

## **understanding the reality of the physical education lesson for the student of cycle two in Oman.**

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### **Abstract:**

A study being conducted to identify the understanding of the physical education lesson for the student of cycle two in Oman. According to different aspects of PE lesson like the division of its parts in terms of: warm-up; physical warm-up; learning skills and cooling down. The study also examined the time allocated for each part. The research used a combination of evidence of ministry of education PE lesson structure as well as observation been conducted for 25 school in several region in Oman. The result showed that the mechanism of organizing the lesson, in fact, depends in most cases on the availability of different capabilities, and that the climates factor, dose affects the implementation of the lesson, in reduced the time alien for it or reduced the intensity of student performance level. The research came out with a number of recommendations, including identifying a clear mechanism for implementing thee PE lesson to ensure a equal learning for all student, as well for inclusion student in PE lesson.

**Keywords:** Physical Education lesson, content, lesson parts, time.

### **Introduction:**

Almond (1989, p. 13) believes that “physical education contains a number of activities like sports, dance and adventure a activities which are human practices of great significance that affect people in a very pervasive manner and have become a fundamental part of human heritage and culture”.

A Schools’ Council paper (1968) presented the view that “PE was concerned with the balanced growth of each individual by developing physical resources advancing the skilled efficient use of these resources, the development of capacity foe creative and imaginative works, assisting the development of initiative, moral and social attitudes, and responsible behaviour, providing purposeful and enjoyable experiences in a sufficient range of activities, encouraging in creased responsibility in a choice of activities in, schools, and providing a sense of achievement and positive attitudes towards participation in post-school recreation”.

Almond (1989, p. 15) adds to the definition of physical education in the schools “physical education in schools provides the means by which people can learn how to participate and become involved in sporting activities, dance and adventure activities (I, e purposeful physical education activities) so that they are able to make choices and select activities which can contribute to the enrichment of their lives and enhance the quality of their lives”.

Brown and Cassidy (1963, p. 36) offer a definition of physical education which is: “Physical education is the school program of the study art and science of human movement needed in today’s world designed for development through movement, and human performance restricted of environmental reality”.

### **Aims of the Study:**

The aim of this study was to provide a general review of learning physical education. The reason for including this historical perspective is to give a wider view of considers comprehending the cycle two student of the basic education learning physical education. General reviews will utilize the learners’ motivation and ability to reflect on the general Omani educational goal. The literature was review all the physical education curriculum cycle two from basic education. This historical survey will include the physical education in different concepts and characteristic of learners in physical education,

The importance of this study:

The study is to give an overview of Lesson content and events physical education in Omani Schools. Its highlighting the strength and weakness of teaching physical Eduvation, and helps to develop.

### **Methodology:**

A semi-structured observation schedule was designed with two objectives: to report the reality of PE lessons in Omani schools and to document any noteworthy findings.

The observation schedule took the form of a ‘note’ divided into three parts, the first containing factual information about the school, the place, the stage of education and time of the lesson. The second part consisted of a half page on which to note observations of the teacher and the learner during the PE lesson, and the ‘reality’ of such lessons (Sharman, et al., 2000; Simpson and Tuson, 1995; Anderson and Burn, 1989). The study try to explore the following **research questions** : first questions what are the real states of Lesson content and events for physical

education lesson. The second research questions id what are the reality of structure, subject content and extraneous events in the physical education lesson in Omani schools?.

### **Literature review:**

Bozolu and Göktürk (2016) conducted a study of student experience in PE classes in Turkey from the perspective that high quality PE eliminates factors leading to negative experiences and poor student attitudes. In particular, their study examined whether and how some of the factors identified in the literature, including abilities, gender, curriculum, and other factors, influenced that experience. A total of 196 student teachers of varying subjects were included in their study. All were enrolled on Teaching Certificate courses provided by the Department of Education, and they were based in a large university in one of Turkey's large metropolitan cities. The study adopted a survey methodology, in which data were collected by distributing a semi-structured, open-ended questionnaire (n= 196) designed to understand the processes, experiences, and feelings participants attributed to their PE classes during high and/or middle school years as well as to understand the current state of PE classes. Through an inductive thematic analysis of the data, the researchers found that the majority of the participants had negative experiences in PE classes during their middle and high school years. Students' attitudes toward PE classes were particularly determined by the instructor's teaching style, the PE curriculum, and the school's infrastructure. The researchers concluded that PE class experience is perceived as a burden by most participants due to certain external and manipulable conditions.

