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The evaluation of the physical education initial teacher training programme at Qatar University

Al-Emadi, Ahmed

The Evaluation of the Physical Education Initial Teacher Training Programme at Qatar University

By

Ahmed Al-Emadi

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Abstract

This study aimed to provide an evaluation of the Physical Education Initial Teacher Training Programme (PEITTP) in the Department of Physical Education at Qatar University in the State of Qatar. The purpose of the study, therefore, was to explore the effectiveness of the programme with a view to improving the way in which the Department prepares physical education teachers. Hence, the type of evaluation adopted in this study was of a formative nature because the objective was to examine a) any possible weaknesses, and see how they could be remedied, and b) possible strengths and focus on how they could be enhanced.

To attain the objectives referred to above, the study used two main research instruments: questionnaires and interviews. The reason for this was so that the research data could be cross-checked and triangulated. Therefore, four questionnaire samples were distributed to the following male and female population: 14 lecturers, 14 inspectors, 134 teachers and 31 students in the final year. In addition, questionnaires were also administered to a sample of 2,457 male and female school pupils from elementary, preparatory and secondary levels. Interviews were also utilised with the four groups of lecturers, inspectors, teachers and students.

The findings drawn from the study were as follows:

1. The results revealed that there was, in general, satisfaction with the University, Faculty and Professional Requirements, which were viewed in the main as effective and important. Regarding University and Faculty Requirements, the lecturers and inspectors were more satisfied with these courses than were the teachers and students. In general, the participants were more satisfied with Professional Requirements which the majority felt should be increased, than with University and Faculty Requirements, which the students believed should be decreased.

2. The Professional Courses perceived by the respondents as the most important were: Teaching Practice, Sports Training, Football, and Methods of Teaching PE. The courses viewed as the least important were: Boxing & Wrestling, Fencing, Introduction to Sociology, and the Principles of Statistics.

Also, the participants felt that the Professional Courses contributed appropriately to the preparation of students for the teaching profession. However, the majority of the teachers and inspectors indicated that these courses often dealt with topics that were not relevant to the teaching process. It was also found that there was little diversification in the use of teaching methods and that lecturing was the most widely used method. Moreover, the majority of the teachers and students maintained that they were not given a chance to evaluate any of the Professional Courses and that there were no systematic procedures to evaluate these courses.

3. There was general satisfaction with Teaching Skills but respondents called for more emphasis on Teaching Skills by the Physical Education Department (PED). Respondents generally perceived Teaching Practice as effective. However, they requested that more time be devoted to it.

4. Respondents generally perceived Teaching Practice as effective. However, they suggested that more time be devoted to it. The respondents, especially the teachers and the students, pointed out that there was a clash between the timing of the Teaching Practice and the university courses and student-teachers were not treated professionally by the school administration during Teaching Practice. Moreover, the respondents pointed out that there was no communication between the PED and schools where the student teachers practised their teaching.

5. Overall, the respondents displayed general satisfaction with the available Resources, Staffing & Access, and Structure of the Course. The respondents, especially males, requested that an indoor hall be built in their premises, whereas females requested that a swimming pool be constructed in their section. Also, the lecturers pointed out that there is no induction for the new lecturers to familiarise them with the registration system at Qatar University. In addition, some teachers and students were dissatisfied with the office hours and regarded the time of day allocated to the Practical Professional Courses as unsuitable.

6. With regard to the Goals and Objectives of the PE Department, the lecturers seemed very satisfied with the achievement of the objective pertaining to the 'Preparation of PE teachers to work in the various educational levels in Qatar'. However, they were dissatisfied with the achievement of other objectives, such as 'Educational qualification, continuous training and supervision of all those

concerned in the education profession in relation to sport and physical education' and 'Preparation of PE specialists scientifically and practically to undertake duties of supervision, administration and training in the sports field in institutions of education and youth'.

7. In general, students and teachers were less satisfied than lecturers and inspectors in their responses to the programme evaluation.

8. The teachers and students' interview responses were in the main more positive than the answers they provided in the questionnaires, which is attributed to their culture.

