

## **Analysed and Evaluated the Development of the National Curriculum since 1998 In Physical Education in Oman**

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### **Abstract:**

This research has aimed to define the reality of the physical education curriculum at secondary school's descriptive analytical method were used to review the reality and develop it according to analysed the following the physical education objectives.

The organization of it and method of teaching and curriculum evaluation.

Literature review were used for the secondary schools the result shows that the objectives of the exist curriculum was not will developed. Mismatch between the objectives and curriculum content. There is no plan for teaching method much suitable for curriculum.

Also result indicate that no clear measurement or evaluation to the secondary school curriculum for physical education.

The study recommendation provides the structured and equipment.

Farther action needs to be taken from ministry of education.

**Keywords:** physical education, curriculum, secondary schools, development, Evaluation.

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## **Introduction**

Physical education in secondary schools curriculum has gained an increasing importance during the last two decades. A cursory glance at the academic literature concerning physical education research (Underwood 1983; Kirk 1988; Parry 1987) underlines its importance for effective and efficient functioning of the human being.

Preparing this paper has not been easy as the present national curriculum of physical education in Oman follows the Egyptian model which is obviously designed for a different environment (AL Sinani 2014). It is apparent from this perspective that the Omani model has its own weaknesses and shortcomings since the Egyptian model has been copied adopted wholesale.

Being cognizant of these shortcomings, the education authorities in Oman have prepared a special physical education curriculum for the Secondary Level (16-18 years) which many countries do not know about. For example, in Britain, the National Curriculum of England and Wales does not have a programme of study in physical education per se. In fact, in England, physical education classes are considered as just optional activities for the students. All students at years 7-9 (12-15 years) have to do physical education but they do not have to write a formal examination. For Key Stage Four pupils, physical education is an optional subject, and those who decide to do that subject have the opportunity to write their General Secondary School Certificate (GSCE) examination.

Physical education teachers teaching in the secondary schools in England and Wales are not qualified. Many of them do not even have proper, relevant qualifications. Personal inquiry informs that there appears not to be a PGCE in physical education, at least at the University of Leeds. It is apparent that people involved in this discipline in schools do it for the most part out of personal interest in particular sports. However, educational experts realize the importance of physical education. Nowadays, universities throughout England open specialized physical education courses to qualify students for a career in physical education.

The Omani physical education special programme outlined in this study concentrates on the third year secondary students. Physical education is now a compulsory discipline for all students regardless of their gender. The education authorities realise the importance of physical education and its vital role in developing individuals mentally and healthily.

Physical education classes are held in a weekly basis for thirty-five-minute duration. These special courses are supervised by qualified staff specialised in physical education for a tertiary education level. What I mean by a special course is that students have to attend four compulsory lessons a month: one gems theory and three practical. This shows how much the Omani educationalists attach to the physical education.

### **Structure of the Dissertation**

Following the introduction, the first chapter of this dissertation will discuss the terminology. The second chapter is a historical review of the physical education. The third chapter three explains the aims and objectives the of secondary school education. The Omani education system will be reviewed in chapter four. The fifth chapter will be devoted to the Omani National Curriculum in secondary schools. The development of the physical education curriculum will be highlighted in the sixth chapter. Conclusions drawn from this study will be outlined in the concluding chapter.

### **The Discussion of the Terminology**

Macdonald and Walker (1976, p. VI) have claimed that “curriculum studies is one of the growth points in education today. In essence it takes as problematic what should be planned, taught and learned in our schools. It is a central and centralising study organised around the choices facing the practitioner. It can be gritty and ragged about the edges, lacking the settled conceptual apparatus of other disciplines in education”.

Writers such as Goodlad (1979) have contended that debating curriculum issues is centred round the question of definitions. Other writers, Walker (1990), Tripp (1994), and Eisner and Vallance (1974)

for example, argue that there are important characteristics that need to be considered and which give some insights into how particular value orientations have evolved and why. Since the 1960s there have been numerous interpretations of the term curriculum. These include the integrated curriculum (Lawton 1973), a compulsory curriculum (White 1973), a common curriculum (HMI 1985), and a core curriculum (DES 1987). Burke (1995:4) maintain that the meaning of curriculum “may be differentiated by a distinguishing epithet, for example, ‘manifest curriculum’, ‘hidden curriculum’, ‘expressive curriculum’, ‘school curriculum’, and more recently ‘national curriculum’”.

