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Obstacles Influencing the Educational-Training Environment of the Junior Weightlifters According to Elite Coaches' Perceptions (Evaluative Study with Strategic Approach).

Ahmed Elemiri
Department of Curriculum and Teaching Methods, Faculty of Sport Education Al-Mansoura University, Egypt.

Mohamed Hasan
Department of Curriculum and Teaching Methods, Faculty of Sport Education Al-Mansoura University, Egypt.

Abstract

Evaluating the status quo and identifying the obstacles are considered the first steps of the strategic planning. Consequently, we can propose solutions and develop appropriate plans. Thirty one elite weightlifting coaches were chosen to take their perceptions on the most important obstacles facing the Educational-Training Environment (ETE) of the junior weightlifters. A questionnaire was developed until it reached 10 domains and 51 items. Tri-scale was used to express the participants' views on the questionnaire items. The questionnaire internal consistency was estimated using Cronbach's Alpha coefficient (α = 0.916) and value of reliability using the Spearman-Brown coefficient (r = 0. 873 significant at the 0.01 level, 2-tailed = 0.000). Thirty five out of 50 questionnaires were returned to the researchers in February 2014. Four invalid were excluded, therefore the study was limited to 31 questionnaires. Data was processed using Microsoft Excel and SPSS. Percentage and Chi-Square were used to identify the response direction. Priority of obstacles within each domain of the ten domains was arranged according to the relative weight. The ten domains were arranged according to the average of each domain relative weights. Results indicated the strongest obstacles were associated with funding sources and budget (average of RWs = 0.4236). Obstacles associated with community culture, school, social-economic situation, media and security came in the second place (average of RWs = 0.45372). Obstacles related to learning-training programs and activities came third (average of RWs = 0.4659) and those related to the facilities in the fourth one (average of RWs = 0.4713). Starting to make a future strategy of educational-training environment for weightlifting juniors in the light of study results is an urgent requirement. Without a proper planning, perfect selection of athletes and an ideal application the desired goals will not be achieved.

Keywords: Obstacles, educational-training environment, weightlifting..

Introduction:

Most developing countries seek progress and improve different fields of life. They have realized the important role of sport in forming the personality of individuals and progress of society. They realized that sport is one of the fields that they should be racing to prove excellence and progress. In order to reach the high sports levels, they must provide success factors for that.

Good Educational-training Environment (ETE) is one of the important and influential aspects in achievement. Quality and success of any educational process depend on the quality of such an environment. From this standpoint, researchers and educators were interested in the educational environment, they called for giving due care to it (Arman and Alnoagaha, 2011; Keller, 2011; Abdelkarim, 1998; Zaiton 1998). The ETE, in the field of sport, represents a group of the factors surrounding the junior and affecting negatively or positively in his achievement. The ETE is defined in this current study as set of factors affecting the learning process, training outcomes and the achievement of junior weightlifters. It includes physical factors (e.g., playgrounds, devices), educational factors (e.g., teaching methods, evaluation methods), and social factors (e.g., the family culture, economic level), in addition to another set of factors that influences substantively the path of learning-training process and its outputs (Zaiton, 1998). ETE includes all human and material resources and surrounding factors that contribute to junior's learning and affect his achievement (Alharbi, 2011; Abdo, 2009). Accordingly, obstacles of the ETE, in this study, are intended to be all the factors and elements that negatively affect the success of the educational-training process of junior weightlifters.

There is no doubt that the progress of achievement level is related to the positive contribution of most influential factors in the ETE. Based on that, these factors must be constantly evaluated. Furthermore, a set of interventions must be achieved to remedy any obstacles facing the educational-training process to achieve an appropriate

learning environment and push the training process in the right way. Thus, we can get the most possible achievement (Abdelkarim, 1998; Abdelhalim, 2006). The various obstacles (e.g., the obstacles associated with the financial, economic, social, school and family aspects, etc.) which are found in the ETE represent a major challenge standing as a stumbling block in the way of investing and employing the capabilities/skills of the athlete and transferring him to the desired level (Fartusi, 2004).

Many researchers monitored various problems and obstacles in the sports field, including barriers to sports federations and clubs, obstacles associated with practice of physical activity generally, and obstacles related to specific sports activities (e.g., basketball, table tennis, football, judo, etc.) (see: Fartusi, 2004; Alharbi, 2011; Arman and Alnoagaha, 2011; Fareed, 2013; Mustafa and Abdel-Rahman, 2009; Sultan, 2005; Shoukry, 2013; Alghamdi, 2010; Dwyer et al., 2003; Jenkinson and Benson, 2010; Reichert et al., 2007; Dambros et al., 2011; Amy et al., 2010; Tappe et al., 1989; Amraee et al., 2013).

The researchers have been able, through their studies, to identify obstacles, prioritize them, propose solutions and develop strategies of appropriate mechanisms. Identifying the problems facing the sport is a positive first step to develop suggestions and solutions helping to face the challenges and achieve success (Abu-Elenein, 1990). Evaluating the obstacles facing the sports federations, finding their causes and coming up with suggestions to solve them represent important aspect in developing the whole sports situation. Thus, it contributes to improve the sports results at the local, regional and world level (Alghamdi, 2010).

The problem of Egyptian sporting achievement tardiness in international competitions, especially in individual sports which include weightlifting, became clear to many researchers and academics. There are many obstacles (e.g., having deficiencies in the educational-training programs, using inappropriate teaching and training methods, unqualified teachers/trainers, lack of development strategy to treat the current problems) facing individual sport in the Arab Republic of Egypt (Hijazi, 2006). It is known that weightlifting sport was and is still occupying first place in achieving Egypt's Olympic medals. It does not mean excepting weightlifting sport from tardiness previously mentioned. Analysis of documents, scientific references (e.g., Hanna, 2011) and specialized Web sites showed that Egypt got 9 Olympic medals in weightlifting only during the first half of the twentieth century in three Olympic cycles (Amsterdam 1928, Berlin 1936, London 1948). It is inferred that there was a supportive environment for weightlifting sport in that period, inability of Egyptian weightlifting sport to achieve any Olympic medals after London 1948 so far, retreat of the international Egyptian ranking in recent decades, as well as increasing the gap between the Egyptian and world/Olympic records in most weight categories.

The problem of failing to achieve a satisfactory result, in spite of an honourable history to weightlifting sport, represents a multi-faceted research problem, which needs concerted efforts of interested researchers to analyse it and study its dimensions. This was a motivation to identify the aspects of this problem, as well as determine the factors and real reasons behind this problem. It was concluded through observation, field follow-up, discussion of experts (administrators, trainers, and athletes), initial analysis of the problem and reviewing some associated studies that there is a range of different factors contributing to the problem. Obstacles in the ETE of juniors come on top of these factors.

