

Capture the reality of the physical education lesson in Omani schools: regarding the effectiveness of the teacher preparation in equipping teachers

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ABSTRACT

The study examines the school reality of physical education in the Omani context, with a particular focus on the following issues: (a) Environmental conditions – geography (terrain, climate, urban/rural), safety. (b) Pupils and teachers – class numbers, dress, interactions, teaching and learning methods. (c) The effectiveness of teacher training Programme for Physical Education. A semi-structured observation schedule was designed and applied in (25) schools in 3 different regions in Oman with two purposes in mind: as a reporting tool to capture the reality of the physical education lesson in Omani schools, and to bring some consistency to data collection from observations regarding the effectiveness of the teacher preparations in equipping teachers.

Findings indicated that the reality of subject provision in schools presented huge challenges that were not addressed in training and a wide spectrum of situational differences. These differences were related to the lack of facilities and equipment (there were few indoor spaces in a country with hostile terrain and climate), issues concerning subject status, clashes with traditional cultural preferences that constrain opportunities. Evidence from observations highlighted the gaps in communication between Ministry of Education and SQU policy and expected practice.

KEYWORDS: Physical education, Environmental, Pupils and Teachers, Preparation.

INTRODUCTION

A late start of Physical education by the development of school sports As Al Sinani et, al

۲۰۲۱. This was in the early ۱۹۸۰s when the subject was

considered in its official curricular and specialized teachers (Al Shamli, ۲۰۱۰).

The focus was on building and designing schools based on the Omani environment and the hot climate Al Sinani

۲۰۱۴. The difficulty of the hot Omani environment has been exacerbated by a lack of resources and outdoor playgrounds areas, making the challenges of teaching material great Al-Sinani. & Benn, (۲۰۱۰).

However, the status of physical education, in Omani School was not consider as other subject like Mathematics and Sciences. Although in the Omani Physical education curriculum consider all school subject as priority for student learning unlike physical education subject. There is few to qualify this fact and no much studies conducted in this regards.

The Omani National physical education School Curriculum has not been reviewed in terms of it how appropriate to the Omani environments nor to effectiveness of teacher preparation program at the University. In the process of designing, the Omani PE national none of the Physical Education experts participated in it so understanding the nature of the environment, facilities or people were not considered.

A general development was done in ۱۹۸۳ when the Ministry of Education used an Egyptian consultant to revised and further improvement to Physical Education curriculum. The Egyptian consultant decided to establish a broader curriculum, more closely allied to the curriculum of Egypt.

Ministry of Education established the new Basic Education System 1999, with cycles one and two. The new goals for education system must include in the physical Education curriculum. Egyptian consultant also made changes according to this.

In term of measure the effectiveness of the teacher preparation is worth mentioning that there are several skills listed in the Physical Education Omani national curriculum that are not included in the teacher preparation. On the other hand, lecturers at the University do teach different range of physical activities, for example badminton, squash, hockey, tennis, swimming, and dance that are not included in the Physical Education Omani national curriculum. The elements not officially covered in teacher preparations preparation of student-teachers are marked with a star

Statement of the problem

This doesn't detract from the government's domestic effort to support physical education, which has continued to yield modest but nonstop gains for the subject. In the early years of development, the focus was solely on building a local curriculum for Omani school sports and transforming society's thinking from being an active and recreational subject to a study subject with its own system, goals and values. The importance of underpinning factors impacting on reality of physical education and teacher preparations indicate problems pertinent to this study:

- There are no in depth data about the reality of teaching physical education in Omani schools.
- There is mismatch between the teacher preparation programme and physical education curriculum in schools.

No study of the effectiveness of the programme has been undertaken

Hashemi, et al. (۲۰۲۱) have more recently compared the PE curriculum in Iranian high schools with that in the USA, Germany, Australia, and Japan, collecting data from libraries, dissertations, databases, educational sites, books and publications. Analyzing the data allowed for the curricula to be contrasted. The common outcome is that the most important goals of PE emerged as being: to promote health, growth and development of motor skills, and create an active lifestyle. The most important contents of the PE course were seen to be individual and social skills training, topic knowledge and sports training. In terms of evaluation, physical fitness tests, sports skills tests, written and oral tests and research projects were the most common assessment tools. In respect of sports equipment, Iran lagged behind the other four countries both in its quality and amount.

