

The Current Status of Physical Education Curriculum at high schools In Sudan

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Abstract- In this study we investigate the current status of physical education Curriculum in Sudanese High Secondary schools. The main tools for collecting data in this research are analyzing educational polices, Questionnaires and Interviews. Our questionnaire form contains 5 parts for our most important 18 items, and the sample size are 60 forms. The Cranach alpha coefficient for identification equals to 0.8570 which confirms the stability of resolution and suitability for use. The Statistical Software (SPSS) also used for analyzing our questionnaire data. We found that the main problem facing physical education and sport activities in Sudanese High Secondary schools is the absence of the special physical educations curriculum. In addition to that, the shortage in the textbook of physical education, and the scarcity of the physical education teachers at high schools.

Keywords - Sudan; Physical Education curriculum, high school; graduate Examination.

1. INTRODUCTION

Internally, Hussnia, 1981 studied the reasons for the delay of Physical Education in girls high schools in Sudan, where the researcher used the descriptive method. The sample consisted by normal manner from girls High schools students in Khartoum state, which included 24 High schools. The most important conclusions for Hussnia, 1981 were as follows: the negligence of the sports leaders, the physical education program did not take adequate attention of the officials and did not put any planning to it, the lack of capabilities which assist in achieving the progress in the subject whether equipment instrument. The most important recommendations mentioned by Hussnia, 1981 are: (i) Redistribution of the available number of the physical education teacher at high schools. (ii) To increase the number of physical education teachers in schools. (iii) To establish sunshades and providing inexpensive tools to teach students.

While Faruk, 2001 conducted an analytical study of some of the teachers of the physical education problems at high school in Sudan, by using the descriptive method survey and adopted a sample study on the community of teachers in high schools in Khartoum state. And the most important conclusions were as follows; lack of vocational training which resulted in teachers' ignorance of the modern techniques. Absence of training

facilities such as lack of training equipments, accessories and tools, devices, closed galleries and the lack of budgets. Attitudes of the community towards physical education. That the community more interested in Sports festival rather than school physical education. Furthermore, lack of interest from the part of the officials to develop the physical education profession. Faruk 2001, recommended that (i) The Ministry of Education must provide rehabilitation programs to improve the performance of physical education teachers, (ii) The Faculty of Education and Sports must reform the curricula and teaching methods to develop the professional performance of the Graduates, and (iii) The Faculty of Education and Sports construct sports facilities in high secondary schools and a quest to find sports facilities in created schools.

Recently Nawal 2004, studied the impediments to exercise the school sports activity for girls' high school students in Sudan by the determinants of participation and desired activities, using the descriptive method and survey method, also used the sample age of students in the state of Khartoum. She concluded that the time is not sufficient to carry out the teaching and receiving an adequate result. She kept saying that the physical education and school sports needed special care; and that human, material resources and information had to be provided because it is one of the most important obstacles for teaching and learning practice.

The most important recommendations of Nawal 2004, study were as follows: (i) the development of physical activity and school sports depended largely on the time factor, (ii) provision of school capabilities including the information potential and security and safety factors, and (iii) finally the physical education curriculum should enhance activities practised on the basis of team or individual work.

Secondly, at the regional and international level (Prick & Hantelman,1986), studied the job satisfaction and time pressure using a linking descriptive approach. The study aimed to identify the public and private problems that might face teachers in both the Netherlands and Germany through the analysis of research reports obtained through the study. They compared between the teaching and other professions in terms of the problem that faced both teachers and other people. They also compared between the problems that faced teachers who had left their teaching profession and joined other fields of work. Beside this, they compared between all the problems experienced by current and former teachers. Prick & Hantelman (1986) recommended that comparative studies were needed in order to improve the

situation and conditions of teachers through revealing the problems teachers might face practising their teaching craft.