The ETE represents the broad base which all developing processes of the achievement should depend on. This means that obstacles facing the ETE will affect the long-term preparation of weightlifter. Studying and evaluating the different variables of ETE represent the basis for building a development strategy. Environmental analysis results lead to evaluating status quo, developing an appropriate and clear vision and identifying the priorities (Fareed, 2013). The evaluation and monitoring of all (internal and external) environmental factors associated with sports activity help to develop plans and programs (Amraee, et al., 2013). Availability of a suitable environment/climate for the athletes helps them to perform their duties effectively (Mustafa and Abdel-Rahman, 2009). Thus, the study of the ETE obstacles of weightlifting sport represents the first steps to solve the problem so that we can scientifically plan to such an environment.

In the light of the above mentioned and taking into consideration the recommendations of some recent research in this regard (e.g., Alghamdi, 2010; Fareed, 2013) it was found that evaluation of the ETE of weightlifters represents an urgent research point. We can identify strengths and weaknesses and find out the priorities. A strategic approach to develop the ETE is one of the aspects that may help the officials to a proper planning, also to move the weightlifting sport some steps forward towards the future achievements. Thus, the goal of the current study can be stated in the following question: what are the main obstacles facing the ETE of the junior weightlifters according to elite coaches' perceptions?

Tools and Methods

1- Sample. 31 professional coaches were selected to participate in this study. The participant must be one of those who are registered at the Egyptian Federation of Weightlifting (EFW) as coaches, has at least medium educational qualification, has previous experience as weightlifter, and is currently working in the field of training for not less than five -year- experience as a coach.

2- Procedures. To achieve the study objective, a questionnaire of the ETE obstacles in weightlifting was prepared and developed. In the light of field experience, after reviewing the scientific specialized sources in the field of measurement and evaluation (e.g., Nasrelddin, 2011) and through the analysis of the previous studies (e.g., Arman and Alnoagaha, 2011; Fartusi, 2004; Bakr, 2009; Abdo, 2009; Fareed, 2013; Shoukry, 2013; Alghamdi, 2010; Amraee et al., 2013) an initial form of the questionnaire has been planned. After that semi-structured interview was conducted with a sample of coaches (n = 10), administrators (n = 8), and weightlifters (n = 12). Not less than 8 years field experience was a condition to participate in this sample. The initial form of the questionnaire was discussed with the sample. Participants were also asked through an open question to add (according to their experiences) any other obstacles that were not included in the questionnaire. In the light of this interview, the questionnaire was developed, where the domains and items of the questionnaire were accurately drafted. Furthermore, five ambiguous terms were defined and were placed in the guidelines page to realize their true meanings as some participants in the interview sample were not able to understand their meanings well. In this stage of development the questionnaire included 13 domains and 60 items. All items were drafted in the form of questions requiring "Yes", "To some extent" or "No", as response. Accurate choice of terms which fit the educational qualification of the research sample was taken into account.

   To make sure of the content validity of questionnaire, it was discussed with 4 reviewers/specialists working in the faculties of sports education with PhD in weightlifting and academic and practical experiences in this sport (to make sure that domains and items were appropriate to the research objective, where reviewers gave their opinions with regard to delete or merge or add or modify the domains or items). It was taken into account that ratios of the agreement between the reviewers don't be less than 75%. The opinions were taken into consideration, where some domains were merged, some items were deleted and some words and examples were added. Thus, the questionnaire was developed consisting of 10 domains and 52 items/questions. Responses were gathered in a Likert scale of 3 points. The tri-scale was applied to estimate the items as following: (yes = 3) refers to a lack of / no obstacle and indicates a point of strength which means the need to maintain or enhance the status quo, (to some extent = 2) refers to a partial presence of the obstacle which requires an improvement plan and (no = 1) that refers to an acute obstacle, so requires treatment and rapid intervention through development plan.

   To make sure of internal consistency of the questionnaire, Pearson correlation coefficients were conducted between the values of items in each domain and the mean value of the domain, also the correlation coefficients between the mean of each domain and the mean of questionnaire total score were found. The results showed that all the correlation coefficients were statistically significant at the level of 0,05 (2-tailed) except for one item in the first domain. Therefore this item was deleted from the questionnaire. Thus, the number of questionnaire items became 51 items. The correlation coefficients once again were re-calculated and results showed that all values were significant. The correlation values between the items and the domains located between (r = 0,368, at the 0,05 level, 2-tailed = 0,042) and (r = 0,911, at the 0,01 level, 2-tailed = 0,000). The correlation coefficients between the averages of domains and the mean of the questionnaire total score were located between (r = 0,424, at the 0.05 level, 2-tailed = 0,017) and (r = 0,817 at the 0,01 level, 2-tailed = 0,000).

   Thereafter, Cronbach's Alpha coefficient was calculated and all Cronbach's alpha values were statistically significant. The questionnaire Cronbach's Alpha was generally estimated (α= 0,916). The reliability of the questionnaire was verified by finding Pearson correlation between odd and even items (r = 0, 873, at the 0.01 level, 2-tailed = 0.000). The reliability value after correction using the Spearman-Brown coefficient was 0.932. Thus, we made sure that the questionnaire (Appendix) can achieve the aim of the study.

3- The questionnaire was presented to the participants in Arabic during the period from 1.2.2014 to 30.2.2014 and the basic study was conducted. The questionnaires were distributed to 50 elite level weightlifting coaches, which 35 were retrieved and due to invalidity (incomplete questionnaires) 4 questionnaires were also excluded. Thus, 31 questionnaires were statistically processed in the current study.

   Statistical analysis. Descriptive statistics ($p < 0,05$) were used in order to identify and rank the obstacles. Research data were processed using Microsoft Excel and the SPSS (version 21). Frequencies (Freq.) and Percentages (%) were used. Chi-Square Test ($\chi 2$) was used to determine

the direction of the response. The value of Relative Weight (RW.) was used to determine the Relative Ranking (RR.) of items in each domain.

Table 1. Frequencies (Freq.), Percents (%), Chi-Square (χ2), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the vision, mission and goals of the Egyptian Federation of Weightlifting about the educational – training process (n = 31).