With a focus on differences and similarities in the PE curriculum and assessment in Eastern European states, Mihaela and Julian (۲۰۱۵) reported not only country-specific differences in the weight placed on PE but also variations in the approach of schools in terms of the optional activities. These differences were seen to extend to the assessment process, at both primary and secondary levels. The researchers confirmed the influence of the social and economic development of each of the countries analyzed, and the infrastructure made available to schools.

Muslim women were also spotlighted in research by Ahmad, et al. (۲۰۲۰) exploring cultural diversity in sport, which used focus groups with ۳۸ Muslim women and ۱۵ sports facilitators to explore the opportunities and constraints for Muslim women's participation in sport and active recreation in Aotearoa, New Zealand. The study highlights the understandings between Muslim women and sports organizations regarding the needs, barriers, and strategies associated with making sport more culturally inclusive. Bringing the voices of Muslim women and facilitators together into critical dialogue, important inconsistencies are revealed between perceived barriers.

With a focus on public primary schools in Kenya, Edward (2010) investigated the challenges seen in teaching and learning in the context of PE. The Kenya Institute of Curriculum Development (KICD) incorporates PE in the school curriculum, and the Teachers' Service Commission (TSC) recruits PE teachers for public schools. The study's objectives were to: identify the challenges related to resources in the teaching and learning of PE, discover teachers' and pupils' attitudes towards PE and determine teachers' preparedness to deliver PE lessons. Using a descriptive survey design, the study gathered qualitative information from a representative sampling frame through interviews, observation checklist, and questionnaires. The targeted respondents were: 18 headteachers, 177 teachers, and 2,957 pupils in the Bwiri/Nanguba Zone. Fifteen schools participated, and the headteacher of each was interviewed. Additionally, 2 teachers and 20 pupils from each school completed a questionnaire. The findings indicated that the major challenge facing PE teaching and learning was the lack of facilities, which generated the evident negative attitude towards teaching PE among the majority of teachers who did not produce proper teaching plans, and hence contributed towards the poor quality of the PE curriculum. The study concluded that teachers should collaborate and share information on how to improve and strengthen the delivery of PE programmes in primary schools. It also recommended that head teachers should ensure that PE is taught in accordance with the Ministry guidelines whose reinforcement should start immediately when children start school.

In the context of the need to develop intercultural competence among future PE teachers, Siljamäki and Anttila (2021) focused on the Faculty of Sport and Health Sciences at the University of Jyväskylä, Finland, and specifically on two courses that concentrated on equality in PE and sport in 2020–2021. The authors secured students' descriptions of their learning experiences, hoping to illuminate how interculturality, equality, equity, and diversity can be better addressed in HE. The analysis which was supported by theories of transformative learning, embodied learning, and intercultural education, revealed that students' initial interest toward equity, equality, and interculturality

seemed to expand during the courses as they increasingly reflected on the complexity of these issues and discussed the widening professional responsibilities of future PE teachers in promoting equality and supporting pupils in cultural heterogeneous classes. Discussions and practical activities that involved emotional and embodied elements seemed to be important in facilitating their learning processes.

Studies have verified physical education teaching and supporting factors. It adds value as well as studies Alsinani (2014, 2017) to the study in terms of the diversity of the content of the teacher's physical education, the environments and the local thinking of the students. It is important to mention the special nature of

physical education, unlike other school subjects, where the body of the learner is brought into

learning Al Sinani (2022).

Significance of the study

This study is of great importance in determining the reality of physical education. To learn about their true conditions in different geographical areas of Oman to ascertain the results and verify their credibility, so as to further support the results of the study. The study is the first

Research Questions

1. What are the realities of physical education teaching and learning in Omani schools in terms of:

- Environmental conditions – geography (terrain, climate, urban/rural), safety
- Pupils and teachers – class numbers, dress, interactions, teaching and learning methods

2. the effectiveness of the teacher preparation

Three regions were chosen to represent the diverse challenges of the Omani geography: city/coastal, desert and mountains. The capital of Oman, Muscat is representative of the cities and coastal plain which represents about 3% of the total land area. Al Dhakilah represents the mountain area which occupies about 10%. Al Wusta would have been chosen to represent the remaining area which occupies 87% of the country which is mainly sand and gravel desert and includes part of the 'Empty Quarter'. However, as discussed earlier, after contacting the Ministry of Education in Al Wusta, no physical education teacher who graduated from SQU was employed in any of the region's schools. Physical education lessons in the region were taken by teachers qualified in other subjects and they did not follow the national curriculum. Such as they are, physical education lessons consist of free activity with no lesson structure whatsoever. Much of the time there are no physical education lessons at all due to the extremely hot weather. As a consequence, another desert area, Al-Dhahirah, was chosen.

