

Create and pilot a data collection tool to answer a research question and outline, giving examples, the usefulness of a range of analyses that could be conducted.

*Dr/ Yousra gomaa AL-Sinani

Abstract::

The purpose of the current study was to identify Create and pilot a data collection tool to answer a research question and outline, giving examples, the usefulness of a range of analyses that could be conducted., in addition to determine the differences in the level of the study variable and mechanism to build study research tools. To achieve that the study was gives an example of evaluation physical education initial teacher training programmed.

The results of the study indicated that there is level of beneficial of this way. The study recommends many recommendations, where the most to carefully build a research instrument and most important were the need of pretest the tools for any research.

Keywords: evaluation teacher programme. Research instrument, Research sample, Teach Physical Education,

Introduction:

The aim of this study is to evaluate the physical Education initial teacher training program for women in Oman (PEITTPW) I am a graduate of the same program and currently a member of the faculty of teaching methods and correction in the program. My research interest is in evaluating the relevance of the program in the context of the overall educational goals of the sultanate and the Sultan Qaboos University (SQU), and in exploring whether the program can be improved in terms of its impact on the progress of physical education (PE) professionals in Oman. Concerns about the relevance of the current PE training program for women are rooted in a number of problems. First, the present AEITTEPW, which is similar to the

program for male students, but operating in separate space with female staff as required in Islamic principles, seems to borrow heavily from the Egyptian PEITTFPW model, which is exclusively designed for the Egyptian environment. The Unesco report (2001) points out that generally, Arab and Muslim countries would naturally seek to inculcate the noble principles of Islam, and Islamic values in the minds of the younger generation, to enrich them with the past tradition. The educational or pedagogical bases in all Muslim and Arabic Countries are based on the Islamic philosophy of education (Unesco 2001:76). This presupposes that the most important factors of curriculum design, method and organization are religion and

* Associate Professor Curriculum and Instructions Physical Education College of Education, Sultan Qaboos University, Oman

culture. Oman's education philosophy is built first on Islam and second on the Arabic culture. As the Unesco report (2001, p.177) continues, the objectives of "...Education in the Sultanate of Oman are to augment Islamic faith in students, encourage Islamic behaviors and stimulate Omani cultural identity. The result of this philosophy has often been criticized. For example, Farrell and Oliveira (1993) write that Oman is one of the developing countries which "...Typically spend from 15 to 35 per cent of their national budgets on education, and yet their educational system is often inadequate". A great deal of the inadequacy has been attributed to the fact that in terms of teacher training programs, Oman largely depends on expertise from other Arab countries, which are regarded as pioneers in the field of education. Secondly, there appears to be a mismatch between the PEITTPFW and the curriculum found in schools. Like the university program, the overall National Curriculum for physical Education in Oman is also based on the Egyptian model. The paradox is that there is no harmony between the PE program and the PE curriculum relative to teaching of skills or specific activity areas. For example, while the PEITTPFW includes swimming as part of student's training, the national curriculum does not include swimming at all. Thirdly, there are communication problems at different levels and program effectiveness appears to be hampered by the fact that in the college of Education at the Sultan Qaboos University (SQU 1992) there are two

separate departments involved with the PEITTPFW. These are the Physical Education Department, and Physical Education Methods and Curriculum Department, but there is minimal co-operation between the two departments. To add to the complexity, there is also a lack of close cooperation between the Ministry of Education in Oman, responsible for inspecting Physical Education teaching in schools, and the Sultan Qaboos University, a situation that possibly hinders the effectiveness of the training program.

The Research Questions:

In order to streamline its scope and direction, the study will be guided by the following key questions:

- 1-** What are the perceptions of the effectiveness of the SQU ITTPEPW of key stakeholders; that is the PE lecturers, Final year students, PE inspectors, practicing teachers and children in Oman?
- 2-** What are the realities of PE teaching, and learning in Omani Schools?
- 3-** To what extent does the PEITTPW comply with or challenge Islamic rules or Omani Culture?
- 4-** To what extent does the PEITTPW bring about positive changes in the social position of Omani women?

A Multi-Method Approach:

The meaning of methods has been described by Cohen and Manion (1994:38) as: "that range of approaches used in educational research to gather data, which are to be used as a basis for inference and interpretation for explanation and prediction".

In this research it was thought that the best means of investigating the population for the research will be through the use and combination of three different methods: questionnaire survey, interviews and non-participant observation. The choice of a multiple method in the present investigation was made on the grounds that this would allow cross-validation and complementary support of the research techniques employed. The advantage of using different techniques, as Marshall and Rossman (1995:133) argued, is that "limitations in one method can be compensated for by the strengths of a complementary one". The benefits of Multi-Method approaches are well supported (Brannar 1992, McNeil 1992) but the increase in complexity during data analysis and cross-referecing should not be underestimated. Frankfort and Nachmiais 1992) suggest research baias can be minimized through such as approach. But Bulmur and Warwick 1994 wan that boundaries between methods can became blurred. It appeas the researcher needs to be both cutious and flexible when using multi-methods. Point about Omani Women illustrates this need for the diversification of data collection methods is even more pertinent in this study. Culturally, Omani is not given to expressing their views openly, especially women.

