

Obstacles to the implementation of motor education activities in kindergartens.

Mihoubi Mourad ¹

University of Biskra (Algeria)

mourad.mihoubi@univ-biskra.dz

Received: 24/05/2024

Accepted: 03/11/2024

Abstract

The study aimed to identify obstacles in implementing motor education activities in kindergartens in Biskra, Algeria, focusing on 112 educators selected through simple random sampling during the 2023-2024 academic year. A descriptive analysis method using a specially designed questionnaire was employed, with statistical tools like the Spearman-Brown coefficient, Pearson coefficient, percentages, and chi-square test for data analysis.

The results highlighted significant obstacles, including inadequate management, lack of necessary equipment and infrastructure, and insufficient training for educators on motor education. Additionally, the absence of a national program to organize and control educators' work impedes effective motor education.

The findings emphasize the need for comprehensive strategies to overcome these barriers. Recommendations include improving program planning, providing training and support for educators, ensuring children's safety, diversifying activities, strengthening administrative support, and offering technical advice. Addressing these issues could enhance motor education programs and promote holistic child development.

Keywords: obstacles - motor education - educator - kindergarten.

Article info

¹ *Mihoubi Mourad.*

I. General Framework

1. Introduction and Problem Statement

The early childhood phase is crucial for a child's development, impacting both the individual and society. Around the age of four, children become more active and curious, needing motor activities to support their sensory, cognitive, and physical development. Prominent researchers such as Jean Piaget and Jerome Bruner highlight the importance of care during this stage to foster a child's growth. Piaget (1952) emphasized the role of active exploration in cognitive development, suggesting that motor activities are essential for children to build their understanding of the world. Bruner (1966) also supported this view, arguing that play and motor activities are fundamental for cognitive and social development.

Traditionally, families provided this care, but modern societal changes have limited parents' availability and suitable play spaces. According to Hirsh-Pasek and Golinkoff (2003), contemporary lifestyles have reduced opportunities for unstructured play, which is vital for children's development. Consequently, kindergartens have become essential, bridging the gap between family and formal schooling. Motor education in kindergartens is vital, promoting physical and cognitive development through free and structured play. Whitebread et al. (2012) highlight the importance of play in early childhood, noting that it supports both physical and mental health.

In Algeria, legislation mandates kindergartens to support children's motor development, as outlined in Executive Decrees No. 08-287 and No. 19-253. These decrees require kindergartens to provide facilities, programs, and trained staff to ensure children's motor development. Despite these regulations, many kindergartens struggle to implement adequate motor education programs due to various challenges, potentially impacting children's development. For instance, Camargos and Maciel (2016) argue that insufficient stimulation during early childhood can lead to developmental disorders, highlighting the importance of structured motor activities in educational settings. Which made us ask the following question:

What are the obstacles to the implementation of motor education activities in kindergartens? A number of sub-questions emerge from this problem statement as follows:

- What are the obstacles to the implementation of motor education activities in kindergartens?

A number of sub-questions emerge from this problem statement as follows:

- What are the obstacles related to planning and programming at the kindergarten level that hinder the implementation of motor education activities?

- What are the issues related to educators that impede the implementation of motor education activities in kindergarten?

- What are the problems related to the child that hinder the implementation of motor education activities in kindergarten?

- What are the issues related to available resources in kindergartens that impede the implementation of motor education activities?

- What are the obstacles related to kindergarten management that hinder the implementation of motor education activities?
- What are the obstacles related to technical supervision that impede the implementation of motor education activities in kindergartens?

2. Objectives

The present study aims to uncover the main obstacles encountered in the implementation of motor education activities in kindergartens by further identifying:

- Obstacles related to planning and programming at the kindergarten level that hinder the implementation of motor education activities.
- Issues related to educators that impede the implementation of motor education activities in kindergarten.
- Obstacles related to the child that hinder the implementation of motor education activities in kindergartens.
- Obstacles related linked to the means in kindergartens that impede the implementation of motor education activities.
- Obstacles related to kindergarten management that hinder the implementation of motor education activities.
- Obstacles related to technical guidance that impede the implementation of motor education activities at the kindergarten level.

