

The Structure and Resource Challenges that face Lessen from Specialist Views in State School in Sultanate of Oman

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Introduction:

“The field of physical education has witnessed too many hula hoops, too many parachutes, too many movements, too many behavioural objectives, and most recently too many people from too many fields who proclaim themselves experts in health promotion”. (Chicago 1987, p. 7).

In the last ten years’ physical education has made a very noticeable improvement AL- Sinani Y 2014, AL- Sinani 2013, due to the modernisation of the physical education curriculum. The educational specialists believe that for having successful physical education curriculum we should bear in mind that there are main factors to apply this curriculum successfully. In order to discover what are those factors four basic factors will be covered in this assignment for having a successful physical education curriculum.

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After the introduction section will be about how it is important to have Physical Education at secondary school. This will address the following three questions:

What is have Physical Education?

Why is have Physical Education important?

What are the aims of have Physical Education?

The third point will address an important basic factor for a successful physical education curriculum which is physical education teachers including:

the relationship of physical education teachers, the knowledge required of teachers in physical education, characteristics of a physical education teachers and the responsibilities of physical education teachers. (AL Sinani, Y. & El Shourbagi, S) (2014).

The fourth point will cover the topic of learning in physical education (pupils). This will cover individual differences in secondary school which are, physical mental and physiological and psychological and social characteristics. Program will be included as example. Finally, the fifth point will talk about another very important factor in a successful physical education curriculum, which is teaching styles. In this section I will consider Mosston and Ashworth (1986) teaching style as an example of the perfect teaching style. Then in the final part the conclusion.

According to the Ministry of Information document (Oman 2000), in 1970 there were three schools with a total of 909 pupils and not more than thirty teachers. Presently there are now 970 state schools providing education at primary, preparatory and secondary levels. In the private sector, eleven new schools were opened in 1998 making a total of 118 private schools, which are regulated by the Ministry of Education. This document has stated that by the year 2000/2001, the plan is for 1,045 state schools, which will enable the Ministry to dispense with the double shift system and to extend the number of hours in the classroom.

According to the ministerial decree No. 21 for 1993, regarding the regulations of the general education (article 5) pertaining to educational stages, we will find that the general education consists of three stages, primary, preparatory and secondary. Al-Maamari, S. & AL Sinani, Y. (2014)

General Aims For Basic Physical Education

1. To provide the student with the necessary physical skills and specialised knowledge pertaining to physical education and the sport activities scheduled in the curriculum in a way that matches the mental abilities and physical development of the student.

2. To understand the factors affecting healthy growth and development through movement, to identify the problems and solve these problems through physical education.
3. To develop the basic and instinctive physical movements of the student.
4. To promote certain athletic skills for some of the sport activities, and provide the opportunity for practice through indoor and outdoor competitions.
5. To develop the performance of the outstanding students.
6. To nurture students with special skills.
7. To develop the personality of the student, and install sport ethics and values through sport.
8. To develop and promote creativity and excellence in students' motor movement.
9. To develop understanding and skills to influence, control, change, or manage the physical world through movement.

Physiological and Psychological Goals:

- 1. Nurturing the psychological growth of students through proper guidance to bring out their potential. Creativity as may be expected for this stage of life.**
- 2. Preventive health measures through practising all activities of the physical education program and working towards developing a healthy body in collaboration with the school departments concerned with public health.**
- 3. Maintaining a balance between individual needs, different growth and work, play, training, relaxation, rest and tiredness.**
- 4. Developing in learning the characteristics of a good figure and avoiding any incorrect postures.**
- 5. Developing good, healthy habits through practical exercises before, during and after the sport activities.**
- 6. Developing an awareness of the importance of safety and security during physical exercise.**

7. **Maintaining the spirit of sportsmanship and an emotional balance which conduces to self control during competitions. (Caple, 1997).**
8. **To provide opportunities for students to become aware of and contribute to social need through helping others solve their human movement problems.**
9. **To develop new social understanding and new means of communication with others through movement. (Brown and Cassidy, 1963).**

During the process of physical education, I tried to recognise the developmental practices that accommodate the student is changing capacity to move. The aims of physical education which I choose give the student some of the psychomotor skills that relate to lifetime fitness skills. I think also this list will offer also the student the basic cognitive skills that will encourage the development and refinement of the more complex skills of the future. Hopefully, this knowledge will lead to the ultimate enjoyment of physical education activity for its own sake.