The Questionnaire:

De Vaus, 1996, suggested that the questionnaire is a very common method of collecting data in social research, while Wiersma (1986: 179) defined the questionnaire as "a list of

questions or statements to which the individual is asked to respond in writing; the response may range from a checkmark to an extensive written statement." Similarly, Gay (2000: 280) defined the questionnaire as a tool for gathering "standardized quantifiable information from all members of a population or sample."

To clarify, the survey will consist of scaled responses and open-ended questions. The data collected from the survey will be analyzed using specialized computer software (SPSS). It is appreciated that differences will emerge between the responses of all female PE participants in Oman with varying levels of experience, and therefore, the questionnaire will be designed to allow for testing via ANOVA. The questionnaire will be specifically designed for female PE final year students. The PE final year students in the SQU will be contacted by the researcher herself who will arrange for the questionnaires to be completed and returned to a designated mail box, within a fixed time-scale.

The questionnaire Creation: -

The aim of the questionnaire was to gather students' perception on their ITTPE course at SQU and it relevance's to their future careers as PE teachers.

The questionnaire is considered a technique for gathering data for social research. Its advantages include the following:

- 1- It is easy to complete.
- 2-The data obtained with this instrument can be generalized. (Cohen, et al, 2001)

3- It enables the researcher to cover a wide area of a population and to analyze the responses conveniently (Gays 2000; Oppenheim, 2001).

Its Disadvantages lie in the fact that:

1- If open ended questions are included, data analysis can be troublesome.

2- There is no guarantee about the truthfulness of responses.

A questionnaire can be designed to be either Structured, semi-structured and unstructured questionnaires of the three types mentioned above or a combination of all. Oppenheim (1992:115) summaries the features of all these types when he writes that "Though there is a large range of types of questionnaires there is a simple rule of thumb: the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured and more open and word-based the questionnaire may be. Highly structured, closed questions are useful in that they can generate frequency of responses amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample". Since the questionnaire will be distributed to.....student ... design will be preliminary closed questions.

Types of questionnaire items:

The design of questionnaires features questions which are of different forms. Wilson and McLean, (1994:21) describe these questions thus:" There are several kinds of questions and response made in questionnaire, including, for example:

dichotomous questions; multiple choice questions; rating scales; and open-ended questions. Closed questions prescribe the range of responses from which the respondent may choose. In general closed questions, dichotomous questions, multiple choice and rating scales are quick to complete and straight forward to code and do not discriminate unduly on the basis of how articulate the respondents are.

The questionnaire with close questions was consider in the most appropriate instrument for easy collection of information from the respondents comprising PE lecturers, PE inspectors, PE teachers and PE final year students.

In this research different preliminary studies were done:

Preparation for the construction of the questionnaire at this stage, the aim of the study was clarified. Reference was made to relevant literature and to international studies on physical education (Clark, 1971) as well as those done in Arabic and Gulf countries (El-Emaadi, 2002; Mulla-Abdulla, 1998; Al-Ghamdi, 1992) all of these studies were relevant to the evaluation of PEITTP.

Before designing the questionnaire, the researcher consulted with the respondents from the various groups: PE lectures PE inspectors, PE teachers and PE final year students. They were asked about the three general questions on PEITTP for women to ascertain the clarity of the questions in the questionnaire.

Construction of the questionnaire:

In the first stage of the questionnaire construction, one

questionnaire was developed for all the four groups. The questionnaire was then presented to a panel whose duty was to review the questions. Their observation was that a separate questionnaire should be designed for each group. The reason for the differentiation was based mainly on the different status and experiences of the respondents in the various groups. For example the PE inspector questionnaire included the question about teacher performance, and while PE lecturers and PE teachers could relate to that, it had nothing to do with PE final year students.

Four different questionnaires will therefore be designed. However there were some similarities in the questions listed in these different questionnaires especially those related to personal details. The PE final year's student and PE teacher's questionnaire is almost the same.

Each questionnaire will include both open-ended and closed questions. The close questions require the respondent to simply respond along a five-point scale. This format enables the respondent to feel free in their choice of answers, and it is much Apart from being democratic, the use of rating scales is very common in social research field (Robson, 1996).

Covering letter:

Cohen et al (2001:97) state that the Purpose of the covering letter is to indicate the aim of the survey, to convey to respondents its importance, to assure them of confidentiality, and to encourage their replies. A covering letter was attached to all four questionnaires. It states the name of the

researcher and explains the objective of the study, seeking the respondents' assistance and promising to keep their responses in confidentiality.

