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Obstacles to the Teaching Practicum in University Programs of Physical Activity and Sport Sciences: A Descriptive and Analytical Study from the Students' Perspective

معيقات التربية العملية في برامج التكوين الجامعي بميدان علوم وتقنيات النشاطات البدنية والرياضية: دراسة وصفية تحليلية من وجهة نظر الطلبة

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Abstract:

The present study aims to identify the obstacles to teaching practicum within the university education pathway in the field of Physical Activity and Sport Sciences from the students' perspectives. To achieve this objective, the researcher adopted a descriptive and analytical methodology appropriate to the nature of the study. The research sample consisted of a group of university students enrolled in Physical Activity and Sport Sciences programs, selected according to the study requirements. Data were collected using a questionnaire designed to explore the main dimensions related to academic theoretical preparation, functional theoretical preparation, and practical training during the teaching practicum. The collected data were processed using appropriate statistical methods. The results revealed that students face several barriers that hinder the effectiveness of practical training, most notably those related to administrative issues, the nature and organization of the practicum program, insufficient duration of field training, and limited availability of pedagogical resources. The study concludes by emphasizing the need to reconsider practicum programs, improve coordination between universities and cooperating institutions, and enhance both theoretical and practical preparation in order to improve the quality of teacher training in Physical Activity and Sport Sciences.

Keywords: Teaching Practicum; Physical Activity and Sport Sciences; University Training; obstacles; Student.

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Introduction:

In recent years, the higher education sector has undergone profound transformations affecting its philosophy of training, objectives, and pedagogical approaches, particularly in light of the shift toward quality assurance, the adoption of the competency-based approach, and the strengthening of the university's connection with its social and economic environment. These transformations have been clearly reflected in teacher preparation programs, which are now required to move beyond a purely theoretical and knowledge-based orientation toward the development of integrated professional competencies that enable student teachers to perform their educational roles effectively and efficiently within the school context.

Within this framework, the field of Sciences and Techniques of Physical and Sports Activities occupies a distinctive position due to its complex applied nature, which integrates cognitive, skill-based, and affective dimensions. This field requires a specific type of preparation that balances theoretical grounding with field practice. The physical education teacher is no longer merely a transmitter of motor skills or sports-related knowledge; rather, he or she has become an educational actor who contributes to the holistic development of learners—physically, psychologically, and socially—and plays a central role in promoting values and healthy behaviors within the school environment.

Teaching Practicum constitutes the cornerstone of university training programs in this field, as it represents the practical domain where professional competencies are embodied and where the student teacher's ability to transform theoretical knowledge into actual instructional practice is tested. It is the stage during which the student shifts from being a passive recipient of knowledge to an active practitioner, moving from understanding the theoretical principles of teaching to engaging directly with learners, managing the classroom, planning lessons, and assessing performance. Therefore, the effectiveness of teaching Practicum serves as a decisive indicator of the overall quality of the teacher preparation system.

However, the success of teaching Practicum does not depend solely on the student's readiness; rather, it is influenced by a range of organizational, pedagogical, supervisory, and material factors that may either enhance or hinder its effectiveness. Weak coordination between the university and host educational institutions, insufficient supervision and follow-up, ambiguity in roles and responsibilities, and limited facilities or spaces appropriate to the nature of physical and sports activities may all constitute genuine obstacles that impede the achievement of the intended objectives of field training.

Despite the central importance of teaching Practicum in preparing physical education teachers, a considerable portion of previous studies has focused primarily on measuring its impact on the development of teaching competencies, rather than analyzing the obstacles that may limit its effectiveness within the university training context. Moreover, there is a noticeable scarcity of research addressing the specific characteristics of this applied field and adopting the students' perspective as the primary actors in the field training experience.

In light of the above, the present study seeks to examine the obstacles facing teaching Practicum within university training programs in the field of Sciences and Techniques of Physical and Sports Activities through a descriptive-analytical approach based on students'

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perspectives. The study aims to diagnose the difficulties encountered by student teachers, identify their multidimensional nature, and provide scientific indicators that may contribute to improving training programs and enhancing the quality of professional preparation.

1. Problem Statement:

The field of Sciences and Techniques of Physical and Sports Activities has undergone qualitative transformations that have affected the very core of the philosophy of university training and its pedagogical dimensions, particularly with the adoption of the competency-based approach and the implementation of the LMD (Licence–Master–Doctorate) system, which is grounded in the logic of quality assurance, employability, and the strengthening of the university's connection with its social and professional environment. Consequently, the preparation of physical education teachers is no longer confined to providing them with a theoretical body of knowledge; rather, it has become a complex process aimed at building integrated professional competencies that include planning, implementation, assessment, classroom management, pedagogical communication, and decision-making in dynamic and complex teaching situations.

Within this context, teaching practicum represents the central component of university training programs, as it constitutes the domain in which knowledge is transferred from theoretical conceptualization to field-based action. It is not merely a transient practical phase; rather, it serves as a genuine testing ground for the coherence of the training program, the degree of integration between its theoretical and practical components, and the student teacher's capacity to transform acquired competencies into effective professional performance within the educational institution. Therefore, the quality of teaching practicum is a decisive indicator of the overall effectiveness of the teacher preparation system.

However, the theoretical analysis of the functions of university training—viewed as a developmental function aimed at fostering professional identity, a remedial function addressing areas of deficiency, and a guidance function facilitating professional integration—presupposes the existence of an integrated organizational, pedagogical, and supervisory environment. It also assumes coherence between program objectives, content, implementation mechanisms, and evaluation indicators. Yet, field realities in many training institutions reveal multidimensional dysfunctions that may hinder the fulfillment of these functions, whether at the level of planning, coordination between universities and host educational institutions, supervision and follow-up mechanisms, or material and logistical resources.