On the other hand (Mahmoud, 1987), studied the professional problems facing physical education teachers in high secondary schools in the Arab Republic of Egypt. His target was Giza region, and the study applied on a sample of 70 teachers who were selected randomly from 13 boys high secondary schools in Giza Governorate. He depended on a list of the professional problems taken from Ismail Hamid Osman. The list represented the problems face physical education teachers in Egypt. Mahmoud (1987) used the descriptive method to analyze the data. The main results of his study indicated that the most important problems facing physical education teachers ranged as follows: a) lack of capabilities required to achieve the objectives of the profession in high secondary schools and the attack on the backyards and land space for high secondary schools, b) the misconceptions of parents' upon physical activity in schools, c) the miscare of mass media upon physical education in high secondary schools, d) the suffering of physical education teachers in Egypt, and e) the physical education curriculum has not developed.

In addition to that, (Shamma 1994), studied the professional problems of physical education in girls primary schools in Bahrain. She used documents, official records, personal interview, and questionnaire as tools for collecting data. The data included a sample study for all teachers of physical education for elementary girl schools in Bahrain. The total numbers sample was 130 teachers. The researcher adopted the descriptive method for the analysis. The most important findings of the study included; 1) the necessity of developing curricula in physical education faculties with scientific development and work to raise the performance of the teachers, 2) giving importance to the female pupils in primary schools toward the contents of the physical education curricula so that they can have space to discover some different sports skills and, 3) making sessions promote the performance the teachers of physical educational departments.

2. METHODS

This research utilized a qualitative like document analysis, interview, and quantitative research like the questionnaire survey, through using the following two tools.

2.1 Analyzing educational polices, schools programs, daily school activities, which I got from the teachers of physical education at some of the high schools in the three cities of Khartoum state (Khartoum – Omdurman – and Khartoum Bahree). And the most important documents to investigate the current status of physical education in Sudanese high schools were the previous studies conducted in the same field of the current research with a different point of view as shown in the section of introduction.

2.2 The questionnaires addressed to education authorities, and curricula developers to identify the challenges facing the integration of physical education in Sudanese high schools.

At the process of preparing the questionnaire we had interviewed a number of researchers and specialists teachers in the field of physical education in some universities in Sudan as follows:

- (i) The Dean of the Faculty of Physical Education at Sudan University of Science and Technology (Dr Eltayeb, 2012).
- (ii) The Dean of the Faculty of Physical Education at University of Alneelain (Dr Abdallah, 2012).
- (iii) The Head of the School Department, Faculty of Physical Education at Sudan University of Science and Technology (Dr Hakeem, 2012).
- (iv) The guide of the physical education teacher's at local Kalakla schools of Khartoum State (Dr Nafisa, 2012).
- (v) The Head department of Physical Education at the University of Kassala, in Kassala state of the eastern Sudan (Dr Mohammed Hussein, 2012).
- (vi) A teacher of physical education, at Sudan University of Science and Technology, faculty of physical education (Dr Ahmed Adam, 2012).

The concept of stability test is intended by the extent of its being a measurement free of errors i.e., how to measure the result of the amount of real attribute that it aims to measure. The test being constant means accuracy or consistency. This researchers must determine the degree of reliability in the test data as the consistency of measurements or observations obtained by (Abu Sarie, 2004). Further, (Churchill, 2002) explained that the best way to assess the internal consistency to a combination of factors or phrases within the framework or a single group, is to look for these words within its essential use of alpha Cronbach coefficient, which is a useful test to measure the stability of the test. The test was conducted to measure the stability, or the internal consistency of each axis of the study and phrases included in the questionnaire. In addition to that (Easterby, 2002), shows that when the value of alpha coefficient is 0.6 or more, this means the research tools are stable.

Here in our work we found that by the analysis of the data collected, the alpha Cronbach coefficient for identification was equal to 0.8570 which is a high value; this confirms the stability of resolution and suitability for use as shown in table 1.

Table 1. Shows The Reliability Coefficient (alpha Cronbach).

Reliability Coefficient		
Number of Cases	Number of Items	Alpha
60	18	0.8570

3. RESULTS AND DISCUSSION

Statistical analysis of the research data (using SPSS Statistical Packages for Social Studies) revealed the following results.