Sampling:

The research population will consist of stake-holders in the effectiveness of PEITPW in Oman all the PE female professionals; the head of PE, PE Lecturers and final year students at SQU, PE inspectors and teachers in the field. Some of these are graduates from the same programme and some are graduates from different programmes whether in Oman or abroad, but they all have the common experience of teaching the PE in Omani schools. All respondents except the head of PE Department at SQU, are women, and stated earlier, the reason for this is because of the need to hear first hand from those for whom the programme was designed; women. The teachers, inspectors, and students who are associated with the programme should be knowledgeable enough to offer reasonable answers to the questionnaires and interviews.

More than 300 respondents will be drawn for the questionnaire survey using a two-stage quota and random sampling method.

Robson (2002: 262) defined stratified random sampling as:

“Dividing the population into a number of groups or strata, where members of a group share a particular characteristic or characteristics (e.g. stratum A may be females; stratum B males). There is than random sampling within the strata. ...it is usual to have proportionate sampling: that is, where the number in the groups selected or

the sample reflect the relative numbers in the population as a whole..."

Cohen and Manion and Morrison (2004: 101) agreed with Robson in defined the stratified random sampling "involves dividing the population into homogenous groups, each group containing subject with similar characteristics."

They do suggest also "to organize a stratified random sample is a simple two-stage process. First, identify those characteristics which appear in the wider population which must also appear in the sample, i.e. divide the wider population into homogeneous and, if possible, discrete groups (strata), for example males and females. Second, randomly sample within these groups, the size of each group being determined either by the judgement of the researcher."

Student Questionnaire:

The following is a description of the final year student questionnaire. The purpose of the questionnaire for the PE final year's student (see Appendix) was to examine the attitudes and beliefs of the final year student towards PE ITT programme.

The literature on appropriate methodology and prospective in relations to the PE ITT programme in the Arab world was reviewed (Al-Emadi 2002, Mula 1998, AlGamdi 1992). These studies were conducted in Qatar, Bahrain, and Saudi Arabia. The participants in these studies have much in common with the participants of the present study where this study for girls only and also searching about Islam and challenges. All studies referred to above be concerned with evaluate the

physical education Initial teacher programme for Arab participants. So the questionnaire use in this study considers the questionnaire design for studies referred to above.

Rationale:

The questionnaire design to collect data on the perception of the PE final year student towards the PE initial teacher training programme. As notice from the student comment about the PE ITT programme there is a general perception (in the researcher opinions and observation of PE reality in the schools) that the standards of useful of the PE student learning in recent programme are poor. So I think that it is reasonable to suppose that the attitudes of the PE student are a significant factor.

Construction:

The following steps were taken to design the student's questionnaire:

1- Designing the questionnaire format:

The questionnaire was headed with a personal note and accompanied by a covering letter. Creation of the following three elements of the questionnaire will be described:

2- Part one: Respondent Data.

This part of the PE final year student was designed to obtain personal data about respondents about geographical location, motivation and career stage in PE. Questions four will ascertain their beliefs about the origins of Oman curriculum. I suspect that most do not know about the Egyptian origins of the current syllabus.

Part Two to Eight: Focal Data:

These parts includes statements in seven sections that four and the current PE position at SQU. The predominate style is the use of a likat scale because

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree.

This was selected by the researcher and supervisors. This type of scale is the most widely used method for gathering respondents' views. The items in these parts of the questionnaire grouped into the follow variables:

Preparation Courses; (Part Two)

Education Subjects; (Part Three)

Specialized Subject; (Part Four)

Applicable Education and Micro Teaching; (Part Five)

The Real Condition of the Physical Education in Oman's Schools; (Part Six)

Physical education programme and Islam Tuitions; (Part Seven)

Resources, staffing and access and structure of Course; (Part Eight)

Suggestions. (Part Nine)

Where it was anticipated that students might have views beyond those encompassed in the questions, open-ended questions was added at the end of sections eg Q 13, 16, 19 (APP....)

1. The statistical employed in this study:

The SPSS (Statistical Package for the Social Sciences) will be use in

the analysis of the data gathering from the questionnaire.

Validity of the research instruments:

Messick (1989: 13) defines validity as an "integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment." Every research should have valid instruments if the results are to be worth the efforts. In this research a consulting panel of experts from the School of Education at Birmingham University and another from the PE Department at Sultan Qaboos University were used to assess the validity of the instruments.

The pilot study:

The piloting done for the study and which is embodied in this assignment involved 20 third year students of the P.E. Department at SQU. On completion of the survey of this group of respondents, the researcher was able to identify areas of weakness in the questionnaire and possible hindrances to obtaining as much information as possible and these will be helpful in making the final questionnaire.

Conclusion:

In conclusion, piloting helped the researcher to ensure that the questions were clear and easy to understand. Also, conducting a pilot study enabled the researcher to raise

the quality and reduce the vagueness of the collected data.

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