3. Importance

The study of the obstacles to the implementation of motor education activities in kindergartens can give a clear picture of the most consequent obstacles by providing practical evidence based on precise statistical data, given the importance of its frequency within the establishments studied and the sample interviewed, it will therefore be easy to classify them from most to least widespread. This will facilitate the task of the tutelary authorities, whether the university or the vocational training centers responsible for training educators, or the authorities responsible for organizing the work of kindergarten, such as the directorate of social activities (DAS), ...or even the administration of the relevant kindergartens responsible for the proper management of these institutions, to establish appropriate mechanisms to address these problems and obstacles in light of the importance of motor education at this stage of a child's development.

4. Define concepts and terminology

a) Obstacles

According to Booth & Ainscow (2016), these are factors that hinder inclusive education practices. These factors range from inadequate teacher training and support, to rigid curriculum structures, and socio-economic barriers that affect student participation and engagement. As for Fullan & Quinn (2016) describe them as systemic issues within the educational framework that prevent schools from achieving reform goals. These issues include bureaucratic inertia, resistance to change among staff, and insufficient professional development opportunities.

Thus, obstacles can be defined as the physical and moral difficulties that prevent an individual from accomplishing their tasks and achieving their objectives.

They are procedurally defined as the material and moral difficulties that educators face in the implementation of motor education activities in kindergartens.

b) Motor Education

Motor Education is defined by Stodden et al. (2014) as an educational discipline aimed at fostering the development of motor competence in children. It encompasses a range of activities designed to improve motor skills, physical fitness, and overall health, recognizing the interconnectedness of physical, cognitive, and emotional development. Similarly, Beach et al. (2017) describe motor education as involving the teaching and guiding of children through activities that promote physical development, coordination, and motor control. This comprehensive approach integrates physical education with cognitive and social learning, encouraging children to explore and refine their motor skills in various contexts.

It can therefore be defined as a set of exercises and positions proposed to the child, allowing them to develop their musculature and physical skills through various movements. It is the specific and accurate designation of "physical education" at the preschool stage. Motor education also enables the child to develop fine motor skills, which involve the execution of precise and meticulous movements, in addition to their autonomy through body control and manipulation, as well as spatial orientation through their gross motor skills. One could also say that motor education is primarily a physical education adapted to the physical and psychological characteristics of kindergarten children and is not related to sports practice as it is subject to strict rules. This does not mean that motor education sessions should be boring, as children need movement, so motor education sessions should be dynamic, playful, enjoyable, and aimed at ensuring the child's development. It is procedurally defined as the pedagogical approach adopted by the educator by offering content focused on motor activity for the kindergarten child.

c) Educator

An educator, according to Soltani (2023), is the person responsible for looking after children and taking care of them by offering educational activities to help them acquire independence, integration, and socialization (p. 437). Zhao (2021) further defines an educator as a transformative figure who inspires and motivates students to reach their full potential. They employ a holistic approach to education, addressing not only academic skills but also social, emotional, and ethical development.

Thus, the educator can be defined as the qualified individual who accompanies children in their learning, designs, organizes, and manages activities that stimulate their intellectual, physical, and emotional development, while also ensuring their safety and well-being.

It is procedurally defined as the professional who cares for, supports and teaches children aged 3 to 6 years in an official capacity at the kindergarten level in the city of Biskra.

d) Kindergarten

Kindergarten, as described by Saracho and Spodek (2012), is an educational environment that supports children's emerging abilities and prepares them for formal schooling through a play-based curriculum. This approach nurtures creativity, problem-solving skills, and positive social interactions. Similarly,

Gestwicki (2016) views kindergarten as a crucial component of early childhood education, focusing on fostering children's intellectual curiosity and social skills. It integrates developmentally appropriate learning experiences that encourage exploration, creativity, and collaboration among peers.

In summary, a kindergarten can be defined as the first micro-community after the family in which targeted education and comprehensive care take place. This is achieved through a set of programs aimed at building the child's personality and ensuring balanced growth in physical, mental, psychological, and social aspects.

It is procedurally defined by education and teaching institutions that have obtained a license from the state governor and the committee responsible for granting this type of license according to precise specifications to accommodate children whose age varies from three (3) years to less than six (6) years. There are nearly (20) kindergartens located in the city of Biskra, all of which were chosen as corpus for the present study.

II. Method and procedures

1. Methodology

To answer the questions, we opted for the descriptive method through a survey conducted among all kindergartens in the city of Biskra.