Data from my observation field study journal and teacher interviews during visits to the regions will be presented consecutively: mountain, desert, city/coast. The schools were observed with regard to the following areas – environmental conditions, facilities and resources, issues related to pupils and teachers, for example dress and interaction, lesson content and any other events occurring. To cover the school age span, three schools at each phase were visited in each region, see Table 1

A semi-structured observation schedule was designed with two purposes in mind: as a reporting tool to capture the reality of the physical education lesson in Omani schools, and to bring some consistency to data collection from observations regarding the effectiveness of the PEITTPFW in equipping teachers for the job required. It also served the purpose of supporting the validity of the other methods of data collection through triangulation.

physical education lessons were observed and the observation schedule contained elements of that used by the physical education Inspectors for judging teachers' performance. The schedule was designed to provide information on the following themes

- Environmental conditions – geography (terrain, climate, urban/rural), safety
- Pupils and teachers – class numbers, dress, interactions, teaching and learning methods

This observation method was thus intended to shed light on the degree of match / mismatch between training and what is taught by women teachers of physical education in Oman. The observation schedule was also intended to contribute to strengthening triangulation in the research design. It was specifically intended that the data collected should be compared with that relating to the perspectives of the respondents completing the questionnaires and those of the interviewees.

The observation schedule took the form of a 'note' divided into three parts. The first contained factual information about the school, the place, the stage of education and the 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 physical education lesson, and the 'reality' of physical education lessons (Appendix A). In terms of reality, an assessment was made as to the extent that the goals and aims of the lesson appeared to have been met. Furthermore, the degree of interaction between teacher and pupils was noted where this facilitated learning. The third part was a section where additional comments on the observation could be written. Following the school visit the observations were summarised in my field note journal. The lessons were not videotaped in order to minimize distractions for students and to avoid the potential religious problems of filming

Muslim teachers and children in action. Field-notes were coded thematically, patterns of consensus and difference were identified and later cross-referenced with other data sources.

The selection of sample schools for observation was pragmatically based. Travelling to schools in all seven regions of Oman was prohibitive in terms of costs and time. Three regions were chosen for their diversity and the schools were selected randomly within these. Letters were sent explaining the purpose and requirements of the visit and access was supported by the head teachers. Attending three primary and three secondary schools across three regions enabled comparisons to be made between and within both regional divisions of Oman and age-stratified provision for girls in physical education.

Description of the Sample:

The following coding system was drawn up to clarify data sources in the analysis of results chapter:

Table: 1 observation coding

Group	Codes
Final year students	QS1 to 2V
Teachers	QT1 to 1.ε
Lecturers	QL1 to ε
Inspectors	QI1 to 2.

Table ٢ Interview coding

Group	Number	Codes
Final year students	٥	١ - ٥
Teachers	٢٥	Region ١: ٦ - ١٣ Region ٢: ١٤ - ٢١ Region ٣: ٢٢ - ٣٠
Lecturers	٤	٣١ - ٣٤
Inspectors	٥	٣٥ - ٣٩

Observations

Region ١ – Al Dhakliah (Mountains) = R١

Region ٢ – Al Dhahirah (Desert) = R٢

Region ٣ - Muscat (City/Coast) =R٣

Table: ٣ Observation coding

Item	Code
Omani Region ١	OR١
Omani Region ٢	OR٢
Omani Region ٣	OR٣
Cycle ١	C١
Cycle ٢	C٢
General Education	GE

Examples: Omani Region ١ Cycle ٢ School ١ = OR١C٢S١

Omani Region ٢ Cycle ١ School ٣ = OR٢C١S٣

RESULTS

The data obtained from the observations during the field study visits is presented consecutively to show the diverse challenges of the Omani geography: city/coastal, desert and mountains. The capital of Oman, Muscat is representative of the cities and coastal plain accounting for about ۳% of the total land area. Al Dhakiliah represents the mountain area which occupies about ۱۵%. Al Wusta would have been chosen to represent the remaining area which occupies ۸۲% of the country which is mainly sand and gravel desert and includes part of the 'Empty Quarter'. Hence, another desert area, Al-Dhahirah, was chosen.

