

PROGRESSIVE OBSTACLES OF CONDUCTING SCIENTIFIC RESEARCH IN PHYSICAL EDUCATION AND SPORTS IN AFGHANISTAN

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ABSTRACT

To improve the quality of physical education research, it's important to understand the impediments to undertaking research. This study aimed to identify: internal obstacles to physical education research as considered by physical education members at Afghanistan, individual-social, professional and specialized, organizational, feasibility-equipment and financial-economic, were compiled and answered. The study sample consisted of 140 participants Selected from physical education members of the Kabul. Data were collected by self-administered questionnaire; it was found that the first part that hinders the research of physical training is the financial aspect, the second part is the professional and administrative gaps. The lack of special protocols and collaborations between the country's universities, the lack of specialized laboratories for research, and the lack of emphasis on research results are some of the obstacles that exist in physical education research. Despite these numerous obstacles to conducting research, respondents did not think their research output was affected.

Keywords: Research, university, barriers, problems, physical education.

1. Introduction

The word research is composed of two syllables, "re and search". The dictionary describes the first as a prefix meaning again, anew or over again and the second as verb meaning to investigate closely and cautiously, to search and try, or to probe.

They form a substance together that describes a careful, systematic approach in order to establish facts or guidelines in some field of knowledge. Study is one of the main measures in enhancing for every scientific and rational of human cultures. It is not possible to travel without study support¹⁰. Today countries are categorized according to their information creation and knowledge implementation. The empowerment, growth and freedom of countries are undeniably closely related to scientific production capability and domestic development,



there is no question that science must grow and progress in all fields¹¹. A look at the scientific progress of countries shows that science is not obtained only through education and research has been the most basic tool for the production and dissemination of science. In today's world, despite some detrimental research achievements that result from the misuse of knowledge, societies have been able to make the most of the gifts of nature that have made the most effort to acquire and promote knowledge. Research after training efficient human resources is one of the foundations of social, cultural, political, economic development, sustainable development and principles in the long term of research are hard to imagine. In countries where is no real research, there is no development of internal growth⁸. Almost all scientists are Agree that raising the level of knowledge and producing new knowledge, training specialized manpower and efficient delivery of scientific and technical services are among the goals of higher education. In the third program of economic, social, cultural development of country, the quantitative expansion, generalization and improvement of research quality, its institutionalization in universities, research centers and cooperation in creating space, facilities, suitable conditions for research and innovation are among the goals of higher education. A university is a place of education, research, and transfer of cultural heritage. In most developed and developing countries, universities and colleges are responsible for solving problems and meeting the needs related to national progress and development. It is widely believed that the manufacturing university should rely heavily on research, so the focus is on research. However, in many developing countries, including Afghanistan, there has been little success in establishing an efficient research system. And universities have not been able to succeed in their role. Among the reasons for this failure are the severe shortage of researchers, research spaces, facilities and financial credits, lack of efficient information, lack of understanding of the status, importance of research among the people and even some officials and decision-makers, which hinders the quantitative and qualitative Development of Research.

PROBLEM STATEMENT

Identifying and determining the research problem, is the issue being addressed in a study, is the first and most important step in undertaking research. Although there is physical education department and faculty in Afghanistan, no research had been done in the field of physical education an even if a small amount had been done in recent times, no value is given to physical education research. Many researchers point out that defining the problem bears critical importance for the whole research process¹. Hence research problems contribute the development of interesting and Significant theories or testing theories¹⁸.

1.2 Objectives of the Study

- Recognize the obstacles and problems in physical education research.
- Explain the effects of research on physical education and sports science,
- Assess the current state of the country in physical education research.

1.3 Research questions

- Which factors hinder the scientific research of physical education?
- What are the effects of scientific research on physical education?

➤ What is the current state of scientific research in physical education?