2. Population and sample

The studied population is defined as a set of elements that share one or more common characteristics that distinguish them from other elements on which research or investigations are conducted (Gumuchian & Marois, 2000). Based on this, the available study population has been identified as the kindergarten educators of the city of Biskra, enrolled for the current academic year (2023/2024). Their number reaches (156) educators, distributed across (20) private kindergartens in the city of Biskra. These educators have been accurately identified based on statistics compiled by the Department of Childhood at the Directorate of Social Activities (DAS), as indicated in Table (1).

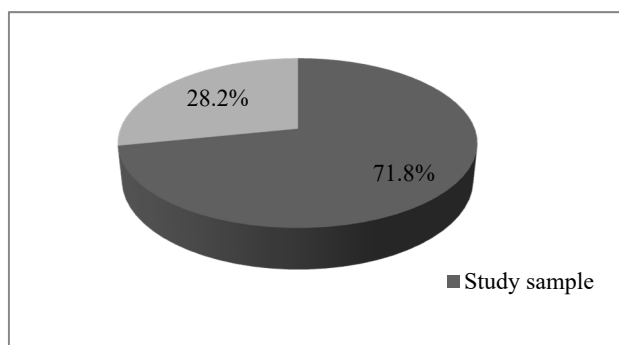
Table n° (1): Distribution of the population studied within kindergarteners.

Kindergarten name	N. E	Kindergarten name	N. E	Kindergarten name	N. E
Alnukhba	14	Buslat aleulum	4	Sonatrach	08
Ajyal mama	10	Kindar kidz	09	Alahlam	05
Alzayban	09	Sarghud lihasan	08	Mama zahur	04
Alnuwr	09	Awryana	07	Afaq alnuwr	04
Maka	05	Siham	04	Habi kidz	11
Alsalsbil	04	Dayar tayba	05	Alasara	05
Alamir alsaghir	15	Alkatakkit	08		

Total kindergarteners= 20 Number of educators=156

Note that the study was conducted with total of (112) educators. They were selected using a simple random sampling method, resulting in a community representation percentage of 71.80%, as shown in Figure (1).

Figure (1): Representation of the Sample Relative to the Population



3. Study Tool

To determine the content of the questionnaire (Axis, questions, etc.), we relied on an opinion survey among an (exploratory) sample of kindergarten educators in the city of Biskra (7 educators) by responding to the question: What are the obstacles to the implementation of motor education activities at the kindergarten level, in addition to reviewing the relevant literature and studies related to the subject in order to benefit from the different tools that have been used to collect information. The questionnaire consists of six (6) main axes, each of which contains seven (7) statements that represent the specific obstacles to the axis. This involves responding with one of the alternatives (Agree, Neutral, Disagree). It is corrected by respectively assigning the score (3, 2, 1) according to the Carte trend measurement method.

The first axis is devoted to the identification of obstacles associated with planning and programming at the establishment level. It is composed of questions 1 to 7. The second axis focuses on identifying issues associated with the educator. It comprises questions 8 to 14. Additionally, the third axis is dedicated to identifying issues related to the kindergarten child, containing questions 15 to 21. As for the fourth axis, it aims to identify problems related to the available resources at the kindergarten, consisting of questions 22 to 28. As for axis five, it aims to identify the obstacles linked to administration. This consists of questions 29 to 35. Finally, the sixth axis aims to identify obstacles linked to technical orientation. It consists of questions 36 to 42.

4. Validity and reliability of the questionnaire

The validity of the study tool was determined by presenting it to a panel of seven (7) university professors specializing in motor education and educational psychology. The panel provided several observations regarding the modification of a number of statements constituting the study tool's content. These statements were subsequently revised and presented again to the group of professors to determine the agreement percentage using Cooper's equation:

$$\text{Percentage of Agreement} = \frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Number of Disagreements}} \times 100$$

The agreement rate varied between 81.63% and 95.91% for all of the statements making up the questionnaire, which represents a high agreement rate.

