

EVALUATING PHYSICAL EDUCATION CURRICULUM FOR THE INTERMEDIATE STAGE AS PERCEIVED BY TEACHERS IN ANBAR GOVERNORATE

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Abstract

The purpose of this study is to evaluate physical education curriculum for the intermediate stage as perceived by teachers in Anbar governorate. Moreover, findings if there are any significant statistical differences attributed to gender, scientific qualification and experience. The population of the study consisted of (181) male and female teachers in public schools as Anbar governorate in (Al-rmadi, Hbanya, Fluja, Heet, Haditha, Rawa, Ana, Qae'm and rutba). The population was considered the sample of this study but the researcher retrieved (157) questioners with a rate of (86.7%). For the purposes of the study the researcher developed a questionnaire consisted of (60) items distributed into five domains: goals. Teaching planning, curriculum and content, teaching strategies, aids and assessment). After collecting and analyzing data the findings showed that the evaluating physical education curriculum for the intermediate stage as perceived by teachers in Anbar governorate came in an average level as assessment domain came first followed by curriculum and content then goals and teaching planning while aids came in the last rank with means of (3.80). (3.71). (3.58) (3.50). Moreover, there were no significant statistical differences attributed to gender, scientific qualification and experience in teacher's evaluation of physical education curriculum.

Keywords: Physical education curriculum, teachers, Anbar governorate

Introduction

We are living in an era of vast development in all aspects such as physical education, this development must be combined with the

development of school textbooks in order to cope with the demands of this era.

Physical Education in school plays an important role in educating and developing students' attitudes and awareness towards sports, as the student learn and practice sports in school or in pastime will enable him to practice it in his daily life outside school (Al-shinawi, 2006).

To apply physical education curriculum a special importance in order to prepare the individual from all his physiological, physical and skills sides to live in the future a healthy and suitable life (Costa, 1995). Physical education is an important aspect of general education aiming to prepare humans physically, socially and emotionally to be productive members in the society (Bucher, 1973).

Therefore, In the era of knowledge explosion the content of the school curriculum for physical education had to be re-examined from time to time; to make sure of the compatibility of concepts, theories and knowledge with what occurs to the Physical Education School of development and progress in the light of the goals and standards for the curriculum of physical education is to choose the content and sports activities that work to achieve the goals and objectives through the development of the physical, social, psychological and cognitive development of students, like other school materials are a set of experiences lead exercise to bring about changes in the behavior of the pupils may even outperform sports activity sometimes on other methodology in achieving the goals of Education (Abdullah & Badawi,2007).

In Iraq there is variance in the aspects of teaching physical education in schools as it focuses on military aspects or other aspects that don't serve the goals of teaching physical education, sometimes it for competitions only and in other times it is an addition to the school time table (Abu Ghneem and Rhadi, 2004)

The researchers through their experience and reviews of the relate literature noted that though there is a development in physical education curriculum in Iraq many reviews must be made in order to achieve the aims of the curriculum in the same time with coping with the age demands

Therefore, the current study is seeking to evaluate physical education curriculum for the intermediate stage as perceived by teachers in Anbar governorate. Moreover, findings if there are any significant statistical differences attributed to gender, scientific qualification and experience

Statement of purpose and questions

The problem of this study emerges from its objective and importance which is Evaluating Physical Education curriculum for the Intermediate Stage as Perceived by Teachers in Anbar Governorate. Therefore, the

purpose of this study is to evaluate physical education curriculum for the intermediate stage as perceived by teachers in Anbar governorate. Moreover, findings if there are any significant statistical differences attributed to gender, scientific qualification and experience. The questions of the study are:

1. What are the teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate?.
2. Are there significant statistical differences at the level of ($\alpha= 0.05$) teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate attributed to gender, scientific qualification and experience?"

Objectives of the study

The objectives of this study are evaluating physical education curriculum for the intermediate stage as perceived by teachers in Anbar governorate. Moreover, findings if there are any significant statistical differences attributed to gender, scientific qualification and experience

Significance of the study

The importance of this study emerges from its subject as it evaluating physical education curriculum for the intermediate stage as perceived by teachers in Anbar governorate.

Definition of terms

- Physical Education Curriculum: Private and general objectives under the guidelines of teaching sports in order to achieve comprehensive development of the learner (Al-oun, 2011).
- Evaluation: New concept in education refers to the determination of the extent of achieving the desired educational goals as they are the means of assessing our total effort (Al-deree, 2003).

Limitations of the study

The study is limited to:

Place limitations: Anbar governate in Iraq

Human Limitations: a sample of physical education teachers in Anbar governorate.

Time limitation: The study is conducted in the first semester of the schooling year 2014/2015.

