



Obstacles to the use of project-based learning in physical education and sports classes from the point of view of middle school teachers in Algeria

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ABSTRACT:

based learning in -The study aims to identify the obstacles to the use of project the education of physical education and sports students at the intermediate this type of education is one of the most important modern and as ,stage important education strategies because it enhances the skills and abilities of students and their development, and the study followed the descriptive approach and the sample consisted of (125) teachers of physical education and sports in the averages of the city of Bouira and M'sila in Algeria, and the researchers also used the questionnaire tool to collect data, and the results showed that the based learning in the -sample members find obstacles During the use of project education of physical education and sports students at the intermediate stage, and some of the obstacles related to physical education and sports teachers are based learning due to the limited -the difficulty of implementing project efficiency of the teacher and the difficulty of moving from traditional education based learning in the physical education and sports lesson, as well as -project to the large number of burdens and responsibilities entrusted to the teacher and the based -lack of school sports devices and tools. Obstacles to the use of project learning according to variables (gender, education management, educational qualification, number of years of experience, technical and sports capabilities) in the education of physical education and sports students at the intermediate stage.

based learning strategy in -relying on the project The researchers recommended teaching education and sports for its effectiveness and scientific and educational based -importance and the need to accompany teachers in teaching using project learning and supervise and support them by officials and inspectors.

Keywords:

Project-based learning, physical education and sports, middle school.

Introduction

Education and its quality has become a meeting place for the efforts and jurisprudence of contemporary scholars and thinkers as education is the first factory for the good and effective in order to raise the value individual, so they sought to develop various curricula and curricula and quality of the educated individual and then upgrade and develop humanity and the modern educational curricula The learner is the focus of the advancement of societies, so educational and learning process, and it seeks to provide him with skills and competencies and help him develop his personality and give him balance and the ability to solve problems and make the right decisions and enhance his abilities to Compatibility with the requirements of the its gains and activating them through active and effective practice modern era and investing group and in its life as a whole. among the

One of the most important means of these curricula was teaching strategies that put the student in a real confrontation with society and its problems, and at the forefront of these strategies is based learning strategy adopted by the Algerian school recently through its -the project based learning strategy helps -endeavors to keep pace with the knowledge explosion, the project his knowledge gains in solving daily issues and problems that may the student to employ based -of the teacher, and project and under the supervision encounter him with personal effort experiences. It satisfies their desires and inclinations, learning links new learnings with previous which makes ,confidence and helps them build strong social relationships-strengthens their self it meaningful learning.

Problem situation:

The Algerian state, like other countries, sought to carry out important reforms at the level of the education sector as a sensitive and important sector in the establishment of nations and sought to motivate those in charge of this profession to adopt modern educational strategies, so the physical education and sports curriculum in the two versions of the reform of the first and centered education strategies, -second generation directed teachers towards the use of learner The project has an important place in the first the strategy of based learning, and-such as project and second generation as this strategy represents the educational framework in which information, knowledge and skills take their actual and real meaning (National Curriculum Committee, 2016

based learning is based on many elements, including encouraging interaction between -Project the teacher and the learner, and therefore it needs a trained teacher who has high efficiency in a major challenge that many based learning with practical experiences, which is-linking project teachers suffer from (2020 Jernigan and the Buck ,(Institute for Education) confirms (2021PIE) based learning may not achieve its -that the transition from traditional education to project objectives if teachers are not trained on the mechanism of its implementation and take into account the diversity of students during its application .

When reviewing the literature by Kendolf et al. (2017Condcliffe et al)recommended further based learning as it is necessary to -research in different regions on the challenges of project know the factors influencing the school or region in which it was implemented.

and their work in the field in the In light of this, and based on the experience of researchers based learning is implemented with students of physical education -intermediate stage, project without reference to scientific in averages according to the jurisprudence of teachers and sports foundations for its application procedures, which is one of the requirements for evaluating the final outputs in many school courses, and therefore researchers see the importance of conducting this study to detect the obstacles facing teachers and contribute to finding appropriate solutions to avoid them, and on this the problem of the study is reflected in The following key question: What are the obstacles to the use of project-based learning in physical education and sports classes from the point of view of middle school teachers in Algeria?

And the following sub-questions:

1-Are there statistically significant differences between the averages of the responses of the based learning due to variables: gender, academic -study sample on the obstacles to project qualification, teaching experience, and sports school potential.

2-based learning in the physical education and sports -What are the obstacles to project and curriculum from the point of view of ,curriculum related to school management, teacher middle school teachers inAlgeria?

Research hypotheses:

General hypothesis:

based learning in the physical education and sports class at the intermediate -The use of project obstacles level in Algeria faces several.