Kirk (1988:7) presents the notion of curriculum as “*the content or knowledge conveyed by particular school subject*”. Defining curriculum as ‘content’ is an interesting one since this emphasis brings into question another terms, namely ‘syllabus’. For the purpose of our study, a syllabus is a seen in the context of a summary of statements about the content to be taught in a course, and is often linked to an external examination. The emphasis on what content to be taught is a critical element of a ‘syllabus’ but a ‘curriculum’ includes more than this. For example, how content is taught can drastically affect what is taught. Also, the extent to which students are sufficiently prepared and motivated to study a particular content will affect very greatly what is learnt. Perhaps Kirk (1988:7) is correct in asserting that “*the notion of curriculum [as] properly conceived interactions of teachers and learners, of subject matter, the pedagogic interaction of teachers and learners, and the sociocultural milieu in which these interactions take place*”.

Kelly (1989:6-7; 1999:14) states that curriculum must embrace at least four major dimensions of educational planning and practice: the intentions of the planners, the procedures adopted for the implementation of those intentions, the actual experience of the pupils resulting from the teachers’ direct attempts to carry out their the planners’ intentions, and the ‘hidden’ learning that occurs as a by-product of the organisation of the curriculum, and indeed, of the school.

The emphasis of this last conception seems to be on the planning aspect of the curriculum. Although planning is important for learning experiences in the classroom, and in recognising that some unplanned learning activities would permeate into the learning environment, it seems difficult to demarcate the boundary of curriculum per se. Words such as ‘intentions of the planners’ and ‘procedures for implementation’ serve to ‘muddy the waters’ of a clear distinction. From the definition, it may not be practical or desirable to separate the intended action from purpose because it is likely that most classroom teachers hardly attempt to make a distinction.

For this paper, the working definition of curriculum is “an interrelated set of plans and experiences which a student completes under the guidance of the school” (Marsh 1997:5).

Subtle points exist in this definition allows its acceptance over Kelly’s (1989,1999). Firstly, prior preparation before implementation of the curriculum is important. There is also the recognition that unplanned activities are unavoidable, perhaps to some extent with the use of the word ‘experiences’.

Secondly, there is a time component to the curriculum, highlighted in the phrase “which a student completes under the guidance of the school”. This definition emphasises the input of teachers associated with the school, thus providing the synergy of the school/classroom. The time component introduced here is also important for the purposes of this paper, which looks specifically at secondary school education. There are some fuzzy areas again here with regards to the period of secondary schooling – whether it is the attainment of a chronological age, a certain level of knowledge, or the completion of certain prescribed classes. There does seem to be some universal agreement with the time in the child’s life where this generally starts – i.e. age 10-12 years. However, there are some deviations as to what happens in the ensuing years, e.g. in the UK, students are for the most part promoted with their age cohorts, whilst in Oman, the criterion are the manifestation of a certain level of knowledge. Thus, the time of its end differs.

Secondary schooling is not compulsory in all countries, a fact that would have implications for the selection of content. In countries where

it is compulsory, this entitlement may end: - (1) after 5 years of schooling (age 16 years); (2) after completing 5 classes signifying levels of knowledge (which may end before or after 5 years); (3) at the attainment of some certification of external 'O' level equivalent exams; or further. Secondary schooling, for the purposes of this paper, will encompass the three situations mentioned above, i.e., those areas beyond primary, which involve a compulsory component.

According to the Scottish Joint Working Party (1986:4) and Kirk (1988:61) "physical education in the formal school curriculum uses physical activities for a broader set of purpose than sport or recreation. Activity, enjoyment, competition, and the pursuit of excellence are still involved but they become part of a process of learning in which the prime focus is the pupil. Physical education therefore is identified as the processes through which pupils are engaged in a diversity and richness of learning experiences which are intended to contribute to their physical, intellectual, social, emotional and moral development". The fact that it is a 'process' bring to light a de-emphasising of physical education as a mere 'physical activity', and one can thus begin to question the relative importance of two key ideas in defining physical education – i.e. as a physical activity or learning of physical activities to improve the competence of a secondary school student.

The *HMI* (1979:11-4) in their comments noted that "physical education is the part of the curriculum that can contribute most to the physical experience of the pupils. Its aims are concerned with the development of psychomotor competence in order to facilitate participation in worthwhile a activities..."