Educational literature indicates that teaching practice, despite its significant contribution to the development of instructional competencies, is not immune to organizational, pedagogical, and psychological challenges. Previous studies have highlighted problems related to insufficient academic supervision, ambiguity in supervisors' roles, limited feedback, the mismatch between host institutions and the specific nature of the specialization, as well as difficulties associated with overcrowding, distant training sites, and limited time allocated for practice. Nevertheless, most of these studies have focused more on measuring the impact of teaching practice on competency acquisition than on analyzing the obstacles that may limit its structural and functional effectiveness.

It is also noticeable that few studies have addressed the specific characteristics of the field of Sciences and Techniques of Physical and Sports Activities, despite its complex applied

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nature, which requires specialized equipment, appropriate facilities, and precise coordination between theoretical, technical, and motor dimensions. Moreover, there is often a lack of an integrative analysis linking the functions of university training, the components of teaching practice, and the targeted professional competencies, in light of the actual difficulties perceived by students as the primary actors in the training process.

From this perspective, there emerges a clear need for an analytical study that explores the obstacles facing teaching practice within university training programs in the field of Sciences and Techniques of Physical and Sports Activities from the students' own perspective, as they are the most directly engaged with the field experience and the most capable of diagnosing its strengths and shortcomings. Understanding these obstacles does not merely involve identifying situational shortcomings; rather, it constitutes a scientific entry point for evaluating the training program, strengthening its alignment with its developmental, remedial, and guidance functions, and ensuring the achievement of its objectives in preparing student teachers equipped with integrated professional competencies.

Accordingly, the main research question of the present study is formulated as follows:

What are the obstacles to teaching practicum in university training in the field of Sciences and Techniques of Physical and Sports Activities from the students' perspective?

2. Research Hypotheses:

There are several obstacles to teaching practicum in university training in the field of Sciences and Techniques of Physical and Sports Activities from the students' perspective.

Sub-Hypotheses:

- There are obstacles related to academic theoretical preparation for teaching practicum within university training.
- There are obstacles related to functional theoretical preparation for teaching practicum within university training.
- There are obstacles related to practical training for teaching practicum within university training.

3. Definition of Terms and Concepts

3.1. Obstacles:

3.1.1. Conceptual Definition: "something that blocks you so that movement, going forward, or action is prevented or made more difficult". (Meaning of obstacle in English, 2026)

3.1.2. Operational Definition: In the context of this study, obstacles refer to the set of academic, administrative, pedagogical, material, or organizational constraints that hinder the effective implementation of the teaching practice within university training programs in the field of Physical Education and Sports Sciences, as perceived and reported by students.

3.2. teaching practicum:

3.2.1. Conceptual Definition: "It is a program designed by faculties of education and teacher-training institutes to prepare enrolled students for the practice of the teaching profession". (Al-Rashaida, 2008)

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3.2.2. Operational Definition: In this study, the teaching practicum is the supervised field-training component of the Physical Education and Sports Sciences curriculum, where student teachers plan and deliver lessons, manage learners, and are evaluated by university supervisors and cooperating teachers.

3.3.University Education :

3.3.1. Conceptual Definition: "The preparation of high-level or elite human resources capable of providing rational guidance, conducting scientific research, producing knowledge and its direct scientific applications, and organizing the management of society and the state at the political, economic, and social levels". (Oueissi & Farhat, 2023)

3.3.2. Operational Definition: In this study, university education refers to the structured academic and professional preparation at the Institute of Physical Education and Sports Sciences, combining theoretical instruction, practical training, and field-based components to academically and professionally qualify students.

3.4. Training in Institutes of Science and Techniques of Physical and Sports Activities:

3.4.1. Conceptual Definition: Training within the LMD (Bachelor–Master–Doctorate) system of higher education in Institutes of Physical Activity and Sport Sciences is based on academic training. This type of training focuses on fundamental or academic studies that enable students to prepare for and pursue university education at the Master's or Doctoral level. (Field of Physical Activity and Sport Sciences, 2026)

3.4.2. Operational Definition: In this study, training in Institutes of Science and Techniques of Physical and Sports Activities refers to the structured LMD-based academic program combining theory, methodology, practical exercises, and field training to develop students' scientific knowledge, professional skills, and research competencies for careers in physical education, sports, and postgraduate studies.

3.5. University Student:

3.5.1. Conceptual Definition: a person who is studying at a university or college. (Oxford, 2026).

3.5.2. Operational Definition: In this study, a student is an individual enrolled in the Institute of Physical Education and Sports Sciences who participates in both theoretical and practical curriculum components, including lectures, labs, field training, and the teaching practicum.

4. Study aims:

- To identify the theoretical obstacles in university training from the students' perspective.
- To examine the applied obstacles in university training from the students' perspective.
- To identify the obstacles related to practical training in teaching practice within university education.

5. Study Significance:

- Teaching practice constitutes the foundation upon which the academic and professional preparation of teachers is built; therefore, this study holds considerable importance for students approaching graduation.
- Teaching practice serves as a link between theoretical knowledge and practical application; it represents the first real experience for today's student and tomorrow's teacher in identifying the obstacles that may be encountered in future professional practice.

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- This study may serve as a basis for reconsidering certain contents of the applied internship module in institutes of physical education and sports, through the findings and recommendations it presents.
- The study may also serve as a model for implementing the applied internship module in educational institutions in accordance with the concept of teaching practicum.

6. Reasons for Choosing the Research Topic:

6.1. Personal Reasons:

The researcher's interest in the teaching practicum, combined with his specialization in school physical and sports activities, motivated him to investigate the obstacles and challenges associated with its implementation in educational institutions.

6.2. Objective Reasons:

The study was motivated by the lack of existing research on the topic, the essential role of the teaching practicum in linking theory and practice, and the availability of relevant references to guide the investigation.