Partialhypotheses:

1-There are statistically significant differences between the averages of the responses of the based learning due to variables: gender, academic -study sample on the obstacles to project the potential of the sports school qualification, teaching experience, and

2- The existence of obstacles to project-based learning in the physical education and sports curriculum related to school management, teacher, and curriculum from the point of view of middle school teachers in Algeria

Research Objectives:

1-based learning in the physical education and -This study illustrates the employment of project sports curriculum from the point of view of middle school teachers in Algeria, and its monitoring and codification to be subject to extensive study by other researchers, and exploring its impact on accelerating the success of this type of learning in the field of physical education and sports.

2-Ministry of National Education in Algeria to the Drawing the attention of officials in the based learning in physical education and sports as part of the curriculum -of project reality reforms for the second generation from the point of view of those in charge of implementing the curriculum.

3- Identifyobstacles tophysical education and sports based learning in the-of project the use intermediate stage in Algeria, in order to contribute to the development of plans to class at the overcome these obstacles and reduce their negative impact on the educational process.

Importance of Research:

The importance of research lies in shedding light on one of the modern strategies in education based learning, and knowing the various difficulties and obstacles facing -which is project based learning in the -physical education and sports teachers in teaching the subject with project intermediate stage, which would contribute to reducing these obstacles by obtaining results and providing various suggestions and solutions about this modern learning.

Search terms:

-Projectbased learning:

The Buck Institute for Education (2021) defines it as: a teaching strategy that acquires students' knowledge and skills through the work of examining and responding to an authentic, engaging, and complex question, problem, or challenge.

Procedural definition:

It is a teaching strategy based on directing students towards learning through examination and responding individually or collectively to educational questions, problems and challenges in order to achieve the educational objectives of the physical education and sports curriculum at .the intermediate stage in Algeria

Physicaland Sports Education:

Abdullah (2008) defines it as "that part of education that results in physical, mental, social and exercise of sports activities and the psychological changes in the individual during the acquisition of motor experiences"

Procedural definition:

It is one of the subjects in the educational plan for the intermediate stage in Algeria, which aims through physical activity during to develop students physically, cognitively and emotionally lessons and school sports activities.

Middle School:

It is the last stage of compulsory education and aims to make the student control the basic continue studying and educational, rhyme and rehabilitation competencies that enable him to training, or integrate into practical life, and all educational materials should be included at this .stage (Ministry of National Education, 2016, p. 13)

Procedural definition:

secondary stage, in which the various It is a compulsory educational stage that precedes the learnings of the student deepen and raise his efficiency and intellectual, cultural and physical .level

Previous studies:

based learning in-The study of Zyoud (2016) aimed to identify the reality of the use of project public schools from the point of view of science teachers in Jenin governorate for the academic in the State of Palestine, and the study used the descriptive approach, which (2016-year (2015 numbered (159) teachers, who answered the study tool (questionnaire) prepared by the based learning came Low in -researcher, and the study found that the degree of use of project .public schools

Zaatari Alaa, Khasawneh Amal (2021) to investigate the -The study was conducted by Al based learning on the mathematical ability of ninth grade students, and the -impact of project experimental approach. The study sample consisted of (47) female students -study used the semi from one of the government schools affiliated to the Directorate of Education in Jerash Governorate for the academic year 2018/2019, distributed into two groups, one experimental based learning, and the other controlled -consisting of (26) students, studied using project consisted of (21) students, who studied In the traditional way, the results of the analysis of one dependent (one way MANCOVA) showed a positive variance associated with multivariate way based learning-effect of projecton mathematical ability as a whole, and in each of its different components (generalization, logicthrough the existence of substantial ,(flexibility ,reflexivity , differences between the arithmetic averages of the scores of the experimental and control based -groups in favor of the experimental group. The study recommended the use of project learning in mathematics teaching:

based -Hams (2019) conducted a study aimed at revealing the effectiveness of a project-Al educational program to develop mathematical thinking skills among ninth grade students in Gaza/Palestine, and followed the experimental approach. The study sample consisted of 74 female students, divided into two groups, one experimental and the other a control, each of which included 37 female students. Both groups underwent apre-post test that measured four mathematical thinking skills: logical reasoning, mathematical reasoning, mathematical induction and mathematical modeling. The results showed that there were statistically significant differences in the scores of the mathematical thinking test between the control and experimental groups in favor of the experimental group in the four skills.

based learning as a realistic -Alturki's (2019) study also aimed to investigate the role of project assessment strategy. The researcher used the descriptive analytical approach, and in order to achieve the objectives of the study, she built specific tools represented in: questionnaire, note card, interview questions. The questionnaire was answered by (431) female teachers applied to the projects, and an intentional sample consisting of (16) teachers was subjected to observation. based learning in: developing -The results of the research showed the effectiveness of project students' behavioral, performance, cognitive and thinking skills, instilling values in students, and necessary assessment tools to track the measuring the competencies of teachers in building the based learning-development of various skills or measure the final outcome of project.

Comment on previous studies:

based learning, especially-There are many previous and similar studies that delve into project outside Algeria, which participated with our current study as it shows the importance of this modern strategy in raising the capabilities and competencies of students and feeding them with confidence-creative thought and self.