3.1 BASIC INFORMATION ABOUT THE SUBJECTS

Table 2. shows the Gender Type, The Educational Background Variable, Specialization Variable and the Experience Variable. From which we found that the number of males in the sample was (45) representing (75%), while the

number of females (15) representing (25%) of the sample size. Also we found that the number of recipients a Bachelor's degree, Higher Diploma, Master's and Doctorate in the sample were (42), (7), (7) and (4), representing a percentage of (70%), (11.7%), (11.7%) and (6.7%) of the sample size, respectively. While the specialists in physical education were (43), while non-specialists were (17), which represents the proportion of (71.7%) and (28.3%) of the sample size, respectively. And finally we found that the number of the subject experience between 1-5 years were (16) representing (26.7%), and between 6-10 years were (22) representing (36.7%), and between 11-15 years were (11) representing (18.3%), while for more than 16 years were (11) representing (18.3%) of the sample size, respectively.

Table 2. Shows the Basic Information about the Subjects

No.	Information of Subjects	State	Frequency	Percent	Total
1	Gender Type	Male	45	75%	60 100%
		Female	15	25%	
2	Educational Background	Bachelor	42	70.0	
		High Diploma	7	11.7	
		Master	7	11.7	
		PhD	4	6.7	
3	Specialization	Physical Education	43	71.7	
		Other	17	28.3	
4	Experience	1 - 5 years	16	26.7	
		6 - 10 years	22	36.7	
		11 - 15 years	11	18.3	
		More than 16 years	11	18.3	

3.2 NATIONAL AND LOCATION EDUCATION POLICY

From table. 3. we found that the subjects who answered the question (There are credit hours for the teaching of physical education subject?) with Disagree were (19) representing (31.7%), and who answered Weak Agree were (13) representing (21.7%), and who answered Medium Agree were (5) representing (8.3%), and who answered Strong Agree were (7) representing (11.7%), and who answered Very Strong Agree were (16) representing (26.7%) of the sample size, respectively.

While the subjects who answered the question (There is specific plan to implement the physical education curriculum?) with Disagree were (26) representing (43.3%), and who answered Weak Agree were (8) representing (13.3%), and who answered Medium Agree were (5) representing (8.3%), and who answered Strong Agree were (8) representing (13.3%), and who answered Very Strong Agree were (13) representing (21.7%) of the sample size, respectively.

For the question (There is a neglect of the Department of Curriculum and Educational Planning from the ministry of Education and public education to physical education subject?) the subjects who answered Disagree were (6) representing

(10%), and who answered Weak Agree were (4) representing (7%), and who answered Medium Agree were (5) representing (8.3%), and who answered Strong Agree were (9) representing (15%), and who answered Very Strong Agree were (36) representing (60%) of the sample size, respectively.

And also, for the question (The mandatory of the physical education in all high secondary schools?) the subjects who answered Disagree were (20) representing (33.3%), and who answered Weak Agree were (7) representing (11.7%), and who answered Medium Agree were (2) representing (3.3%), and who answered Strong Agree were (7) representing (11.7%), and who answered Very Strong Agree were (24) representing (40%) of the sample size, respectively.

In addition to that, for the question (There are specific conditions for choosing physical education subject among the items eligible for admission to the colleges of education?) the subjects who answered Disagree were (34) representing (56.7%), and who answered Weak Agree were (6) representing (10%), and who answered Medium Agree were (4) representing (6.7%), and who answered Strong Agree were (5) representing (8.3%), and who answered Very Strong Agree were (11) representing (18.3%) of the sample size, respectively.

On the other hand, for the question (The final examination for the second and third grade includes the physical education subject?) the subjects who answered Disagree were (33) representing (55%), and who answered Weak Agree were (4) representing (6.7%), and who answered Medium Agree were (5) representing (8.3%), and who answered Strong Agree were (6) representing (10%), and who answered Very Strong Agree were (12) representing (20%) of the sample size, respectively. 2.1.7 There is coordination for the examination of the physical education subjects between the Ministry of Education and Public Education and the Faculty of Physical Education and Sports.

From other point of view, for the question (There is coordination for the examination of the physical education subjects between the Ministry of Education and Public Education and the Faculty of Physical and Sports?) the subjects who answered Disagree were (37) representing (61.7%), and who answered Weak Agree were (12) representing (20%), and who answered Medium Agree were (0) representing (0%) means no one, and who answered Strong Agree were (1) representing (1.7%), and who answered Very Strong Agree were (10) representing (16.7%) of the sample size, respectively.