7. Review of Previous Studies

7.1. Broussi Study (2018/2019) – The Contribution of Field Internship to Improving the Teaching Competency of Second-Year Master's Students from the Perspective of Students at the Institute of Sciences and Techniques of Physical and Sports Activities.

This study aimed to identify the extent to which field training contributes to improving teaching competence among second-year Master's students at the Institute of Sciences and Techniques of Physical and Sports Activities. The descriptive method was adopted, and the study was conducted on a sample of 56 students using a questionnaire covering classroom organization, quality of training at the institute, and acquisition of modern teaching methods. The results indicated that field training significantly contributes to improving students' teaching competence. (Broussi, 2019)

7.2. Rabah Study (2017) – The Role of the Practicum Program in Acquiring Teaching Skills among Students of Institutes of Sciences and Techniques of Physical and Sports Activities: A Field Study at the Institute of Biskra University.

The study sought to examine the contribution of the practical education program to the acquisition of teaching skills and to identify the most important skills acquired during university preparation and their relevance to the teaching profession. The descriptive correlational method was used on a purposive sample of 53 students. Data were collected using a self-assessment form and an observation checklist. The findings revealed that the practical education program plays a significant role in developing teaching skills, with differences between students' and cooperating teachers' perceptions, and a statistically significant relationship between the program and teaching skill indicators. (Hachani, 2017)

7.3. Kattaf Study (2015) – The Reality of the Practicum Unit and the Impact of Its Programs on the Development of Teaching Competencies among Students of Institutes of Physical Education and Sports in Light of Contemporary Trends.

This study aimed to identify the most frequently practiced teaching competencies among students and to propose ways to activate practical education programs in line with

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contemporary educational trends. The descriptive method was employed on a sample of 397 students using teaching competence measurement forms and self-evaluation tools. The results demonstrated a positive impact of field-based practical education programs on developing teaching competencies. (Kattaf, 2015)

7.4. Al-Anzi Study (2015) – The Problems Facing the Students of the Practical Education in the University of Shakra from the Point of View of the Student-Teachers Themselves.

A study at Shaqra University investigated the problems faced by practicum students using a 43-item questionnaire administered to 136 student teachers. The results indicated that administrative issues were the most prominent challenges, followed by program-related and school student issues. No statistically significant differences were found for specialization and gender, while significant differences appeared for cumulative GPA. (Al-Anzi, 2015)

7.5. Shaheen Study (2010) – Problems of the Field Implementation of the Practicum Course at Al-Quds Open University from the Students' Point of View.

The study aimed to identify field application problems encountered by students during practical training and their relationship to gender and specialization. Using the descriptive analytical method, the study involved a stratified random sample of 246 students and a questionnaire covering four domains. The results revealed that problems related to the academic supervisor ranked first, with statistically significant gender differences in favor of females, and no significant interaction effect between gender and specialization. (Shaheen, 2010)

7.6. Khresha, Ashraah, and Al-Nimie Study (2008) – The Difficulties that Encounter the Practical Education Students in the Hashemite University and Al-Isra Private University.

This study aimed to identify the difficulties faced by practical education students at the Hashemite University and Isra Private University. The descriptive method was applied to a sample of 133 students using a questionnaire covering five domains. The findings showed that overcrowded classrooms, increased workload, and distance of cooperating schools were the most significant difficulties, with no statistically significant differences attributable to gender or specialization. (Al-khresha, Ashraah, & Al-Nimie, 2010)

7.7. Alkhawaldeh, Ihmeideh and Al-Hijazi Study (2008) – Practicum problems facing students teachers in child education specialization at Queen Rania Faculty for Childhood at the Hashemite University.

This study examined the practicum problems faced by student teachers majoring in child education at Hashemite University during their field training period. A 25-item questionnaire covering six domains was administered to 100 student teachers. The findings revealed several practicum-related problems, mainly associated with the cooperating kindergarten, practicum program, student teachers' personality, supervision, cooperating teacher, and lesson planning and implementation. The results also showed significant differences according to gender, while no significant differences were found with respect to the cumulative average. (Alkhawaldeh, Ihmeideh, & Al-Hijazi, 2010)

7.8. Al-Maliki Study (2001) – Difficulties Facing Student Teachers in Practical Education in Bahrain–

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The study aimed to identify the main difficulties faced by student teachers during practical education and the role of supervisory visits in overcoming them. The descriptive analytical method was applied to a sample of 117 students using a questionnaire and an official performance evaluation form. The findings indicated that difficulties related to the educational supervisor were the most prominent challenges encountered during practical education.

8. Commentary on Previous Studies

Although previous local and Arab studies varied in their objectives and approaches, they still revealed direct or indirect relevance to the topic of the current study. Upon reviewing and analyzing these studies, the researcher noted the following:

Local studies generally focused on examining the contribution of field training and the role of practical education in enhancing teaching competence, developing pedagogical skills, and their relationship with specific teaching abilities.

Arab studies primarily aimed to identify the challenges and difficulties associated with practical education. Most of these studies aligned closely with the current research in terms of structuring both the theoretical and practical components. For instance, the studies by Al-Anzi (2015), Kharsha, Al-Shar'ah, and Al-Naimi (2008), among others, provided valuable insights into various aspects related to certain research variables.

The current study shares several methodological and procedural similarities with these previous studies. Most notably, the descriptive approach was commonly employed, as it represents the most suitable method for realistically investigating the nature of such research, particularly when the researcher is present in the field or study setting. Likewise, the sample selection was similar, targeting students from faculties of physical education. The questionnaire was consistently used as the research instrument, as it enables the collection of accurate responses, thereby facilitating the derivation of objective and interpretable results.

Consequently, the researcher was able to benefit from these studies in several critical areas, including:

- Determining the appropriate research methodology.
- Selecting the study sample.
- Choosing effective research instruments.
- Controlling and defining the study variables.