Items N.	Yes		To some extent		No		RW.	χ2	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
1	9	29,0	9	29,0	13	41,9	0,6236	1,032[a]	,597	7
2	5	16,1	13	41,9	13	41,9	0,5806	4,129[a]	,127	6=
3	4	12,9	11	35,5	16	51,6	0,5376	7,032[a]	,030	5
4	5	16,1	13	41,9	13	41,9	0,5806	4,129[a]	,127	6=
5	1	3,2	8	25,8	22	71,0	0,4408	22,129[a]	,000	1
6	1	3,2	11	35,5	19	61,3	0,4731	15,742[a]	,000	2
7	0	0	16	51,6	15	48,4	0,5053	,032[b]	,857	3
8	5	16,1	8	25,8	18	58,1	0,5268	8,968[a]	,011	4
Average of RWs							**0,53355**	**Priority of the domain**		**7**

Table 1, which displays the first domain in the current study, indicates that the first obstacle in this domain was item number (5) where the results showed that it achieved lower RW. (RW. = 0.4408). As well the value of χ2 = 22,129 (Asymp. Sig. =, 000) indicated that there were significant differences in the views of participants, where the differences were for response "no" (Freq. = 22, % = 71.0). The second obstacle in this domain was item number (6) and then followed respectively by items number (7), (8), (3), (2), (4) and (1). The results indicated that most of the χ2 values were significant for (in the direction of) the response "no". The value of χ2 in item number (7), which came in third ranking, indicated the lack of significant differences between the views (χ2 =,032, Asymp. Sig. = 0.857). However, analysing the frequencies of this item, we noted that the Freq. of response "yes" = 0, the Freq. of "to some extent" = 16, % = 51,6 , and Freq. of "no" = 15, % = 48.4. This indicated that all participants (100%) approved the partial existence of obstacles where the responses were distributed between "no" and "to some extent". The results of items number (2) and (4), which came together in the sixth ranking, indicated that there were no significant differences between the views (χ2 = 4,129 , Asymp. Sig. =, 127). However, analysing the frequencies in those items, we noted that the Freq. of response "yes" = 5, % = 16.1, the Freq. of "to some extent" = 13, % = 41.9, and Freq. of "no" = 13, % = 41.9. This indicated that most of the sample (83,8 %) approved existence of the obstacle but partially where most of the responses were distributed between "no" and "to some extent". The results of item number (1), which came in the last ranking in this domain, indicated that there were no significant differences between the views of participants in this item. The value of χ2 = 1,032 (Asymp. Sig. =, 597) referred to lack of a "specific response" in this item.

Table 2. Frequencies (Freq.), Percents (%), Chi-Square (χ2), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the instructor/trainer of weightlifting (n = 31).

Items N.	Yes		To some extent		No		RW.	χ2	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
9	9	29,0	12	38,7	10	32,3	0,6559	,452a	,798	7
10	4	12,9	6	19,4	21	67,7	0,4838	16,710a	,000	5
11	3	9,7	14	45,2	14	45,2	0,5483	7,806a	,020	6
12	1	3,2	8	25,8	22	71,0	0,4408	22,129a	,000	3
13	1	3,2	9	29,0	21	67,7	0,4516	19,613a	,000	4
14	0	0	5	16,1	26	83,9	0,3870	14,226b	,000	1
15	1	3,2	6	19,4	24	77,4	0,4193	28,323a	,000	2
Average of RWs							0,483814	Priority of the domain		5

Table 2, displaying the second domain, indicates that the first obstacle was item number (14). The results showed that it achieved lower RW. (RW. = 0.3870). As well the value of χ2 = 14,226 (Asymp. Sig. =, 000) indicated that there were significant differences in views of participants, where the differences were for response "no" (Freq. = 26, % = 83.9). The second obstacle was the item number (15) and then followed respectively by items number (12), (13), (10), (11) and (9). The results indicated that most of the χ2 values were significant in the direction of response "no". The value of χ2 in item (11), which came in sixth ranking, indicated that the views of participants moved towards the

negative response with regard to this item (χ2 = 7,806, Asymp. Sig. = 0.020). The frequencies in this item were "yes" = 3, % = 9.7, the Freq. of "to some extent" = 14, % = 45.2, and Freq. of "no" = 14, % = 45.2. This indicated that most of the sample (90,4 %) approved that the obstacle is existing partially, where most of the responses were distributed between "no" and "to some extent". The results of item (9) , which came in (RR. = 7), indicated that there were no significant differences between the views of participants. Also, the value of χ2 =,452 (Asymp. Sig. =, 798) referred to lack of a specific response in this item.

Frequencies (Freq.), Percents (%), Chi-Square (χ2), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the athlete (junior) (n = 31). Table 3.

Items N.	Yes		To some extent		No		RW.	χ2	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
16	9	29,0	7	22,6	15	48,4	0,6021	3,355a	,187	4
17	6	19,4	11	35,5	14	45,2	0,5806	3,161a	,206	3
18	12	38,7	14	45,2	5	16,1	0,7419	4,323a	,115	6
19	1	3,2	12	38,7	18	58,1	0,4838	14,387a	,001	2
20	5	16,1	22	71,0	4	12,9	0,6774	19,806a	,000	5
21	2	6,5	4	12,9	25	80,6	0,4193	31,419b	,000	1
Average of RWs							0,584183	Priority of the domain		9

Table 3, which displays the third domain, indicates that the first obstacle was item number (21), where the results showed that it achieved a lower RW. (RW. = 0.4408). As well the value of χ2 = 22,129 (Asymp. Sig. =, 000) indicated that there were significant differences in the views, where the differences were for response "no" (Freq. = 22, % = 71.0). The second obstacle was item number (19). The results showed that item (17), which occupied the third place, indicated the lack of significant differences between the views (χ2 = 3,161, Asymp. Sig. =, 206). However, analysing the frequencies of this item, we noted that the Freq. of response "Yes" = 6, % = 19.4; the Freq. of "to some extent" = 11, % = 35.5; and Freq. of "no" = 14, % = 45.2. This indicated that most of the sample (80.7 %) approved existence of the obstacle but partially, where most of the responses were distributed between "no" and "to some extent". The results of item number (20), which came in the fifth ranking, indicated that there were significant differences between the views in the direction of response "to some extent" (χ2 = 19,806, Asymp. Sig. =, 000). As well the Freq. of response "to some extent" were (Freq. = 22, % = 71.0), which indicated that this item represented an obstacle but partially. The results of items (16) and (18), which occupied the fourth and sixth ranking, indicated that there were no significant differences between the views in those items. The values of Chi-Square were χ2 =3,355 (Asymp. Sig. =,187) and χ2 =4,323 (Asymp. Sig. =, 115) respectively. It referred to the lack of a specific response in those items.

Frequencies (Freq.), Percents (%), Chi-Square (χ2), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the learning-training programs and activities (n = 31). Table 4.