Research Methodology:

This study will employ the survey approach using quantitative analyses in order to capture in depth the nature, process and effectiveness of the PE ITT program. Cresswell (2003) and Teddlie and Tashakkori (2003) have recently advocated greater use of mixed methods in social science research. This phenomenon has attracted many researchers in the last decade (Brannen 1995), for example in sociology (Rogers and Nicolaus 1998), psychology (Debats et al 1995), economics (Lawson 2003).

Result and dictation:

Section One – Questionnaire responses to questions on the reality of physical education in Omani schools

Respondents were asked to rate their level of agreement with a series of statements about teaching in Omani schools -

5 = strongly agree

4 = quite agree

3 = partially agree

2 = do not agree

1 = strongly do not agree

Table 1
opinions concerning the real conditions of physical
education in oman's schools.

	Student	Teacher	Lecturer	Inspector	Rank overall
	Rank Mean	Rank Mean	Rank Mean	Rank Mean	
Availability of playgrounds determines the method of teaching	1 4.24	1 4.43	1 4.50	1 4.29	1
Parents lack of awareness to the importance of physical education is of concern to teachers	3 3.96	2 4.21	2 4.50	2 4	2
that no credit is given for physical education in the student's final mark devalues the status and importance of the subject	2 4.00	4 3.75	10 3.25	5 3.65	4
at the end of a physical education lesson you usually achieve the lesson objectives	4 3.85	3 3.91	7 3.50	5 3.71	3
Your lesson plans are applicable in the school situation	5 3.64	7 3.41	3 3.67	9 3.43	5
You can cope with both teaching and school management work	9 3.35	10 3.20	12 3.00	14 2.50	12
enough time is available to complete the physical education syllabus	7 3.57	5 3.62	6 3.50	3 3.81	6
The effort you make at school is appreciated and praised	8 3.42	9 3.33	4 3.50	7 3.57	7

	Student	Teacher	Lecturer	Inspector	Rank overall
	Rank Mean	Rank Mean	Rank Mean	Rank Mean	
There is an effective relationship between the physical education section and Ministry of Education	6 3.58	12 3.12	14 2.75	13 2.85	10
The Ministry's Physical Education plan is allotted sufficient time	11 3.00	6 3.53	9 3.25	4 3.76	8
Students understand the importance of physical education lessons	13 2.38	8 3.34	8 3.25	11 3.05	11
Tools and equipment are available at the school where you work	14 2.17	11 3.13	15 2.50	15 1.90	15
The syllabus is designed to match the Omani environment	12 2.62	14 2.75	5 3.50	12 3.00	13
School Management works are considered more important to the school management than your work as a physical education teacher	10 3.00	13 3.08	11 3.00	8 3.52	9
Lack of equipment and tools is a problem that detracts from the success of the lesson	15 1.69	15 2.35	13 3.00	10 3.43	14

Unsurprisingly there is agreement that the physical environment in which lessons would take place determines the way the subject material is taught. There is consensus on the two reasons suggested for why physical education has low status in schools. It is a paradox that whilst all groups agree that there are insufficient teaching materials available in the schools, the students alone believe this does not detract from the success of lessons. It would appear that all groups feel that the syllabus offered does not take account of the environment in oman. All groups are in agreement that sufficient time is allowed in the school syllabus for physical education and that the time allocated in the ministry syllabus is appropriate (2 lessons each week).

Table 2
means rating for students.

