Pegem Journal of Education and Instruction, Vol. 15, No. 4, 2025 (pp. 4414-4433)

RESEARCH ARTICLE WWW.PEGEGOG.NET

Obstacles to the Implementation of Physical Education and Sports Classes under the Competency-Based Approach at the Secondary Education Level: A Field Study in Selected Secondary Schools of Bouira Province

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Received: 12/05/2025 ; Accepted: 14/11/2025 ; Published: 23/12/2025

Abstract

This study aimed to identify the obstacles that hinder teachers from effectively implementing physical education and sports (PES) lessons, as well as to examine the extent to which PES teachers understand the Competency-Based Approach (CBA) curriculum. The study was conducted on a sample of 30 PES teachers out of a total population of 119 teachers (25%), distributed across 47 secondary schools. The schools were selected randomly using a simple random sampling method (lottery technique).

A descriptive research methodology was adopted through the administration of a questionnaire to teachers after ensuring the scientific validity of the research instrument. Percentages (%) and the Chi-square (χ^2) test were used as statistical tools to analyze the collected data.

The results confirmed the validity of the proposed hypotheses, indicating that teachers experience significant difficulties in understanding the new curriculum, which has negatively affected the implementation of physical education and sports lessons. In addition, the findings revealed a persistent lack of infrastructure and pedagogical equipment, constituting a major barrier to the effective application of PES lessons within the framework of recent educational reforms. Based on these results, the study recommends organizing targeted training courses and pedagogical study days as part of the new curriculum reform, as well as providing adequate pedagogical tools and resources aligned with the Competency-Based Approach and ensuring their proper utilization.

Keywords: Curriculum, Competency-Based Approach, Teacher, Physical Education and Sports Lesson.

Problem Statement

Physical education, like other school subjects, plays a fundamental role in the development and shaping of an individual's personality across motor, psychological, and social dimensions. This is primarily achieved through physical activity, which characterizes the subject. Physical and sports activities not only serve as a cultural and social support but also provide learners with a balanced foundation that fosters virtuous behaviors and facilitates positive emotional and social integration into their environment ,

At the beginning of the 21st century, the world underwent dynamic and unprecedented transformations in all fields, with globalization being one of the most significant phenomena. As part of this global context, Algeria has sought to keep pace with these changes by updating various sectors, including the educational system. Consequently, the methods and curricula of teaching have been reconsidered, giving particular attention to physical education. This includes a focus on competencies, the improvement of facilities and teaching resources, and the inclusion of the subject in official examinations, such as the Baccalaureate and intermediate education.

Within this framework, Algeria adopted the **Competency-Based Approach (CBA)** in 2003, aiming to shift from traditional teacher-centered instruction to a learner-centered approach based on active learning and practical engagement. This approach emphasizes the relevance of knowledge in the learner's daily life, positioning the learner as the central actor in the educational process. Learners participate in defining their own learning paths through the practical resolution of real-life problems, while teachers assume the roles of facilitator, organizer, motivator, and session planner, ensuring the development of both cognitive and motor skills[1].

Despite these advancements, the implementation of the competency-based curriculum in physical education faces several obstacles that hinder the effective execution of lessons. These challenges form the basis of the present study, which seeks to answer the following central research question:

Main Research Question:

- What are the obstacles to implementing physical education lessons under the competency-based approach, and how do these obstacles affect the effective delivery of these lessons?

1. Does the difficulty of physical education teachers in understanding the new curriculum hinder its implementation?
2. Are students able to adapt to competency-based teaching?
3. Does the lack of facilities and pedagogical resources constitute an obstacle to implementing the competency-based system? **Hypotheses**

Based on the research questions presented in the previous section, the study formulates the following hypotheses as provisional solutions to the identified problem.

General Hypothesis

- There are certain obstacles affecting the implementation of physical education lessons under the competency-based approach.

Specific Hypotheses

1. The difficulty of physical education teachers in understanding the new curriculum leads to its non-implementation.
2. Students are unable to adapt to competency-based teaching.
3. The lack of facilities and pedagogical resources constitutes an obstacle to the implementation of the competency-based system.

Research Objectives

No valuable research can exist without clear objectives guiding the researcher. Any action lacking purpose risks being aimless. Therefore, a student researcher conducting a study at this level establishes a set of objectives that serve as guiding principles throughout the research process. This study aims to achieve the following:

- Assess the extent to which physical education teachers understand the competency-based curriculum.
- Determine the degree of students' adaptation to competency-based teaching.
- Identify obstacles to the implementation of physical education lessons under the new curriculum.
- Propose theoretical and practical recommendations to improve the teaching process.
- Highlight the positive and negative aspects of the new program.
- Address issues such as insufficient sports equipment, lack of material and motivational incentives, and the challenges posed by the double-shift system (morning and evening sessions).

Related Studies

Study 1

- **Year:** 2011/2012

- **Researcher:** Hamouch Boualam / Kadri Saeed[2]
- **Title of the Study:** Obstacles Facing Physical Education Teachers under the Competency-Based Approach
- **Research Problem:** What are the obstacles faced by physical education teachers in the context of competency-based teaching?