Table ۲: Distribution of the Observation Visits - Age Phase and Region

Region	Educational Type			Total
	Cycle one (New Basic System)	Cycle two (New Basic System)	Senior secondary school	
Muscat	۳	۳	۳	۹
Al Dhakiliah	۳	۳	۳	۹
Al Dhaherah	۳	۳	۳	۹

Region One Al-Dhakliah (Mountains)

Environmental conditions:

Al Dhakiliah, the central plateau stretching from the foot of the Jebel Al-Akdhar south to the desert, is the heartland of Oman and contains the historic towns. It is mountainous and enjoys a moderate climate throughout the year in Omani terms compared with the other two regions (۳۰-۳۵ degrees in the winter). The area has very remote and traditional villages, children in some places travel to school daily

by helicopter. Field work in this region involved a three-week stay in rented accommodation with the researcher's family as there were no hotels in close proximity to the nine schools. Much time was spent traveling on difficult roads and without clear instructions due to the absence of usable maps for the area and exact locations of schools.

Pupils and teachers:

Five out of nine teachers wore the official PE kit from the Ministry of Education (tunic over trousers and hijab) and four wore their normal black abaya. Those in the kit were able to do a better job in leadership, demonstration and general movement around the area. Those in abayas were more static and less mobile:

A student fell over and the teacher had to lift her abaya first before being able to run to help her stand again.

(ORIGES1)

Region Two Al- Dhahirah (Desert)

Environmental conditions:

As 82% of the Omani land is desert it was very important to observe PE closely in the schools in such an area, with average temperatures of 39–49 degrees, the hottest part of the Sultanate. The research took place in Al Dhahirah, in central western Oman, bordering Saudi Arabia and UAE, and the challenges for PE in such an extreme climate and terrain were enormous.

Pupils and teachers:

Seven of the nine PE teachers in this region taught in their black Abayas. The teacher observed in the school with the special indoor facility did not change clothes for the PE session, neither did the recently qualified SQU graduate working in a poorly-equipped school.

These were also one of only two schools in which the children were in the habit of changing for PE. Like their teachers, the majority of children did not change for physical education in this region, so the following was typical:

The girls did not change any of their clothes. So they did the physical education lesson in their long blue dresses with the teacher in abaya.

(ORŶCŶSŶ)

At one school, the children had changed for PE when they came to meet the teacher and were very excited and enthusiastic, all in tee shirts and trousers. They had a newly-graduated teacher from SQU, who although appropriately dressed and enthusiastic, decided it was too hot and unsafe to take the children out on that day. Instead she taught a very useful, lively theory lesson in a classroom about techniques of throwing and catching (ORŶCŶSŶ). After the lesson she said:

It is unhelpful to place me in this school as a recent physical education graduate because there is no equipment and no shade over the outdoor concrete area.

(Teacher)

Relationships between teacher and students were generally less formal than in the mountain area with conversational exchanges more apparent. More often than not, the senior students complained about the heat and having to go outside in such temperatures for PE. The most enthusiastic children were in cycle one.

Region Three Muscat (City / Coast)

Environmental conditions:

Muscat is the capital of Oman with its commercial centers, industrial areas, government offices, foreign embassies and hotels. The Muscat region is the most densely populated and developed part of the Sultanate. The climate is moderated by the city's coastal location, it is generally not as hot and humid as many other parts of Oman but still has temperatures that range from ۳۰–۳۹ degrees in winter and ۳۰–۵۰ in summer.

Pupils and teachers:

Some teachers wore the recommended Ministry of Education uniform (chosen to retain respect for the culture and set a good role model for the students). Others clearly chose to wear what they liked, including jeans/trousers with long blouses as reflected in the journal:

From experience and my observations, I think the Ministry of Education physical education kit for women needs reviewing. Many teachers have told me they don't like it and some older teachers consider it inappropriate to their maturing years (all teachers in this study were only aged from ۲۱– ۳۴!). Of course they all have to wear it when the inspector visits, to gain a good grade, but I am aware that many normally teach in their abaya or long dresses. I think they don't like it for several reasons: the cut of the tunic is similar to that of the school cleaners; the colour, maroon, is the same as the uniform for cycle one children in schools all over Oman. The Egyptian teachers wear track suits but I don't think the Omani teachers would prefer this. Some of the women teachers might not think track-suits are OK Islamically. I also think – working back in the schools means the physical education teachers are visible to many different people and groups who have particular expectations of what Omani women should be wearing and the sorts of role models they want them to be. It would be difficult to challenge all of this.