9. Male pupils had generally more favourable attitudes towards the teachers and the PE courses than their female counterparts. Female pupils at preparatory level were the least satisfied group with regard to the teachers and the PE courses.

10. With respect to the activities provided for pupils, it was deemed that there was no balance in the number of sessions which each gender received in certain activities.

The findings of the study lead to the following primary recommendations:
a) more collaborative work between the PED and the Administration of PE in the Ministry of Education is highly recommended in order to facilitate more cohesion between the curricula enforced by government policy in schools and that provided in the university curricula to train teachers.

b) the PED must revise and update its curriculum in conjunction with the Ministry of Education. More collaborative work between the PED at Qatar University and the Administration of PE in the Ministry of Education will help facilitate more cohesion between the curricula demands enforced by government policy in schools and that provided in the curricula to train teachers.

c) the PED facilities and resources should be improved.

d) Regarding Qatari culture, it is recommended that people in charge of PE at Qatar University and the Ministry of Education should make others fully aware of the importance of sports in general and PE in particular by trying to find out ways to breakdown the cultural barriers by which more participation of females in sport and PE would be possible.

Table of Contents

List of Figures

List of Tables

Declaration

This thesis results entirely from my work and has not been previously offered in candidature for any other degree or diploma.

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Dedication

To my beloved wife Hayat for her patience, perseverance and continuous encouragement and support

To my beloved sons Omar and Abdullah

To my dear mother for all her sacrifices, for her prayers

To my brother Dr. Darwish for his endless support

Acknowledgements

Chapter One

Introduction

1.1 Statement of the Problem

The dynamic nature of a world that is rapidly changing socially, economically, and technologically, places real demands on education which has to keep pace with these changes. Necessary changes in education can be achieved through comprehensive and continuous evaluation and revision of educational programmes in order to reinforce appropriate contents and structures and to change inappropriate ones. As stated by Saylor and Alexander (1966), programmes "must be dynamic and ever changing as new developments and needs in our society arise" (p. 4).

Similarly, Lawrence (1969) indicated that no programme "can be allowed to be static; constant modification must go on" (p.211). Morrison (1993) corroborated this view and argued that evaluation helps in understanding the essential types of improvements and developments of any situation and where they are to be made. Furthermore, Regan and Shepherd (1977) pointed out that any programmes that do not "inherently provide for and include evaluation are likely to be incomplete" (p.446).

If any educational system is to survive, decision-makers must have a clear anticipation of the future to ensure that the educational system will be compatible with future needs. Programme evaluation is one means of determining whether or not a programme's goals and objectives are meeting predetermined criteria. It also contributes to the future adjustment of a programme.

Evaluation has begun to occupy the attention of educational policy makers and administrators in both Western and Third World countries. Early in this century, Tyler (1949) indicated the need to include evaluation as an essential part of any programme:

> It should be clear that evaluation then becomes a process of finding out how far the learning experiences as developed and organized are actually producing the desired results and the process of evaluation will involve identifying the strengths and weaknesses of the plans.
>
> (p. 105)

Furthermore, Morrison and Ridley (1988) pointed out that:

> If curriculum planning is to be effective, and if the notion of effectiveness

1

> implies both curriculum development and renewal, then there is a built-in need to evaluate the curriculum - its planning, implementation and outcomes. Evaluation is the springboard to action, to planning.
>
> (p.30)

Morrison (1993) further emphasised this notion by stating "evaluation is an inescapable prerequisite to rendering more effective the curricular and pedagogical diet available to students" (p.5).

As far as programme evaluation in Physical Education (PE) in the Arab world is concerned, AL-Wabli (1982) and Ashoor (1983) – referring to the context of Saudi Arabia – argued that there should be a place in the programme for evaluating the training of physical education teachers.

In Qatar, evaluation is now recognised, at least in principle, as an essential part of most initial teacher training programmes in the Faculty of Education, Qatar University. However, it is debatable whether evaluation for the Physical Education Initial Teacher Training Programme (PEITTP) (for key term explanation see Appendix A) in this faculty is conducted in any depth.