Perhaps what distinguished our current study from others from the above is our quest to know the various obstacles and obstacles that prevent the application of project-based learning in the intermediate stage in Algeria as a fertile environment for students to learn how to rely on themselves, and also our endeavor to provide some solutions and proposals that help overcome obstacles and stimulate the use of project-based learning in the physical education and sports class.

Field Procedures:

Research Community:

The selection of the research community and the sample is known as one of the objectives of scientific research, which is the possibility of establishing generalizations on the phenomenon under study to other phenomena.

physical education and sports teachers in the The research community in our study consists of wilayas of Bouira and Messila, with (491) teachers and (25) teachers, bringing the total number of research population to (516) physical education teachers (Human Resources Directorate, .(2020

Research sample :

Our research sample consisted of (125) teachers of physical education and sports

Research Tools:

Resolution:

We used a questionnaire, which is the written request for a point of view or opinion on a particular topic from a person or group of people through a paper or questionnaire written with specific questions.

Authenticity of the tool:

The apparent validity of the study tool (questionnaire) was verified by presenting the initial version to a group of experts and arbitrators in physical education, curricula and teaching methods in the Kingdom of Saudi Arabia and Algeria, numbering (6) experts, in order to ensure the appropriateness of the axes and paragraphs, their importance and their relevance to the subject of the study.

View and analyze the results:

axis The first:

There were statistically significant differences between the average responses of the study based learning due to variables: gender, academic qualification -the barriers of project sample on teaching experience, and sports school potential.

1-Differences by gender variable:

To verify the differences between the responses of the respondents in the axis of barriers based learning according to the gender variable, the "T" test was used for two -to project independent samples (Independent Samples Test).

Significance of the differences between the averages of the study sample :(02) Table based learning according to the gender variable-obstacles to project members in the

Dimensions	Sex	Number	Average	Standard deviation	Value "T"	Degree of freedom	Significance level
related -Teacher obstacles	male	75	23.21	5.848	3.85	123	0.000
	female	50	18.72	6.743			
-Curriculum related barriers	male	75	34.81	8.369	4.19	123	0.000
	female	50	27.46	10.355			
Obstacles related to school capabilities	male	75	20.16	4.913	4.65	123	0.000
	female	50	15.66	5.539			
related -Learner obstacles	male	75	31.29	6.826	4.28	123	0.000
	female	50	25.04	8.704			
The overall score of the learning obstacles axis	male	75	109.48	25.748	4.24	123	0.000
	female	50	86.88	31.280			

with regard to the first dimension that there are statistically (02) It is clear from Table significant differences at the level of (0.01) between the averages of the scores of the sample related obstacles" according to the gender variable, and the differences -members in the "teacher and with ,were in favor of males with an average of (23.21) where ($t = 3.85$, $df = 123$, $p=.000$) regard to the second dimension, it is clear that there are statistically significant differences at the sample members in the "obstacles associated level of (0.01) between the average scores of the with the curriculum" according to the gender variable, and the differences were in favor of males with an average of (34.81) where($t =4.19$, $df=123$, $p=.000$)With regard to the third dimension, it is clear that there are statistically significant differences at the level of (0.01) between the averages of the scores of the sample members in the "obstacles associated with school capabilities" according to the gender variable, and the differences were in favor of males with an average of (20.16), where ($t = 4.65$, $df = 123$, $p = .000$), andwith regard to the fourth dimension, it is clear that there are statistically significant differences at the level of (0.01) between the averages of the scores of the sample members in the "obstacles associated with the learner" according to the gender variable, and the differences were in favor of males with an average of (31.29), where (($t = 4.28$, $df=123$, $p=.000$)As for the total degree of the axis, it is clear significant differences at the level of (0.01) between the average scores that there are statistically based learning" according to the gender -of the sample members in the "barriers to project variable, and the differences were in favor of males with an average of (109.48) where($t = 4.24$, $df = 123$, $p = .000$).

The researcher attributes this to the commitment of male teachers to extracurricular (2009) activities and participation in school sports, and this is consistent with the study ENGLISH, which showed that one of the most prominent challenges is the density of the curriculum, and this result is explained by the intensity of the course makes teachers focus on covering the course, which does not allow them to implement project-based learning according to stages, which increases their confrontation with challenges.