Research Objectives

- To assess the extent of the generalization of the competency-based system.
- To determine the degree of teachers' adaptation to competency-based teaching methods.
- To identify the main difficulties that have delayed the implementation of the competency-based system among physical education teachers.

Hypotheses

General Hypothesis

- The obstacles faced by physical education teachers during the teaching process under the competency-based system hinder the achievement of the curriculum objectives.

Specific Hypotheses

- The training received by physical education teachers does not align with the standards of the competency-based system.
- Difficulty in understanding the competency-based curriculum prevents physical education teachers from implementing it.
- The lack of facilities and pedagogical resources constitutes an obstacle to the implementation of the competency-based system.

Research Methodology

Descriptive Method

- The descriptive method is a scientific approach used to analyze and interpret a structured problem to achieve specific objectives.

Sample and Sampling Method

- The sample represents a subset of the research population. Accordingly, the study targeted teachers working in middle schools in Bouira Province.
- The research sample was selected using the **Superman Rule**, considered one of the most objective and reliable sampling methods for producing credible results.
- The sample included **19 physical education teachers** out of **195 teachers** distributed across **115 middle schools**.

Research Tools

1. **Applied Study**
2. **Questionnaire**

- The questionnaire is a structured set of questions on a specific topic, presented in a form to be distributed to relevant educational personnel or delivered by hand to obtain responses.
- The questionnaire included a combination of **closed, open, and semi-closed questions** to gather comprehensive data.

Main Results

- Teachers made a serious effort to adapt and integrate the new system.
- The programs suffer from high content density, which complicates implementation.

Recommendations

1. Allocate sufficient funds annually for the purchase and maintenance of

pedagogical infrastructures and equipment.

2. Develop a comprehensive strategic plan for teacher training on the competency-based curriculum.
3. Pre-equip educational institutions with the necessary infrastructures to facilitate smooth implementation.

Key Recommendations

- Intensify educational meetings, study days, and seminars to explain the competency-based approach and its practical application.
- Provide extensive training opportunities for newly graduated teachers to ensure proper understanding and implementation.
- Allocate significant time and resources for practical field applications and ongoing supervision.
- Optimize the use of available spaces within schools to accommodate activities efficiently.
- Establish specialized classrooms for practical and experimental activities related to the curriculum

Related Studies

Study 1

- **Date:** 2011/2012
- **Researchers:** Hamouch Boualem / Kadri Said
- **Title:** Obstacles Facing Physical Education Teachers under the Competency-Based Approach
- **Research Problem:** What are the obstacles encountered by physical education teachers in implementing the competency-based approach?

Research Objectives

- Determine the extent of the generalization of the competency-based system.
- Assess the degree of adaptation of teachers to the competency-based teaching method.
- Identify major difficulties that delayed the implementation of the competency-based system by physical education teachers.

Hypotheses

General Hypothesis:

- Obstacles faced by physical education teachers during the teaching process under the competency-based system hinder the achievement of curriculum objectives.

Specific Hypotheses:

1. The training received by physical education teachers does not comply with the standards of the competency-based system.
2. Difficulty in understanding the competency-based curriculum prevents teachers from properly implementing it.
3. Lack of pedagogical infrastructures and equipment obstructs the application of the competency-based system.

Research Methodology

- **Research Method:** Descriptive method: a systematic approach used for analyzing and interpreting a scientific problem to achieve specific objectives.
- **Sample and Selection Method:** The study sample consisted of 19 physical education teachers out of 195 working in middle schools across the Wilaya of Bouira. The sample was selected using the Superman method, considered highly objective and reliable for research results.
- **Research Tools:**

1. Field study
2. Questionnaire: A set of structured questions on a specific topic, distributed to relevant participants to collect answers. The questionnaire included closed, open, and mixed types of questions.

Main Findings

- Teachers made serious efforts to adapt and integrate the new system.
- The curricula are overly dense in terms of content.
- There is a shortage of pedagogical tools and resources.
- Teachers face insufficient material and motivational support.
- Double-shift systems (morning and afternoon) reduce teaching effectiveness.

Recommendations from Study 1

- Allocate sufficient funds each year to purchase and maintain pedagogical infrastructures.
- Develop a strategy for teacher training regarding the competency-based curriculum.
- Equip educational institutions with appropriate facilities in advance.
- Organize more seminars, study days, and educational meetings to clarify the competency-based approach.
- Provide extensive training for new graduates and ensure proper field application.
- Use school spaces efficiently and establish specialized classrooms for practical experimentation.

Study 2

- **Date:** 2011/2012
- **Researchers:** Jaïrin Abdelkader / Mouafiq Mohamed[3]
- **Title:** The Reality of Physical Education Teachers' Use of Assessment Strategies under the Competency-Based Approach
- **Research Problem:** What difficulties do physical education teachers face in applying assessment methods under the competency-based approach?

Research Objectives

- Highlight the importance of assessment in the competency-based approach.
- Understand new assessment strategies and compare their effectiveness with traditional methods.
- Evaluate the actual use of new assessment methods and strategies by physical education teachers.

