



*Reflection on the Objective of Physical Education
Department from Lecturers point of view Physical
Education Department at Sultan Qaboos
University.*

**النامل فف مدى نلقل إهللاف اللربفة الرفاضة الالفة بقسم
اللربفة الرفاضة من ولاة نظر إءلاء هفة اللربس باامة
السلطان قابوس بسلافة عمان**

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الءكورة بسرى بنت جمعة السناني

**أسلاء مشارك قسم المناهل وطرق اللربس
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**النأمل في مدى تحقق أهداف التربية الرياضية الخاصة بقسم التربية الرياضية
من وجهة نظر أعضاء هيئة التدريس بجامعة السلطان قابوس بسلطنة عمان**

الدكتورة يسرى بنت جمعة السناني

أستاذ مشارك قسم المناهج وطرق التدريس

كلية التربية - جامعة السلطان قابوس

المستخلص:

يهدف هذا البحث الى التأمل من مدى تحقق اهداف التربية الرياضية الخاصة بقسم التربية الرياضية من وجهة نظر أعضاء هيئة التدريس بجامعة السلطان قابوس بسلطنة عمان. وذلك للتأكد من تحقق اعلى مستوى لهذه الأهداف وبالتالي أداء عالي للمعلمين من مخرجات هذا القسم. تعتبر آلية تقييم والتفكير في الأهداف من اهم الوسائل لتقييم فعالية برنامج من البرامج وبالأخص في التربية الرياضية. حيث تم معرفة آراء أعضاء هيئة التدريس في أهداف قسم التربية الرياضية كونهم مرتبطين بتحقيقها من خلال رؤية برنامج التربية الرياضية ككل وأيضاً كعمارسين لتطبيق هذه الأهداف. وقد استخدمت الباحثة المنهج الوصفي باستخدام اداتي الاستبيان والمقابلة مع أعضاء هيئة التدريس في قسم التربية الرياضية بكلية التربية جامعة السلطان قابوس. وكان من أهم النتائج أن هناك اتفاق في الرأي بين أعضاء هيئة التدريس حول أهمية إعادة وضع الأهداف الخاصة بالبرنامج لتحقيق مستوى مخرجات عالي كون الجامعة هي المؤسسة التعليمية الحكومية الوحيدة في سلطنة عمان

الكلمات المفتاحية: التأمل، برنامج التربية الرياضية، قسم التربية الرياضية الأهداف، جامعة السلطان قابوس.

Abstract:

Reflection on Objective is a key component of educational research to develop and utilized for programme in order to reach high implantation of the goals sit. This paper deals with reflection of the Physical Education Department Objectives (PEDO) from the views of the lecturers at Sultan Qaboos University, by persons related to the department such as lecturers. Questionnaires were used to investigation method, and participants were asked to answer questions related to the aspects of the PEDO. Conducting interviews with the lecturer who also subjects taking the questionnaire could have illuminated many of their views on certain issues concerning the physical education department they were asked to reflect on. Views to various modifications in the PEDO were also brought and results were manly pro-reform except with lecturers. Moreover, the lecturers were all foreign, not Omani females. The major limitation though was that the study only focused on one educational institute in Oman.

Keywords: *Physical Education Department, Objective, Reflection, Sultan Qaboos University, Teacher.*

The aim of the study:

The aim of the study is to reflect on physical education department from lecturer's point of view at physical education department objectives at Sultan Qaboos University. The aim of the study, thus, is to fill the signalled gap in the field of physical education department by reflect of the Physical Education Department Objectives (PEDO) from the views of the lecturers at Sultan Qaboos University, by persons related to the department such as lecturers in Oman. In order to streamline its scope and direction, the study will be guided by the following key research question:

- 1- To what extent the Lectures feel the department's objectives were achieved?
- 2- To what extent the Lectures satisfaction rating of professional activities of teachers regards of department's objectives?

Significate of the study:

The importance of this research stand in its originality, where it is the first formal attempt to reflect on the objective of physical education department at Sultan Qaboos University in the Sultanate of Oman. It is, additionally, the first to focus on professional activities of PE teachers. This has consequences regarding to issues the professional activities of physical education teachers, lecturers were asked to rate their level of satisfaction with regard to the activities in schools.

Introduction:

Indeed, during the 1950s and early 1960s, Objectives of departmental development were based almost completely on Tyler's work. Later finding done by Bloom and others such as Taba (1962), Krathwohl and Masia (1964), and Meffessed and Michael (1967) cited in Worthen and

Sanders (1987). Worthen and Sanders (1987), and Popham (1988) have stressed that even today; major development projects are firmly rooted in research conception of reflection on the Objective, which seen as to be the determination of the extent to which an instructional department's goals are achieved.