2- Differences according to the academic qualification variable :

To verify the differences between the responses of the respondents in the axis of barriers to qualification variable, the "T" test and table based learning according to the academic-project :illustrates this (03)

Significance of the differences between the averages of the study sample :(03) Table based learning according to the academic qualification -members in the obstacles to project variable

Dimensions	Academic Qualification	Number	Average	Standard deviation	Value "T"	Degree of freedom	Significance level
Teacher-related obstacles	Graduate	46	27.52	2.411	12.57	113	0.000
	Bachelor	69	19.09	4.730			
-Curriculum related barriers	Graduate	46	40.93	4.090	12.40	113	0.000
	Bachelor	69	28.67	6.516			
Obstacles related to school capabilities	Graduate	46	23.67	2.140	13.41	113	0.000
	Bachelor	69	16.38	3.683			
related -Learner obstacles	Graduate	46	36.17	3.408	11.67	113	0.000
	Bachelor	69	26.13	5.800			
The overall score of the learning obstacles axis	Graduate	46	128.30	11.549	12.64	113	0.000
	Bachelor	69	90.26	20.605			

with regard to the first dimension that there are statistically (03) It is clear from Table significant differences at the level of (0.01) between the averages of the scores of the sample related obstacles" according to the academic qualification variable, and -members in the "teacher the differences were in favor of the postgraduate qualification with an average of (27.52) where and with regard to the second dimension, it is clear that there are ,($t = 12.57$, $df = 113$, $p = .000$) of (0.01) between the averages of the scores of statistically significant differences at the level the sample members in the "obstacles associated with the curriculum" according to the academic qualification variable, and the differences were in favor of Postgraduate qualification with an where ($t = 12.40$, $df = 113$, $p = .000$), and (average of (40.93with regard to the third dimension, it is clear that there are statistically significant differences at the level of (0.01) between the averages of the scores of the sample members in "obstacles associated with school potential" according to the academic qualification variable, and the differences were in favor of the postgraduate qualification with an average of (23.67), where ($t = 13.41$, $df=113$ $p = .000$, and with regard to the fourth dimension, it is clear that there are statistically significant differences at the level of (0.01) between the averages of the scores of the sample members in the "learner-related obstacles" according to the academic qualification variable and the differences were in favor of the postgraduate qualification with an average of (36.17), where ($t = 11.67$, $df = 113$, p as for the total degree of the axis ,000. =, it is clear that there are statistically significant differences at the level of (0.01) between the averages of the scores of the sample members in the "barriers tobased learning" according to the qualification The differences were in -project favor of the postgraduate qualification with an average of (128.30), where($t = 12.64$, $df = 113$, $p = .000$.

The researcher explains this to the tendency of teachers to teach physical education and sports, which holds at least a bachelor's degree, and the researcher attributes this to the adoption of the Ministry of Education bachelor's degree as a minimum for teaching in the intermediate stage, and the ministry has provided facilities for laboratories who have a desire to continue postgraduate studies.

This varies with the study of both Saifi and Zyoud, Giri;(Khan& Haider (2016) (2016) said that there were no statistically significant differences according to the teachers' qualification variable.

3- Differences according to the variable of teaching experience:

To verify the differences between the responses of the respondents in the axis of barriers based learning according to the variable of teaching experience, the One way Anova -to project test was used, and the results were shown as follows:

Statistical description of the variable of teaching experience in the axis of : (04) Table based learning-obstacles to project

Variables	experience Teaching	Sample Number	Arithmetic mean	Standard deviation
related -Teacher obstacles	Less than 7 years old	46	27.52	2.411
	From 7 to 14 years old	52	21.29	3.102
	More than 14 years	27	11.26	2.068
	Total	125	21.42	6.577
Curriculum-related barriers	Less than 7 years old	46	40.93	4.090
	From 7 to 14 years old	52	31.65	4.284
	More than 14 years	27	16.85	4.383
	Total	125	31.87	9.862
Obstacles related to school capabilities	Less than 7 years old	46	23.67	2.140
	From 7 to 14 years old	52	18.15	2.209
	More than 14 years	27	9.70	2.127
	Total	125	18.36	5.606
related -Learner obstacles	Less than 7 years old	46	36.17	3.408
	From 7 to 14 years old	52	28.88	3.479
	More than 14 years	27	16.04	3.357
	Total	125	28.79	8.197
The overall score learning of the obstacles axis	Less than 7 years old	46	128.30	11.549
	From 7 to 14 years old	52	99.98	12.911
	More than 14 years	27	53.85	11.591
	Total	125	100.44	30.097

of shows the descriptive statistics of the average responses on the dimensions (04) Table based learning according to the variable-the barriers to project of teaching experience, where the highest average was (128.30) and those with teaching experience (less than 7 years) in the total (grade of the axis, and the lowest average was (9.70) and those with teaching experience (more than 14 years), in the dimension of obstacles associated with school capabilities.