Hypotheses

General Hypothesis:

- Physical education teachers face difficulties and obstacles that prevent the effective implementation of assessment methods under the competency-based approach.

Specific Hypotheses:

1. Lack of understanding of new assessment methods affects teachers' ability to implement them.
2. Insufficient guidance and training courses contribute to the poor academic performance of teachers.
3. Teachers' inability to conduct assessments using procedural objectives negatively affects the competency-based approach.

Research Methodology

- **Method:** Descriptive method: systematically analyzing and interpreting problems to achieve research goals.
- **Sample and Selection:** The study focused on a subset of physical education

teachers in middle schools of the Wilaya of Bouira (details similar to Study 1).

- **Research Tools:** Field studies and structured questionnaires, including closed, open, and mixed questions.

Main Findings

- Teachers face challenges in understanding and applying assessment strategies.
- Lack of training and practical guidance limits effective implementation.
- Insufficient mastery of procedural objectives in assessments negatively impacts the competency-based system.

Research Methodology

Descriptive Method

The descriptive method is a scientific approach used for the analysis and interpretation of an organized research problem, with the aim of achieving specific and clearly defined objectives.

Sample and Sampling Method

The research sample consisted of physical education and sports teachers distributed across **11 secondary schools** out of a total of **57 secondary schools**, comprising **25 teachers** selected from an overall population of **115 teachers**.

Research Instruments

1. **Applied (Field) Study**
2. **Questionnaire**

Questionnaire

The questionnaire was designed in the form of structured survey sheets distributed to teachers for the purpose of collecting responses relevant to the research topic. The questionnaire included the following types of questions:

- Closed-ended questions
- Open-ended questions
- Semi-closed questions
- Semi-open questions

This diversity of question formats aimed to ensure comprehensive and accurate data collection.

Main Recommendations

- Allocate sufficient time for physical education and sports lessons by increasing the number of weekly instructional hours.
- Simplify terminology related to the new competency-based approach to ensure teachers' clear understanding.
- Organize specialized training courses focused exclusively on assessment practices to achieve a high level of competence in this area.
- Adopt a new academic module for third- and fourth-year students in institutes of physical education and sports.
- Provide comprehensive training for physical education teachers in the competency-based approach in a manner that ensures the effective achievement of its intended objectives.

Definition of Terms and Concepts

In the context of this research, several key concepts require clarification and precise definition to ensure a clear understanding of their intended meaning. These concepts are defined as follows:

7.1 Definition of Obstacles

a. Conceptual (Terminological) Definition

Obstacles refer to internal distractions or external barriers that hinder thinking or management processes, preventing the achievement or completion of intended objectives.

b. Operational Definition

Obstacles are defined as difficult situations characterized by a degree of ambiguity that impede the effective and efficient achievement of objectives. They may be viewed as the underlying cause of the gap between expected performance

levels and actual performance, or as deviations in performance from a predetermined standard.

7.2 Physical Education and Sports Lesson

a. Conceptual (Terminological) Definition

A physical education and sports lesson is the smallest instructional unit within the physical education curriculum. It represents the smallest component of the subject while embodying all its essential characteristics. The comprehensive plan of the school physical education curriculum includes all forms of activities that the teacher intends for students to practice[4].

b. Operational Definition

It is the process through which physical and sports activities are practiced within the educational institution, with the aim of enabling learners to acquire physical, cognitive, and social attributes, as well as skills and experiences.

7.3 Physical Education and Sports

a. Conceptual (Terminological) Definition

Physical education is an educational process aimed at improving human performance through selected activities designed to achieve this purpose[5].

Physical education is an integrated component of the educational system, similar to other school subjects, and contributes significantly to achieving the objectives established by the state in the field of education and youth training. It is taught throughout the entire academic pathway through a coherent curriculum based on continuity, progression, and integration in the learning process. This enables students to acquire motor skills built upon the development of physical capacities, alongside adaptive behavior according to different situational contexts and levels of maturity, within the framework of the competency-based approach in its general perspective of learning[6].

b. Operational Definition

Physical education and sports are considered one of the branches of general education. They derive their theories and principles from various scientific disciplines and represent a method used by an individual to teach or assist another individual or a group of individuals in acquiring information, knowledge, technical skills, and physical abilities.

7.4 Adolescence

a. Conceptual (Terminological) Definition

Adolescence is the stage that begins with puberty and ends with adulthood and full maturity. It is a biological and organic process at its onset and a social phenomenon at its conclusion[7].

English defines adolescence as a period or stage in human development that begins with sexual puberty—marked by the maturation of the reproductive organs in both males and females and their ability to perform their functions—and continues until the attainment of full maturity[8].

b. Operational Definition

Adolescence is a specific developmental stage characterized by a set of morphological (physical) and physiological (psychological and cognitive) changes that occur in the individual. It is a distinctive phase in human life that begins with puberty and ends with adulthood.