(Longsdon & Barrett 1984; Kirk 1988:69) have suggested another definition for physical education curriculum as follows: "*subject of matter physical activity or movement*", while authorities like Whitehead and Fox (1983) have stated that physical education offers the development of motor competence and physical fitness.

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 developing physical education curriculum in Oman. The reason for including this historical perspective is to give a wider view of considers comprehending the development of physical education curriculum in Oman. General reviews will utilize the evaluating the curriculum to reflect on the general Omani educational goals and organization of it and method of teaching and curriculum evaluation. The literature was review all the development ateps of physical education curriculum in Oman. This historical survey will include the physical education in different concepts and characteristic of Objectives and organization of the curriculum in physical education,

### **The importance of this study:**

The study is to give an overview reflecting in the physical education Omani Curriculum. Its development of physical education curriculum in Oman., and helps to improve. Its enhance the importance physical education Omani Curriculum. As well as this study reflect on physical education and method of teaching and curriculum evaluation

### **Methods of the Study:**

In order to provide a general reflecting in the physical education Omani Curriculum review of developing physical education curriculum in Oman. General reviews will utilize the evaluating the curriculum to reflect on the general Omani educational goals and organization of it and method of teaching and curriculum evaluation The literature was review all the physical education curriculum education. The literature was review all the physical education curriculum in the physical education Omani Curriculum, a literature review was conducted. This review is the result of this extensive literature survey

## **Introductions:**

### **THE CHARACTERISTICS OF SECONDARY SCHOOL STUDENTS IN OMAN**

There tends to be a notion within this hemisphere that the physical, psychological and social characteristics of students in Oman are different AL Sinani, Y. & Al Rawahi, N.Y. (2012). However, Lindebrugh (1978) and the Omani National Curriculum (1995) highlight much similarity between the students in the United Kingdom and Oman. Lindebrugh (1978) has outlined the physical, social and physiological characteristics as including:

- Physical growth rate is relatively slow.
- Boys and girls at this age reach their full physical maturity.
- Girls show a slight growth in their heights when they are 15; most of them reach their full height by 16.
- Girls show a very slight growth in height after 17.
- Boys weight and height are greater than the girls', and continue until 18, and 19.
- At this age, their understanding of the physical changes they go through increases.
- An improved muscular and nervous co-ordination.
- A tendency towards independent thinking and behaviour, a feeling of equality with older people.
- Sex appeal develops.
- Sexual maturity.
- Different mental abilities mature, individual differences appear, artistic, cultural, and sport aptitudes unravelled and a desire for excellence in sport.
- An inclination towards discovering their environment, taking risks, Mobility, and unprompted speech.
- Inclination for group parties, team games especially where the two sexes are involved.



- Need for play, rest, relaxation and proper nutrition.
- Need for active exercise with colleagues.
- Need for the adequate general culture, and practical skills, along with the social skills necessary for life.

### **3.1. Physiological Characteristics**

- Distinguishing physical marks in both male and female students.
- Developmental growth in the muscles of the trunk, chest, and legs.
- Males who are also characterised by their height and weight.
- Female's muscles are softer and more flexible.
- A high level of muscular and nervous co-ordination.
- High acquisition rate of motor skills.
- Female's potential activity is less than males.

### **3.1. Social characteristics:**

- Males are inclined towards games, which require a high level of energy.
- Females prefer entertaining activities, which are less risky.
- Attraction towards the other sex and an interest in neatness and excellence.
- Integration with the group and a display of loyalty.
- An admiration of outstanding colleagues both academically and in sport.
- Seeks recognition of the group.
- Bravery and initiative.
- Pride.
- Independence from the family and childhood restrictions.
- Less rebellious, and more balanced behaviour.

To do this study for analysed and evaluated the development of the national curriculum since 1998. I analysed and assessed the study according to the following five criteria.

- 1- The goals of physical education for the third secondary year.
- 2- Forming the goals and the possibility of its achievement.
- 3- The suitability of means with the selected criteria.
- 4- Methods and tools of teaching.
- 5- The potentialities and facilities which should be available in schools.

**The Omani National Curriculum (1995) added the psychological traits as:**

- Increased curiosity and gathering of information is a distinguishing feature.
- Diversity of hobbies influenced by the level of intelligence.
- Individual differences are reflected in tendencies, aptitudes and abilities.
- Retention and concentration rates increase.