Finally for the question (There are mentors the follow the teaching of physical education subject in high secondary schools?) the subjects who answered Disagree were (30) representing (50%), and who answered Weak Agree were (7) representing (11.7%), and who answered Medium Agree were (10) representing (16.7%) means no one, and who answered Strong Agree were (1) representing (1.7%), and who answered Very Strong Agree were (12) representing (20%) of the sample size, respectively.

Table 3. Shows frequencies and percentages for responses of National and Location Education Policy questionnaire questions.

No.	Questions	Answers					Total
		Disagree	Weak Agree	Medium Agree	Strong Agree	Very Strong Agree	
1	There are credit hours for the teaching of physical education subject	19 31.7%	13 21.7%	5 8.3%	7 11.7%	16 26.7%	60 100%
2	There is specific plan to implement the physical education curriculum	26 43.3%	8 13.3%	5 8.3%	8 13.3%	13 21.7%	
3	There is a neglect of the Department of Curriculum and Educational Planning from the ministry of Education and public education to physical education subject	6 10%	4 6.7%	5 8.3%	9 15%	36 60%	
4	The mandatory of the physical education in all high secondary schools	20 33.3%	7 11.7%	2 3.30%	7 11.7%	24 40.0%	
5	There are specific conditions for choosing physical education subject among the items eligible for admission to the colleges of education	34 56.7%	6 10.0%	4 6.70%	5 8.30%	11 18.3	
6	The final examination for the second and third grade includes the physical education subject	33 55.0%	4 6.70%	5 8.30%	6 10.0%	12 20.0%	
7	There is coordination for the examination of the physical education subjects between the Ministry of Education and Public Education and the Faculty of Physical and Sports	37 61.7%	12 20.0%	0 0.00%	1 1.70%	10 16.7%	
8	There are mentors the follow the teaching of physical education subject in high secondary schools	30 50.0%	7 11.7%	10 16.7%	1 1.70%	12 20.0%	

3.3 PHYSICAL EDUCATION CURRICULUM

From table 4, we found that the subjects who answered the question (There are special physical education curriculum?) with Disagree were (22) representing (36.7%), and who answered Weak Agree were (8) representing (13.3%), and who answered Medium Agree were (8) representing (13.3%), and who answered Strong Agree were (5) representing (8.3%), and who answered Very Strong Agree were (17) representing (28.3%) of the sample size, respectively.

For the question (There is a shortage in the textbook of physical education?) the subjects who answered Disagree were (9) representing (15%), and who answered Weak Agree were (3) representing (5%), and who answered Medium Agree were

(5) representing (8.3%), and who answered Strong Agree were (6) representing (10%), and who answered Very Strong Agree were (37) representing (61.7%) of the sample size, respectively.

And for the question (The current textbook fit enough to be a curriculum for Physical Education?) the subjects who answered Disagree were (32) representing (53.3%), and who answered Weak Agree were (16) representing (26.7%), and who answered Medium Agree were (3) representing (5%), and who answered Strong Agree were (1) representing (1.7%), and who answered Very Strong Agree were (8) representing (13.3%) of the sample size, respectively.

While for the question (The current textbook includes various physical education activities?) the subjects who answered Disagree were (20) representing (33.3%), and who answered Weak Agree were (21) representing (35%), and who answered Medium Agree were (10) representing (16.7%), and who answered Strong Agree were (2) representing (3.3%), and

who answered Very Strong Agree were (7) representing (11.7%) of the sample size, respectively.

In addition, for the question (The physical education subject is to be one of the associated subjects with the daily class schedule?) the subjects who answered Disagree were (13) representing (21.7%), and who answered Weak Agree were (9) representing (15%), and who answered Medium Agree were (14) representing (23.3%), and who answered Strong Agree were (9) representing (15%), and who answered Very Strong Agree were (15) representing (25%) of the sample size, respectively.

Moreover, for the question (There is a dearth of the tools of physical education subject in the high secondary schools?) the subjects who answered Disagree they were (12) representing (20%), and who answered Weak Agree were (3) representing (5%), and who answered Medium Agree were (2) representing (3.3%), and who answered Strong Agree were (2) representing (3.3%), and who answered Very Strong Agree were (41) representing (68.3%) of the sample size, respectively.