Items N.	Yes		To some extent		No		RW.	χ2	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
22	3	9,7	6	19,4	22	71,0	0,4623	20,194a	,000	1=
23	1	3,2	10	32,3	20	64,5	0,4623	17,484a	,000	1=
24	2	6,5	9	29,0	20	64,5	0,4731	15,935a	,000	2
Average of RWs							0,4659	Priority of the domain		3

Table 4, displaying the fourth domain, indicates that the items number (22) and (23) occupied together the first ranking in this domain, where the results showed that they achieved a lower RW. (RW. = 0.4623). In addition, item number (24) came in the second ranking. The results also showed a significant difference (Asymp Sig. =, 000) in the views of participants, where all the differences were for response "no". The frequencies and percentages for these responses were as following: item (22) (Freq. = 22, % = 71.0); item (23) (Freq. = 20, % = 64.5); item (24) (Freq. = 20, % = 64.5).

Frequencies (Freq.), Percents (%), Chi-Square (χ2), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the methods of teaching and training (n = 31). Table 5.

Items N.	Yes		To some extent		No		RW.	χ2	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
25	9	29,0	13	41,9	9	29,0	0,6666	1,032a	,597	1

26	11	35,5	10	32,3	10	32,3	0,6774	,065a	,968	2
Average of RWs							0,672	Priority of the domain		10

Table 5, displaying the fifth domain, indicates that there were no significant differences between the views in the items (25) and (26). The values of Chi-Square $\chi2$ = 1,032 (Asymp. Sig. =, 597) and $\chi2$ =, 065 (Asymp. Sig. =, 968) indicated the lack of a specific response in views of participants with regard to the items of this domain.

Table 6. Frequencies (Freq.), Percents (%), Chi-Square ($\chi2$), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the facilities (training hall, tools and equipments of training, devices to measure and monitor the achievement) (n = 31).

Items N.	Yes		To some extent		No		RW.	$\chi2$	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
27	1	3,2	17	54,8	13	41,9	0,5376	13,419a	,001	6
28	0	0	7	22,6	24	77,4	0,4086	9,323b	,002	1
29	1	3,2	8	25,8	22	71,0	0,4408	22,129a	,000	2
30	0	0	11	35,5	20	64,5	0,4516	2,613a	,106	3
31	2	6,5	9	29,0	20	64,5	0,4731	15,935a	,000	4
32	4	12,9	9	29,0	18	58,1	0,5161	9,742a	,008	5
Average of RWs							0,4713	Priority of the domain		4

Table 6, displaying the sixth domain, indicates that the first obstacle was item number (28). The results showed that it achieved a lower RW. (RW. = 0.4086). As well the value of $\chi2$ = 9,323 (Asymp. Sig. =, 002) indicated that there were significant differences in the views, where the differences were for response “no” (Freq. = 24, % = 77.4). The second obstacle was item (29) and then followed respectively by items (30), (31), (32) and (27). The results indicated that most of the $\chi2$ values were significant in the direction of response “no”. The value of $\chi2$ in item (30), which came in third ranking, indicated the lack of significant differences between the views ($\chi2$ = 2,613, Asymp. Sig. =, 106). However, analysing the frequencies of this item, we noted that the Freq. of response “yes” = 0; the Freq. of "to some extent" = 11, % = 35.5; and Freq. of "no" = 20, % = 64.5. This indicated that all participants (100%) approved that the obstacle existed partially, where the responses were distributed between "no" and "to some extent". The results of item (27) , which came in (RR. = 6), indicated that there were significant differences between the views for the response “to some extent” ($\chi2$ = 13,419, Asymp. Sig. =, 001). As well as the Freq. of response "to some extent" in this item were (Freq. = 17, % = 54.8), which indicates that this item represented an obstacle, but partially.

Table 7. Frequencies (Freq.), Percents (%), Chi-Square ($\chi2$), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the sources of funding and budget of teaching – training process (n = 31).

Items N.	Yes		To some extent		No		RW.	$\chi2$	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
33	0	0	7	22,6	24	77,4	0,4086	9,323a	,002	4
34	0	0	6	19,4	25	80,6	0,3978	11,645a	,001	3
35	0	0	5	16,1	26	83,9	0,3870	14,226b	,000	2
36	0	0	3	9,7	28	90,3	0,3655	20,161a	,000	1
37	7	22,6	7	22,6	17	54,8	0,5591	6,452a	,040	5
Average of RWs							0,4236	Priority of the domain		1

Table 7, displaying the seventh domain, indicates that the first obstacle in this domain was item (36), where the results showed that it achieved a lower RW. (RW. = 0.3655). As well the value of $\chi2$ = 20,161 (Asymp. Sig. =, 000) indicated that there were significant differences in the views, where the differences were for response “no” (Freq. = 28, % = 90.3). The second obstacle in this domain was item (35) and then followed respectively by items (34), (33) and (37). The results indicated that all values of Chi-Square were significant for the response "no".

Table 8. Frequencies (Freq.), Percents (%), Chi-Square ($\chi2$), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the process of measurement and evaluation (n = 31).

Items N.	Yes		To some extent		No		RW.	$\chi2$	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
38	4	12,9	16	51,6	11	35,5	0,5913	7,032a	,030	4
39	1	3,2	7	22,6	23	74,2	0,4301	25,032a	,000	1
40	6	19,4	13	41,9	12	38,7	0,6021	2,774a	,250	5

41	3	9,7	12	38,7	16	51,6	0,5268	8,581a	,014	2
42	7	22,6	8	25,8	16	51,6	0,5698	4,710b	,095	3
43	9	29,0	8	25,8	14	45,2	0,6129	2,000a	,368	6
Average of RWs							0,5555	Priority of the domain		8

Table 8, displaying the eighth domain, indicates that the first obstacle was item number (39), where the results showed that it achieved a lower RW. (RW. = 0.4301). As well the value of $\chi 2$ = 25,032 (Asymp. Sig. =, 000) indicated that there were significant differences in the views, where the differences were for response “no” (Freq. = 23, % = 74.2). The second obstacle was item number (41). The results of item (42), which occupied the third ranking, indicated that there were no significant differences between the views ($\chi 2$ = 4,710, Asymp. Sig. =, 095). It referred to the lack of a specific response in this item. The results of item number (38), which came in the fourth ranking, indicated that there were significant differences between the views in the direction of response "to some extent" ($\chi 2$ = 7,032, Asymp. Sig. =, 030). As well the Freq. of response "to some extent" were (Freq. = 16, % = 51.6), which indicated that this item represented an obstacle, but partially. The results of items (16) and (18), which occupied the fourth and sixth ranking, indicated that there were no significant differences between the views in those items ($\chi 2$ =3,355, Asymp. Sig. =, 187) ($\chi 2$ =4,323, Asymp. Sig. =, 115). This referred to the lack of a specific response in those items. The results of items (40) and (43), which occupied the fifth and sixth ranking in this domain, indicated that there were no significant differences between the views in those items ($\chi 2$ =2,774, Asymp. Sig. =, 250) ($\chi 2$ = 2,000, Asymp. Sig. =, 368). This referred to the lack of a specific response in those items.