2. Literature Review

Research issues concentrate on the analysis content; they are the expression of researchers' concerns⁹. It claimed that research problems contribute greatly to the promotion of information and research. In the testing process, the description of a term using concrete observations a general, abstract research goal must be translated into a more precise a concrete research issue. The researcher then continues to search until he/she comes. Study challenges that can be solved by specific and concrete responses and efforts to separate research objectives and goals into more specific research goals and components³. The most complicated part of scientific study is this method, which might seem easy⁴. Another obstacle emerges when a methodological applicable to the research issue has to be selected and this approach needs to be appraised in terms of the worldview, attitude and capability of the researcher. The most crucial step in evaluating and enforcing the solution is to define the research challenge, so that proper decisions can be taken on the best approach⁸. Problems with research affect the whole of the study process Theoretical framework for the presentation of results⁷. Therefore, when identifying research problems, there are many problems to consider⁶. Study over time can be difficult and the investigator can lose his way. In this respect, to keep research in the right direction, it is very important for research concerns to be specifically and expressly stated at the beginning of research. Several factors influence the recognition of the study issue, including: description of current condition, clarification of relationships between cause and effect, estimation of relationships between variables, compare of findings to other studies, check for quality enforcement^{2,12}. The need for education researchers to take account of the growth of their fields across national boundaries is another factor that should be taken into consideration when planning their studies. Study does not rely on the import of local ideas, but should also look at local policies on education, their impact on education, schooling, leadership and their implementation roles⁵. Hosseini and Shamsaii in their research on barriers and problems of research from the university, from the perspective of faculty members of agricultural colleges, introduced the administrative-organizational factor as the second category of barriers to research in universities¹⁵. Farrokhi also cited factors such as the lack of comprehensive legal provisions to support researchers, the lack of academic training programs with research, the lack of expected communication between universities and other research centers, and the lack of communication between universities and foreign centers. The Most Important Barriers to Murphy's Academic Research¹⁹ In his study of barriers to research in the social sciences, Lazaeizadeh stated that lack of research organization is the second obstacle to research after the revolution²¹. Hashemian Nejad in the study of the views of faculty members on research problems, budget, and research credits in the second rank of effective factors on physical education research activities²³. On the other hand, practitioners in the study of effective factors in the development of physical education research in Afghanistan believe that



the existence of financial resources and dependent factors alone is not a deterrent to research, because it is ultimately human beings who do or should do Research with all its qualities²⁰. Hosseini and Shamsaii also prioritize financial-economic factors in terms of priority as factors hindering scientific and research activities¹⁵. The low share of the government in the composition of the research budget shows the active role of private education in the field of physical education research. Currently, the average government share in research budgets in the world is estimated at (54) percent, while in Afghanistan there is no regular program¹³. The need to establish dedicated research centers stems from the fact that the current education system in universities seems to contradict the nature of education and research, especially when we want education and research to fulfill their true mission¹⁹. The regulations of higher education centers emphasize more on educational aspects, in addition to the lack of specific research centers, other factors such as lack of proper information, lack of laboratory facilities, the concentration of information and laboratories in research centers, lack of scientific resources and negligence of officials Information and laboratory centers are among the barriers to research activities in the field of physical education and sports sciences¹⁷. Hosseini Vashmsai, Farrokhi, ((Fidi and Sadeghi)) also lack materials needed for research, lack of scientific resources, lack of proper research laboratories, lack of access to information databases and lack of cooperation of universities in providing facilities to researchers, including the factors of facilities-equipment have been hindered before the research²². It is important to note that the existing problems and shortcomings, as well as the low productivity of the existing manpower, are all correct in the planning group. Therefore, having a defined research system, many existing obstacles and problems will be solvable within this framework¹⁵. Insecurity, teacher's basic needs, and domestic economic problems are factors that have a direct influence on research¹⁶. Uncertainty of value, importance and position of research in the value system of society, lack of appropriate culture for research, and livelihood issues of professors are among the factors that have been identified as Factors hindering research activities¹⁴.

3. Research Methodology

This study is a progressive issue of conducting scientific research in physical education and sports in Kabul, Afghanistan. Similarly, this study used a hybrid method, and data were collected through questionnaires and interviews. 140 participants are physical education professors and the administrators who were selected by random sampling. Questionnaire items were analyzed using version 26 of the IBM Statistical Package Social Sciences (SPSS).

4. Findings

Table 1. Shows the demographic data of the participants

Demographic Data of the Respondents			
	Characteristics	Frequency	Percentage
Gender:	Male	107	76.4%
	Female	29	20.7%
Level of Education:	Above diploma	28	20.0%
	Bachelor	98	70.0%
	Master	14	10.0%
Age:	Between 20&29	35	25%
	Between 30&39	52	37.1%
	40- Upper	53	37.9%

Table 1, the characteristics of the respondents in this study are as follows, 107(76.4%) Male, 29(20.7%) Female, the categories of their education are 28(20.0%), 98(70.0%) Bachelor, 14(10.0%) Master, this means that a large number of Bachelor degree physical education professionals participated in the study, the ages of the respondents are between these years, 35(25%) Between 20&29 years, 52(37.1%) Between 30&39 years, 53(37.9%) 40- Upper, the age categories show that most of the respondents were over 40 years old.