Highest Mean rating			Lowest Mean rating		
Item	Mean	Rank	Item	Mean	Rank
Availability of playgrounds determines the method of teaching	4.21	1	Students understand the importance of physical educations lessons	2.38	13
That no credit is given for PHYSICAL EDUCATION in the student's final mark devalues the status and importance of the subject	4.00	2	Tools and equipment are available at the school where you work	2.17	14
Parents lack of awareness to the importance of physical education is of concern to teachers	3.96	3	Lack of equipment and tools is a problem that detracts from the success of the lesson	1.69	15

**Table 3:
means rating for teachers.**

Highest Mean rating			Lowest Mean rating		
Item	Mean	Rank	Item	Mean	Rank
Availability of playgrounds determines the method of teaching	4.43	1	School management works are more important to the school management than your work as a physical education teacher	3.08	13
Parents lack of awareness to the importance of physical education is of concern to teachers	4.21	2	The syllabus is designed to match the Omani environment	2.75	14
By the end of a physical education lesson you believe that you are able to convey the target of the lesson	3.91	3	Lack of equipment and tools is a problem that detracts from the success of the lesson	2.35	15

**Table 4
means rating for lecturers**

Highest Mean rating			Lowest Mean rating		
Item	Mean	Rank	Item	Mean	Rank
Availability of playgrounds determines the method of teaching	4.50	1	Lack of equipment and tools is a problem that detracts from the success of the lesson	3.00	13
Parents lack of awareness to the importance of physical education is of concern to teachers	4.50	2	There is an effective relationship between the physical education section and Ministry of Education	2.75	14
Your lesson plans are applicable in the school situation	3.67	3	Tools and equipment are available at the school where you work	2.50	15

Table5
means rating for Inspectors

Highest Mean rating			Lowest Mean rating		
Item	Mean	Rank	Item	Mean	Rank
Availability of playgrounds determines the method of teaching	4.29	1	The syllabus is designed to match the Omani environment	3.00	13
Parents lack of awareness to the importance of physical education is of concern to teachers	4.00	2	Lack of equipment and tools is a problem that detracts from the success of the lesson	2.28	14
At the end of a PE lesson you usually achieve the lesson objectives	3.71	3	Tools and equipment are available at the school where you work	1.90	15

During interviews the interviewees generally supported their particular group views.

I am afraid of what the future will bring me soon after graduation. It seems there is much to be afraid of and lots of challenges to make my way through in order to succeed. In my secondary school i still remember how we made fun of our physical education teacher. I am afraid the pupils in the school will do the same to me. I'd rather work with the administration than teach physical education.

(student: interview 1)

During my short time in schools it seems that delivering physical education is very difficult and we will face more challenges and changes before these difficulties are overcome.

(student: interview 3)

The reality of physical education in omani schools is that it is seriously influenced by many factors related to the hot climate, no safe play grounds, lack of equipment, and the mis-match between the curriculum followed at squ and that laid down by the ministry.

(teacher: interview 18)

The amount of physical education for children is not enough. It should be twice a week but is usually once a week or even once a fortnight. Equipment is not available. A local company offered me free “steps” to enable me to introduce aerobics. I ran classes for overweight pupils and those not attracted to handball, basketball and volleyball. I also raised money to take some girls dry slope skiing to give them something different. The girls were fed up with the traditional sports and wanted something new. The physical education inspector came to me and asked where my physical education lesson plans were. I received a grade d – very bad. My register files were not prepared and the inspector asked me to just do my work! So the store is filled with steps that i cannot use.

(teacher: interview 25)

One optimistic lecturer commented:

I believe it is much better than before for physical education in omani schools. The number of activities and games has increased between the schools and the regions. Also, the numbers of workshops and school seminars has increased. The physical education graduates are always seeking new knowledge related to school sport.

(lecturer: interview 34)

I think the communication between squ and ministry of education is not as effective as it should be, although there are successful collaborative workshops. There should be a clear framework for further collaboration. I do realise there is a mismatch between the squ curriculum and the ministry of education but i can't do anything about that and it is frustrating to the students.

(lecturer: interview 34)

Most physical education teachers do not respond to the rules and instructions that come to them from the ministry of education. They do not keep up with their recording of the children's progress each month. One of the difficulties that we face is the mismatch between the ministry of education syllabus and that of squ. We have to produce a workshop for the new graduates to give them an introduction to the physical education system in omani schools.

(inspector: interview 36)

The reality of physical education is difficult because the ministry did not give that much attention to physical education as a subject. After 1997, when the ministry developed the physical education curriculum, things became better.

I think that most of the schools in oman have the equipment that they need to teach physical education which allows the teachers to teach their lessons. The curriculum became much better when it was broadened to include rhythmic exercises, volleyball, handball, basketball, gymnastics and football for boys.