9. Exploratory Study: In this stage, the researcher collected information and reviewed previous research and dissertations related to the topic of the study. Also contacted specialists in the field to gather sufficient data and gain a comprehensive understanding of the subject from all perspectives. This enabled to form a complete and well-rounded idea, which in turn allowed for the preparation of the theoretical framework of the study. Before distributing the research questionnaires, the reseracher conducted a preliminary exploratory study on the sample to identify their study schedules and ensure the participation of the maximum possible number of students in responding to the questions and addressing the research problem.

10. Research Methodology

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10.1. Descriptive Method: The researcher selected this method because it aligns with the nature of our research topic, as it allows for describing the factors and identifying the obstacles faced by student-teachers in performing their duties.

10.2. Study Population: The study was conducted on a group of students enrolled at the Institute of Science and Techniques of Physical and Sports Activities (University of Oum El Bouaghi), who formed the target of our field research. These students were selected because they are at a critical stage of their training, which allows for identifying the challenges they face in the field. The aim was to generalize the results obtained from the sample to the entire population. The research population consisted of Master's level students (Master 1 and Master 2) across all specializations (Education – Training), with a total estimated population of approximately 383 students.

10.3. Research Sample and Sampling Method: The sample represents a subset of the study population and allows the research to be conducted, given the difficulty of surveying all individuals in the population. The sample was selected using **probabilistic random sampling** for two main reasons:

- Random sampling provides an equal opportunity for all students, as it does not consider any discrimination, exemption, or other characteristics.
- It is considered one of the simplest sampling methods.

The questionnaire was distributed to the research sample, which included Master's students (first and second year) from all specializations (Education – Training). One questionnaire was distributed to each student, and a separate electronic questionnaire was created specifically for second-year Master students. A total of 77 questionnaires were distributed, representing 20% of the study population.

10.4. Statistical Tools Used in the Study: After collecting the questionnaires, the valid responses were entered into a computer for analysis using the **Statistical Package for the Social Sciences (SPSS), version 21**. This was done to discuss the hypotheses in light of the research objectives. The following statistical measures were calculated: **Percentages**; **arithmetic mean**; **standard deviation; correlation coefficient**; **Cronbach's alpha**.

10.5. Research Instruments (Questionnaire): In this study, the questionnaire was used as the primary research instrument because it is one of the most effective methods for investigating the research problem. It was considered the most suitable tool for this research, particularly because simple language was used to ensure students could easily and clearly understand the questions.

The questionnaire consisted of **31 questions** directed to first- and second-year Master students.

A **five-point Likert scale** was used for responses, with scores assigned as follows:

Table 1. Scale and Scores of the Likert Scale Used in the Study

Scale	Very High	High	Moderate	Low	Strongly Disagree
Score	5	4	3	2	1

To determine the length of the cells of the five-point Likert scale (lower and upper limits) used in the study dimensions, the range was calculated by subtracting the minimum value from the maximum value (5 − 1 = 4). This value was then divided by the number of scale categories to obtain the appropriate cell length (4 ÷ 3 = 1.33).

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This value was subsequently added to the lowest value of the scale, which is (1). Accordingly, the end of the first cell became (1 + 1.33 = 2.33). Based on this procedure, the cell ranges were determined as follows:

- **[1.00-2.33]** represents a **Low** classification for each item of the questionnaire dimensions.
- **[2.34–3.67]** represents a **Moderate** classification for each item of the questionnaire dimensions.
- **[3.68-5.00]** represents a **High** classification for each item of the questionnaire dimensions.

10.6. Psychometric Properties of the Study Instruments:

10.6.1. Validity of the Study Instruments: Instrument validity refers to the extent to which an instrument measures what it is intended to measure. The greater the number of validity indicators, the higher the level of confidence in the instrument.

10.6.1.1. Internal Consistency Validity:

A. Correlation Coefficients of the Items for the First Dimension: "Obstacles Associated with the Academic-Theoretical Preparation of Practical Education in University Training".

Table 2. Correlation Coefficients of the Items for the First Dimension

No.	Items	Correlation Coefficient	Statistical Significance
01	The general educational courses provided you with an understanding of the key requirements of the teaching profession.	**1**	Significant
02	General educational courses contribute to solving difficult instructional situations during lesson delivery.	**0,606****	Significant
03	The theoretical training at the university familiarized you with the school environment and how it operates.	**0,722****	Significant
04	The Teaching Methods course introduced you to a range of new teaching approaches and how to apply them.	**0,563****	Significant
05	Some general courses, such as Sports Psychology, helped reduce psychological anxiety, particularly fear, during internship sessions.	**0,832****	Significant
06	You possess sufficient information and knowledge that qualifies you, as a student-teacher, to manage and lead the classroom effectively.	**0,751****	Significant
07	The learning experiences you acquired in individual and team sports contributed to your ability to teach students.	**0,750****	Significant
08	The theoretical training you received at the university corresponds effectively with real-life practice.	**0,717****	Significant
09	The theoretical training covers all aspects of the field of Physical and Sports Activities upon which practical education (field internship) relies.	**0,803****	Significant
10	Academic training contributed to building your knowledge base and professional identity as a student-teacher (intern).	**0.758****	Significant

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**** Significant at the 0.01 Level**

- **Analysis:**

Based on the results presented in Table (2), it is evident that the correlation coefficients between the score of each item related to **obstacles of academic theoretical preparation of practical education in university training** and the total score of the dimension are statistically significant at the **0.01 level**.

The highest correlation coefficient reached **1.00** for Item (1), "The general educational courses provided you with an understanding of the key requirements of the teaching profession." In contrast, the lowest correlation coefficient was **0.563** for Item (4), "The Teaching Methods course introduced you to a range of new teaching approaches and how to apply them."