Table 2. Shows Cultural and social problems

No	Items	Strongly Agree	Agree	Somehow Agree	Disagree	Total
1	Lack of appropriate spiritual support and encouragement to motivate physical education researchers.	83 (59.3%)	28 (20%)	20 (14.3%)	9 (6.4%)	140 (100%)
2	Lack the priority of research in the eyes of physical education officials, knowing the importance of research.	28 (20.0%)	64 (45.7%)	27 (19.3)	21 (15.0%)	140 (100%)
3	The country's officials, PE teachers, coaches, athletes, and community residents do not care about the results of physical education and sports research.	52 (37.1%)	55 (39.3%)	9 (6.3%)	24 (17.2%)	140 (100%)
4	Being more familiar with the educational needs of physical education officials than research needs.	23 (16.4%)	17 (12.1%)	64 (45.7)	36 (25.7%)	140 (100%)

5	Uncertainty, value, importance and status of research and physical education and sports researchers.	20 (14.3%)	34 (24.3%)	56 (40.0%)	30 (21.4%)	140 (100%)
6	Lack of fluency of physical education and sports researchers in English to use external resources.	40 (28.6%)	46 (32.9%)	56 (40.0%)	30 (21.4%)	140 (100%)
7	Lack of a suitable cultural background in the community for research and scientific activities in the field of physical education and sports.	30 (21.4%)	25 (17.9%)	66 (47.1%)	19 (13.5%)	140 (100%)

Part 2 Cultural and social problems the answers of the 140(100%) respondents in this section as follow, Lack of appropriate spiritual support and encouragement to motivate physical education researchers, 83(59.3%) strongly Agree, 28(20%) Agree, 20(14.3%) somehow Agree, 9(6.4%) Disagree. From the answers, it is finding that there is a lot of strong Agreement in this regard. Lack the priority of research in the eyes of physical education officials, knowing the importance of research, 28(20.0%) Strongly Agree, 64(45.7%) agree, 27(19.3%) somehow Agree, 21(15.0%) Disagree, from the answers, it is finding that there is a lot of Agreement in this regard. The country's officials, PE teachers, coaches, athletes, and community residents do not care about the results of physical education and sports research, 52(37.1%) Strongly Agree, 55(39.3%) Agree, 27(19.3%) Somehow Agree, 24(17.2%) Disagree, from the answers, it is finding that there is a lot of Agreement in this regard. Being more familiar with the educational needs of physical education officials than research needs, 23(16.4%) Strongly Agree, 17(12.1%) Agree, 64(45.7) Somehow Agree, 36(25.7%) Disagree, from the answers, it is finding that there is a lot of strongly Agreement in this regard. Uncertainty, value, importance, and status of research and physical education and sports researchers, 20(14.3%) Strongly Agree, 34(24.3%) Agree, 56(40.0%) Somehow Agree, 56(40.9%) Disagree, from the answers, it is finding that there is a lot of Disagree in this regard. Lack of fluency of physical education and sports researchers in English to use external resources, 40(28.6%) Strongly Agree, 46(32.9%) Agree, 56(40.0%) Somehow Agree, 30(21.4%) Disagree, from the answers, it is finding that there is a lot of Somehow Agree in this regard. Lack of a suitable cultural background in the community for research and scientific activities in the field of physical education and sports, 30(21.4%) Strongly Agree, 25(17.9%) Agree, 66(47.1%) Somehow Agree, 19(13.5%) Disagree, from the answers, it is finding that there is a lot of Somehow Agree in this regard.