We also relied on internal consistency to determine the validity of the tool, since the questionnaire was applied in its modified form to an exploratory sample selected by a random method from the available

population, composed of (27) educators. After collecting the responses, the data was corrected and it was found that the correlation coefficient for the items was between [0.18 and 0.62]. Referring to the tables of the significance of the correlation coefficient at an error rate < 0.05 compared to the degree of freedom ($df = 25$), we see that it is equal to 0.38. Therefore, items (29), (36) and (43) are considered weak items and were removed from the questionnaire. After removing weak items, (39) items were retained as the final form of the tool.

As for the determination of reliability, we relied on the method of splitting in half between even and odd items of the questionnaire, based on the results of the exploratory sample in the calculation of internal consistency, where the value of the reliability coefficient between them was (0.69), and after correction of the half-reliability coefficient using the Spearman-Brown "corrective" equation, the reliability coefficient between even and odd items reached (0.82), which is a high reliability coefficient, which reassures the use of the tool.

5. Application of the Questionnaire

The questionnaire was distributed to the study sample during the period March 4 to 16, 2024. The number of copies responded was (112), which means that all members of the core sample have responded to the content of the questionnaire. The data were then transcribed and tabulated for statistical processing.

6. Presentation and Analysis of Results

To address the study's questions, the collected data were tabulated and statistically processed by calculating the frequency percentages using the relative frequency equation $= \frac{n_i}{N} \times 100$

In addition to relying on the chi-square test to calculate the differences and determine the significance of the responses of the sample studied using the equation $X^2_{\text{calculated}} = \sum \frac{(E-O)^2}{E}$

And the results were as follows:

a) Concerning the first question:

What are the obstacles related to planning and programming at the kindergarten level that hinder the implementation of motor education activities?

Educators responded to this question as shown in the following table.

Table n° (2): Frequencies and percentages of responses issued by subjects and their statistical significance for the first axis.

First axis	Question n°	Agree		Neutral		Disagree		X ²	
		F	P %	F	P %	F	P %	Value	Significance
Obstacles associated with planning and programming at the kindergarten level	1	90	80.36	06	5.36	16	14.29	222.86	Significant
	2	88	78.57	10	8.93	14	12.5	142.75	Significant
	3	58	51.79	16	14.29	38	33.93	35.54	Significant
	4	58	51.79	16	14.29	38	33.93	35.54	Significant
	5	72	64.29	10	8.93	30	26.79	93.18	Significant
	6	52	46.43	14	12.5	46	41.07	44.65	Significant
	7	60	53.57	14	12.5	38	33.93	47.44	Significant

The tabular value of χ^2 is 5.99 at a significance level of α 0.05 and $df = 2$

For each question, the X^2 value is significant, indicating that the educators' responses are not randomly distributed but follow a certain pattern. The results show clear trends in the educators' opinions on the obstacles related to planning and programming motor education in kindergartens.

Out of a total of seven items referring to Obstacles associated with planning and programming at the kindergarten level that hinder the implementation of motor education activities in kindergarten, all were answered with "to agreement" with high percentages, as follows: (1) The content of current programs does not contribute to developing children's tendencies or changing their attitudes 90%. (2) The hours allocated to motor education are insufficient 88%. (5) Programs do not take into account safety and security factors 72%. (7) Programs do not help solve the child's motor problems 60%. (3) Random scheduling of sessions 58%. (4) Programs do not take into account individual differences between children 58%. (6) Programs lack diversity in activities.

b) Concerning the second question:

What are the problems related to the educator that hinder the implementation of motor education activities in kindergarten?

Educators responded to this question as shown in the following table.

Table n° (3): Frequencies and percentages of responses given by the subjects and their statistical significance for the second axis.

Second axis	Question n°	Agree		Neutral		Disagree		X^2	
		F	P %	F	P %	F	P %	Value	Significance
Obstacles associated with the educator	8	44	39.29	14	12.5	54	48.21	45.03	Significant
	9	62	55.36	18	16.07	32	28.57	31.46	Significant
	10	52	46.43	14	12.5	46	41.07	44.65	Significant
	11	76	67.86	20	17.86	16	14.29	63.19	Significant
	12	62	55.36	18	16.07	32	28.57	31.47	Significant
	13	86	76.79	14	12.5	12	10.71	119.89	Significant
	14	90	80.36	12	10.71	30	26.79	86.08	Significant

The tabular value of χ^2 is 5.99 at a significance level of α 0.05 and $df = 2$

For each question, the X^2 value is significant, indicating that the educators' responses are not randomly distributed but follow a certain pattern. The results show clear trends in the educators' opinions on the obstacles related to kindergarten educators.