7.5 Approach

a. Conceptual (Terminological) Definition

An approach refers to a way of addressing a given topic and represents the theoretical framework through which a particular issue is examined. It denotes a specific manner of studying a problem or addressing a subject with the aim of reaching certain results. Each approach is based on a work strategy, as explained by **Legendre**, who states: *"Every approach requires a strategy, every strategy requires a method, every method requires a technique or techniques, and every technique requires a procedure, and so on until reaching the final prescription."[9]

b. Operational Definition

An approach refers to bringing a concept closer and examining it based on existing theoretical principles derived from everyday life, with the aim of proposing hypothetical solutions to real-

life situations and problems, and subsequently applying these solutions in daily practice.

7.6 Competency

a. Conceptual (Terminological) Definition
This implies sufficiency, fulfillment of need, and independence from others. To say that someone is *competent* means that they have reached an adequate and complete level of knowledge[10].

Competency refers to the various types and forms of performance that represent the necessary and essential threshold for achieving a specific objective. More precisely, competency is considered a set of abilities, skills, performances, and structured practices that facilitate the achievement of the educational process, including both cognitive and affective dimensions[11].

b. Operational Definition

Competency is defined as an individual's ability to mobilize personal skills and knowledge in new situations. It also includes work organization and planning, innovation, and the capacity to adapt to unfamiliar activities. Furthermore, competency encompasses the individual attributes necessary for effective interaction and collaboration with peers.

7.7 Competency-Based Approach (L'approche par compétences)

a. Conceptual (Terminological) Definition

The competency-based approach is a functional pedagogy aimed at enabling individuals to manage the dynamics of life, with all its complexities and interrelated social phenomena. It constitutes a methodological framework that equips learners with the ability to succeed in real-life situations by valuing school-acquired knowledge and making it applicable and transferable to various life contexts.[4]

b. Operational Definition

It is the new curriculum adopted by physical education and sports teachers in their teaching practice since **2004**.

5. Research Sample

"The sample is a subset of the study population from which field data are collected. It is considered a part of the whole, meaning that a group of individuals is selected from the population in such a way that it is representative of the research population."[12]

Research Methodology and Field Procedures

1. Pilot Study

A pilot study was conducted in secondary schools of the Wilaya of Bouira and at the Directorate of Education. This choice was motivated by geographical proximity and time efficiency. The objective of this preliminary study was to obtain sufficient information regarding the number of physical education and sports teachers, the number and location of secondary schools in the province, as well as the nature of the teaching programs they follow.
In addition, contact was established with officials at the Directorate of Education in order to obtain comprehensive explanations that would assist in selecting the research sample appropriately.

2. Adopted Scientific Method

Given the nature of the research topic and the use of a questionnaire as the primary data collection tool, the **descriptive method** was adopted to conduct the field study. In the field of physical education and sports, this method is defined as a systematic scientific approach to analysis and interpretation aimed at achieving specific objectives related to a given situation or social problem.
This method involves identifying the research purpose, defining and analyzing the problem, determining the scope and field of the survey, examining all relevant documents, interpreting the results, drawing conclusions, and utilizing these findings for specific practical and scientific purposes.

3. Research Variables

3.1 Independent Variable

The independent variable is the variable that the researcher assumes to be the cause, or one of the causes, of a particular outcome. Studying this variable may lead to identifying its effect on another variable.[1]

In order to obtain accurate, objective, and reality-based results, the research sample was selected randomly from several secondary schools. The sample was not restricted to a single gender (male or female); rather, it included **physical education and sports teachers of both genders** teaching at the secondary education level.

The sample consisted of **30 physical education and sports teachers** out of a total population of **119 teachers**, representing **25%** of the original population. These teachers were distributed across **47 secondary schools**. The schools were selected randomly using the **simple random sampling method (lottery technique – "black box")**.

The following table illustrates the distribution of the research sample:

Number	Name of Secondary School	Number of Teachers
01	Bir Ghbalou	03
02	Badaoui Mohamed	03
03	El Massdour	02
04	Mohamed Baaziz	02
05	Si El Hawas	04
06	Omar	03
07	Mokaddem Mahfoud	03
08	Hamza	03
09	Kheir Eddine / Sidi Bahloul	04
10	Messaïl Mohamed	03
Total	10	30

Table (01): Distribution of the Research Sample

6. Research Scope

6.1 Human Scope

The human scope of the study consisted of physical education and sports teachers working in various secondary schools in the Wilaya of Bouira. The sample included **30 teachers** selected from an original population of **119 teachers**.

6.2 Spatial Scope

The research was conducted in secondary

schools located in the Wilaya of Bouira. The questionnaire was distributed to **30 participants** using the previously described sampling method.

6.3 Temporal Scope

The study was carried out during the period extending from **January to February**. Approximately **one and a half months** were devoted to the theoretical framework, while the applied fieldwork lasted approximately **two months**. During this phase, the questionnaire items relevant to the research topic were developed, distributed to the sample, collected, analyzed, and subsequently interpreted in order to reach a general conclusion.