Table 3. Shows the Financial problems

No	Items	Strongly Agree	Agree	Somehow Agree	Disagree	Total
1	Lack of special budget for equipping information centers and laboratories of sports institutions	88 (62.9%)	44 (31.4%)	6 (4.3%)	2(1.4%)	140 (100%)
2	There was not enough budget for scientific research in physical education and sports in the country	28 (20.0%)	64 (45.7%)	27 (19.3%)	21 (15.0%)	140 (100%)
3	Lack of commitment to the private sector to invest in research projects in the field of physical education and sports.	116 (82.9%)	12 (8.6%)	10 (7.1%)	2 (1.4%)	140 (100%)
4	Research is time consuming and there is no research fee for researchers.	24 (17.1%)	38 (27.1)	44 (31.4%)	34 (24.3%)	140 (100%)
5	Insufficient budget for research in sports departments and institutions.	89 (63.6%)	16 (11.4%)	16 (11.4%)	19 (13.6%)	140 (100%)
6	Misuse of the budget allocated for research in physical education and sports.	96 (68.6%)	24 (17.1%)	16 (11.4%)	4 (2.9%)	140 (100%)
7	Lack of confidence in the revenue from research as a source of income for researchers.	18 (12.9%)	34 (24.3%)	59 (42.1%)	29 (20.7%)	140 (100%)
8	Insignificant research rights in the country's physical education and sports.	31 (22.1%)	35 (25.0%)	65 (46.4%)	9 (6.4%)	140 (100%)

Table 3 is the handout of the question, Lack of special budget for equipping information centers and laboratories of sports institutions from 140 respondents 88 people (62.9 %) were strongly disagree, 44 people (31.4 %) agreed, 6 persons (4.3 %) were Somehow Agree, 2 people (1.4 %) were Disagree. Most respondents strongly agree that this means that the lack of a specific budget creates some obstacles to research. There was not enough budget for scientific research in physical education and sports in the country, from 28 people (20.0 %) were strongly disagree, 64 people (45.7 %) agreed, 27 persons (19.3 %) were Somehow Agree, 21 people (15.0 %) were Disagree. respondent's responses indicated that the budget allocated to them was insufficient. Lack of commitment of the private sector to invest in research projects in the field of physical education and sports, from 116 people (82.9 %) were strongly disagree 12 people (8.6 %) were agreed, 10 persons (7.1 %) were Somehow Agree, 2 people (1.4 %) were Disagree, most respondents strongly agree that this means that the lack of a private sector for investment has a direct negative impact on research. Research is time-consuming and there is no research fee for researchers from 24 people (17.1 %) were strongly disagree 38 people (27.1 %) were agreed, 44 persons (31.4 %) were Somehow Agree, 34 people (24.3 %) were Disagree, respondents found from the answers that research takes time and no benefit can be gained from research, they think so research is of no benefit to them. Insufficient budget for research in sports departments and institutions, from 89 people (63.6 %) strongly disagree 16 persons (11.4 %) agreed, 16 persons (11.4 %) were

Somehow Agree, 19 people (13.6 %) were Disagree, and respondents believe that the budget for sport and physical education institution is very low. Misuse of the budget allocated for research in physical education and sports, from 96 people (68.6 %) strongly disagree, 24 persons (17.1 %) were Agree, 16 persons (11.4 %) were Somehow Agree, 4 people (2.9 %) were Disagree, the budget earmarked for physical education east also used elsewhere. Lack of confidence in the revenue from research as a source of income for researchers, from 18 people (12.9 %) strongly disagree, 34 persons (24.3 %) were Agree, 59 persons (42.1 %) were Somehow Agree, 29 people (20.7 %) were Disagree, the fact that there is no direct income from research so far also has a profound effect on research. Insignificant research rights in the country's physical education and sports, from 31 people (22.1 %) strongly disagree, 35 persons (25.0 %) were agreed, 65 persons (46.4 %) were Somehow Agree, 9 people (6.4 %) were Disagree, giving researchers fewer rights researchers often have no particular interests in research.

Table 4. Shows the Facility Problems

No	Items	Strongly Agree	Agree	Somehow Agree	Disagree	Total
1	Lack of a specific place to collect and classify the results of physical education and sports research.	64 (45.7%)	38 (27.1%)	24 (17.1%)	14 (10.0%)	140 (100%)
2	Lack of necessary cooperation with physical education and sports researchers by sports institutions to prepare books and scientific journals.	30 (21.4%)	25 (17.9%)	66 (47.1%)	19 (13.5%)	140 (100%)
3	Lack of complete familiarity of sports physical education researchers with how to use laboratory facilities and equipment.	33 (23.6%)	49 (35.0%)	36 (25.7%)	22 (15.7%)	140 (100%)
4	Lacked sufficient skills and experience of laboratory managers to meet the needs of physical education and sports researchers.	57 (40.7%)	45 (32.1%)	25 (17.9%)	13 (9.3%)	140 (100%)