Oman is a country, located "on the far end to the indian Ocan (AL-Sinani & Benn, 2010; Ministry of Information, 1993; Vine P, 1995). It is one of the leading country in Physical education programme in the GCC and for education in general (AL-Sinani, 2013; AL-Sinani et al 2012). Although Physical education Objective set since 1994 some teaching programmes in higher education are delivered in English some in arabic as the programme involved in this research (Al-Sinani, 2012, Al-Sinani, Al-Rawahi 2013; Al-Sinani, & Benn 2010).

The challenges of department Objective in physical education have been researched highly in different county, for example, in Egypt through the work of different researcher and some other country such as Al-Ghamdi 1992 Mulla-Abdullah 1998 El-Emadi 2002. This research indicates that there are issues to be addressed in reflection of physical education department objects and if improvements in teacher performance are to be achieved. This current study is, therefore, it is the first formal attempt to reflect on the objective of physical education department at Sultan Qaboos University in the Sultanate of Oman, and the first to focus on teacher performance.

Methodology

Employed in this study include questionnaire and interview used both qualitative and quantitative analyses in order to gather in depth data. Questionnaire aims to present

respondents with choices such that they are asked questions in a simple and clear way, and are enabled to provide basic personal or demographic information and their views on the subject matter (Cresswell, 2005). It is accepted culturally very wide as useful way to collect data in social research, and has the many advantages like: It is easy to follow; the data obtained with this instrument can be generalised (Cohen et al, 2001); and it allows the researcher to rich a wider area of a population (Gay and Airasian, 2000; Oppenheim, 2001).

Result of the Study:

1- The Lectures reflection on the department's objectives were achieved

The lecturers who deliver the PE programme were asked to indicate, on a five-point scale, to what extent they feel the department's objectives were achieved.

Table: 1. Departmental objectives

Items	Mean	Rank
Make efforts to spread sports awareness and culture by arranging scientific conferences, seminars and scientific research	4.50	1
Participate in Oman's sport development strategy	4.50	2
Prepare students academically and professionally to teach Physical Education in cycles one and two	4.00	3
Prepare students practically and scientifically for carrying out sports training and supervision in the Educational and Youth institutions within the Sultanate of Oman	4.00	4
Arrange studies and courses for Physical Education teachers, coaches and supervisors in order to cooperate meaningfully with the Ministry of Education and Ministry of Sport.	3.50	5

On the whole the lectures feel that the objectives of the department are being achieved but there is still a need to

strengthen the connections with the Ministries of Education and Sport.

In follow up interviews the lecturers commented:

We need to increase our efforts to spread sports awareness and participate in Oman's sports development strategy(Interview 31)

In relation to SQU programme objectives I think they have all been achieved, especially in the last five years with the new head of department. She also thinks the objectives are more in line with social developments in Omani society. (Interview 32)

The physical education department is satisfied with the preparation of students academically and to carry out sports training and supervision in the Educational and Youth institutions in Oman.(Interview 33)

The department works hard in reaching its objectives. When I first applied for the job I couldn't find any objectives for the department. I had to find these by myself and work on aiming to achieve them. (Interview 34)

2- The Lectures satisfaction rating of professional activities of teachers regards of department's objectives

Lectures, presented with 5 items regarding the professional activities of physical education teachers, were asked to evaluate their level of satisfaction with regard to the activities on a five point scale:

- 5 = very good
- 4 = good
- 3 = satisfactory
- 2 = poor
- 1 = very poor.

Table:2. Lectures,' satisfaction rating of professional activities of teachers

Items	Mean	Rank
Co-operating with colleagues and other support personnel in the school	4.26	1
Assuming a leadership role within the informal social structure of the school.	4.21	2
Completing professional assignments and responsibilities in a competent and dependable manner	4.17	3
Receptive to promising new ideas or approaches to teaching	3.68	4
Seeking active involvement with students outside the classroom setting	3.53	5

In general, Lectures, seem satisfied with the professional activities of physical education teachers although they believe teachers are not as receptive to new ideas and ways of teaching as they could be. Their levels of extra-curricular activity could also be improved.

The above views were reinforced during interviews with some of the inspectors.

Most of the teachers try hard to reach the standards required as best they can. I always get a positive response from teachers I give guidance to. (Interview 36)

physical education teachers in the Omani school work very hard to catch up with the new instruction from the Ministry(Interview 38)

She [the teacher observed] tried to be creative and find new ways of working with the pupils and other colleagues. (Interview 39)

Whilst the inspectors were generally very positive in their comments one inspector made the following negative comment:

I think the teachers become worse each year. I struggle to continually encourage the teachers to become more dedicated to their profession. (Interview 35)

Discussion:

To reiterate, the objectives state:

1. Make efforts to spread sports awareness and culture by arranging scientific conferences, seminars and scientific research.
2. Participate in Oman's sport development strategy.
3. Prepare students academically and professionally to teach physical education in cycles one and two.
4. Prepare students practically and scientifically for carrying out sports training and supervision in the Educational and Youth institutions within the Sultanate of Oman.
5. Arrange studies and courses for physical education teachers, coaches and supervisors in order to cooperate meaningfully with the Ministry of Education and Ministry of Sport.