Table 9. Frequencies (Freq.), Percents (%), Chi-Square ($\chi 2$), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the community culture, the school, the socio-economic status, the media, and security (n = 31).

Items N.	Yes		To some extent		No		RW.	$\chi 2$	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
44	2	6,5	13	41,9	16	51,6	0,5161	10,516a	,005	4=
45	0	0	17	54,8	14	45,2	0,5161	,290a	,590	4=
46	1	3,2	6	19,4	24	77,4	0,4193	28,323a	,000	2
47	0	0	4	12,9	27	87,1	0,3763	17,065a	,000	1
48	1	3,2	8	25,8	22	71,0	0,4408	22,129a	,000	3
Average of RWs							0,45372	Priority of the domain		2

Table 9, which displaying the ninth domain, indicates that the first obstacle was item (47), where the results showed that it achieved a lower RW. (RW. = 0.3763). As well the value of $\chi 2$ = 17,065 (Asymp. Sig. =, 000) indicated that there were significant differences in the views, where the differences were for response “no” (Freq. = 27, % = 87.1). The second obstacle was item (46) and then followed respectively by items (48) and (44). The results of item number (45), which occupied the last ranking, indicated that there were no significant differences between the views in this item ($\chi 2$ =, 290, Asymp. Sig. =, 590). However, analysing the frequencies of this item, we noted that the Freq. of response “Yes” = 0; the Freq. of "to some extent" = 17, % = 54.8; the Freq. of "no" = 14, % = 45.2. This indicated that all participants (100%) approved that the obstacle existed partially, where the responses were distributed between "no" and "to some extent".

Frequencies (Freq.), Percents (%), Chi-Square ($\chi 2$), Relative Weight (RW.), and Relative Ranking (RR.) of the obstacles related to the sports laws, regulations and legislation (n = 31). Table 10.

Items N.	Yes		To some extent		No		RW.	$\chi 2$	Asymp. Sig.	RR. (Priority)
	Freq.	%	Freq.	%	Freq.	%				
49	2	6,5	7	22,6	22	71,0	0,4516	20,968b	,000	1
50	3	9,7	7	22,6	21	67,7	0,4731	17,290a	,000	2
51	5	16,1	9	29,0	17	54,8	0,5376	7,226a	,027	3
Average of RWs							0,487433	Priority of the domain		6

Table 10, displaying the tenth domain, indicated that the first obstacle was item number (49). The results showed that it achieved a lower RW. (RW. = 0.4516). As well the value of $\chi 2$ = 20,968 (Asymp. Sig. =, 000) indicated that there were significant differences in the views, where the differences were for response "no" (Freq. = 22, % = 71.0). The second obstacle was item number (50). All values of Chi-Square were significant for response "no".

Discussion

The present study yielded the most important obstacles affecting the educational–training environment for the junior weightlifters according to the coaches' perceptions. The following is a discussion of the previous results. The discussion will include some coaches' suggestions written at the end of the questionnaire.

The strongest obstacles were in the seventh domain associated with the sources of funding and the budget. Thus, this domain came in the first ranking of the obstacles, where the average of relative weights was the least (average of RWs = 0.4236). Furthermore, item number (36) ranked first in the obstacles in general, as the results showed that it achieved the least relative weight (RW. = 0.3655). This result confirms that the main obstacles for the educational-training process of junior weightlifters are linked to insufficient budget, lack of the appropriate funding to achieve the objectives and requirements of the training process, unfairness of distribution of the available budget, directing most of the budget to the famous clubs (so-called big clubs), which are in the large cities and Governorates, and the administrative leaders did not have interest to look for non-governmental sources of funding. Radwan (2000) mentioned that money is the lifeblood of sports organizations and helps to achieve their goals. The desired success will not be achieved for these organizations without sufficient financial resources. Le Masurier and Corbin (2006) reported that the starting point to develop sports institutions concerned with children and young people is to provide qualified, specialist athletes with sufficient funding. Findings of Morgan and Hansen (2008), Alharbi (2011), Alhaliq and khasoana (2009) Ibrahim (1995), Kinnunen and Lewis (2013), and Amraee el al. (2013) indicated that the lack of financial resources is one of the most important obstacles facing the quality of physical activity and achieving goals.

Alghamdi (2010) considered that obstacles such as: sports federations depend on General Presidency of sports activity for funding (the federations are not independent from government), absence of laws, decisions, adequate regulations allowing external funding and lack of interest of the federations to find other sources of funding led to lack of the available financial resources and inadequate budgets. Therefore, a defect was found in the programs and plans.

Ghorab (2010) emphasized that sports regulations and laws don't give adequate opportunities to federations for marketing and investing their resources resulting in lack of financial resources. Therefore, negative effect on performance and federations' activities appeared. In addition, the federations were unable to apply their plans and programs perfectly. Furthermore, the federations hadn't a vision in order to attract companies and businessmen to support the athletes/teams.

Fareed (2013) and Shoukry (2013) mentioned that there wasn't a specific budget to be spent on ETE of juniors. Clubs have dedicated very small percentage from their budget to be spent on the educational-training process. Therefore, this percentage has not fulfilled the requirements of this process. Also, there wasn't an equitable distribution of financial support to various clubs. Alsayed (2008) discussed that the unequal distribution of governmental financial support where the large clubs get greater support than small clubs may make small clubs unable to fulfil their obligations. Talaat (2005) recommended that it is important to overcome problems of sports funding by finding legislation and regulations which provide an opportunity to federations and clubs to activate sports sponsorship system and to provide appropriate atmosphere to attract businessmen/great companies to invest in sport.

Table 9 indicated that the obstacles associated with the culture of the community, school, socio-economic status of the family, the media, and security occupied the second place (average of RWs = 0.45372). Furthermore, item

number (47) came in the first ranking (RW. = 0.3763) of the obstacles in this domain and in the second ranking at the level of all domains. Also, the results emphasized that lack of media support for weightlifting sport and lack of satisfactory academic incentives for talented students were obstacles leading to the reluctance of juniors from the training during the study, which means that the training is limited on school holidays, lack of awareness among many Egyptian families of the importance of sport generally and weightlifting in particular, the continued existence of wrong perceptions associated with weightlifting (e.g. weightlifting causes the short body and affects growth). Presence of some problems associated with the security conditions affect negatively the juniors' participation in educational-training process. Also we found that the juniors' participation in the educational-training process depends on the economic situation of the family, therefore the poor-low family income represents one of the potential obstacles in this domain.