Table 4 table is the handout of the question, Lack of a specific place to collect and classify the results of physical education and sports research, from 140 respondents 64 people (45.7 %) were strongly disagree, 38 people (27.1 %) agreed, 24 persons (17.1 %) were Somehow Agree, 14 people (10.0 %) were Disagree. A large percentage of respondents believe that there is no place in physical education to preserve research results. Lack of necessary cooperation with physical education and sports researchers by sports institutions to prepare books and scientific journals, 30 people (21.4 %) strongly disagreed, 25 people (17.9 %) agreed, 66 persons (47.1 %) were Somehow Agree, 19 people (13.5 %) were Disagree, Respondents responses indicated that there were insufficient for physical education research. Lack of complete familiarity of sports physical education researchers with how to use laboratory facilities and equipment, respondents, 33 people (23.6 %) strongly disagreed, 49 people (35.0 %) agreed, 36 persons (25,7 %) were Somehow Agree, 22 people (15.7%) Disagree. The responses revealed that there is no specialized laboratory for physical education. Lacked sufficient skills and experience of



laboratory managers to meet the needs of physical education and sports researchers, 57 people (23.6 %) strongly disagreed, 49 people (35.0 %) agreed, 36 persons (25,7 %) were Somehow Agree, 22 people (15.7%) Disagree. The responses revealed that professionals do not have enough information.

Table 5. Shows the Administrative problems

No	Items	Strongly Agree	Agree	Somehow Agree	Disagree	Total
1	Lack of close communication between the country's sports institutions and international physical education and sports research centers.	91 (65.0%)	26 (18.6%)	17 (12.1%)	6 (4.3%)	140 (100%)
2	Poor relationship of the Department of Physical Education with other sports and research institutions.	51 (36.4%)	64 (45.7%)	11 (7.9%)	14 (10.0%)	140 (100%)
3	Less attention to the subject of research by physical education officials due to the lack of use the physical education specialists in the sports department.	67 (47.9%)	25 (17.9%)	34 (24.3%)	14 (10.0%)	140 (100%)
4	Not paying attention to research related to physical education and sports compared to research in other fields.	85 (60.7%)	4 (2.9%)	37 (26.4%)	14 (10.0%)	140 (100%)
5	Not paying attention to research related to physical education and sports compared to research in other fields.	52 (37.1%)	55 (39.3%)	9 (6.4%)	24 (17.2%)	140 (100%)
6	Lack of complete belief in the application of research results among physical education and sports officials.	48 (34.3%)	36 (25.7%)	45 (32.1%)	11 (8.2%)	140 (100%)
7	Holding fewer training courses, workshops, seminars, conferences in the field of physical education and sports than other fields.	40 (28.6%)	44 (31.4%)	42 (30.0%)	14 (3.1%)	140 (100%)
8	Lack of a regular mechanism for research in the field of physical education and sports.	24 (17.1%)	55 (39.3%)	37 (26.4%)	24 (17.1%)	140 (100%)
9	Lack of comprehensive rules and regulations to support principled and ongoing research in physical education and sports	20 (14.3%)	56 (40.0%)	45 (32.1%)	19 (13.6%)	140 (100%)

Table 5 is the handout of the question, Lack of close communication between the country's sports institutions and international physical education and sports research centers, from 140 respondents 91 people (65.0 %) were strongly disagree, 26 people (18.6 %) agreed, 17 persons (12.1 %) were Somehow Agree, 6 people (4.3 %) were Disagree. There is no communication or protocol between the physical education research committee and the international physical education committee. Poor relationship of the Department of Physical Education with other sports and research institutions, 51 people (36.4 %) strongly disagreed, 64 people (45.7 %) agreed, 11 persons (7.9 %) were Somehow Agree, 14 people (10.0 %) were Disagree, this means that the relationship id moderate. Less attention to the subject of research by physical education officials due to the lack of use of physical education specialists in the sports department, 67 person (47.9 %) were strongly disagree 25 person (17.9 %) were agree, 34 persons (24.3 %) were Somehow Agree, 14 person (10.0 %) were Disagree, the neglect of physical education specialists has had a detrimental effect on research. Not paying attention to research related to physical education and sports compared to research in other fields, this part respondents 52 person (37.1 %) strongly disagreed, 55 people (39.3 %) agreed, 9 persons (6.4 %) were Somehow Agree, 24 people (17 %) were Disagree. Lack of complete belief in the application of research results among physical education and sports