All results were positive and statistically significant across all items of the dimension, indicating a high level of internal consistency among the items.

B. Correlation Coefficients of the Items of the Second Dimension: "Obstacles of Functional Theoretical Preparation of Practical Education in University Training".

Table 3. Correlation Coefficients of the Items of the Second Dimension

No.	Items	Correlation Coefficient	Statistical Significance
01	The Applied Pedagogy course provided you with the ability to take responsibility in planning, implementing, and evaluating the teaching process.	**1**	Significant
02	During the Applied Pedagogy sessions, you acquired the ability to effectively manage the components of teaching (objectives, curriculum, students, teaching aids, classroom environment, etc.).	**0,831****	Significant
03	The Field Internship course played a significant role in developing the personal qualities of the student-teacher.	**0,797****	Significant
04	The Applied Pedagogy course contributed to discovering new skills that can benefit you during the internship period.	**0,676****	Significant
05	You believe that the functional preparation contributed to the theoretical and practical integration of your personal development.	**0,777****	Significant
06	The actual internship provided you with numerous practical insights related to your specialization.	**0,676****	Significant
07	Your focus on functional preparation enabled you to keep up with and adapt to all new developments during your work.	**0,408****	Significant
08	The content of the applied courses equipped you with essential practical skills that matched the realities you encountered in the field.	**0,579****	Significant
09	The duration of your field internship qualified you as a teacher capable of performing teaching tasks effectively.	**0,719****	Significant
10	Did the outcomes of the real-world training in the institution appear successful to you?	**0,602****	Significant

**** Significant at the 0.01 Level**

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- **Analysis:**

Table (3) presents the correlation coefficients between each item of the second dimension, **"Obstacles of Functional Theoretical Preparation of Practical Education in University Training"**, and the total score of the dimension. All correlations were statistically significant at the **0.01 level**.

The highest correlation coefficient was **1.00** for Item (1), "The Applied Pedagogy course provided you with the ability to take responsibility in planning, implementing, and evaluating the teaching process." The lowest correlation coefficient was **0.579** for Item (8), "The content of the applied courses equipped you with essential practical skills that matched the realities you encountered in the field."

All results were positive and statistically significant across all items of the dimension, indicating a high degree of internal consistency among the items.

C. Correlation Coefficients of the Items of the Third Dimension: "Obstacles of Practical Training in Practical Education in University Training".

Table 4. Correlation Coefficients of the Items of the Third Dimension

No.	Items	Correlation Coefficient	Statistical Significance
01	An increased number of students in the classroom prevents you from effectively managing the session.	**1**	Significant
02	The supervising teacher intervenes frequently in your work, which causes confusion.	**0,780****	Significant
03	The lack of necessary equipment and materials hinders the conduct of the session.	**0,784****	Significant
04	The scheduling of the Practical Education session coincides with those of other classes, placing you under great pressure due to the observation of subject teachers.	**0,822****	Significant
05	Individual differences between male and female students hinder you from managing situations uniformly.	**0,759****	Significant
06	A large number of female students avoid participating in the session, citing dress code or occasionally illness, which obstructs the completion of workshop tasks.	**0,839****	Significant
07	The duration of the practical training was insufficient for you to apply all your knowledge.	**0,854****	Significant
08	The distance between the university and the cooperating school delays the start time of the session.	**0,852****	Significant
09	The theoretical and functional training you received does not correspond to the reality you encountered in the field.	**0,801****	Significant
10	Your supervising teacher does not guide you when you make mistakes.	**0,775****	Significant
11	The limited hours allocated to you resulted in insufficient mastery of	**0,818****	Significant

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	important aspects of the teaching profession.		

**** Significant at the 0.01 Level**

- **Analysis:**

Based on the results presented in Table (4), it is evident that the correlation coefficients between the score of each item of the third dimension, "There are obstacles related to the practical training of practical education in university training," and the total score of the dimension are statistically significant at the **0.01 level**.

The highest correlation coefficient was **1.00** for Item (1), "An increased number of students in the classroom prevents you from effectively managing the session." The lowest correlation coefficient was **0.759** for Item (5), "Individual differences between male and female students hinder you from managing situations uniformly."

All results were positive and statistically significant across all items of the dimension, indicating a high level of internal consistency among the items.

10.6.2. Reliability: To assess the reliability of the study instruments, the researcher employed the following method:

10.6.2.1. Reliability Using Cronbach's Alpha :

Table 5. Cronbach's Alpha Coefficient for Measuring the Reliability of the Study Dimensions

No.	Dimensions of the Study	Number of Statements	Cronbach's Alpha
01	**Obstacles to Academic Theoretical Preparation for Teaching Practicum in University Education.**	10	**0.96**
02	**Obstacles to Functional Theoretical Preparation for Teaching Practicum in University Education.**	10	**0.96**
03	**Obstacles to Practical Training for Teaching Practicum in University Education.**	11	**0.98**
Overall Reliability	The Questionnaire as a Whole	31	**0.97**

Analysis:

Table (5) shows that Cronbach's alpha coefficient indicates a high level of reliability. The overall reliability value reached **0.97**, which allows us to conclude that the questionnaire demonstrates a high degree of reliability and is suitable for application in the main study.