Media, family and social support play a major role in the participation of many children and young people in sport. Absence of this support from many sports (e.g. weightlifting) represents a strong obstacle facing children and preventing them from continuous practice. Darwish and Hassanein (2004) asserted that media has a strong effect and the ability to attract the public attention to specific sports. Moreover, it can direct the convictions of mass and change their beliefs as well. Shendi (2008) stated that media is interested only in some famous sports activities (e.g., football). Sallis et al., (2000) indicated that social and cultural factors (e.g. parent support, direct help from parents) are considered the most important factors, which encourage children and adolescents to practice physical activity. Alhaliq and khasoana (2009) and Fartusi (2004) indicated that lack of family awareness "about the importance of sport", the family refusal "about the children participation in the sport because of the limited time available", and the family fears "about the impact of sport negatively on the academic level of their children" are considered the most important barriers to participate in the physical activity. Also Le Masurier and Corbin (2006) stated that the negative attitude of family and community towards sport still represents one of the obstacles to exercise. Furthermore, they stated that physical activity programs are like other many similar programs (e.g., music, art, etc.) facing the potential for cancellation when budgets are tight. Reichert, et al., (2007) indicated that lack of money is the first obstacle facing participation of individuals in physical activity programs. Abdo (2009) emphasized that customs and traditions, wrong beliefs, lack of interest of many parents who do not want their children to participate in physical activity programs, lack of media attention to publish sports culture and its benefits, and lack of incentives to encourage children to exercise are core obstacles in the learning environment of children. Alghamdi (2010) explained that the non-observance of sports federations to the problem of timetable the difference between the timetable of sports season and school represents very important obstacle facing young people to train continuously throughout the year. Furthermore, lack of interest in some federations to communicate with media resulted in a problem related to the popularity of sports activity provided by the federation.

Results from different studies confirm that school work and time constraints are considered as barriers to exercise and prevent the adolescents from sports activities (Tappe et al., 1989; Dambros, et al., 2011; Youssef, et al., 2013). In addition, Jenkinson and Benson (2010) pointed out that overcrowding of the curriculum, past negative experiences with physical education, and wrong beliefs associated with sports activity represented main obstacles facing children and young people's participation in physical activity. Shoukry (2013) stressed that current school system in Egypt does not help the juniors to participate or continue in the exercise. Humpel et al., (2002), Booth et al., (2002) concluded that the availability of safety and the accessibility of facilities were the most important factors related to sports participation. Also results of Amy et al., (2010) indicated that negative social influences related to security (e.g., spread of crime and violence) represented the highest-rated environmental barriers to physical activity. Similar results can also be found in different investigations, which indicate that there is a strong relationship between socio-economic status of the family (family support) and the sports participation of juniors and youth. Ferreira et al., (2006) concluded that providing adequate support to children, educational level of the parents, family income, availability of security or low crime/violence rate are considered very important environmental factors related to youth practice of sport. Alharbi (2011) recommended that raising awareness of people about the benefits of physical activity can help to overcome the obstacles associated with the negative concepts and wrong beliefs about sports.

On the other hand, some items' results in this domain are contrary with the results of Bakr (2009) who confirmed existence of an incentive system for talented athletes in sports schools (affiliated of the Egyptian Armed Forces - Training Authority - Championship Sector), where there is a financial regulation to motivate juniors for excellence in different competitions .Furthermore, financial and social

support for families of some of the pupils (poor families) are provided according to decisions of the general leadership of the Armed Forces. He mentioned also that there is no conflict between the training times and study times. We attribute the variation in the results that the Armed Forces represents an exceptional case seeking to contribute in enhancement of Egyptian sports by participating in some national projects (e.g., establishment of military sports schools, the Olympic champion). On the other hand, the internal study system, applied in the military sports schools, contributes relatively in the coordination between the study and exercise. Therefore, the programs are applied according to the plan of top leadership.

The obstacles associated with learning-training programs and activities came in the third place (average of RWs = 0.4659). The results of this domain stressed a lack of interest of the EFW in developing plans and educational-training programs for the juniors' sector, (i.e. a lack of standardized programs designed according to scientific principles and the results of specialized research). Thus, every coach plans the educational-training programs according to his experience and abilities, making the training process exposed sometimes to subjective interpretations and chaos. This represents an important barrier to the educational-training process, because most of trainers are not qualified enough for planning, achieving and evaluating this process. The results also indicated that the programs and activities lacked important factors (e.g., integration, diversity, flexibility) that help to achieve their targets. Le Masurier and Corbin (2006) pointed out that the developed programs including: goals, meaningful content, appropriate instruction and various activities to develop various physical, mental and psychological/social aspects must become the base in the educational-training system. This will helps us to provide the children/juniors with positive physical activities and experiences that will lead them to continue in training and achievement throughout their lifetime. Alghamdi (2010) emphasized that the federations did not provide trainers with a support or technical consultations due to lack of specialists and experts within the federations' committees. Abdo (2009) stated that the plans, programs and activities of educational environment were not developed. This means that the results of specialized scientific studies were not exploited in the development process. Thus, the educational environment was exposed to failure. Alharbi (2011) stressed that using traditional/non-diversified activities and non-well planned programs in the educational process were the most important barriers to the educational environment. Fareed (2013) indicated that programs and training plans for juniors were not developed by the technical committee of Federation, leading to deficiencies in those programs. In addition, the programs lacked conditions related to integration, diversity and ability to achieve the goals. Shoukry's Results (2013) showed that the trainers were unable to achieve all the objectives of programs; the programs and activities lacked scientific bases; the programs were often developed according to the subjective experiences of trainers; and most of programs did not take into account the physical and psychological characteristics related to juniors' growth. Bakr (2009) pointed out training programs of juniors lacked scientific aspects. Those programs were developed and applied according to the subjective experience of coaches without knowing the scientific principles of sports training.