Reflecting on the PEDO programme objectives, the lecturers ranked objectives one and two most highly but it was difficult to find supporting evidence to substantiate this. Of course the preparation of teachers who spread physical education across the regions of Oman helps to spread sports awareness but the profile of women lecturers organising and attending scientific conferences and contributing to research could be stronger. Since the first written Sports Strategy for Oman is still in draft form it is difficult to judge whether the PEDO programme has been part of a politically conscious effort to develop sport. Certainly it has become a respected national centre for the training of men and women for careers in physical education and school sport. It is to be hoped the SQU programme will have an extended role to

play in the near future. The objective might be a legacy of government intentions falling behind timescales and targets.

Efforts to raise sports awareness have been made. Two years ago the women lecturers organised 'Sport for All', a community programme for boys and girls that used sporting activities to improve their quality of life over the summer holidays. Students were employed and paid to contribute to the programme and over a thousand children have benefited from the event. Whilst this enterprise might contribute to spreading sports awareness in the community, and is highly beneficial for the students who opt to help and the children who participate, it does not have a formal place in the PEDO programme so does not really contribute to objective one. Quennerstedt, M et al 2014.

I am sure, when it does exist, that SQU and the students on the PEDO programme should engage with its development and dissemination across Oman.

The third objective, to prepare students academically and professionally to teach physical education in cycles one and two, can be judged from multiple data sources. Respondents' questionnaire and interview data indicated there were many effective aspects of the PEDO programme, such as Subject studies, and much to be enjoyed, particularly in practical courses. There were also weaknesses, ineffective parts and a need for more time, for example in applied studies. Where the programme fails to meet this objective is in relation to the aim to prepare teachers for cycle one. A new and more appropriate school curriculum for young children is not matched with a differentiated PEDO programme for the physical education specialists.

In relation to the quality of preparation to teach physical education, another source of data which can be used to judge effectiveness in teacher preparation is in the Lectures,' assessment data on quality of teacher performance. The criteria used were from Ministry of Education annual assessment sheets: 'co-operating with colleagues', 'assuming a leadership role within the informal structures of the school', 'completing professional assignments and responsibilities...', 'being receptive to new ideas or approaches to teaching', 'seeking involvement with students beyond the classroom'. Lectures,' results were high against the five criteria identified but there were other findings that were interesting with respect to judgements on teacher performance. Data from teachers indicated dislike of the rigid process and grading system. Observations indicated that there were diverse regional factors influencing children's experiences and quality of teacher performance in school-based physical education. Facilities, equipment and general conditions for the subject in schools were often very poor. Such conditions were out of the hands of those responsible for the PEDO programme at SQU but Lectures, needed to acknowledge these difficulties and report back to their employers at the Ministry of Education. Lecturers needed to recognise the preparation needs of students who would be teaching in the more deprived areas of Oman.

The fourth objective relates to training for more community orientated provision. Other than a high rating being given to a coaching course (which was optional) no-one mentioned any such opportunities as compulsory elements in the current programme. The summer school programme discussed above is for students to opt into,

meaning many are advantaged through this experience but others miss out on the opportunity. If it is really valuable perhaps there is a way to incorporate it into future programmes for everyone. Communication between SQU and Oman's community and youth activity providers could be strengthened, allowing them to work more closely together, for example through the Sports Clubs, currently dominated by men's activities.

The final objective requires co-operation between SQU, Ministry of Education and Ministry of Sport. Evidence indicated such co-operation is lacking currently but is much needed, as confirmed by all respondent groups as found in Al-Ghamdi 1992 Mulla-Abdullah 1998. The ability of staff to deliver the most relevant teacher preparation, and broader related work for Oman, needs to be undertaken in close collaboration with others responsible for school-based provision, curriculum design, and wider sports strategy in Oman. The potential of the PEDO at SQU to promote many facets of future development for girls and women in the area of physical activity is enormous. To be fully successful it needs a co-ordinated approach to maximise all possibilities. What SQU does offer is a high quality national centre with excellent facilities and resources.

Conclusion:

To conclude the findings, explicit reference will be made to the five objectives of the physical education department. From the range of findings encompassed in this study it can be seen that some of these objectives are met in current provision, others are unrealistic, elements are dependent on related provision, such as the state of physical education in schools, and additional major achievements of the

programme, such as the significance of the learning objective.

Recommendations:

The following recommendations may be put forward to the in charge at SQU with responsibility for the PHDO. Firstly, a review must be conducted of the objectives of the department to ensure relevance and feasibility, and also any overlap between two Objectives should be avoided. In addition, the structure of the Objective should be subjected to regular reviews to ensure an appropriate physical education teacher performance. The rationale, objectives and content of the department should be clearly shared by the teachers and the students in order to maintain cohesiveness in the classroom.

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