11. Presentation and Analysis of the Obtained Results

11.1. Presentation of the Results of the First Dimension

Table 6. Shows the results of the first dimension

	First Dimension Scores	Mean	Standard	Rank

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Items	Very High		High		Moderate		Low		Strongly Disagree				
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
Item 1	**18**	23.4	**33**	42.8	**20**	26	**3**	3.9	**3**	3.9	**3,78**	0,98	**3**
Item 2	**9**	11.7	**35**	45.5	**23**	29.8	**9**	11.7	**1**	1.3	**3,55**	0,89	**6**
Item 3	**12**	15.6	**26**	33.8	**21**	27.2	**13**	16.9	**5**	6.5	**3,35**	1,13	**8**
Item 4	**32**	41.6	**23**	30	**14**	18	**6**	7.8	**2**	2.6	**4,00**	1,08	**1**
Item 5	**19**	24.7	**22**	28.6	**18**	23.4	**13**	16.8	**5**	6.5	**3,48**	1,22	**7**
Item 6	**13**	16.8	**35**	45.5	**18**	23.4	**9**	11.7	**2**	2.6	**3,62**	0,99	**4**
Item 7	**25**	32.5	**30**	39	**15**	19.4	**5**	6.5	**2**	2.6	**3,92**	1,01	**2**
Item 8	**4**	5.2	**9**	11.7	**33**	42.8	**16**	20.9	**15**	19.4	**2,62**	1,09	**10**
Item 9	**7**	9.1	**17**	22.1	**29**	37.7	**15**	19.4	**9**	11.7	**2,97**	1,12	**9**
Item 10	**14**	18.3	**27**	35	**27**	35	**8**	10.4	**1**	1.3	**3,58**	0,95	**5**

11.2. Presentation of the Results of the Second Dimension

Table 7. Shows the results of the second dimension

Items	First Dimension										Mean	Standard Deviation	Rank
	Scores												
	Very High		High		Moderate		Low		Strongly Disagree				
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
Item 1	**36**	46.8	**27**	35	**9**	11.7	**3**	3.9	**2**	2.6	**4.19**	0,97	**1**
Item 2	**32**	41.6	**30**	39	**12**	15.6	**2**	2.6	**1**	1.2	**4,18**	0,86	**2**
Item 3	**31**	40.3	**27**	35.1	**9**	11.7	**7**	9	**3**	3.9	**3,99**	1,12	**3**
Item 4	**27**	35	**31**	40.3	**12**	15.6	**3**	3.9	**4**	5.2	**3,96**	1,07	**4**
Item 5	**14**	18.2	**24**	31.2	**26**	33.7	**8**	10.4	**5**	6.5	**3,44**	1,11	**9**
Item 6	**27**	35	**26**	33.8	**17**	22.1	**6**	7.8	**1**	1.3	**3,94**	1,00	**5**
Item 7	**15**	19.5	**35**	45.5	**17**	22.1	**7**	9	**3**	3.9	**3,68**	1,02	**6**
Item 8	**15**	19.5	**30**	39	**22**	28.5	**7**	9	**3**	4	**3,61**	1,03	**8**
Item 9	**13**	16.9	**19**	24.7	**25**	32.5	**13**	16.9	**7**	9	**3,23**	1,19	**10**
Item 10	**10**	13	**33**	42.8	**30**	39	**3**	3.9	**1**	1.3	**3,62**	0,81	**7**

11.3.Presentation of the Results of the Third Dimension

Table 8. Shows the results of the third dimension

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Items	First Dimension										Mean	Standard Deviation	Rank
	Scores												
	Very High		High		Moderate		Low		Strongly Disagree				
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage			
Item 1	**24**	31.2	**25**	32.5	**17**	22	**7**	9.1	**4**	5.2	**3,75**	51,1	**1**
Item 2	**5**	6.5	**16**	20.8	**31**	40.2	**10**	13	**15**	19.5	**22,8**	71,1	**10**
Item 3	**11**	14.3	**19**	24.7	**26**	33.7	**10**	13	**11**	14.3	**23,1**	41,2	**7**
Item 4	**17**	22	**15**	19.5	**23**	30	**12**	15.5	**10**	13	**3,22**	1,31	**6**
Item 5	**16**	20.8	**22**	28.5	**19**	24.7	**10**	13	**10**	13	**3,31**	1,30	**5**
Item 6	**26**	33.8	**11**	14.3	**16**	20.8	**13**	16.8	**11**	14.3	**3,36**	61,4	**3**
Item 7	**22**	28.6	**20**	26	**22**	28.5	**9**	11.7	**4**	5.2	**3,61**	1,17	**2**
Item 8	**17**	22	**11**	14.3	**14**	18.2	**14**	18.2	**21**	27.3	**62,8**	21,5	**9**
Item 9	**13**	16.9	**17**	22	**24**	31.2	**12**	15.6	**11**	14.3	**23,1**	81,2	**8**
Item 10	**6**	7.8	**10**	13	**16**	20.8	**18**	23.4	**27**	35	**2,35**	1,29	**11**
Item 11	**18**	23.4	**16**	20.8	**25**	32.4	**9**	11.7	**9**	11.7	**3,32**	1,28	**4**

12. Discussion of the Hypotheses in Light of the Obtained Results

Table 9. Means and Standard Deviations of the Questionnaire Dimensions

No.	Dimension	Mean	Standard Deviation	Result
01	There are obstacles to the **academic theoretical preparation** for the **Teaching Practicum** in university training.	**3.49**	**1.05**	Achieved
02	There are obstacles to the **functional theoretical preparation** for the **Teaching Practicum** in university training.	**3.78**	**1.02**	Achieved
03	There are obstacles to the **practical training** for the **Teaching Practicum** in university training.	**3.48**	**1.29**	Achieved

Table 10. Percentages of the Study Hypotheses According to Likert Scale Categories

No.	hypothesis	Scores & Percentages					
		Low		Moderate		High	
		[2.33 -1]	Percentage	[3.67-2.34]	Percentage	[5-3.68]	Percentage
01	First	**00**	00 %	**07**	70 %	**03**	30 %
02	Second	**00**	00 %	**04**	40 %	**06**	60 %
03	Third	**00**	00 %	**10**	90.91 %	**01**	9.09 %

12.1. Discussion of the First Hypothesis: There are obstacles to the academic theoretical preparation for the Teaching Practicum in university training.