officials, this part respondents 48 people (34.3 %) strongly disagreed, 36 people (25.7 %) agreed, 45 persons (32.1 %) were Somehow Agree, 11 people (8.2 %) were Disagree. Holding fewer training courses, workshops, seminars, conferences in the field of physical education and sports than other fields, this part respondents 40 people (28.6 %) strongly disagreed, 44 people (31.4 %) agreed, 42 persons (30.0 %) were Somehow Agree, 14 people (3.1 %) were Disagree. Lack of a regular mechanism for research in the field of physical education and sports. this part respondents 24 people (17.1 %) strongly disagreed, 55 people (39.3 %) agreed, 37 persons (26.4 %) were Somehow Agree, 24 people (14.1 %) were Disagree. Lack of comprehensive rules and regulations to support principled and ongoing research in physical education and sports, this part respondents 20 people (14.3 %) strongly disagreed, 56 people (40.0 %) agreed, 45 persons (32.1 %) were Somehow Agree, 19 people (13.6 %) were Disagree, lack of research in physical education, lack of regular mechanisms, lack of public awareness courses are the obstacles that have hindered physical education research.

Table 6. Shows the Specific Problems

No	Items	Strongly Agree	Agree	Somehow Agree	Disagree	Total
1	And there is a problem in the use of study opportunities by physical education professionals	29 (20.7%)	59 (42.1%)	36 (25.7%)	16 (11.4%)	140 (100%)
2	Not paying attention to team and interdisciplinary research in the field of physical education and sports	40 (28.6%)	59 (42.1%)	16 (11.4%)	25 (17.9%)	140 (100%)
3	Lack of available laboratory facilities to the needs of physical education and sports researchers	26 (18.6%)	66 (47.1%)	24 (17.1%)	24 (17.1%)	140 (100%)
4	Lack of proper communication and cooperation between physical education and sports information centers	29 (20.7%)	64 (45.7%)	37 (26.4%)	10 (7.1%)	140 (100%)
5	Lack of access to up-to-date knowledge in the information centers available in the physical education and sports department	63 (45.0%)	24 (17.1%)	36 (25.7%)	17 (12.1%)	140 (100%)

Table 6 is the handout of the question, and there is a problem in the use of study opportunities by physical education professionals, from 140 respondents 29 people (20.7 %) strongly disagreed, 59 people (42.1 %) agreed, 36 persons (25.7 %) were Somehow Agree, 16 people (11.4 %) were Disagree. Not paying attention to the team and interdisciplinary research in the field of physical education and sports, respondents 40 people (28.6 %) strongly disagreed, 59 people (42.1 %) agreed, 16 persons (11.4 %) were Somehow Agree, 25 people (17.9 %) were Disagree. Lack of available laboratory facilities to the needs of physical education and sports researchers, respondents 26 people (18.6 %) strongly disagreed, 66 people (47.1 %) agreed, 24 persons (17.1 %) were Somehow Agree, 24 persons (17.1 %) were Disagree. Lack of proper communication and cooperation between physical education and sports information centers, respondents 29 people (20.7 %) strongly disagreed, 64 persons (45.7 %) agreed, 37 persons (26.4 %) were Somehow Agree, 10 persons (7.1 %) were Disagree. Lack of access to up-to-date knowledge in the information centers available in the physical



education and sports department, respondents 63 people (45.0 %) strongly disagreed, 24 people (17.1 %) agreed, 36 persons (25.7 %) were Somehow Agree, 17 persons (12.1 %) were Disagree. Responses showed that the lack of study opportunities, the lack of systematic procedures for the team, the lack of specialized laboratories, and the lack of good communication between the researchers harmed the research.

5. Discussion

Hosseini and Shamsaii in their research on barriers and problems of research from the university, from the perspective of faculty members of agricultural colleges, introduced the administrative-organizational factor as the second category of barriers to research in universities¹⁵. Farrokhi also cited factors such as the lack of comprehensive legal provisions to support researchers, the lack of academic training programs with research, the lack of expected communication between universities and other research centers, and the lack of communication between universities and foreign centers. The Most Important Barriers to Murphy's Academic Research¹⁹. In his study of barriers to research in the social sciences, Lazaeizadeh stated that lack of research organization is the second obstacle to research after the revolution²¹. Therefore, reviewing the educational structure of universities will be the first step in eliminating barriers and problems of research in higher education centers. In the field of physical education and sports sciences, explaining the position of research in sports sciences in universities and finally, its position in the development of sports in the country can play a decisive role in removing barriers and problems of research. Achieving success in this process will not be possible without the use of physical education specialists in the management levels of departments, faculties, and physical education departments of universities as well as sports organizations and institutions of the country. Also, establishing close relations between universities with research centers, domestic sports organizations and institutions, and international research centers, facilitating the possibility of professors to use study opportunities and explaining the importance and application of research findings in the development of sports, practical solutions to remove obstacles to organizational problems. - Research in this field is a science.