Objectives limitations: the rates of validity and reliability of the tool used in this study

Previous Studies

Abu Ghneem and Rahdi (2004) studied the reasons of not taking careful attention to physical education lessons in Najaf governorate in Iraq. A sample of (40) male and female teachers responded to questionnaire. The findings of the study showed that the lack of qualified staff and the concentration on physical and skills aspects are the reasons for this weakness.

Batayneh (2007) studied the problems faced the planning of physical education curricula from the perception of the supervisors in north in Jordan, the study sample consisted of (22) physical education supervisor, and (11) chairs of supervision department, so the researcher designed a measurement tool included (40) items, distributed on the following areas: the special rules for planning (10) items, planning (10) items. Human for cements (10) items, and abilities (10) items. The findings showed that the rules given for the process of planning the physical education curricula in north, don't agree with the given abilities, and don't suitable for student's abilities for the individual differences. Moreover, the workers in the area of planning the physical education curricula are not capable enough for doing the planning process with agreement with the new of the modern age and method and criteria which must be kept in the planning process. There are statistical differences on the rules domain related to planning which followed to experiment variable and to the experiment level more than 12 years.

Sugiyama, Shibukra, Nishia, Ito & Sasaki(2008) Studied the characteristics of physical education curriculum based on life skills in Japan. The sample of the study consisted of (34) male and female teachers answered a a special questionnaire. The findings of the study showed that the curriculum is able to develop all the aspects of students personality as well as achieving many practical goals.

Al-ali (2010) investigated the obstacles facing the application of developed physical education according to Knowledge economy in Jordan. The sample of the study consisted of (120) teachers responded to a questionnaire. The findings showed that there are many obstacles facing the application of Physical Education, depending on the field of information technology and knowledge-based economy, and the results showed moderate difficulties in the areas of outcomes, life skills and evaluation strategies

Summary of the studies

Based on the previous review the researchers benefited from those studies in deepen understanding of the subject as well as developing the tool of the current study.

Methodology and Procedures

This section describes the sample of the current study, study tool, validity and reliability procedures. It also presents the statistic that used in the analysis of data, and extract the results, this study belongs to a type of descriptive research survey aimed to, analysis, and evaluate of the characteristics of a particular group, or a certain position dominated by the recipe selection. The study is adopting both content analysis approach and survey approach

Study Sample

The sample was chosen purposefully from Anbar governeate public school principals totaling (69) teachers representing (38.13%) of the population, after being (181) teachers but security issues caused to take only (157) teachers . Table (1) presents the distribution of the sample according to scientific qualification and experience variables

Table(1): the distribution of the sample according to scientific qualification and experience variables

Province	No	%
Ramadi	69	%38.13
Habbaniya	13	%7.18
Fallujah	46	%25.42
Hit	15	%8.28
Haditha	10	%5.52
Rawa	4	%2.21
Ana	6	%3.32
Rutba	14	%7.73
Qae'em	4	%2.21
Total	181	%100.0

Study Tool

The researcher reviewed the related literature and the as well as previous Arabic and foreign studies to develop a questionnaire characterized by objectivity and comprehensively items (Al-saeed, 1995: 448) . The questionnaire consisted in its first form (50) items distributed into five domains, those are: goals and teaching planning, curriculum and content, teaching strategies, aids and assessment. The questionnaire was rated according to likert 5-scale as follows: strongly agree, agree, not sure, but OK, Strongly Disagree, and represent words digitally signs the following, respectively: (5.4, 3 & 2.1) (Muradn & Suliman, 2000:336).

Instrument Validity

Validity was established through content and face validity, and the instrument was standardized on the response of a experts group of in Educational administration. Curriculum, measurement and teaching methods The raters canceled two items and modified other items. The final form of the questionnaire consisted of (50) items distributed into five domains.

Instrument reliability

Reliability of the instrument was determined through a pilot study; sample of 30 respondents from of the study population. The reliability coefficient was (0.76) and it seemed to be reliable for use a Jordanian population.

Study Variables and statistical Procedures

Data was processed through SPSS software by coding the variables in a clear way as well as recording each variable and its symbol as in the list. Then data were processed in the computer according to the following method: the maximum is 5 alternative for each item: 1 = $\frac{3}{4}$ levels (high, average, low) = 1.33 and therefore the minimum limit is $1+1.3 = 2.33$, the average is $2.34+1.33= 3.67$, the highest level = $3.68+$. Therefore, the scale of the items is: (3.68- 5.00 high degree, 2.34- 3.67 average, 1.00- 2.33 low).

Findings & Discussion

The aim of this study is to evaluate physical education curriculum for the intermediate stage as perceived by teachers in Anbar governorate. Moreover, findings if there are any significant statistical differences attributed to gender, scientific qualification and experience

Findings of the first question provided that “What are the teachers’ evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate?”.