7. Research Instruments

In this study, the **questionnaire method** was employed, as it is considered one of the most effective and efficient tools for investigating the proposed research problem. Moreover, it facilitates the process of collecting the necessary data derived from the research hypotheses[13].

7.1 Definition of the Questionnaire

A questionnaire is a list containing a set of questions used by the researcher to formulate and direct questions to the respondent, where the researcher himself administers the questions. The questionnaire is essentially a survey form applied by the researcher rather than the respondent, and the use of a questionnaire allows respondents to record their answers immediately.[1]

The objectives of administering the questionnaire are as follows:

- To provide the field study with information and ideas that enhance the credibility of the research.
- To confirm or refute the hypotheses, thereby assisting the researcher in answering the research problem.

7.1.1 Closed-Ended Questions

Closed-ended questions are often simple in nature, and their defining characteristic lies in the prior determination of possible responses. The formulation of these responses depends on the researcher's ideas, objectives, and the anticipated results. Respondents are typically required to answer with options such as "Yes" or "No," or to select the most appropriate answer from predefined choices.

7.1.2 Multiple-Choice Questions

Multiple-choice questions are structured questions that include several predefined answers, from which the respondent selects the option they consider most appropriate[14].

7.1.3 Open-Ended Questions

Open-ended questions provide respondents with complete freedom to express their opinions and viewpoints regarding the issue under investigation. One of their main advantages is that they do not restrict respondents to a limited set of answers determined by the researcher. They also help identify prevailing opinions within the community being studied.

7.1.4 Questionnaire Distribution Method

After the questionnaire was finalized and reviewed by several teachers for preliminary evaluation, and subsequently approved by the research supervisor, it was distributed to a number of secondary school administrations. These administrations, in turn, distributed the questionnaires to the physical education and sports teachers under their authority. In addition, part of the questionnaire was distributed directly by the researchers to teachers.

Scientific Criteria of the Research Instrument (Psychometric Properties)

8.1 Validity of the Questionnaire

The validity of a questionnaire refers to the extent to which the instrument actually measures the phenomenon it was designed to measure. Validity is considered one of the most important coefficients for any measurement scale or test, as it constitutes a fundamental condition for determining the suitability and effectiveness of the instrument[15].

Validity also implies ensuring that the questionnaire measures precisely what it was intended to measure[16].

To ensure the validity of the research instrument, the researcher employed **expert (judges') validity**, whereby the questionnaire was reviewed and evaluated by specialists in the field.

8.1.1 Face Validity (Expert Validity)

The researcher presented the research instrument, in its preliminary form, to a panel of expert judges possessing experience, scientific competence, and recognized expertise in the fields of scientific research. These experts were academically qualified to evaluate the instrument.

The judges were asked to express their opinions regarding the clarity of the questionnaire items, the extent to which the items were consistent with the research hypotheses, and the adequacy of the items in covering each axis of the main study variables. They were also invited to suggest the deletion, addition, or modification of any item deemed necessary.

9. Statistical Methods (Statistical Treatment)

9.1 The Rule of Three (Percentage Method)

In order to obtain scientifically reliable results, statistical methods were employed in this study, as statistics represent the primary tool for processing and analyzing research data. The percentage method was used to calculate relative frequencies according to the following formula (the rule of three):

T×100N=P\frac{T \times 100}{N} = PNT×100 =P

$$\text{Percentage} = \frac{\text{Number}}{\text{of Individuals}} \times 100$$

Frequency

Where:

- **N** represents the total number of individuals in the sample.
- **T** represents the number of frequencies (occurrences).
- **P** represents the percentage (%).

9.2 Chi-Square Test (χ^2 Test)

The Chi-square test (χ^2), also known as the goodness-of-fit test or the test of proportional conformity, was used in this study. This test is considered one of the most important statistical methods for comparing a set of observed results obtained from actual data with another set of expected results.

The hypothesis tested using this method is based on the theoretical hypothesis that the researcher seeks to verify or accept[17].

$$(\chi^2) = \sum \frac{(O-E)2}{E}$$

Where:
OiO_iOi denotes the observed frequencies, and EiE_iEi denotes the expected frequencies.
It should be noted that the degrees of freedom are calculated as df=n−1df = n - 1df=n−1, where nnn refers to the number of categories or groups, rather than the total number of individuals or observations in the sample.

10. Research Challenges:

During the course of our study, we encountered several difficulties, including:

- Difficulty in accessing references due to some students' inappropriate behavior, as they retained borrowed materials for extended periods (a month or longer).
- Insufficient references in libraries, particularly concerning the competency-based approach.
- Challenges in locating theses or dissertations that address our topic or closely resemble our study.
- Difficulties in distributing and collecting questionnaires from participants.

- Logistical challenges related to traveling to certain secondary schools.
- Reluctance of some teachers to respond to the questionnaire.

Presentation, Analysis, and Discussion of Results

Introduction:
This chapter presents the principal findings derived from the statistical analysis applied to the sample members. The aim is to verify the validity of the hypotheses formulated in this study, which examined various factors influencing the implementation of physical education sessions within the competency-based approach and their impact on classroom practices.