Table 6 indicated that obstacles associated with the facilities came in the fourth place (average of RWs = 0.4713). The results clarified that there is inadequate infrastructure in the clubs, which negatively affect the educational-training process of juniors. Also the clubs suffer from a severe lack of training platforms, although the training platforms represent major training tools in weightlifting sport. Without sufficient training platforms it will be difficult for juniors to continue in effective training. In addition, the results showed that: there is a serious lack of weightlifting equipment, the training tools are inadequate, the training halls are not equipped with appropriate services and important factors, such as health and safety of the juniors aren't taken into account. In addition, obstacles related to devices of measurement and follow-up were found. These results are due to unavailability of appropriate financial support, neglect in most of the clubs in rural regions and the inequitable distribution of material and financial resources. The results of the present study are consistent with Abdo (2009) that there is no fairness regarding the distribution of the governmental financial support allocated to sports. Mustafa and Abdel-Rahman (2009) found that most important obstacles facing the national coach were that: the administrations of clubs and federations are interested in providing facilities to the first team "only", neglecting the junior sector and there is a lack of modern devices used to measure the training outputs. Hardman (2008) pointed out that inadequate provision of facilities, equipment and teaching/training aids in economically underdeveloped countries is associated in most cases with under-funding. Therefore, this is one of the factors that can detrimentally affect the quality of educational-training programs for juniors. Sallis et al., (2000), Dwyer et al., (2003), Morgan and Hansen (2008), Abdo (2009),

Alghamdi (2010), Alharbi (2011), Alhaliq and khasoana (2009), Kinnunen and Lewis (2013), Shoukry (2013), Amraee el al. (2013) indicated that lack of sufficient sports infrastructure, inadequate of sports facilities or lack of equipment and materials, and inadequacy of physical environment variables were considered as important factors that adversely affect the exercise of the children and adolescents. Le Masurier and Corbin (2006) stressed that the provision of appropriate facilities and adequate equipments were very important factors in creating opportunities for effective learning. Abdo (2009), Alharbi (2011), Fareed (2013) and Shoukry (2013) concluded that lack of safety in training places and equipments, lack of first aid, and lack of a system to regular maintenance were considered significant barriers to the ETE in the sports field.

The obstacles associated with the physical educators/trainers of weightlifting occupied the fifth place (average of RWs = 0.483814). The results of table (2) showed that the lack of provision of health and social care represents the most significant obstacle facing the weightlifting coaches. This lack, of course, is reflected in a form of insufficiency and unwillingness/indifference of the coach to develop the training process where it is known that training process, specially the junior training, requires a lot of time and effort from the coach. Similar results have been found in previous studies (e.g., Abdelaziz, 2003; Alhaliq and Khasoana, 2009) which showed that lack of appropriate health care, lack of health insurance in case of illness or retirement, low salaries and unfair system of rewards represented the worst obstacles according to the point of view of the members in sports field. The results also showed that the EFW is not interested in honouring the trainers/coaches who work in the junior sector. Also, some participants wrote notes that honouring is often restricted to trainers who vote for the board of directors during the elections. This negatively affects the desire of trainers to make the effort. The results indicated that there is a lack of coordination between the EFW and the sports academic institutions, thereby affecting the development of competencies and skills of the trainer.

It is recognized that the success of the educational-training process of juniors depends on qualification and skills of the coach and his experience. Lack of attention to refine the trainer's skills or to develop his experiences between now and then (via the professional preparation courses, seminars, foreign expertise) is considered key obstacle preventing the coach from performing his duties to the fullest. Shoukry (2013) indicated that trainers need to develop and refine their abilities and skills. In addition, they need to know the recent findings in the field of motor learning and sports training. Allawi (1992) stressed that success of a coach is associated with his own information and knowledge about the specialized sports activity. Sultan (2005) recommended that the development of the professional level of the coaches should be developed by giving them missions abroad to refine their abilities and provide them with the foreign experience. Hardman (2008) pointed out that the problem of insufficient qualified and inadequately trained teachers is considered one of the most important obstacles that have been monitored worldwide. Alghamdi (2010) believed that absence of the federation's role about developing the abilities of coaches, lack of cooperation with academic institutions or specialized researchers, partiality of the federation to some clubs/coaches without others, and intentional negligence of federation to some qualified coaches because of personal conflicts represented an important part of the obstacles facing the programs. Fareed's results (2013) showed that most of trainers in the junior sector were not qualified and they did not have enough information (e.g., information relating to theories of training, principles of teaching and learning, characteristics of growth and motor development) and basic norms which help them to practise the profession and succeed in it. The results also showed that there were no rules to give licenses to trainers for practising training profession. This means that many of the trainers, who do not have the competence, can practise the profession with a wide range of juniors leading to failure/inefficiency in the training process. Thus, this will be reflected on the results of weightlifters when they move to the next stages of training. Mustafa and Abdel-Rahman (2009) believed that the professional status of the trainer is still characterized by ambiguity and needs a lot of organizational procedures.

Table 10 indicated that the obstacles associated with the sports laws, regulations and legislation occupied the sixth place (average of RWs = 0.487433). The results indicated that there is no legislative provision, in the sports organizations law or in the regulations of the EFW, stressing on providing financial and moral support for juniors. Also, there were no decisions or ministerial plans for giving interest to juniors and providing them with appropriate ETE. Moreover, the results indicated that the internal regulations of the EFW did not have a provision to stress on developing the ETE of juniors and improving its outputs. Alghamdi (2010) stressed that the retardation/inflexibility of laws and regulations led to restricting the financial support for specific items, and inability to disburse the support for priority activities.

Furthermore, absence of laws and regulations/decisions allowing external funding (e.g., sports sponsorship), during the past decades, hampered the implementation of the federations programs. Although there are some updates that allow external funding now, those updates are insufficient meaning continuation of the obstacles. Shendi (2008); Abdo (2009) stated that laws and regulations governing sports institutions are inappropriate and need to be modified.

Results of the present study are partly inconsistent with the results of Bakr (2009) who reported that despite the presence of internal regulation governing the ETE of juniors and youth in the military sports schools, it was found that these regulations did not contribute to develop sports achievement and did not help to access to the international and Olympic level. This discrepancy may be attributed that the military sports schools are characterized with a military nature meaning that all matters must be subjected to the rules, monitoring and accountability. Moreover, this discrepancy may be attributed to the lack of participants' awareness about sports laws and regulations. Alghamdi (2010) stressed that ignorance with respect to sports laws, rules and regulations is a real phenomenon in the sports field. Therefore, we find in all cases, whether there is a text indicating to pay attention to juniors and youth or not, we can infer from the results that "The text was not applied" and this was a reason for non-achieving satisfactory results at international level.

The obstacles associated with the vision, mission and goals of the EFW regarding the educational-training process occupied the seventh place (average of RWs = 0.53355). The results explained a lack of adequate technical support from the Federation for coaches and administrators (workers in sub-regions and clubs). As well there was no interest from Federation/sub-regions to discuss the problems facing the coaches during their engagement in the junior sector. Moreover, most of the coaches found that the Federation gave special attention to the environment of senior weightlifters, who participate in international competitions. The Federation provided them with financial, technical and moral support, while it did not give enough attention to the junior sector. This of course associated with the above discussion about a lack of the equitable distribution of financial resources. The results also indicated that the EFW did not depend on scientific research to solve problems of the ETE. It is known that there is a committee called "scientific committee" within the Federation committees. The role of this committee is to discuss and solve problems, and provide technical support for the Federation in order to take the right decisions, but according to suggestions and opinions of some participants, there has been no activation to the role of this committee for a long time. Furthermore, the results indicated that the objectives of the Federation related to the educational-training process of juniors were non-clear and unrealistic. This was the result of absence of clear vision and specific mission. The educational-training objectives and evaluation process were limited on the physical and technical aspects, while other aspects of development were unplanned. It is clear that the vision, mission, objectives, and policies of the EFW with regard to ETE of juniors need improvement and development. The present results are consistent with the previous results of Amraee et al., (2013) that the absence of a specific strategy in sports institution and the ignoring of the government officials to the role played by sports experts in the development process were considered part of the challenges that prevent youth from practicing sports activities.