4-Differences according to the variable of the adequacy of sports equipment and equipment

To verify the differences between the responses of individuals, the One way Anova test was used, and the results were shown as follows:

Results of "Analysis of Single Variance" test to indicate the differences : (05) Table between the averages of the study sample members

According to the variable of the adequacy of sports equipment and tools in the axis of obstacles to project-based learning

Variables	Contrast source	Sum of squares	Freedom Degree	Average difference between squares	F value	Significance level p
Teacher-related obstacles	Between groups	4354.39	2	2177.19	262.99	0.000
	Inside groups	1009.98	122	8.28		

	Total	5364.37	124			
Curriculum-related barriers	Between groups	9893.64	2	4946.82	278.59	0.000
	Inside groups	2166.31	122	17.76		
	Total	12059.95	124			
Obstacles related to school capabilities	Between groups	3129.43	2	1564.71	248.77	0.000
	Inside groups	767.37	122	6.29		
	Total	3896.80	124			
Teacher-related obstacles	Between groups	6812.98	2	3406.49	273.49	0.000
	Inside groups	1519.61	122	12.46		
	Total	8332.59	124			
The overall score of the learning obstacles axis	Between groups	92344.82	2	46172.41	281.93	0.000
	Inside groups	19979.98	122	163.77		
	Total	112324.80	124			

It is clear from Table (05), with regard to dimensions, that there are statistically significant differences at the level of (01.0) Among the averages of the sample members in the first dimension "obstacles associated with the teacher" according to the variable of the adequacy of equipment and sports equipment where ($P = .000$ 99. $F^{2:124}=262$), and with regard to the second dimension, it is clear that there are statistically significant differences at the level of (01.0), between the averages of the sample members in the "obstacles associated with the curriculum" according to the variable of the adequacy of sports equipment and equipment where ($P = .000$ 59. $F^{2:124}=278$), and with regard to the third dimension, it is clear that there are statistically significant differences at the level of (01.0), between the averages of the sample members in "obstacles related to school potential" according to the variable of adequacy of sports equipment and equipment where ($P = .000$ 77. $F^{2:124}=248$), and with regard to the fourth dimension, it is clear that there are statistically significant differences at the level of (01.0), between the averages of the sample members in "obstacles associated with the learner" according to the variable of adequacy of sports equipment and tools where ($P = .000$ 49. $F^{2:124}=273$), as for the total degree of the axis, it is clear that there are statistically significant differences at the level of (0.01) between the averages of the sample members in the "obstacles to project-based learning" according to the variable of adequacy of sports equipment and tools where ($P = .000$ 93. $F^{2:124}=281$)

The second axis:

Obstacles to project-based learning in the physical education and sports curriculum from the point of view of middle school teachers in Algeria

Five levels of governance were used, and the length of its category (0.80), whose levels ranged from (1) to (1.8) for the very low level, from (1.81) to (2.6) for the low level, from (2.61) to (3.4) for the medium level, from (3.41) to (4.2) for the high level, and from (4.21) to (5) for the very high level, and the results were as follows:

Table (06): Calculating Frequencies, Percentages, and Arithmetic Averages of Paragraphs Barriers to the use of project-based learning

Dimensions	Paragraph number	Paragraphs	as	Barriers to project-based learning					Arithmetic mean	Standard deviation	Level of learning barriers
			%	Very much	A lot	Very little	Little	Not available			
Teacher-related obstacles	1	Project-based learning is difficult to implement due to limited teacher authority	as	42	36	18	27	2	3.71	1.190	High
			%	33.6	28.8	14.4	21.6	1.6			
	2	Poor teacher qualification to use project-based pre-service learning	as	22	52	16	30	5	3.45	1.153	High
			%	17.6	41.6	12.8	24.0	4.0			
	3	Poor teacher professional development on the use of project-based learning in physical education and sports	as	25	49	23	26	2	3.55	1.081	High
			%	20.0	39.2	18.4	20.8	1.6			
	4	The difficulty of moving from traditional to project-based learning in a physical education lesson	as	18	54	24	21	8	3.42	1.124	High
			%	14.4	43.2	19.2	16.8	6.4			
	5	The large number of burdens and responsibilities entrusted to the teacher	as	27	58	17	18	5	3.67	1.091	High
			%	21.6	46.4	13.6	14.4	4.0			
	6	Increase the number of students in classes	as	28	49	23	21	4	3.61	1.106	High
			%	22.4	39.2	18.4	16.8	3.2			
Total degree of dimension									3.57	1.097	High
Curriculum-related barriers	7	Administrative regulations do not allow students to practice learning by projects outside the school	as	28	50	23	17	7	3.60	1.143	High
			%	22.4	40.0	18.4	13.6	5.6			
	8	Weak experiences between educational schools and sports clubs in the implementation of projects	as	28	48	24	19	6	3.58	1.137	High
			%	22.4	38.4	19.2	15.2	4.8			
	9	Lack of access to technology in the physical education lesson	as	25	50	27	14	9	3.54	1.147	High
			%	20.0	40.0	21.6	11.2	7.2			
	10	Lack of time allocated to physical education class in the school schedule	as	25	48	27	17	8	3.52	1.147	High
			%	20.0	38.4	21.6	13.6	6.4			
	11	Poor support of the school principal in implementing the physical education and sports curriculum	as	21	51	20	26	7	3.42	1.159	High
			%	16.8	40.8	16.0	20.8	5.6			
	12	Lack of theoretical aspect of project-based learning compared to other teaching strategies	as	27	57	23	15	3	3.72	1.013	High
			%	21.6	45.6	18.4	12.0	2.4			

