaching.	2	1
Medium	1,567	3,64	Lack of professional development opportunities to update practical training skills in football within the faculties of physical education and sports sciences	5	2
Medium	1,822	3,61	Increasing the teaching load limits the preparation of integrated educational modules .	4	3
Medium	1,921	3,44	Difficulty in controlling students' behavior in practical lessons without supportive administrative tools.	3	4
Medium	0,995	3,31	Poor coordination among professors on methods of implementing the practical material.	1	5
Medium	1,638	3,30	The Weakness of Teaching Performance Evaluation Methods in the Practical Challenges of Football	6	6
Medium	0,917	3,50	<b>Professional Difficulties in Teaching</b>		

Table (13) shows the values of the arithmetic mean and standard deviation of the paragraphs in the field of professional difficulties for the teacher, which ranged between (3.70) and (3.30), the second paragraph came in the first place with an arithmetic average of (3.70), followed by the fifth paragraph in the second place with an arithmetic average of (3.64), then the fourth paragraph came in the third place with an arithmetic average of (3.61), and the last rank was occupied by the sixth paragraph with an arithmetic average of (3.30). The arithmetic average of the field as a whole was (3.50), which indicates that the level of professional difficulties among teachers was average from the point of view of the sample members, and the researcher believes that the level of professional difficulties among teachers appeared average due to many real professional challenges. The first is the scarcity of the use of modern technological means in supporting practical teaching, which undermines the opportunities to integrate students in effective practical learning. Also, the lack of opportunities for professional development and continuous training to update practical teaching skills in football restricts the efficiency of teachers, and this is what (Abu Aweidah et al., 2006) confirmed that the educational process cannot be developed and

achieved, no matter how advanced modern technologies and the development of curricula and teaching methods, without relying on the quality of the teacher who is scientifically and professionally prepared at a high level. , and the increasing teaching burden limits the possibility of preparing integrated and ready-made educational modules. Teachers also face difficulties in controlling student behavior without supportive administrative tools, which increases stress during practical lessons. In addition, the lack of coordination among teachers on the methods of implementing the practical subject contributes to the heterogeneity of performance, and finally, the weakness of the means of evaluating the teaching performance in the practical aspects of the subject of football prevents continuous improvement. This is in line with the results of a study (Rasha Jasser Saeed, 2009, p. 6) which confirmed that the means of evaluation represent one of the difficulties facing the implementation of physical education lessons. All these factors combined explain why professional difficulties are almost at an average level.

This proposition is also in line with what Al-Khouli (2011, p. 128) pointed out that the teaching of the content of the study materials has been different from what it was in the past after the introduction of technology in the teaching process. Therefore, the knowledge and previous experiences of teachers have become insufficient, and they must provide themselves with the necessary experience and knowledge to interact with the educational process in light of its integration with technology.

#### **4. Conclusions and Recommendations:**

##### **4.1 Conclusions:**

1. Physical and logistical difficulties are one of the most prominent difficulties faced by football teachers in practical teaching, as it has recorded the highest level (high) compared to the rest of the fields, which indicates the urgent need to provide the necessary resources and tools to develop the educational process.
2. All other areas (organizational, technical, educational, psychological, and professional difficulties) have emerged at an intermediate level, which indicates that there are moderate challenges in these aspects that affect the quality of practical teaching but are not as big as the material difficulties.
3. The scale as a whole showed that the difficulties faced by football teachers in practical teaching fall within an intermediate level, which reflects the need to deal with these difficulties in an integrated manner to develop the educational process.
4. The difference in the levels of difficulties between the fields reflects a difference in the priorities that should be given in the training and development programs for teachers.

##### **4.2 Recommendations:**

1. Enhancing the material and logistical support in the faculties of physical education by providing the necessary tools, equipment, and equipment for the football subject to ensure the quality of practical teaching.
2. Developing continuous training programs that target the technical and organizational aspects of professors, to raise their professional efficiency and improve their ability to deal with the requirements of practical teaching.

3. Improving the psychological and educational work environment by providing moral support, improving communication between professors and the administration, and providing a stimulating atmosphere that helps raise their morale.
4. Establish clear organizational mechanisms to manage and organize practical lessons, including scheduling schedules, time management, and providing opportunities for knowledge exchange between professors.
5. Encouraging continuous scientific research in the field of practical teaching difficulties of football, and working to update and develop the scale to keep pace with the changes in the educational and technological process.

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### Attachment (1)

#### Practical Lesson Difficulties Scale for Football Teachers

very big	Large	Medium	Few	Very few	Paragraphs	Number
<b>I. Organizational Difficulties in Practical Teaching</b>						
					Poor scheduling between practical and theoretical lectures hinders the efficient implementation of the practical lesson.	.1
					The imbalance of the number of talabs in the study groups leads to the difficulty of managing time and lessons.	.2
					The limited time allocated for practical lectures does not allow the implementation of all the vocabulary of the subject.	.3
					The existence of overlap between the dates of practical lectures for some subjects causes confusion among students and professors.	.4
					The absence of a clear mechanism to regulate the entry of the tal-ups into the stadiums or halls confuses the start of the session.	.5
					The lack of clarity of the administrative instructions related to the distribution of the app to the professors affects the progress of the practical lectures.	.6
<b>Second, the technical difficulties associated with the subject of football</b>						
					The varying skill level of students makes it difficult to implement advanced exercises in the practical lecture.	1
					Students' poor understanding of tactical concepts limits the development of planar performance.	2
					The lack of time available does not allow for the explanation and application of all basic football skills.	3
					Lack of suitable playgrounds for the application of certain technical aspects (such as team play or planning situations).	4

					Failure to update the practical curriculum to suit modern developments in football.	5
					Difficulty in teaching certain specialized skills such as positioning or defensive shift within class time.	.6
<b>Third: Material and Logistical Difficulties</b>						
					Lack of practical tools and supplies in the lesson (balls, cones, chest, barriers, assistive devices).	1
					Lack of changing rooms or basic equipment for students	2
					Lack of sufficient budget to update or maintain sports supplies.	3
					Lack of administrative support to provide the needs of practical players in football.	4
					Insufficient spaces available to accommodate all students in the practical lecture.	5
					Poor condition of the playgrounds used in practical lessons.	6
<b>Fourth: Professional Difficulties of Teaching</b>						
					Poor coordination among professors on methods of implementing the practical material.	1
					Lack of use of modern technological means in supporting practical teaching.	2
					The difficulty of controlling the behavior of the student in practical lectures without supporting administrative tools.	3
					Increasing the teaching load limits the preparation of integrated educational modules .	4
					Lack of professional development opportunities to update practical training skills in football within the faculties of physical education and sports sciences	5
					The Weakness of Teaching Performance Evaluation Methods in the Practical Challenges of Football	6
<b>Fifth: Educational and psychological difficulties</b>						
					Decreased motivation of some students towards effective participation in practical lectures.	1
					The absence of an encouraging educational environment that enhances the educational and psychological aspect of the children.	2

					The varying cultural and psychological backgrounds of students creates a gap in interaction.	3
					Lack of psychological support programs for students with low confidence.	4
					Difficulty dealing with students with aggressive or isolated behaviors.	5
					Some Talebups have been affected by fear or anxiety about performing in front of their colleagues.	6