Out of a total of seven statements referring to problems associated with the educator that hinder the implementation of motor education activities, five (5) statements received responses with high "agree" percentages according to the following order: (14) Educators face multiple responsibilities and burdens within kindergarten 80.36%. (13) The difficulty of providing demonstrations of the proposed activities 76.79%. (11) Lack of continuing training 67.86%. (9) The number of educators is not proportional to the number of children 55.36%. (12) The lack of experience of some educators, which affects their ability to achieve the objectives of motor education 55.36%.

c) Regarding the third question:

What are the problems related to the child that hinder the implementation of motor education activities in kindergarten? Educators responded to this question as shown in the following manner

Table n° (4): Frequencies and percentages of responses given by the subjects and their statistical significance for the third axis.

Third axis	Question n°	Agree		Neutral		Disagree		X ²	
		F	P %	F	P %	F	P %	Value	Significance
Obstacles associated with child-related problems in kindergarten	15	72	64.29	18	16.7	22	19.64	42.2	Significant
	16	66	58.93	18	16.07	28	25	36.32	Significant
	17	72	64.29	18	16.07	22	19.64	42.2	Significant
	18	76	67.86	14	12.5	22	19.64	69.25	Significant
	19	78	69.64	6	5.36	28	25	187.92	Significant
	20	58	51.79	12	10.71	42	37.5	61.36	Significant
	21	78	69.64	16	14.29	18	16.07	70.41	Significant

The tabular value of χ^2 is 5.99 at a significance level of α 0.05 and df = 2.

For each question, the X² value is significant, indicating that the educators' responses are not random but reflect a consistent pattern. The results show clear trends in the educators' opinions on the obstacles related to kindergarten children.

Out of a total of seven items referring to the obstacles associated with the child in kindergarten that prevents the implementation of motor education activities in kindergarten, all were answered with "agree" with high percentages, as follows: (19) Lack of parental awareness of the importance of practicing motor education activities for the child 69.64%. (21) The educator must constantly adapt to the child's level 69.64%. (18) Reluctance of children to participate in directed activities 67.86%. (15) The state of health of certain children 64.29%. (17) Lack of appropriate clothing to perform motor education activities 64.23%. (16) The number of children in the group 58.93%. (20) Tendency of children to practice free play activities 51.79%.

d) Concerning the fourth question:

What are the problems linked to means available in kindergartens which hinder the implementation of motor education activities?

Educators responded to this question as shown in the following table.

Table n° (5): Frequencies and percentages of responses given by the subjects and their statistical significance for the fourth axis.

Fourth axis	Question n°	Agree		Neutral		Disagree		X ²	
		F	P %	F	P %	F	P %	Value	Significance
Obstacles linked to means available in kindergarten	22	88	78.57	2	1.79	22	19.64	663.96	Significant
	23	48	42.86	14	12.5	50	44.64	44.46	Significant
	24	66	58.93	18	16.07	28	25	36.32	Significant
	25	44	39.29	4	3.57	64	57.14	289.84	Significant
	26	70	62.5	6	5.36	36	32.14	178.9	Significant
	27	4	3.57	2	1.79	106	94.64	946.31	Significant

The tabular value of χ^2 is 5.99 at a significance level of α 0.05 and df = 2

The significant X² values for each question indicate that the educators' responses are not randomly distributed but reveal a consistent pattern. This highlights clear trends in the educators' opinions on the obstacles related to the resources and capabilities available in kindergartens.

Out of a total of six (6) items which constitute the axis of obstacles linked to the means and capacities available in kindergarten, only three to which we responded in agreement with a high percentage, which are respectively: (22) Lack of budget devoted to motor education activities 78.57%. (26) The kindergarten space is not suitable for the number of children 62.5%. (24) Lack of means available to provide motor education to children 58.93%

While two items received a “disagree” response with high percentages, in the following order (27) The establishment does not have suitable spaces for storing motor education tools and devices 94.64 % (25) Lack of scientific references in kindergarten 57.14%.

e) Regarding the fifth question:

What are the obstacles linked to the management of kindergartens which hinder the implementation of motor education activities?

Educators responded as shown in the following table.