Moreover, Hergüner et al. (2016) carried out a comparison of PE and Sports lessons in both Turkey and Kosovo, with a view to determine differences between syllabuses, class hours, topics, content and student achievement. The researchers covered primary, middle and high schools in Turkey and Kosovo, finding the PE and Sports programmes in Turkey to be more extensive, multi-optional and flexible, but less certain in terms of the activities. In Kosovo, these programmes were found to be open, orderly, clear, but having little flexibility. The Turkish content had a greater leaning towards the cognitive and affective aspects, while kinetic achievements were denser in Kosovo. In both countries, the hours devoted to PE and Sport were fewer than those allocated to other courses. The fact that the Turkish programme includes more options and has greater flexibility than the Kosovan system allows it to offer more physical opportunities and use of materials, but the system remains disadvantaged by the overall time available. Moreover, the opportunities for kinetic achievement vary from school to school. The researchers concluded that the Turkish authorities should give more priority within the overall

education system to PE and the opportunities for physical exercise by increasing their share of the curriculum.

Returning to the notion expressed earlier about the entitlement of all schoolchildren to a PE for the betterment of their physical health and mental well-being, two further studies are of interest. The first by Hardman (2008) offers a global perspective on PE in schools, using the Second Worldwide Survey of the situation of PE in schools conducted as part of the UN-dedicated 2005 Year of Sport and PE, and in response to inter-governmental agencies' calls for regular monitoring of developments in school PE. The pluralistic methods facilitated data collection on national level policies and practice-related issues in school PE, the PE curriculum, resources (human and material), the PE environment (school subject and PE teacher status; and pathway links to PE activity in out-of-school settings) and Best Practice exemplars. The data indicated patterns and trends in school PE across the world, revealing positive developments and policy rhetoric being juxtaposed with shortcomings in practice. Seemingly, national and/or regional governments have committed themselves through legislation to making provision for PE but some have been either slow or reticent in translating this into action through actual implementation and assurance of quality of delivery. Essentially, the situation especially in economically under-developed and developing regions has changed a little since the 1999 Berlin Physical Education Summit. Continuing concerns embrace: insufficient curriculum time allocation, perceived inferior subject status, insufficient competent qualified and/or inadequately trained teachers (particularly in primary schools), inadequate provision of facilities and equipment and teaching materials frequently associated with under-funding, large class sizes and funding cuts and, in some countries, inadequate provision or awareness of pathway links to wider community programmes and facilities outside of schools. More generally, there is disquiet over the falling fitness standards of young people, rising levels of obesity amongst children of school age and high youth dropout rates from physical/sporting activity engagement. Whilst some improvements in inclusion (related to gender and disability) policy and practice can be identified since the Berlin Physical Education Summit, barriers to equal provision and access opportunities for all still remain. However, current intergovernmental initiatives (European Parliament's 2007 Resolution on the Role of Sport in Education and UNESCO advocacy action) place PE on the political agenda.

**Result of the Study:**

Lessons observed included basketball, gymnastics and movement awareness for cycle one children. Teachers in the mountain region followed the Ministry of Education's guidelines in structuring and teaching lessons, as recommended in the SQU programme. The majority of the lessons were very formal, disciplined and tightly structured. One observation stood out because the teacher was creative and innovative, making the lesson unusual for the children. This was reflected in the field journal:

I observed a creative teacher who tried to teach by whatever means possible and make teaching physical education as much fun as possible with no equipment. The lesson was for young children at cycle one and focused on different shapes and directions. She used visual aids to stimulate the children and worked towards a friendly, competitive situation which the children liked very much.

(OR1C2S1)

It was good to see PE lessons happening in the difficult territory of the mountain region. Facilities were poor and teaching quite traditional, with one particularly exciting exception.

Lesson content and events:

Lessons observed included volleyball, athletics and rhythmic exercising. Cycle one children were focusing on throwing and catching. There was more theory than practice and lessons rarely resembled models used in SQU training.

The field research in this region took place during Ramadan which clearly created more problems for the teachers and students of PE education while they were fasting and therefore low on energy and fuel as indicated here:

It was Ramadan and the girls kept saying they were tired and hungry. The teacher went as far as she could go with explanation so she finished in fifteen minutes.

(OR2C2S1)

Customs during Ramadan in Muslim Arab countries usually involve children staying up later than normal, eating late, watching special television programmes, rising before dawn to eat breakfast then often sleeping during the day. It is not surprising then that Omani children struggle in school and PE in particular, during Ramadan. The Ministry of Education asks

teachers to continue with the normal curriculum during Ramadan. The government does reduce working hours for everyone but in education the same job is expected.

In these observations, two out of seven teachers asked if their students were fasting and allowed them to sit out of practical work if they chose, as indicated in the following journal note:

It is the second week of Ramadan and the teacher asked the girls who were fasting to sit on the side in case they couldn't cope with the exercise and risked falling down.

(OR2GE3)

The other physical education lessons were much less active anyway and there was no need to exclude students from the activities observed.