Table (10) presents the classification of the mean scores of the items of the first dimension according to the length of the five-point Likert scale categories. The results show that the

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highest percentage falls within the range **[2.34–3.67]**, which represents a **moderate level**, accounting for **70%**. This is followed by the range **[3.68–5.00]**, which represents a **high level**, with a percentage of **30%**, while the remaining ranges recorded **0%**.

In light of these findings, and based on the category with the highest percentage (moderate level at 70%), as well as the overall mean score of the items of the first dimension, which reached **3.49**, with a standard deviation of **1.05**, as shown in Table (10), it can be concluded that there are difficulties related to academic theoretical preparation. This preparation should constitute a fundamental component, without which students would not be able to perform the required tasks and activities properly and effectively.

Academic theoretical preparation includes general educational courses, specialization courses, and elective courses that student teachers are required to study and acquire knowledge in, in order to continuously develop their professional personality, enhance their abilities to stand before students, interact with them, teach effectively, and deliver educational content and essential information appropriately, as confirmed by Ghanem and Abu Shaeera. (Ghanem & Abu Shaeera, 2010)

In light of the obtained results, the highest percentage was **70%**, which indicates that obstacles to the **academic theoretical preparation** for the **Teaching Practicum** in university training exist at a **moderate level**. Based on these findings, it can be concluded that the **first partial hypothesis**, which states that "there are obstacles to the academic theoretical preparation for the Teaching Practicum in university training," has been **achieved**.

12.2. Discussion of the Second Hypothesis: There are obstacles to the functional theoretical preparation for the Teaching Practicum in university training.

Table (10) presents the classification of the mean scores of the items of the second dimension according to the length of the five-point Likert scale categories. The results indicate that the highest percentage falls within the range **[3.68–5.00]**, which represents a **high level**, accounting for **60%**. This is followed by the range **[2.34–3.67]**, which represents a **moderate level**, with a percentage of **40%**, while the remaining ranges recorded **0%**.

In light of these findings, and based on the category with the highest percentage (high level at 60%), as well as the overall mean score of the items of the second dimension, which reached **3.78**, with a standard deviation of **1.02**, as shown in Table (10), it can be concluded that there are obstacles related to functional theoretical preparation. This type of preparation should complement academic preparation and includes the learning of highly important theoretical educational courses, in addition to engaging in essential and fundamental practical experiences. Together, these contribute to building the overall personality of the student teacher, particularly in relation to teaching competencies.

Such competencies include interacting with students inside and outside the classroom, employing reinforcement and motivation skills, encouraging discipline, managing the classroom, implementing the curriculum, understanding specialized teaching methods, and developing instructional materials, as confirmed by Ghanem and Abu Shaeera. (Ghanem & Abu Shaeera, 2010)

Based on the obtained results, the highest percentage (60%) indicates that obstacles to the functional theoretical preparation for the Teaching Practicum in university training exist at a **high level**. Accordingly, it can be concluded that the **second partial hypothesis**, which states

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that "there are obstacles to the functional theoretical preparation for the Teaching Practicum in university training," has been **achieved**.

12.3. Discussion of the Third Hypothesis: There are obstacles to practical training for the Teaching Practicum in university training.

Table (10) presents the classification of the mean scores of the items of the third dimension according to the length of the five-point Likert scale categories. The results indicate that the highest percentage falls within the range **[2.34–3.67]**, which represents a **moderate level**, accounting for **90.91%**. This is followed by the range **[3.68–5.00]**, which represents a **high level**, with a percentage of **9.09%**, while the remaining ranges recorded **0%**.

In light of these findings, and based on the category with the highest percentage (moderate level at 90.91%), as well as the overall mean score of the items of the third dimension, which reached **3.48**, with a standard deviation of **1.29**, as shown in Table (10), it can be concluded that practical training faces difficulties and obstacles within university training. Practical training should constitute a fundamental and indispensable component of teacher preparation curricula; without it, the curriculum loses its effectiveness. Moreover, student teachers would be unable to perform their professional duties properly or accomplish instructional tasks within the classroom unless they acquire adequate field-based practical experience.

Teacher preparation, therefore, remains incomplete and lacks value if the Teaching Practicum does not occupy a central and distinct position, even when other educational and scientific components are successfully included. This conclusion is consistent with the findings emphasized by Ghanem and Abu Shaeera. (Ghanem & Abu Shaeera, 2010)

In light of the obtained results, the highest percentage was **90.91%**, indicating that obstacles to **practical training for the Teaching Practicum** in university training exist at a **moderate level**. Based on these findings, it can be concluded that the **third partial hypothesis**, which states that "there are obstacles to practical training for the Teaching Practicum in university training," has been **achieved**.

13. Discussion of the Results in Light of Previous Studies

The general hypothesis reached by the researcher states that there are numerous obstacles to teaching practicum that hinder students' progress in university training in the field of Sciences and Techniques of Physical and Sports Activities. In other words, there are difficulties that make students feel a deficiency in several aspects, whether in the academic theoretical dimension, the functional theoretical dimension, the practical training dimension, or in all of these aspects combined, despite the training pathway they have undergone, whether at the university level or through internships carried out in various educational institutions or within sports clubs and teams.

This finding is consistent with many previous studies. The results of the present study are in agreement with the study conducted by **Al-Anzi (Palestine, 2015)**, which concluded that the most prominent problems facing student teachers are related to the cooperating school, the teaching practice program, and the pupils of that school. The results also align with the study by **Shaheen (Palestine, 2010)**, which showed that there are problems encountered by trainees during field application, mainly centered on the role of the academic supervisor, followed by the cooperating school, then lesson planning, and finally the pupils of the cooperating school. In addition, this study indicated that females suffer from these problems more than males. All

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of these issues constitute obstacles that prevent students from achieving the predetermined objectives.