I believe there is a physical education book for the subject being given to the students which i think is perfect. As the system transfers to the new basic education system the physical education curriculum is improving. It is now much more age specific for each stage of education.

(inspector: interview 36)

There are a number of issues of concern in the physical education at schools. In specific situations these may centre on the student or teacher, the curriculum, lack of equipment or the environment.

(inspector: interview 37)

Conclusion:

The study recommends many recommendations, where the most important were the need of increasing the number physical education by the ministry of education provide needed equipment to the schools and increasing the number of physical education lessons during the school week program.

From this we can say the available possibilities & facilities are as follows:

1- The prescribed finance for the physical education in schools is not enough to meet the needs of the teacher's possibilities & facilities.

2- the classes were increased because of educational extensions, which resulted the need to increase the facilities, and the present available facilities are not enough & don't meet the needs of the increasing number of students.

3- the developed curriculum was applied before the needs of the schools are achieved.

Recommendation:

1-To complete the possibilities and facilities to save the time and help the teacher to execute and use the environmental resources.

2- holding seminars and training sessions where teachers and guides together with the experts of physical education can discuss the problem facing the teachers in executing the developed curriculum.

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ملخص البحث

التحديات التنظيمية والامكانية التي تواجه تنفيذ درس التربية الرياضية من وجهة نظر المختصين في المدارس الحكومية في سلطنة عمان

*الدكتورة يسرى بنت جمعة السناتي

هدفت الدراسة الحالية التعرف إلى التحديات التنظيمية والامكانية التي تواجه تنفيذ درس التربية الرياضية في المدارس الحكومية من وجهة نظر معلمي ومعلمات التربية الرياضية في سلطنة عمان، بالإضافة إلى تحديد الفروق في مستوى التحديات تبعاً لمتغيرات (الخبرة في التدريس، المرحلة التعليمية). ولتحقيق ذلك أجريت الدراسة على عينة عشوائية قوامها (١٠٠) من المختصين كمعلمين ومشرفين ميدانيين في التربية الرياضية في المدارس الحكومية في سلطنة عمان، واستخدمت الباحثة المنهج الوصفي لملائمته لإجراءات الدراسة، واستخدمت الاستبانة كأداة لجمع البيانات. وللإجابة عن تساؤلات الدراسة تم استخدام برنامج الرزم الإحصائية (SPSS). وأظهرت نتائج الدراسة أن التحديات التي تواجه درس التربية الرياضية في سلطنة عمان كانت عالية، حيث أشارت إلى نقص في توافر الأدوات والاجهزة، وكانت أكثر التحديات على مجال التنظيمات ومدى دعمها للمادة النظرة المجتمعية للمادة، في حين جاء أقل التحديات على مجال التنظيمات عدم احتسابها للمجموع العام. وأوصت الدراسة بعدة توصيات من أهمها ضرورة أن تقوم وزارة التربية والتعليم بالاهتمام بزيادة الإمكانيات لمادة التربية الرياضية، وضرورة أن تقوم بزيادة نصاب المادة من مجموع الحصص الاسبوعية.

الكلمات المفتاحية: درس التربية الرياضية، التحديات، الإمكانيات، التنظيم، المعلمين.

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Summary of the research
The Structure and Resource Challenges that face Lessen
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The purpose of the current study was to identify the Structure and Resource challenges that face the physical education lesson from the physical education Specialist in Oman, in addition to determine the differences in the level of challenges according to the variables of (experience of teaching, educational stage). To achieve that the study was carried out on a random sample that consisted of (100) Physical Education teachers, inspector and clinical practitioner in the State schools in Oman. The descriptive survey approach was used for its suitability to the study targets, and the questionnaires has been utilized as a tool to gather data. The statistical analysis was performed on SPSS.

The results of the study indicated that the level of challenges that face the lesson of physical education from the view of Specialist in physical education in Oman was the highest challenges were face the Physical Education level is lack of resource, whilst the lowest challenges were on the domain of the society lowest states.

The study recommends many recommendations, where the most important were the need of increasing the number physical education by the ministry of education provide needed equipment to the schools and increasing the number of physical education lessons during the school week program.

Keywords: Physical Education Lesson, Challenges, Structures, Resources, Teacher.

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