In other hand, for the question (The shortage of play grounds attached to the high secondary schools?) the subjects who answered Disagree were (8) representing (13.3%), and who answered Weak Agree were (5) representing (8.3%), and who answered Medium Agree were (0) representing (0%) means no one, and who answered Strong Agree were (4) representing (6.7%), and who answered Very Strong Agree were (43) representing (71.7%) of the sample size, respectively.

Then, for the question (The shortage of service tools that help in the success of teaching physical education subject?)

the subjects who answered Disagree they were (7) representing (11.7%), and who answered Weak Agree were (5) representing (8.3%), and who answered Medium Agree were (0) representing (0%) means no one, and who answered Strong Agree were (4) representing (6.7%), and who answered Very Strong Agree were (44) representing (73.3%) of the sample size, respectively.

From other point of view, for the question (There is guide for the teachers of physical education to teach the current textbook?) the subjects who answered Disagree were (33) representing (55%), and who answered Weak Agree were (8) representing (13.3%), and who answered Medium Agree were (5) representing (8.3%), and who answered Strong Agree were (4) representing (6.7%), and who answered Very Strong Agree were (10) representing (16.7%) of the sample size, respectively.

Finally, for the question (There is examinations for physical education subjects?) the subjects who answered Disagree were (32) representing (53.2%), and who answered Weak Agree were (6) representing (10%), and who answered Medium Agree were (8) representing (13.3%), and who answered Strong Agree were (3) representing (5%), and who answered Very Strong Agree were (11) representing (18.3%) of the sample size, respectively.

Table 4. Shows frequencies and percentages for responses of Physical education curriculum questionnaire questions

No.	Questions	Answers					Total
		Disagree	Weak Agree	Medium Agree	Strong Agree	Very Strong Agree	
1	There are special physical education curriculum	22 36.7%	8 13.3%	8 13.3%	5 8.3%	17 28.3%	60 100%
2	There is a shortage in the textbook of physical education	9 15.0%	3 5.00%	5 8.30%	6 10.0%	37 61.7%	
3	The current textbook fit enough to be a curriculum for Physical Education	32 53.3%	16 26.7%	3 5.00%	1 1.70%	8 13.3%	
4	The current textbook includes various physical education activities	20 33.3%	21 35.0%	10 16.7%	2 3.30%	7 11.7%	
5	The physical education subject is to be one of the associated subjects with the daily class schedule	13 21.7%	9 15.0%	14 23.3%	9 15.0%	15 25.0%	
6	There is a dearth of the tools of physical education subject in the high secondary schools	12 20.0%	3 5.00%	2 3.30%	2 3.30%	41 68.3%	
7	The shortage of play grounds attached to the	8	5	0	4	43	

	high secondary schools	13.3%	8.30%	0.00%	6.70%	71.7%
8	The shortage of service tools that help in the success of teaching physical education subject	7	5	0	4	44
		11.7%	8.30%	0.00%	6.70%	73.3%
9	There is guide for the teachers of physical education to teach the current textbook	33	8	5	4	10
		55.0%	13.3%	8.30%	6.70%	16.7%
10	There is examinations for physical education subjects	32	6	8	3	11
		53.3%	10.0%	13.3%	5.00%	18.3

4. CONCLUSION

The findings of the study reveal that government educational policy must treat physical education the same as it does with the other educational subjects in high secondary schools which means physical education should have its own teaching credit hours and specific plan to implement its curriculum. That is, positive attitudes from the part of the Educational Planners in the ministry of Education towards physical education is needed. Further it is better not to treat physical education as an optional subject in high secondary schools. It should be regarded as one of the requirements of university education. Finally, there should be mentors to follow the teaching of physical education in the Sudanese high secondary schools. So Ministry of education should pay great attention to physical education curricula and think of the practical ways to develop and promote it. The current textbook needs to be reexamined so that it can meet the needs of the pupils in Sudanese high secondary schools and the community as a whole. It should include various physical education activities. Furthermore, there should be serious and effective methods for assessing pupils' performance in the physical education subject.

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