	13	Lack of interest in physical education supervisors in guiding the teacher towards the use of project-based learning	as	31	52	21	17	4	3.71	1.084	High
			%	24.8	41.6	16.8	13.6	3.2			
	14	Lack of information in the professor's guide on the application of project-based learning	as	25	48	22	25	5	3.50	1.140	High
			%	20.0	38.4	17.6	20.0	4.0			
	15	Difficulty in formulating project-based learning objectives	as	17	41	33	26	8	3.26	1.130	medium
			%	13.6	32.8	26.4	20.8	6.4			
Total degree of dimension									3.54	1.096	High
Obstacles related to school capabilities	16	Poor classroom environment for the implementation of the project-based learning strategy	as	36	57	18	10	4	3.89	1.018	High
			%	28.8	45.6	14.4	8.0	3.2			
	17	Lack of facilities for educational activities that support project-based learning in the school (e.g. library, computer lab, manual workshop, etc.)	as	34	40	19	24	8	3.54	1.254	High
			%	27.2	32.0	15.2	19.2	6.4			
	18	Lack of educational means (traditional and technological) to implement project-based learning in schools	as	32	48	18	22	5	3.64	1.160	High
			%	25.6	38.4	14.4	17.6	4.0			
	19	Lack of school sports equipment and tools	as	34	39	26	23	3	3.62	1.141	High
			%	27.2	31.2	20.8	18.4	2.4			
	20	Lack of learning materials to help students with project-based learning (student book/learning site)	as	33	47	19	22	4	3.66	1.143	High
			%	26.4	37.6	15.2	17.6	3.2			
Total degree of dimension									3.67	1.121	High
Learner-related obstacles	21	Students impair the research and inquiry skills needed in project-based learning	as	32	52	20	17	4	3.73	1.088	High
			%	25.6	41.6	16.0	13.6	3.2			
	22	Frequent requirements for project-based education which leads to an increase in the financial cost for students.	as	33	52	21	16	3	3.77	1.056	High
			%	26.4	41.6	16.8	12.8	2.4			
	23	Project completion in project-based learning requires more time than other teaching strategies	as	28	52	26	18	1	3.70	1.000	High
			%	22.4	41.6	20.8	14.4	0.8			
	24	Students prefer to teach physical education using traditional methods compared to a project-based learning strategy	as	19	60	18	21	7	3.50	1.112	High
			%	15.2	48.0	14.4	16.8	5.6			
25	Students are late in completing	as	22	47	28	24	4	3.47	1.089	High	

		the projects assigned to them on time	%	17.6	37.6	22.4	19.2	3.2			
26	The difficulty of completing the project tasks with high accuracy for students	as	21	57	24	20	3	3.58	1.025	High	
		%	16.8	45.6	19.2	16.0	2.4				
27	Limiting the performance of tasks in the project to a group of students and not others	as	15	65	20	22	3	3.54	0.996	High	
		%	12.0	52.0	16.0	17.6	2.4				
28	It is difficult for students to understand the content of the project in physical education and sports	as	22	47	30	23	3	3.50	1.060	High	
		%	17.6	37.6	24.0	18.4	2.4				
Total degree of dimension									3.60	1.025	High
Overall degree of the axis									3.59	1.075	High

It is clear from Table (06) that the level of obstacles to project-based learning in the physical education and sports curriculum from the point of view of middle school teachers in Algeria came at the "high" level, as the average responses in it amounted to (3.59), and a standard deviation of (1.075), and with regard to the dimensions, it is clear that the first dimension came at a "high" level, as their average responses reached (3.57), and a standard deviation of (1.097).), and it appears from the results shown above that there is agreement between the responses of the sample members in the obstacles associated with the teacher, where the averages of the responses ranged between (3.42 & 71.3), which are averages located in the fourth category of the scale, which indicates (high) on the study tool, where statement No. (1) came in first place, which states: "It is difficult to implement project-based learning due to the limited authority of the teacher," with an average of (71.3), while statement No. (5), which states: "The large number of burdens and responsibilities entrusted to the teacher", came in second place with an average of (67.3), and statement No. (6), which states: "Increasing the number of students in classrooms", came in third place with an average of (61.3), while statement No. (4), which states: "I discuss the level of achieving the objectives of the project with students throughout the project period", came in sixth and last place with an average of (42.3).

The results of Table (06) showed that it is difficult to implement project-based learning due to the limited competence of the teacher according to them. The researcher attributes this result to the poor qualification of the teacher to use project-based learning before service as well as the weakness of the teacher's professional development on the use of project-based learning in physical education and sports.

This result is consistent with a study (Hannah and Hamlawi, 2022), which confirmed that the project-based learning strategy needs capabilities, and requires a highly trained teacher. It entails redistributing the lesson schedule and organizing the school day in an appropriate way, which some managers may not be able to.