The results of Alghamdi (2010) indicated that lack of action plans, unclear strategies in most federations, lack of coordination and cooperation between the various relevant sports and negligence of the scientific method came at the top of administrative and scientific obstacles facing sports federations. Shoukry (2013) stressed that lack of a clear vision regarding the learning environment at the Federation represented a significant obstacle. Fareed (2013) explained that lack of clarity of vision and mission, and lack of a specific plan to develop the ETE of juniors led to the failure in achieving the objectives. Radi (2002) concluded that there was a range of barriers (e.g., the bureaucracy, lack of using the scientific method to solve the problems of clubs and trainers, lack of support, etc.) that prevented the overall quality in sports clubs.

Jenkinson and Benson (2010) pointed out that lack of adequate support from management and administration was one of the obstacles that affect the physical activity quality and achieving goals.

The obstacles associated with the process of measurement and evaluation occupied the eighth place (average of RWs = 0.5555). The results showed that there is a system to evaluate the juniors, but there are no suitable tools and measuring instruments to evaluate the elements of educational-training process accurately. In addition, there are deficiencies in the evaluation and follow-up process. The evaluation was limited to physical and technical aspects, and it is implemented by coaches and referees during training or competitions. Parents were rarely interested in participating in the evaluation process because of their preoccupation with work. In additions, the results indicated that the technical and physical objectives of training were linked with the training outputs. The

evaluation helps coaches to develop and redirect the process of juniors' education/training. The results also showed that the evaluation process included giving financial and moral rewards but it was not commensurate with the efforts.

In this context, Le Masurier and Corbin (2006) stated that the regular assessment helps to monitor and reinforce the juniors' learning. Fareed (2013) and Shoukry (2013) indicated that there were clear shortcomings in the juniors' evaluation process. The evaluation process (within learning environment) did not include all aspects (physical, technical skills, cognitive, psychological). Also, the assessment methods were inaccurate, subjective and outdated. Abdo (2009) stated that the absence of appropriate evaluation methods, lack of objectivity in the available measurement tools, and lack of specific criteria for evaluation represented the fundamental obstacles which negatively affect the development of learning environment in general and reduce the possibility of discovering talented children and juniors in particular. Bakr (2009) concluded that non-availability of measurement devices in all schools and training centers, lack of modern devices to analyze and evaluate the motor performance and lack of qualified trainers who are able to use the available physiological measurement devices, were part of the obstacles facing the military sports schools.

The results of table (3) indicated that the obstacles associated with the junior occupied the ninth place (average of RWs = 0.584183). The results showed that the negligence of the health follow-up (e.g., periodic medical examinations, disease treatment) represents one of the important obstacles that adversely affect the effectiveness of educational environment. Bakr (2009) mentioned that awareness-raising by using information related to healthy body and disease prevention has not been enough, which represented a barrier to achieve the objectives in military sports schools.

Also, the results showed that juniors were incapable of serious training and they had low desire to reach high-level competitions. These results may be due to factors related to the wrong selection, planning wrong loads or overloads and inadequate nutrition. In addition, lack of desire to achieve international achievements may be due to absence of excitement and fun in weightlifting sport, lack of incentives, internal psychological conflict about the priorities (e.g., school or sport) and lack of guidance and counselling. Bakr (2009) reported that problems of the juniors training in Egypt include wrong planning and lack of the knowledge about the scientific foundations of loads' planning for juniors. Fartusi (2004) concluded that lack of confidence in physical and technical potentials was one of obstacles that reduce the ability of athlete to train and achieve high performance. Rateb (2001) stated that lack of psychological care for juniors leads to a loss of many sports talents who can not face the physical burdens and psychological pressures of training. Arman and Alnoagaha (2011) concluded that lack of incentives is considered one of the reasons which lead to the reluctance of juniors early from practising sports activities. Fartusi (2004) found that feeling bored resulting from the lack of excitement factors in the training environment, lack of adequate appreciation for sports excellence and dealing negatively with the pupils/athletes (who are absent sometimes from school due to participating in tournaments) were the most important problems which were reasons for refraining from the sports activity early.

Alhaliq and khasoana (2009) pointed out that lack of the official and popular appreciation, inability to achieve fame, unpopularity of the individual sports and lack of attention to the problems of athletes were obstacles that cause refraining from exercise.

On the other hand, the results showed there were no obvious indicators that show an existence of obstacles related to absenteeism from training. There were no differences between the coaches' perceptions regarding the validity of the juniors to practise weightlifting sport. Also, there was a difference of perceptions on the obedience of juniors during the educational-training process.

The obstacles associated with the methods of teaching and training occupied the tenth and last place (average of RWs = 0.672). The results showed there were no obvious indicators that show an existence of obstacles related to procedures, methods and styles of teaching and training. The results in this domain were not consistent with the Shoukry's results (2013) who stressed that trainers used inappropriate teaching and training methods with the juniors. Also, the trainers were not able to use modern technological means in educational-training process of juniors. Further study related to this domain is important in order to make sure about this result.

Conclusion

There were many obstacles facing the educational-training environment (ETE) of juniors from the perceptions of coaches. The financial obstacles were the worst, the obstacles related to the culture, media, and security came in next rank and then followed by obstacles related to the learning-training programs and activities. Obstacles related to the facilities and to the athlete came at late order relatively. The stakeholders (e.g., Ministry of Youth and Sport, the EFW and its sub-regions and interested

researchers) must have the responsibility to develop the ETE of juniors of weightlifting for regaining the Egyptian position and achieving better international and Olympic classification. Developing a strategy to overcome these obstacles must be immediately begun. The ETE must be improved and developed and taking into account that sufficient funding or creating financial sources comes on top of the priorities because of its interfered effect with all other factors. The infrastructure development is a starting point and an essential factor for any successful project. More important still, the perfect selection of athletes has much to do with weightlifting outcomes. Finally, we should work together professionally, far from chaos, in order to push the sport of weightlifting towards future achievements. More studies depending on causal relationship are also needed urgently.

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