Financial-economic factors

Financial-economic factors are a set of factors that are directly or indirectly related to real financial issues. Factors such as investment in research, the budget of the country and universities, and research income are among these factors. Table 4 shows the views of faculty members of physical education departments and universities of universities on the effect of deterrence of financial-economic factors, which is the tenth using the analysis of second-order answers. Findings show that only 3 factors - financially - economically as a very effective factor in research in physical education have been purchased. Hashemian -Nejad in the study of the views of university faculty members on research problems, budget, and research credits in the second rank of effective factors on research activities²³.



On the other hand, Kardan has been effective in the study of factors and the development of research in Afghanistan. Hosseini and Shamsaii also prioritize financial-economic factors in terms of priority as factors hindering scientific and research activities¹⁵. These factors include the lack of investment and effective private sector activity, inadequate distribution of research budgets, inadequate mechanisms and regulations for budget allocation, and the mismatch between the income from research and extracurricular income. The low share of the government in the composition of the research budget shows the active role of private education in the field of physical education research. Currently, the average share of the government in research budgets in the world is estimated at 54%, which is 5% for Afghanistan¹³. Therefore, one of the appropriate strategies to reduce the government's financial burden and strengthen the financial resources of research centers is to encourage the private sector to invest in research. Explain the appropriate mechanism for allocating research budgets, policy-making in research projects by expressing the effective role of research in their growth and development, and especially increasing the productivity of human resources and converting research income into a reliable source of income for researchers, including efficient solutions. To overcome financial-economic barriers, research is needed, especially in the field of physical education and sports science.

Facilities – Equipment Facility-equipment factors are factors that depend on the supply and supply of materials, equipment, supplies, and facilities that are necessary for research activities, and by timely disclosure, the research is accomplished.

Individual-social factors

Individual-social factors are factors that rooted in individual problems tensions, conflicts and social issues around the researcher, in a way that deprives the researcher of the possibility of peace and concentration of mind and thought that is necessary for research and scientific activities. Uncertainty of value, importance and position of research in the value system of society, lack of appropriate culture for research, and livelihood issues of professors are among the factors that have been identified as factors hindering research activities¹⁴. Creating job security and resolving the economic bottlenecks of researchers is the first step towards eliminating the air of deterrents. On the other hand, efforts should be made to replace the results obtained from the research and the findings of the research with individual corrections so that the researcher can have confidence and hope in his / her effectiveness through the research. Creating such a change in the culture of society and changing the values that govern it, depends on principled and long-term education.

Professional - specialized agents

Professional-professional factors are a group of deterrents that are related to the lack or lack of capabilities, abilities, and specialization of faculty members of physical education groups and schools. Due to these factors, faculty members of universities cannot make the best use of existing facilities and opportunities to engage in research activities. According to the faculty members of physical education

departments and faculties, the lack of necessary facilities for Abadan to participate in international scientific conferences and the emphasis of the academic system on education overcoming professional-specialized barriers is very effective against research activities in the field of physical education. And sports science researchers, enriching the content of laboratory courses, making the course practical research methods and finally more attention to research instead of education in the physical education system, especially in the training program of master's and doctoral courses, are practical solutions to eliminate this category of factors. It is noteworthy that in developed countries.

Conclusion

The view of respondents in the faculty of physical education that 66% (20 factors) of inhibitory factors have a very effective inhibitory rate, shows the fact that with the role of all factors in the research process in physical education, the influence of a group of factors on another significant factor is trust. Considering that 14 very effective deterrents have been identified among all 5 categories of deterrents, it can be said that the obstacles and problems facing research in Afghanistan, especially in the field of physical education and sports science, are multidimensional. Therefore, providing a solution based on removing obstacles and problems of each factor, requires a comprehensive study of other factors.

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