Table n° (6): Frequencies and percentages of responses given by subjects and their statistical significance for the fifth axis.

Fifth axis	Question n°	Agree		Neutral		Disagree		X ²	
		F	P %	F	P %	F	P %	Value	Significance
Administrative barriers	28	102	91.07	6	5.36	4	3.57	482.32	Significant
	29	86	76.79	12	10.71	14	12.5	119.89	Significant
	30	68	60.71	22	19.64	22	19.64	35.19	Significant
	31	100	89.29	6	5.36	6	5.36	366.48	Significant
	32	92	82.14	4	3.57	16	14.29	338.65	Significant
	33	62	55.36	10	8.93	40	35.71	84.68	Significant

The tabular value of χ^2 is 5.99 at a significance level of α 0.05 and $df = 2$

The significant X² values for each question show that the educators' responses are not random but follow a precise pattern. The results reveal clear trends in the educators' opinions on the obstacles related to the management of kindergartens.

Out of a total of six items referring to barriers associated with administration that prevent the implementation of motor education activities, all were answered with “agree” with high percentages, as follows: (28) Motor education is not a priority for the kindergarten administration 91.07%. (31) Inappropriate programming for motor education sessions 89.29%. (32) Assign the educator to additional tasks and work, such as administrative tasks 82.14%. (29) Tyranny and rigidity of management 76.79%. (30) Interference of the manager in the work of the educator 60.71%. (33) Inequalities among educational staff 55.36%.

F) Concerning the sixth question:

What are the problems related to technical orientation that hinder the implementation of motor education activities in kindergarten? And educators answered this question in the manner shown in the following table

Table n° (7): Frequencies and percentages of responses given by the subjects and their statistical significance for the sixth axis.

Sixth axis	Question n°	Agree		Neutral		Disagree		X ²	
		F	P %	F	P %	F	P %	Value	Significance
Obstacles related to technical orientation	34	102	91.07	2	1.79	08	7.14	772.53	Significant
	35	08	07.14	36	32.14	68	60.71	121.41	Significant
	36	103	91.93	03	2.68	06	5.36	103.25	Significant
	37	96	85.71	07	6.25	09	8.04	256.46	Significant
	38	101	90.18	05	6.25	06	5.36	412.79	Significant
	39	92	82.14	06	5.36	14	12.5	234.87	Significant

The tabular value of χ^2 is 5.99 at a significance level of α 0.05 and $df = 2$

For each question, the X² value is significant, indicating that the educators' responses are not randomly distributed but follow a certain pattern. The results show clear trends in the educators' opinions on the obstacles related to technical orientation.

Out of a total of six items referring to obstacles related to technical orientation that prevents the implementation of motor education activities five were answered with “agree” with high percentages, as follows: (36) Lack of supervision and guidance for educators 91.93%. (34) The absence of a national guide (Program) which organizes the work of the educator and defines his objectives for the motor education of the child 91.07%. (38) Lack of mechanisms allowing the monitoring and evaluation of the child's performance 90.18%. (37) Difficulty planning the content of motor education 85.71%. (39) Lack of tools to diagnose motor learning difficulties in children 82.14%.

Note, however, that a “disagree” response was given to one item: (35) The lack of specialized educators who supervise the child's motor education in kindergarten with a high percentage of around 60.71%.

7. Discussion of results

In light of the objectives and questions of the study and through the statistical treatments used, we reached the following conclusions:

1. It has been noted that the educator encounters several obstacles in offering motor education activities to the child.
2. In light of the arithmetic averages of the repetitions of each axis, it turns out that the most important obstacles to the implementation of motor education activities are respectively: Obstacles linked to administration and technical orientation.
3. The most common barriers in all areas of the study, which received very high rates according to the Cooper classification, are respectively:
 - Lack of guidance and supervision of educators.
 - Lack of mechanisms for monitoring and evaluating the child's performance.
 - The absence of a national guide (Program) which organizes the work of the educator and defines his objectives for the motor education of the child.
 - Motor education is not a priority for the kindergarten administration.

- Inappropriate programming for motor education sessions.
- Difficulty planning the content of motor education.
- Assign the educator to additional tasks and work.
- Lack of tools to diagnose motor learning difficulties in children.
- Multiple responsibilities and burdens for the kindergarten educator.
- Current program content does not help develop children's tendencies or change their attitudes.
- The hours allocated to motor education are insufficient.
- Lack of budget dedicated to motor education activities.
- The difficulty of providing demonstrations of the proposed activities.
- Dominance and rigidity of management.