On later consideration of all the observations, following summary was made:

When reflecting on my observations of these lessons in the desert I do think we sometimes expect the impossible. Teaching physical education in the burning sun, in outdoor unprotected areas, during Ramadan when most children from the age of ten years, and some younger, are fasting. The only answer seems to be in becoming more flexible, providing proper school or community use facilities for these children and adapting practice where necessary to accommodate lack of water and food intake.

(OR2GE1)

Most of the lessons observed in the desert region did not follow Ministry guidance in terms of structure or content. Most tried to teach more theory than practice but they did not all have sufficient knowledge to do that, as indicated in following:

The lesson deteriorated with the teacher becoming increasingly anxious about controlling the children. She was unable to adapt to the needs of the class. The theory was too advanced for these children and there appeared to be little understanding.

(OR2C1S2)

But some of the classroom lessons were enjoyable for the students and constructive in content. Lesson content and events:

Activities covered in the Muscat region included volleyball and athletics. Cycle one children were progressing their learning on 'knowing the body' focusing on body parts and spatial orientation. Of the nine teachers observed, seven followed expected lesson structure and two took short-cuts, omitting essential warm up and skill development parts, because the time was short and temperatures high. Not all lessons achieved their objectives as seen in the following observation of the one indoor lesson seen (basketball):

... the aim (shooting) was unrealistic since there were no rings or hoops for target practice, and the low ceiling, lights and fans presented hazards. The teacher chose to repeat a lesson she had taught earlier that week, I think perhaps because I was there and she had considered the previous lesson successful. But the girls were distracted by the difficult environment and were not progressing in their abilities.

(OR3GES3)

Teachers in this region were confident using different methods for teaching physical education. Control of the lessons was good. Teachers were able to change between styles of teaching, breaking skills down, analyzing practice during games and helping students with difficulties. They were active and energetic during observations, students were generally receptive and co-operative, enjoying their lessons and learning to be more physically confident and competent, as in this example:

The teacher started to warm the students up with a fun game activity which they all loved. The game was continuous, challenging them to sustain their efforts in an enjoyable way. They worked in small groups and they took responsibility for what they were doing. They did progressive skill-learning in their small groups then moved into a full game, through which they continued to practice and develop their skills. There was a lot of success. The ethos was disciplined but not restricting.

(ORC2S2)

**Discussion:**

It was good to see PE lessons happening in the difficult territory of the mountain region. Facilities were poor and teaching quite traditional, with one particularly exciting exception. Field research in the desert region was very depressing and frustrating for me as a tutor at SQU and researcher. It highlighted the gap between the SQU experience and the reality of PE in some of the schools, facing many difficult challenges, in Oman. Firstly, as a Muslim woman, and a parent, it surprised me that there seemed little awareness of the need to adapt to the special needs of young people during Ramadan. Secondly, the effects of the extreme climate appear to receive little recognition in terms of the potential risk and harm to young people. Thirdly, the lack of facilities and resources in terms of suitable spaces in which to conduct PE lessons is problematic. Students need to be prepared for such situations during their training, as suggested by another lecturer: "It would be better to give the students a real example of physical education in schools

outside of Muscat where facilities and equipment are a problem.” (This is a direct quotation; you need to cite who you are quoting). On a larger scale, there have to be new thinking on ways to realize the potential of Oman’s commitment to education and PE as a right of all children. The opportunities at the school with the sponsored indoor, air-conditioned space demonstrated one way forward in terms of raising the status and ethos of the subject. Alongside the actual space came better resourcing and two good teachers. Due to its dual-purpose nature, the school played an important role within its community.

The visits to the schools of Muscat were the most enjoyable, conveying the bright side of PE in Oman, which was a combination of basic facilities, equipment, good teachers and willing students. Attitudes were positive and lessons were productive, with the exception of the indoor lesson that deteriorated because of the space. There was a closer match between the expectation of the SQU training programme and the reality of PE in the schools, but there were still problems.

Most teachers tried to deliver a PE programme in line with the national curriculum and their SQU training. Whilst the standard time for each lesson was 35 minutes the actual activity time was 20-25 minutes. The curriculum requires one or two PE lessons each week, depending upon the type of school but some classes received as little as one lesson every two weeks, depending on the interest and ability of the class teacher and/or the number of pupils in the school. This was partly due to the propensity of teachers to use time designated for PE to conduct extra lessons in other subjects. The ad hoc nature of some planning time for PE resulted in teachers often being unprepared for the lessons, thereby diminishing their value.

Conclusion:

However, the study findings suggest that the training provided for PE teachers at SQU is effective in producing enthusiastic and capable teachers, but that those teachers could be better prepared to meet the diverse challenges Oman faces in efforts to develop girls’ PE. The greatest need, for improved facilities and resources for the subject, is beyond the control of SQU but a matter to be pursued with the Ministries of Education, Sport, Social Affairs and Labor and Women.

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