The study is structured around three core hypotheses:

1. The level of knowledge of physical education teachers regarding the competency-based curriculum.
2. The extent to which students adapt effectively to competency-based instruction.
3. The adequacy and availability of pedagogical structures and teaching equipment.

The subsequent sections will provide a detailed examination of each hypothesis, supported by quantitative data, to identify the key obstacles and propose recommendations for optimizing the implementation of competency-based physical education sessions.

1-1. Presentation and Discussion of the First Axis Results: Physical Education Teachers' Knowledge of the Competency-Based Curriculum

Question 1: During the training you received, was the competency-based curriculum covered?

Objective of the Question: To identify and evaluate the nature of the training received by physical education teachers regarding the competency-based curriculum.

Responses	Frequency	Percentage	χ^2 Calculated	χ^2 Tabulated	Significance Level (α)	Degrees of Freedom (df)	Significance
Yes	08	26.66%	6.53	3.84	0.05	1	Significant
No	22	73.33%					
Total	30	100%					

Table 02: Distribution of teachers' opinions regarding training in the competency-based approach.

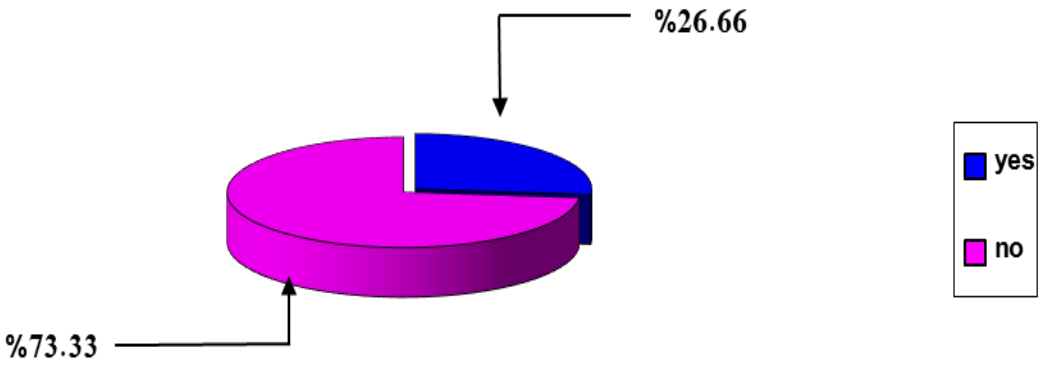

Figure 1: Represents the percentage of teachers' opinions on competency-based training

Discussion:

The results show that a significant majority of physical education teachers (73.33%) did not receive training that covered the competency-based curriculum, whereas only 26.66% indicated that they had received such training. The chi-square test results (χ^2 calculated = 6.53 >χ^2 tabulated = 3.84, $p < 0.05$) indicate that this difference is statistically significant. This suggests a notable deficiency in teacher preparation for the implementation of the competency-based approach in physical education sessions.

Figure 6: Represents the distribution of teachers' opinions regarding training in the competency-based approach.

Analysis and Discussion of Results:

Based on the results presented in the table, it is evident that the majority of teachers (73.33%) did not receive training on the competency-based curriculum, while the remaining 26.66% confirmed that they had received training on the new curriculum.

According to the statistical analysis, as shown in the table, the calculated chi-square value (χ^2 calculated = 6.23) is greater than the tabulated chi-square value (χ^2 tabulated = 3.84). Therefore, the difference is statistically significant at the 0.05 significance level with 1 degree of freedom.

Conclusion:

It can be concluded that there is a substantial difference in teachers' positions regarding the nature of training received by physical education teachers on the competency-based curriculum. A significant majority of teachers agreed that they had not received training on the competency-based curriculum.

1-2. Presentation and Discussion of the Second Axis Results: Students Do Not Adapt to Competency-Based Teaching

Question 7: In your opinion, does the competency-based approach help students face their personal problems in daily life?

Objective of the Question: To determine whether students encounter difficulties while practicing the competency-based approach.

Responses	Frequency	Percentage	χ^2 Calculated	χ^2 Tabulated	Significance Level (α)	Degrees of Freedom (df)	Significance
Yes	04	13.33%	16.13	3.84	0.05	1	Significant
No	26	86.66%					
Total	30	100%					

Table 03: Shows the role of the competency-based curriculum in addressing students' personal problems.