**SECOND: FORMING THE GOALS AND THE POSSIBILITY OF ITS ACHIEVEMENT:**

1- It appeared, from the study, that the goals help the students to achieve health protection. i.e. those goals can help the students to be healthy through practicing all physical Education Activities.

According to the opinions of the guides, the students can achieve body fitness with a percentage of 62%, while the teachers believe that the students can achieve body fitness with a percentage 558%.

2- 65% of the guides and teachers feel that the Curriculum participates, to a great extent, in developing the

students' body characteristics, in view of age nature, and priorities, which define the environment nature and their different levels.

3- As for teaching movement skills of the sport activities, which comply with the age stage, we find that about 85% of the Guides and 72 of the teachers

approve that the Curriculum succeeded in participating or teaching movement skills for such students.

4- 60 % of the Guides and Teachers agree that the Curriculum's goals are geared for the welfare of the students' psychological development.

4- The Curriculum goals are geared towards the recreational side, through in & out class activities.

Based on the said findings, the goals of the developed Curriculum defined for the third secondary class are suitable, from the point view of its clear meaning & the ability of its achievement. This can be explained as follows

1- The goals of the developed Curriculum are formed in a clear style that made the teacher understand its meaning, which, in turn, was able to communicate it with the students. facilities are available to execute the Curriculum, in addition to the suitable time to teach the activities.

#### **THE CONTEMT MUST COMPLY WITH ITS SELECTED CRITERIA:**

1- The study shows that guides and teachers agree with 35% that the activites don not comply with the individual differences, the needs & interests of the students, while 50% of those guides and teachers agree that such activities are suitable for the student's readiness.

2- Both the guides and the teachers believe the time scheduled for the activities is not enough, it doesn't comply with the targets and achieve only 39% of the targets.

3- The guides and teachers agree with 24% that period of teaching the activities, in one class, are not convenient.

4- The guides and teachers agree with a percentage of 68% and 71% that the distribution of activities was not convenient, but they agree that the Curriculum contains varied activities.

5- About 78% of the guides and teachers agree that the distribution of class time between the different activities is convenient.

#### **Result and dissuasion:**

### **ASSESSMENT TO WHETHER THE CONTENTS ARE EMPLOYED WITH ITS SELECTION'S CRETERIA OR NOT**

1- It appeared to me that the varied activities of the Curriculum don't comply with the interest & needs of the students. Also, such activities are not complying with the student individual differences.

2- The time defined for teaching activity doesn't comply with the nature of the activity. For example: Each of the activities such as Football, Basket-ball, Athletic, Gymnastick, and so on, needs number of hours more than the ones prescribed, whether this prescribed for the Class itself, or for the three classes of the secondary level.

#### **FOURTH: METHODS AND MEANS OF TEACHING:**

1- The Curriculum limits the abilities of teachers to encourage creativity and innovation, according to the opinion of to 83% of the Teachers and 86% of the guides.

2- The methods of teaching don't give the teacher the chance to have enough time for free activity, according to the opinions of the 82% of the guides and teachers.

2- Students lose interest of the class because of meaning repetition with a percentage of 84%.

3- Teachers prefer the class to be a free one (activity class). They don't prefer the present method an average of 72% from both sides.

4- Between 70 – 27% of the teachers say that the facilities available are not convenient to execute the Curriculum.

In my opinion, it is apparent that the developed curriculum for the Secondary stage (3rd secondary class) limits the ability of the teacher in teaching, and the teacher commits himself to the Curriculum without being convinced. Also the execution of the Curriculum makes the student & the teacher loses interest. I can explain this as follows:

1- The executed programs for the Curriculum limits the ability of the teacher in teaching. Also, the repetition of the proposals which serves the Curriculum and make the Officials able to achieve the Curriculum's targets, completely.

2- No giving enough chance to the teacher to understand the targets and the contents of the developed Curriculum.

3- The teachers don't prefer the present method, but they prefer to be in a free method.

4- The developed Curriculum makes the teacher not to prepare for the classes. Also, it organizes for the teacher the method of teaching the activities. I can refer this to:

- The teacher prepares for his class from the printed Curriculum.

- In each Education Unit there are executional programs for each activity & subject.

- The free subject encourages the students to participate in the activities in a positive way, where the activities meets the interests of students, Physical, and psychologically, in addition to the individual differences, which the present course doesn't take it into consideration.