(OR۳C۲S۳)

Most cycle one children changed their tops to tee shirts. Cycle two and general education girls removed tunics and sometimes wore tee shirts on top of their blouses.

Discussion:

Environmental conditions

Climatically the desert area was the hottest, the mountains the coolest, and Muscat in between. Clearly, descriptions of hot and cold temperatures are relative and Oman is always hot in comparison with most places in the world, never dropping below ۳۰ degrees and often being over ۵۰ degrees in the summer. Heat makes PE teaching and learning very difficult everywhere, but especially in the desert. The added challenges of the terrain, the rocky mountain areas and sand/gravel deserts compound the problem. For all other subjects in education the school buildings provide excellent spaces, with air conditioning in each class, to enable the pupils to learn comfortably, but PE attracts only outdoor provision in most schools. From the sample observed, ۲۳ lessons happened outdoors and four in-indoor spaces, three of which were only classroom spaces and one specially-sponsored excellent air-conditioned hall.

Teachers and Pupils

Physical education in Muscat was different for teachers and students than in the mountain or desert regions. There was a more serious approach to the subject and higher levels of engagement and positive interaction. Obviously the conditions in terms of facilities and resources were better, with freer relationships enabling a more open, questioning learning environment than observed elsewhere. The exceptional lesson in the desert, conducted in the sponsored air-conditioned hall, offers an example of what can be achieved where conditions are conducive to learning and teaching in PE, despite the geographical situation.

In the less modernized regions of the desert and mountains, teachers' actions came under tighter scrutiny from local communities. Physical education teachers working in open spaces outside the main school buildings were more visible to those communities, which are more culturally traditional. Every action in the PE lesson was more public and therefore under greater local community influence. The example of the teacher whose father was called to court to defend her wearing of the Ministry of Education's PE uniform illustrates the challenges of modernization and its differential stages across Oman.

The purpose of field work in different regions of Oman was to look at how well the training equipped students for joining the physical education profession, for working in state schools of the Sultanate and for delivering the national curriculum for physical education. The findings would facilitate more objective, informed judgements to be made on possible Moreno-Guerrero, Navas-Parejo, Campos-Soto, & Gerardo, (۲۰۲۰), beneficial changes to be made to the ITTPEPFW. Findings indicated that the reality of subject provision in schools presented huge challenges that were not addressed in training and a wide spectrum of situational differences. These differences were related to the lack of facilities and equipment (there were few indoor spaces in a country with hostile terrain and climate), issues concerning subject status, clashes with traditional cultural preferences that constrain opportunities for girls and women and little accommodation of the needs of the Omani children Jones (۲۰۲۲), for example during Ramadan

As an Omani woman I assumed everyone in Oman was treated in the same way. We went to the same kind of schools, had the same curriculum, I knew teachers had equal salaries and thought that opportunities for all Omanis were equal. I now realize this is not true. There are many differences in life chances and these differences observed in physical education came as a shock.

(OR۳GES۳)

It seems the way in which students could be prepared to meet the diverse challenges is worthy of consideration for inclusion during the teacher preparations programme Alismail, (٢٠١٦). Also, to maximize the life experiences of the students entering SQU from every region, they could be encouraged to share their diverse backgrounds and physical education experiences with each other. This would help to broaden knowledge and understanding of the diverse geographical and socio-cultural challenges they met as pupils and might face as teachers of physical education Veloo, & Md-Ali, (٢٠١٦) as they begin their careers. Such dialogue has the potential to help with self-confidence and collective problem-solving for improving the physical education experiences of the children they will teach across Oman. Students were not completely aware of the challenges:

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 ١)

Evidence from observations highlighted the gaps in communication between inspectors, teachers and lecturers, also between Ministry of Education and SQU policy and expected practice Alkutich & Abukari (٢٠١٨). The victims of this problem are the teachers in the schools who are subject to assessment by inspectors once a year. Inspection is focused on their teaching performance and they are expected to conform to rigid Ministry of Education frameworks for content, planning / lesson structure and recording of pupils 'progress Al-Balushi., Al-Harathi, Shahat (٢٠٢٢). The lack of understanding of this process (that is not addressed in the teacher preparation programme Ozel (٢٠١٨) and its rigidity, stifling teacher

creativity, was best illustrated by the imaginative teacher who had received a number of 'step platforms' in her school who was told by an inspector to return to the curriculum and get her paperwork in order. Not only are the teachers anxious of the inspection visits because they do not understand how they work but the SQU programme recommends different ways of planning / lesson structuring, offers different curriculum content and does not address assessment of pupils' progress in physical education at all. An example of the mismatch of SQU and Ministry of Education expectations is the lack of any differentiated focus on the cycle one national curriculum for physical education in the SQU programme, despite 77% of teachers and students working, or intending to work, in that age phase. This curriculum was introduced in schools nationally in 1998-1999 (Ministry of Education 2002b).