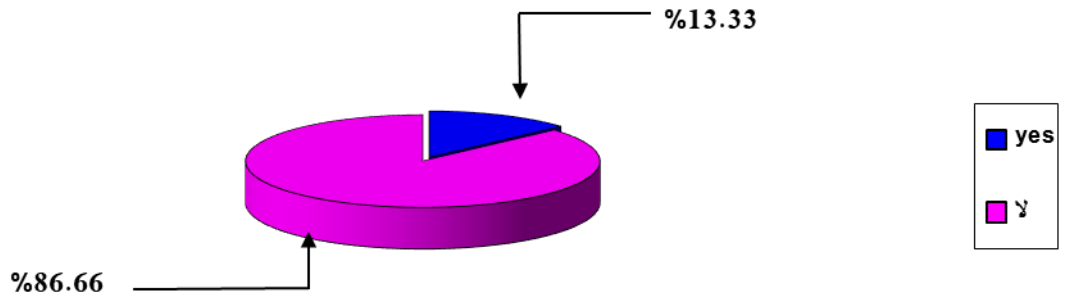

Figure 2: Represents the percentage of the competency-based curriculum in problem-solving

Analysis and Discussion:

The results indicate that the vast majority of students (86.66%) do not feel that the competency-based approach helps them manage their personal problems, whereas only 13.33% consider that it provides such support. The chi-square test (χ^2 calculated = 16.13 >χ^2 tabulated = 3.84, $p < 0.05$) demonstrates that this difference is statistically significant. This finding suggests that students face challenges in adapting to competency-based teaching and do not perceive it as effectively supporting them in daily life situations.

Conclusion:

It can be concluded that there is a significant mismatch between students' expectations and the practical outcomes of competency-based teaching, as most students reported difficulty in benefiting from this approach in addressing personal challenges.

1-3. Presentation and Discussion of the Third Axis Results: Pedagogical Structures and Equipment

Question 13: How do you find the sports equipment, facilities, and resources in your institution?

Objective of the Question: To determine whether the sports equipment and facilities are sufficient or not.

Responses	Frequency	Percentage	χ^2 Calculated	χ^2 Tabulated	Significance Level (α)	Degrees of Freedom (df)	Significance
Sufficient	08	26.66%	13.4	5.99	0.05	2	Significant
Insufficient	19	63.33%					
Nonexistent	03	10%					
Total	30	100%					

Table 04: Shows the availability of sports equipment and facilities provided by the institutions.

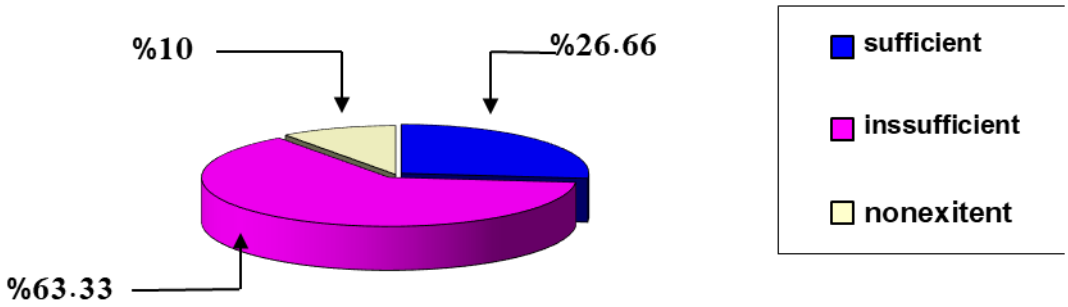

Figure 3: Represents the percentages of facilities provided by institutions for sports equipment and resources.

Analysis and Discussion of Results:

Based on the results presented in the table, it is observed that the majority of teachers (63.33%) consider the equipment, facilities, and resources in their institutions to be insufficient. Meanwhile, 26.66% of teachers consider the sports equipment in their institution sufficient, and 10% report that such resources are nonexistent.

According to the statistical analysis presented above, the calculated chi-square value (χ^2 calculated = 13.4) is greater than the tabulated chi-square value (χ^2 tabulated = 5.99). Therefore, the difference is statistically significant at the 0.05 significance level, with 2 degrees of freedom.

Conclusion:

It can be concluded that there is a significant difference in teachers' opinions regarding the availability of pedagogical tools and resources in educational institutions. Most secondary schools lack sufficient sports equipment, which constitutes a significant obstacle to the successful implementation of the new curriculum.

2. Discussion and Comparison of Results with Hypotheses

2-1. Verification of the First Sub-Hypothesis:

This verification was conducted based on the analysis of the first axis, which focuses on the knowledge of physical education teachers regarding the competency-based curriculum.

- It is evident that most teachers did not receive specific training on the competency-based approach, and the majority consider the curriculum to be ambiguous and difficult, which negatively affects their ability to implement it effectively.
- Most teachers expressed a strong interest in learning more about the competency-based curriculum.
- The difficulty of the curriculum is largely attributed to the discrepancy between the conditions under which teachers are trained and the actual working environment.
- The majority of physical education teachers consider the curriculum's ambiguity and complexity as significant obstacles that hinder the effective implementation of the competency-based approach.

This highlights the necessity of developing modern methods that provide teachers with training aligned with the latest innovations in teaching.

Additionally, as shown, the scheduled time and the large number of students are among the main obstacles to achieving competencies. From this, it is evident that teachers are not fully familiar with the competency-based curriculum, which hinders the effective delivery of physical education lessons. The primary contributing factors are:

- The large number of students in each class.
- Insufficient allocated time.

Based on the review and analysis of the tables, the validity of the **first sub-hypothesis** is confirmed.