The findings of our study reveal several significant obstacles that educators face in providing motor education activities to children in kindergartens. Administrative and technical orientation obstacles emerged as the primary barriers, aligning with the results of Hardy et al. (2010) and Bower et al. (2008), who identified lack of administrative support and logistical challenges as key impediments to effective physical education. These obstacles emphasize the need for improved administrative frameworks and support systems to facilitate this type of activity at the kindergarten level

Our study also highlighted psychological and organizational obstacles, which have a moderate impact due to the educators' skills and creativity in finding alternative solutions. This finding resonates with Morgan and Hansen (2008), who noted that psychological barriers, such as lack of confidence and motivation, significantly affect motor education delivery. Additionally, Hyndman and Pill (2018) discussed the impact of organizational challenges, such as limited resources and rigid curricula, which aligns with our observation of their moderate impact. These insights underscore the importance of providing adequate training and resources to support educators in overcoming these obstacles.

Among the most common barriers identified in our study were the lack of guidance and supervision for educators, the absence of a national guide, and the low prioritization of motor education by kindergarten administration. These findings are consistent with previous research. McKenzie et al. (1997) and Ward (2011) emphasized that effective guidance and supervision are crucial for the successful implementation of motor education programs. The absence of a national guide, as highlighted by Telford et al. (2012), indicates a significant gap that could be addressed to enhance the effectiveness of motor education. Furthermore, Rink and Hall (2008) pointed out that inadequate resource allocation and support often result from the low prioritization of motor education by kindergarten administration. Our study echoes this sentiment, suggesting a need for increased advocacy and awareness to elevate the importance of motor education in early childhood settings.

Overall, the consistency between our study's findings and those of previous research highlights persistent trends in the obstacles to implementing motor education. Addressing these issues requires a multi-faceted approach, including policy changes, enhanced training programs, better resource allocation, and increased administrative support.

Future research should continue to explore these obstacles in diverse settings and examine the effectiveness of various interventions. Longitudinal studies could provide insights into the long-term impact of improved administrative support and structured curricula on motor education outcomes.

Conclusion

Motor education is considered one of the most effective educational methods for the overall development of the child; however, the study revealed various obstacles hindering the implementation of this activities in kindergartens. These barriers range from issues related to planning and programming at the kindergarten level to challenges associated with educators, children, resources, administration, and technical guidance.

The results highlight the need for comprehensive strategies to overcome these obstacles and improve the implementation of motor education activities in kindergartens. This may involve improving program planning, providing adequate training and support for educators, ensuring the safety and security of children, diversifying activities, strengthening administrative support and providing technical advice.

By addressing these challenges, kindergartens can better fulfill their role in promoting children's physical, mental and social development during this crucial stage of their education.

In conclusion, addressing the identified barriers is essential to ensure that kindergartens effectively implement motor education activities. By overcoming these challenges, kindergartens can create an environment conducive to the holistic development of children. This requires collaboration among educators, administrators, policymakers, and other stakeholders to develop and implement strategies that prioritize motor education and meet the diverse needs of children.

Recommendations:

Based on the study results, we recommend the following:

- Increase the hours dedicated to motor activities in kindergarten.
- Foster coordination between educational institutions and universities, similar to practices in Western countries, to organize seminars and study days aimed at improving educators' performance through continuous professional development.
- Develop a national motor education manual for kindergarten children characterized by clarity and accuracy, to help organize and regulate educators' work and support them in providing appropriate motor education content for children.
- Revise educator training programs to reflect the nature of the profession and incorporate modern teaching methods.
- Establish appropriate facilities for motor education activities, adhering to safety and security standards, to ensure the provision of suitable motor education content for children.
- Appoint a qualified individual to carry out inspection and guidance processes, providing advice and direction to educators as part of ongoing professional development.
- Involve educators in kindergarten preparation projects and the development of educational programs.