From observations I would suggest that teachers do their best in the conditions and circumstances they face in the many different schools and local contexts of Oman. There is some awareness amongst lecturers and inspectors of regional differences but the experience of visiting and spending time with the teachers and children across Oman has been a learning experience which will help me in the quest to evaluate and improve the teacher preparation **Mohsen, Kareem, & Jard, Mosa, (2021)**.

CONCLUSION

The opportunity for me to undertake extensive this study observations of physical education in the schools of Oman and to investigate the reality of the Physical Education profession across desert, mountain and city / coastal areas, has raised many issues related to challenges faced by teachers, children and the teacher preparation programme in achieving high quality physical education across Oman. The different regions offer diverse challenges to the qualified physical education teacher. Physical education lessons are all affected by

situational factors such as terrain, climate and demography. Despite high quality facilities in the University for physical education, the reality in the schools of Oman, sadly, is poor. Much needed indoor spaces for physical education in state schools are extremely rare. (Only one case encountered during this research). Where schools do have outdoor spaces, many remain unshaded from the intense sun. Physical education teachers in some schools have little chance of putting their high quality training into practice, with poor facilities and no equipment. Schools with poor facilities and insufficient or no equipment, offer Physical Education teachers little opportunity to put their high quality training Al-Barwani, & Bailey (٢٠١٦) into practice.

Despite the challenges teachers tried to deliver physical education. The required two lessons a week was not a reality in most schools and a single Physical Education teacher on the staff was the norm, regardless of size of school. The written documentation of the national curriculum was prolific and detailed in terms of a set programme for schools. The formality of lesson structure and content was problematic for teachers with insufficient equipment to deliver or creative ideas to try something new. Examples of this were seen in the face of the high jump lesson in the desert where girls were miming the 'fosbury flop' with no high jump bar for the two posts and no landing mattress. Similarly, reversion to 'the formal curriculum' in the case of a teacher admonished by an inspector for wanting to introduce modern aerobics teaching. The mismatch of University course content and curriculum requirement became apparent, especially since many students and teachers were focused on cycle one and the teacher preparation programme offered no training for this age phase within the four-year course. Having said this, the schools in Muscat were well equipped, with multiple spaces and good equipment.

The modernization process has moved at different places across Oman Al-Balushi,., Emam, & Al-Abri, (٢٠٢٠). and there are still difficulties for girls and women. In more remote places traditional

beliefs in the role of women influence community understanding of the role of teachers of physical education and therefore the confidence of some girls to participate in activities. Uncertainties about cultural and religious boundaries were also reported to influence participation by some of the students who had enrolled on the teacher preparation course. A related example on another level is the lack of official female coaches in the country. It is an anomaly that University graduates do and are expected to run inter school and after school clubs but community sporting opportunities are rare outside of major towns. Furthermore, community facilities are usually dominated by men's football. The current drafting of the first Sports Strategy for Oman needs to be taken seriously and to tackle three key areas: to challenge inequality in provision for women and recognize the continuation of hegemonic cultural beliefs in some areas that constrain women's participation; to embed awareness courses on the benefits of exercise and health and the support for women's participation within Islam; and to ensure the importance of linking any sports programme with schools and University Physical Education provision.

Recommendations of the study:

The overall recommendation is to consistently improve PE provision for all children, attending particularly to the diverse needs across the regions:

1. Improve Source for PE in schools to help teachers to be effective. Provide outdoor playground with flat and also sun cover and coverings to create shade for protection and safety required.
2. ensure provide PE specialist in schools with very strong competences to deal perfectly with current curriculum so then be taught effectively.

1.1. Limitations and Implications for Further Research

This Opportunities for further study lie initially in the replication of the methodology to other regions of Oman, and secondly in relation to coping with the reality of teaching PE in the Sultanate (Al-Sinani & Benn, ۲۰۱۰). It would be valuable to know how the unique opportunities offered for degree level study at SQU affect those who attend from, and return to, the different regions.

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