These findings are also consistent with the study by **Khresha, Ashraah, and Al-Nimie (2008)** at the Hashemite University in Jordan, which aimed to identify the difficulties faced by teaching practice students at the Hashemite University and Al-Isra Private University. The study concluded that there are numerous difficulties, including overcrowded classrooms, an increased academic workload for student teachers during the implementation of the teaching practice program, as well as the distance of cooperating schools from the students' places of residence.

Furthermore, the results agree with the study by **Alkhawaldeh, Ihmeideh and Al-Hijazi (2008)** at the Hashemite University in Jordan, which found that the problems of teaching practice faced by students were, in order: the nature of the teaching practice program, the cooperating kindergarten, the personality of the student teacher, the cooperating teacher, supervision of teaching practice, and planning and implementation of instruction. The study also revealed statistically significant differences in teaching practice attributed to gender.

The findings are likewise consistent with the study by **Al-Maliki (Bahrain, 2001)**, which sought to identify the most important difficulties faced by student teachers during teaching practice and also aimed to develop supervision of teaching practice through analyzing supervisors' reports on students. The study concluded that the most significant difficulties faced by student teachers were related to the educational supervisor, such as the lack of prior coordination between the supervisor and the student teacher regarding classroom visit schedules, the scarcity of teaching/learning aids, and insufficient cooperation with the student teacher.

All the problems identified in previous studies largely fall under the aforementioned dimensions.

However, this did not preclude differences between the researcher's findings and some other studies, most notably the following:

The study by **Broussi (2018/2019, Algeria)** indicated that field training contributes to improving the teaching competence of second-year Master's students at the Institute of Sciences and Techniques of Physical and Sports Activities. This finding is, to some extent, similar to the results reached by **Hachani (2018, Algeria)** in his study, which aimed to identify the extent to which the teaching practice program contributes to the acquisition of teaching skills among students of Institutes of Sciences and Techniques of Physical and Sports Activities, to determine the most important teaching skills acquired by students during their university preparation, and to examine the degree of their alignment with the profession of teaching physical education and sports. The study also sought to clarify how teaching practice contributes to preparing students of these institutes, developing their capacities, and advancing the teaching profession.

Hachani's study confirmed that the teaching practice program contributes to the acquisition of teaching skills among students of Institutes of Sciences and Techniques of Physical and Sports Activities from the perspectives of both students and cooperating teachers. It also revealed differences between the views of students and cooperating teachers regarding the extent to which the program contributes to equipping students with teaching skills, in favor of

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the students themselves. Moreover, the study showed a statistically significant relationship between the teaching practice program and indicators of teaching skills among students of these institutes from the perspectives of students and teachers alike.

In contrast, the results of the present study differed from those of **Kattaf (2015, Algeria)**, whose findings concluded that field-based teaching practice programs have a positive impact on developing the teaching competencies of students of Institutes of Physical Education and Sports in light of contemporary educational trends.

14. General Conclusion

In light of the results obtained in this study, it can be concluded that the student teacher (trainee) in educational institutions faces numerous problems that hinder the achievement of the desired objectives of the practicum. The most significant of these obstacles include the following:

- **Obstacles related to academic theoretical preparation** for teaching practicum within university training, which are reflected in the content and nature of theoretical modules—such as teaching methods—where students experience difficulties in understanding instructional approaches and in applying them effectively.
- **Obstacles related to functional theoretical preparation** for teaching practicum within university training. The study revealed that most practical modules did not sufficiently equip students with the ability to appropriately handle instructional inputs. Moreover, functional preparation failed to achieve an integrated development of the student's personality and did not adequately enable them to adapt to new situations.
- **Obstacles related to practical training** in teaching practicum within university training, notably the large number of students, the lack of necessary equipment to conduct lessons, and the limited time allocated for each session. Additionally, individual differences among learners play a role in increasing the difficulty of lesson management, which ultimately leads to the inadequate utilization of acquired knowledge.

15. Recommendations

- Organize seminars and increase theoretical lectures to introduce students to the teaching practicum program, its procedures, and assigned tasks, enhancing their foundational knowledge.
- Schedule teaching practice sessions from the first academic year and extend the field practicum duration, allowing students to complete full learning units and gain practical experience.
- Select suitable educational institutions with qualified supervisors, adequate pedagogical aids, sports facilities, and experienced cooperating teachers to improve the quality of training.
- Provide pedagogical and technological teaching aids to enhance the training process and align with modern educational methods.
- Establish structured collaboration between the Institute of Physical Education and Schools to support students, share research, and facilitate practicum tasks.

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- Conduct studies on teaching practice challenges, including the roles and competencies of university supervisors, cooperating teachers, and assessment practices, to propose effective, practical solutions.
- Create dedicated positions or communication channels for university supervisors to monitor, guide, and address the difficulties faced by student teachers.

Conclusion

Physical education and sports play a vital role in achieving the objectives of general education, making the teacher's role both important and challenging. Consequently, institutes and universities place particular emphasis on sending students for teaching practicum (field practicum) to prepare competent future teachers.

Modern teaching practicum requires careful planning and implementation that align with contemporary educational realities, despite potential obstacles. This study aimed to investigate the obstacles faced by students during their practicum in the field of Sciences and Techniques of Physical and Sports Activities. The findings revealed several challenges: insufficient theoretical preparation, limited practical experience due to short practicum durations, inadequate pedagogical resources, and individual differences among trainees that affect performance.

These results highlight a gap between theoretical preparation and practical demands in educational institutions. Therefore, it is recommended that universities review the content of general educational courses, particularly teaching methods modules, extend the duration of the field practicum, and provide sufficient pedagogical tools to support trainees. Addressing these issues will enhance the professional competencies of future physical education teachers and improve the effectiveness of teaching practicum programs.

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