### **THE FACILITIES NEEDED TO EXECUTE THE CURRICULUM**

1- It appears, from the study, that Eight of the possibilities achieved a percentage between 61.73% - 90.16% and they are: High Jumping Equipment, a Horse, Sticks, Medical Balls, Net Ball, Net Ball, Hand-Ball Field, Basket-Ball Field,

2- Five Activities reached a percentage between 51.23 – 55.56% Horse, Divided Box, Sawlajan, Jumping Area, Football Field.

3- Ten achieved a percentage between 15 – 46%, such as: Swedish Desks, Jumping Ladder, Balance Stick, Mats, Medical Balls 4 Kg, timing watch, Rings,

As mentioned earlier, any curriculum prepared should meet and be suitable to the environment at which it is going to be applied. The present Physical Education Curriculum applied for the secondary stage, 3rd secondary, is convenient to the Egyptian Community, not to the Omani community. There are differences between the two communities in terms of atmosphere possibilities, facilities, nature of living. What I found, in spite of what distinguishes Sultanate of Oman from other countries of the world, that Oman should have a special curriculum for physical education for this education stage.

### **Following, a summary of my personal analysis done for the Curriculum scheduled for the 3rd secondary class:**

1- Does the developed Curriculum achieve the goals of Physical Education for this educational stage?

It is clear that the developed Curriculum is geared towards the student body fitness. It appears that the Curriculum has achieved about

63% of the targets, from the point of view of the Guides of both sexes, while from the point of view of the teachers, the Curriculum has achieved only 60% of its targets.

2- Considering that the developed Curriculum is working Towards helping students to gain movement skills, it is found that 50% of the targets were achieved, from the point view of the Guides of both sexes, and 54% from the point of view of the teachers of both sexes.

3- The developed \curriculum took into account the practical activities, but not the interest to provide the student with new knowledge.

4- The teachers believe that the developed Curriculum helps the students to be creative with a percentage of 17%, while the Guides believe it will help them with an average of 12%.

5- The teachers believe that the Curriculum helps students to accustom to the sound healthy habits with a 44%, while the Guides believe it helps them with 39% only.

Taking into account such study, I can judge that the physical Education Curriculum for the 3rd Secondary stage had achieved its goals as follows:

1- The curriculum presents diversified activities distributed between body preparation, gymnastic, marathon sports, and other games included in the Curriculum, which provide the students with movement skills.

2- The Curriculum gives the teacher the chance to organise the method for teaching the different activities.

3- The developed curriculum doesn't give the students the chance to have a spare time for free activities to meet all their interests, nor give a chance for them to develop their creativity & innovation.

4- The students were not taken into consideration when the activities were selected, where the activities don't

comply with the interests and needs of the students. Also, it didn't take into account the differences between the individuals and the timing for teaching such course, which, in turn, effected the achievement of the goals in a negative way.

5- The Curriculum has succeeded in helping the students to gain the sound healthy habits, which accustomed them to habituate themselves to a sound healthy system, together with the correct healthy habits.

### **Recommendations**

Each of these criteria depended on a number of points, based on my assessment.

At the end of the research study, I suggested some recommendations for the concerned authority who prepared the Physical Education Curriculum. The recommendations are as follows:

1- The curriculum must be designed to suit the Omani environment. Its prescribed goals should observe this fact.

2- Modify the formation of the prepared goals, at present, in a way which makes it to suit the Omani society.

3- To take care of how to execute the activities in a very effective way.

4- Add methods of measurement and evaluation to the curriculum activities.

5- The execution of the developed curriculum should be experimented in the Schools which are attached to the College of Education, and to be under the supervision of this College.

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

7- 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.



Forming a committee jointly composed of the College and Ministry Officials to follow up, evaluate and supervise the proposed curriculum. Guidance should be given to the Experimental Schools attached to the College. By this, we can be assured that the physical education will be successful in the Sultanate of Oman, and it will participate in a constructive way for the raising of the new generation.

### CONCLUSION

To conclude the review done, I will consider. This because I think it is a complete definition. In other words, this definition involves many important designations which are stated by experts in physical education today. The physical education has designation as education, as physical development, as motor skill, as health, as growth and development as big muscle movement and as activity as human movement. (Brown & Cassidy 1963:30).

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