5-2-2. Verification of the Second Sub-Hypothesis

After statistical analysis of the results from the second axis, which focuses on students' adaptation to competency-based teaching, the following conclusions are drawn:

- The competency-based approach does not help students address their personal problems inside or outside the school.
- Competency-based teaching does not enable students to develop their life skills and individual capacities.
- Competency-based teaching allows students to develop and enhance their internal qualities.
- Implementation of the competency-based approach enables students to develop competencies in acquisition, analysis, and critical thinking.
- Students are unable to maintain the workshop-based work system.
- The integrative situations during lessons reflect the proposed problems and the psychological state of the students.

From these results, it can be concluded that the majority of teachers believe that students are unable to maintain the workshop work system and that the approach does not help students face their personal problems. These findings confirm the validity of the **second sub-hypothesis**.

5-2-3. Verification of the Third Sub-Hypothesis

Analysis of the results for this axis shows a significant lack of sports equipment, tools, and facilities.

- The majority of teachers agree that the available sports tools and equipment in secondary schools are insufficient.
- Most teachers agree that the budget allocated for sports equipment has not been adjusted in accordance with changes in the curriculum.
- The budget provided by institutions does not align with the requirements of the competency-based curriculum.

These findings confirm that the lack of adequate facilities and equipment constitutes a major

barrier to the successful implementation of the competency-based approach in physical education.

From, it can be concluded that most teachers consider the lack of sports tools and equipment as a factor that hinders the success of physical education lessons.

Furthermore, shows that the most significant factor negatively affecting the management of physical education sessions according to the new curriculum is the lack of pedagogical resources specifically designed for sports practice.

In addition, indicates that most teachers resort to modifying physical and sports activities based on the available resources.

From this, it can be deduced that one of the main obstacles causing difficulties for teachers is the lack of appropriate sports tools and pedagogical resources. The competency-based curriculum relies heavily on the availability of adequate sports pedagogical tools. The absence of these resources prevents the educational process from achieving its pedagogical objectives effectively.

Conclusion

It is evident that our study of this topic was neither coincidental nor random; rather, it stemmed from a conviction regarding factors that positively or negatively affect the role of the physical education teacher in enhancing the quality of sports practice under the competency-based curriculum. One of the reasons the Ministry of Education adopted this new curriculum was undoubtedly to address the shortcomings observed in the previous curriculum, which relied on goal-based teaching. This traditional approach did not allow students to express creativity, discover their hidden abilities, or demonstrate their skills.

Consequently, the Ministry of Education deemed it necessary to reform and adjust the programs. Following studies and seminars, the Ministry assumed the responsibility of modifying the curriculum, recognizing that the competency-based approach cannot merely be the result of evaluation or minor adjustments to previous programs. Despite the existence of obstacles, particularly in terms of teacher training and pedagogical resources, our goal in this conclusion is to highlight the connection between the past and present, while proposing solutions and recommendations for the future.

It is essential to leverage the behaviors and experiences of school administrators and teachers while considering the personal qualities required to guide, motivate, and support students. This approach aims to promote school sports and physical activity, thereby improving the overall quality of sports practice.

We hope that our study provides a clear overview of the main difficulties faced by teachers in delivering effective physical education lessons. We also hope that the recommendations and suggestions included in this study will be carefully considered and applied, enabling this subject to fulfill its valuable educational role.

Recommendations and Future Prospects

Based on our study of the questionnaire results from teachers, the detailed theoretical analysis, and the practical discussion focusing on the obstacles to implementing physical education sessions and their impact on lesson delivery, we acknowledge that our study is limited in scope due to available resources. Nevertheless, we aimed to provide a foundation for further research and studies in this field, with broader exploration and deeper understanding.

On this basis, we present the following recommendations and suggestions, which we hope will serve as supportive and facilitating measures:

- **Reskilling teachers** who encounter difficulties in implementing the new curriculum through organizing seminars, workshops, and conferences to clarify ambiguities and highlight hidden aspects of the curriculum in a structured and intensive program.
- **Providing pedagogical tools and resources** that accompany the competency-based curriculum in all educational institutions.

- **Standardizing the curriculum programs** for physical education teachers by the responsible ministry to unify vision among teachers and facilitate collaborative work.
- **Organizing evaluation meetings and conferences** to review the current implementation of the new curriculum, identify shortcomings, and propose solutions.
- **Allocating sufficient budgets** that align with the requirements of the new competency-based curriculum.
- **Training teachers academically** in the competency-based curriculum during their preparation and professional development stages.
- **Reducing the number of students per class** to improve teaching quality.
- **Increasing the subject coefficient and weekly instructional hours** for physical education.
- **Simplifying terminology** related to the new competency-based approach to ensure teachers' understanding.

Building on this research and the results obtained, we recommend that future students continue investigating this topic, focusing on the obstacles to implementing physical education sessions under the competency-based curriculum and their impact on lesson execution. Possible future hypotheses include:

- Emphasizing academic training concerning the competency-based curriculum.
- Organizing dedicated courses and workshops as part of the new curriculum reform.
- Reducing the number of students per class according to the teacher's requirements.
- Providing adequate facilities specifically for physical education and sports practice.

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