The results showed that it is difficult for teachers to move from traditional education based on indoctrination to learning by projects, and the researcher attributes this to the large number of responsibilities entrusted to the professor, such as doing school sports and various extracurricular activities, as well as the huge number of students and overcrowding in the classroom, which does not serve the application of modern strategies such as project learning or reduces its effectiveness.

This was supported by Shine's study (ŞAHİN , 2018) which aimed to identify trends towards project-based learning in Turkey and concluded that they were often undecided on the trend towards this project-based learning.

And a study (Hannah and Hamlawi, 2022) that most teachers adopt the same method of teaching, which is the method of delivery, and the traditional character dominates the methods of teaching, as it is narration, recitation and recitation.

With regard to the second dimension, it is clear that the "obstacles associated with the curriculum" came at a "high" level, as their average responses reached (3.54), and a standard deviation of (1.096), and it appears from the results shown above that there is agreement between the responses of the sample members in the obstacles associated with the curriculum, where the averages of the responses ranged between (3.72 & 26.3), which are averages located in the fourth category of the scale, which indicates (high) on the study tool, except for one paragraph that came at the intermediate level, where statement No. (12) came in first place, which states: "The lack of the theoretical aspect of project-based learning compared to other teaching strategies", with an average of (72.2), while statement No. (13), which states: "Lack of interest of physical education supervisors in directing the teacher towards the use of project-based learning", came in second place with an average of (71.3), and statement No. (7), which states: "Administrative regulations do not allow students to practice learning in projects outside the school", came in third place with an average of (603.), statement No. (11), which states: "Poor support of the school principal in the implementation of the physical education and sports curriculum", came in eighth place with an average of (42.3), while statement No. (15), which states: "The difficulty of formulating project-based learning objectives", came in ninth and last place with an average of (26.3).

The researcher believes that there are many obstacles and difficulties associated with the curriculum and the theoretical aspect that made it difficult to apply this type of learning, the weakness of experiments between educational schools and sports clubs in the implementation of projects and avoid their application in the quotas was among the most prominent reasons, as well as the lack of time allocated for the share of physical education and sports in the academic schedule, estimated at two hours per week (per session) only, which makes it difficult to implement learning projects, especially in the share of physical education and sports, which requires a theoretical explanation followed by the application of To reach the goals set, this is emphasized by (Al-Ahmad and Youssef, 2005: 112) the need to have time available to follow up projects.

The lack of theoretical increase in project-based learning compared to other teaching strategies in the curriculum, such as how to formulate its objectives and determine indicators and criteria for success in this learning, as well as the lack or lack of accompaniment in the field such as inspectors to support this type of learning, has made many teachers avoid doing it in class and resort to other methods of teaching. Where this strategy was referred to in the curriculum document in the penalty incidentally, did not exceed one page, and the curriculum document did not provide practical proposals for implementation.

As project-based learning requires sufficient time and good knowledge of how to apply this learning and achieve support and encouragement from all those in charge of education to make these effective and important strategies successful in modern education, which is confirmed by recent studies such as a study (Hussein and Rateb, 2020), which identified the basic pillars from which project-based learning is launched, and in line with the project-based learning method, which is a learning trend in our time, project learning needs a long time upon completion, and it needs To a great effort by everyone, so it must be implemented in an atmosphere of cooperation

The researchers believe that project-based learning is one of the entrances to educational reform and renewal that contributes to preparing the productive personality necessary for the

requirements of the knowledge economy era, and the possibility of using it to achieve the efficiency and effectiveness of the productive school.

With regard to the third dimension, it is clear that the "obstacles associated with school capabilities" came at a "high" level, as their average responses amounted to (3.67), and a standard deviation of (1.121), and it appears from the results shown above that there is agreement between the responses of the sample members in the obstacles associated with school capabilities, where the averages of the responses ranged between (3.54 & 89.3), which are averages located in the fourth category of the scale, which indicates (high) on the study tool, where the statement No. (16) came in first place, which states: "Poor preparation of the classroom environment for the application of the project-based learning strategy" with an average of (89.3), while statement No. (20), which states: "Lack of educational materials to help students in project-based learning (student book / learning site)", came in second place with an average of (66.3), and statement No. (18), which states: "Lack of availability of educational means (traditional and technological) to implement project-based learning in schools", came in third place with an average of (64.3), while statement No. (17)) which states: "Lack of facilities for educational activities supporting project-based learning in the school (e.g. library, computer lab, manual workshop, etc..)", ranked fifth and last with an average of (54.3).

The researchers believe that the lack of educational capabilities and equipment would affect the application of the project learning strategy in educational institutions, as the results showed the lack of facilities for educational activities supporting project-based learning in the school (such as: library, computer lab, manual workshop, etc..) , the lack of educational means (traditional and technological) to implement project-based learning in schools, as well as the lack of school sports equipment and tools.