Bibliography

- Beach, P. S., Reid, G., & Collier, D. H. (2017). *Motor Learning and Development* (2nded.). Human Kinetics.
- Booth, T., & Ainscow, M. (2016). *The Index for Inclusion: A guide to school development led by inclusive values* (4th ed.). Centre for Studies on Inclusive Education
- Bower, J. K., Hales, D. P., Tate, D. F., Rubin, D. A., Benjamin, S. E., & Ward, D. S. (2008). The childcare environment and children's physical activity. *American Journal of Preventive Medicine*, 34(1), 23–29.
- <https://psycnet.apa.org/doi/10.1016/j.amepre.2007.09.022>
- Bruner, J. (1966). *Toward a Theory of Instruction*. Harvard University Press.
- Camargos, E. K., & Maciel, R. M. (2016). The importance of Psychomotricity in children education. *Multidisciplinary Core scientific journal of knowledge*, 9(1), 254-275.
- https://www.nucleodoconhecimento.com.br/education/psychomotor-in-education-and-child#_ftn1
- Executive Decree No. 08-287 of September 17, 2008, Establishing the Conditions for the Creation, Organization, Operation, and Control of Early Childhood Establishments and Care Centers. Official Journal No. 53 of 09/17/2008. [PDF document] Retrieved February 23, 2024. From
- <https://www.joradp.dz/FTP/jo-francais/2008/F2008053.PDF>
- Fullan, M., & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin Press
- Gestwicki, C. (2016). *Developmentally appropriate practice: Curriculum and development in early education* (6th ed.). Cengage Learning
- Gumuchian, H., & Marois, C. (2000). Les méthodes d'échantillonnage et la détermination de la taille de l'échantillon. In Gumuchian, H., & Marois, C (Eds.), *Initiation à la recherche en géographie* (pp. 265-294) Presses de l'Université de Montréal. Retrieved March 19, 2024, from
- <https://books.openedition.org/pum/14800>
- Hirsh-Pasek, K., Golinkoff, R. M., & Diane, E. (2003). *Einstein Never Used Flashcards: How Our Children Really Learn—and Why They Need to Play More and Memorize Less*. Rodale Books.
- McKenzie, T. L., Sallis, J. F., & Nader, P. R. (1997). SOFIT: System for observing fitness instruction

time. *Research Quarterly for Exercise and Sport*, 68(2), 208-221.

<https://doi.org/10.1123/jtpe.11.2.195>

Morgan, P., & Hansen, V. (2008). Physical education in primary schools: Classroom teachers' perceptions of benefits and outcomes. *Health Education Journal*, 67(3), 196-207.

<https://doi.org/10.1177/0017896908094637>

Piaget, J. (1952). *The Origins of Intelligence in Children*. International Universities Press.

<https://doi.org/10.1037/11494-000>

Rink, J. E., & Hall, T. J. (2008). Research on effective teaching in elementary school physical education. *Elementary School Journal*, 108(3), 207-218.

<http://dx.doi.org/10.1086/529103>

Saracho, O. N., & Spodek, B. (2012). *Handbook of research on the education of young children* (3rd ed.). Routledge

Soltani, L. (2023). Some of problems of the specialist educator for the mentally retarded group that hinders his pedagogical performance within the academic group. *El-Naciryia for the social and historical studies*, 14(1), 432-464.

<https://www.asjp.cerist.dz/en/article/221730>

Stodden, D. F., Gao, Z., Goodway, J., & Langendorfer, S. J. (2014). Dynamic relationships between motor skill competence and health-related fitness in youth. *Pediatric Exercise Science*, 26(3):231-241

<http://dx.doi.org/10.1123/pes.2013-0027>

Telford, R. M., Telford, R. D., Olive, L. S., Cochrane, T., Davey, R., & Waddington, G. (2012).

Outcomes of a four-year specialist-taught physical education program on physical activity: A cluster randomized controlled trial, the LOOK study. *International Journal of Behavioral Nutrition and Physical Activity*, 13, 64.

<https://doi.org/10.1186/s12966-016-0388-4>

Whitebread, D., Basilio, M., Kuvalja, M., & Verma, M. (2012). *The importance of play*. Toy Industries of Europe. [PDF document] Retrieved March 28, 2024. From

<https://www.csap.cam.ac.uk/media/uploads/files/1/david-whitebread---importance-of-play-report.pdf>

Zhao, Y. (2021). *Learners Without Borders: New Learning Pathways for All Students*. Corwin.