To answer the first question the researchers calculated means, standard deviations and ranks for the study domains. Table (2) shows the

Rank	Domain	Means	Standard deviations
1	Assessment	3.80	.900
2	Curriculum and book content	3.71	.850
3	Teaching Strategies	1.04	.890
4	Goals and teaching planning	3.58	
5	Teaching aids	3.50	1.00
	Total	3.63	0.90

Table (2) showed that the evaluation of physical education curriculum in public schools in Iraq, as perceived by teacher were in an

average level, where the arithmetic average of the responses of the sample (3.63: 5.00).

The above mentioned result suggests that there are many positive aspects of this curriculum such as the human resource which is the most important aspect in the educational process as a whole, as teachers, administrators and other related and qualified people can apply this curriculum effectively if there are clear goals and suitable strategies within all the needed equipment to successes in providing students with the material

This results is consistent with previous studies results such as Batayneh (2007) and Al-ali (2010).

Findings of the second question provided that Are there significant statistical differences at the level of ($\alpha= 0.05$) teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate attributed to gender, scientific qualification and experience?"

To find the significant statistical differences at the level of ($\alpha =0.05$) teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate attributed to gender in all domains Leven's test for Equality of Variance was used as shown in table (3)

Table3: Leven's test variance findings in the means on each domain and the tool as a whole

Domain	Gender	No	M	SD	T	Sig
Assessment	male	120	3.58	1.00	1.997	.1600
	female	37	3.57	1.17		
Curriculum and book content	male	120	3.70	.790	3.534	.0620
	female	37	3.71	1.01		
Teaching Strategies	male	120	3.59	.850	1.977	.1620
	female	37	3.54	1.03		
Goals and teaching planning	male	120	3.49	.950	4.695	.0320
	female	37	3.51	1.17		
Teaching aids	male	120	3.81	.870	1.384	.2410
	female	37	3.75	.990		
total			3.64	.860	2.838	.0940

Table (3) showed that there are no significant statistical differences in the teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate attributed to gender

To find the significant statistical differences at the level of ($\alpha =0.05$) teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate attributed to scientific qualification in all domains Leven's test for Equality of Variance was used as shown in table (4)

Table (4): Leven's test variance findings in the means on each domain and the tool as a whole

domain	Scientific Q	No	M	SD	T	Sig
Assessment	undergraduate	55	3.85	1.13	0000.	9910.
	graduate	102	3.77	1.11		
Curriculum and book content	undergraduate	55	3.80	820.	0050.	9450.
	graduate	102	3.65	860.		
Teaching Strategies	undergraduate	55	3.72	910.	2190.	6410.
	graduate	102	3.50	900.		
Goals and teaching planning	undergraduate	55	3.70	1.34	1.459	2310.
	graduate	102	3.51	1.16		
Teaching aids	undergraduate	55	3.60	1.05	0470.	8280.
	graduate	102	3.44	1.02		
total			3.58	0.89		

Table (4) showed that are no significant statistical differences in the teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate attributed to scientific qualification

To find the significant statistical differences at the level of ($\alpha = 0.05$) in the teachers' evaluations of the physical education curriculum at the intermediate stage in Anbar Governorate attributed to experience in all domains Leven's test for Equality of Variance was used as shown in table (5)

Table (5): Leven's test variance findings in the means on each domain and the tool as a whole

domain	Experience	No	M	SD	T	Sig
Assessment	Less than 5y	97	3.83		.5210	.4710
	5 year+	60	3.75			
Curriculum and book content	Less than 5y	97	3.75	.860	.4130	.5220
	5 year+	60	3.63	.830		
Teaching Strategies	Less than 5y	97	3.65	.900	.9760	.3250
	5 year+	60	3.47	.860		
Goals and teaching planning	Less than 5y	97	3.63	1.06		
	5 year+	60	3.50	1.01		
Teaching aids	Less than 5y	97	3.56	.910	.0760	.7830
	5 year+	60	3.39	.880		
total			3.55	.880		

Table (5) showed that are no significant statistical differences in the teachers' evaluations of the physical education curriculum at the

intermediate stage in Anbar Governorate attributed to experience in all domains

The findings of the second question indicated that all teachers regardless their demographic variables knows the curriculum in the same way as it is planned and provided to them by one organization which is the ministry of education not to mention the same qualification either it was before service or during service. This results is consistent with previous studies results such as Batayneh (2007) Sugiyama, Shibukra, Nishia, Ito & Sasaki(2008) and Al-ali (2010).

Recommendations

Based on the findings of the study the researchers recommended

1. The need of training teachers on phrasing the outcomes properly within means and strategies as well as suitable preparation.
2. Updating teachers knowledge through brochures and new guidelines.
3. Dealing with weakness points in the curriculum with the participation of teachers.
4. Conducting more studies especially in the field of obstacles and courses development in all stages.

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