There are also no educational materials that help students in project-based learning (student book / learning site) and the researcher attributes this to the large material costs needed by this strategy, especially with regard to projects in physical education and sports, and the lack of financial support for educational institutions in the last three years, especially physical education and sports.

This is confirmed by the study of Zahid (2017) on the need to provide the material and human resources necessary to use modern teaching methods, taking into account all factors related to the learning environment that can motivate the teacher to use these methods.

This is emphasized by (Al-Ahmad and Youssef, 2005: 112) the need to provide the necessary and means to complete the project and the availability of financial capabilities to carry out project-based learning.

With regard to the fourth dimension, it is clear that the "obstacles associated with the learner" came at a "high" level, as their average responses reached (3.60), and a standard deviation of (1.025), and it appears from the results shown above that there is agreement between the responses of the sample members in the obstacles associated with the learner, where the averages of the responses ranged between (3.47 & 77.3), which are averages located in the fourth category, of the scale, which indicates (high) on the study tool, where the statement No. (22) came in first place, which states: "The large number of requirements for project-based education, which leads to an increase in the financial cost for students" with an average of (77.3), while statement No. (21), which states: "Students have poor research and inquiry skills necessary in project-based learning", came in second place with an average of (73.3), and statement No. (23), which states: "Project completion in project-based learning requires more time than other teaching strategies", came in third place with an average of (70).3.), statement No. (24), which states: "Students prefer to teach physical education through traditional methods compared to the project-based learning strategy", came in seventh place with an average of (50.3), while statement No. (25), which states: "Students are late to complete the projects assigned to them on time", came in eighth and last place with an average of (47.3).

According to the teachers' point of view, there are many obstacles associated with the learner and his abilities and their suitability with the requirements of this type of learning that make it difficult to implement it, such as the weakness of students in the necessary and important research and investigation skills in project-based learning and the difficulty of completing project tasks with high accuracy for students, in addition to the students' delay in completing the projects entrusted to them on time, which makes it difficult to apply project learning in the physical education and sports class with the lack of time for the lesson.

Students also prefer to teach physical education and sports by traditional methods compared to the project-based learning strategy, and this is due to the large number of project-based education requirements, which leads to an increase in the financial cost for students and the restriction of the performance of tasks in the project to a group of students without others, which affects the effectiveness of learning for all students and increases individual differences in the classroom.

This is what they agree on and the study (Hannah and Hamlawi, 2022), which confirmed that this strategy costs students beyond their material and social capacity, and the students' preoccupation with learning projects for subjects at the expense of their educational achievement, which results in their low educational achievement.

The student is the foundation of project learning, as Thomas (2000) has defined that students are the focus of the curriculum and are responsible for designing and managing their projects, focusing on real-world problems that people are interested in.

The Kotropa study (Koutrouba, 2013) explored that project-based learning gives opportunities for students to develop many cognitive skills, and has had an important role in the development of social and emotional skills, such as perseverance, desire for collaborative work, creativity and initiative.

General conclusion:

- It is difficult to implement project-based learning due to the limited competence of the teacher according to their view due to the poor qualification of the teacher to use project-based learning.
- Moving from traditional education based on indoctrination to project learning due to the large number of responsibilities entrusted to the professor.
- Lack of theoretical information about project-based learning compared to other teaching strategies in the curriculum, such as how to formulate its objectives and determine indicators and success criteria.
- Lack of activities facilities and teaching aids supporting project-based learning in the school (such as: library, computer lab, etc.) and lack of teaching aids (traditional and technological) to implement project-based learning in schools.
- The learner's abilities make it difficult to implement project learning, such as students' weakness in the necessary and important research and investigation skills in project-based learning.

Conclusion:

The project-based learning strategy is one of the most effective modern and effective strategies as it works to develop various basic and basic abilities for learning such as self-reliance and the development of the spirit of creativity and exploration, as it is a teaching strategy based on directing students towards learning through examination and responding individually or collectively to educational questions, problems and challenges; In order to achieve the educational objectives of the physical education and sports curriculum through project learning, those in charge of the field of educational sports activity in particular and the education sector

in general must motivate the teacher and the learner alike from using this type of learning by removing the various difficulties and obstacles that prevent the optimal application of project-based learning and thus raising the level of education and raising the efficiency of learners, from which a valid human energy is issued to the nation.

We therefore recommend:

- Provide facilities and various equipment for educational activities supporting project-based learning in the school as well as teaching aids and necessary sports equipment.
- Work on designing sports projects that serve the different aspects of the student's personality that physical education and sports teachers rely on in their classes.
- Programming training seminars for teachers on the strategy of learning by projects by inspectors and those in charge of specialization.
- Giving great importance to modern learning methods such as project-based learning in the physical education and sports class in order to develop the child's personality and work on its balance.
- Attention to the inclusion of project-based learning clearly in curricula and courses to facilitate their application, as well as their inclusion in the university training of the physical education major.

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