It is important to note that the author's prospective is one which is built around a background of being an undergraduate in the department and being a member of the first class to graduate in PE in 1987. Also during the course of the research was a member of the academic staff in the PED.

The Department of Physical Education was established in Qatar University in 1983. Since its inception, there has been one superficial attempt by individual faculty members from the Faculty of Education to evaluate the PE programme. The study which was carried out by Al-Sawi and Darwish (1991), was insufficient because:

1) it was confined to students from only one academic year and excluded all other groups who might be able to provide valuable information about the programme;

2) it did not cover all aspects of the programme;

3) the researchers used only one method of data collection, i.e. questionnaire, which was not adequate;

4) the questionnaire mostly consisted of closed (yes/ no) questions.

There is, therefore, an urgent need to evaluate the PEITTP to help to establish areas of programme improvement.

1.2 The Aim of the Study

The aim of the current study was to evaluate the effectiveness of the PEITTP at Qatar University from the viewpoint of four groups: PE lecturers, inspectors, teachers (graduates) and final year students in the Physical Education Department (PED). The following four specific areas are central to the study:

a) Preparation Courses

b) Teaching Skills

c) Teaching Practice

d) Suggestions

In addition to these areas, each of the four groups was asked to give more specific evaluations, as shown in Table 1.1:

Table 1.1*

Other Areas to be Evaluated by the Four Groups

Group	Areas to be evaluated
Lecturers	The achievement of goals and objectives of the PED at Qatar University
Inspectors	The professional activities of the PE teachers who had graduated from Qatar University
Lecturers, teachers and final year students	The department's resources, staffing and access Other aspects of professional courses
Teachers and final year students	Other aspects of teaching practice

* For further details of the component of each questionnaire see Appendix B

A secondary, but essentially parallel, aim of this research project was to collect information on the PEITTP from male and female pupils in the elementary, preparatory and secondary stages in public schools to find out more about their views of their PE teachers. This was important because it facilitated an important dimension to the evaluation, one which emphasised and reinforced the democratic evaluation framework- "providing the voice of the pupils"- in the evaluation process. Significantly, the intention was to give the children a "voice" as recipients in order to provide alternative feedback for the university to assist the continued improvement of the programme. Therefore, in the main text the opinions of the children were highlighted and addressed to inform the other sources of data and its evaluation.

1.3 The Significance of the Study

The significance of this study lies with the fact that the PED at Qatar University had undertaken only one limited programme evaluation study since its inception. In view of the shortage of information pertaining to the effectiveness of this programme, this study constitutes an important step in considering programme change.

As will be shown in the literature review, the majority of studies have focused on the evaluation of PE programmes from the point of view of graduates and lecturers. However, few studies have attempted either, to investigate the views of the final year students or to investigate school pupils' perceptions of their PE teachers, in order to assess the effectiveness of the PE programme in relation to its target audience (Groves and Laws, 2000). This study is believed to be a significant contribution not only in terms of the improvement of the PE programme in the Faculty of Education at Qatar University but also in terms of evaluation studies in general. There has been a tendency in the past three decades to emphasise the perceptions of learners in evaluation studies (McQueen 1975, Bornstein 1978, Pooumpai 1985, Mulla Abdullah 1998). One significant aspect of this study is that it has tried to be as comprehensive as possible— it involves almost all relevant participants in the PE programme in the Faculty of Education at Qatar University. This study also asserts that a proper investigation of the effectiveness of a programme should address the target recipients of such a programme.

Therefore, the significance of this study is two-fold. Firstly, as a short term goal, it provides the PED in the Faculty of Education at Qatar University with important information about the effectiveness of its Bachelor of Arts Degree in Physical Education. Secondly, it offers a long-term utility to the Ministry of Education and Higher Education in Qatar, because it is hoped that any changes introduced in the PED, based on the results of this study, will contribute to providing the Ministry with better prepared and trained PE teachers.

1.4 Research Questions

This research project addresses the following questions:

1. Are there any significant differences in the perceptions of PE lecturers, inspectors, teachers and final year students as to the effectiveness of the PEITTP with regard to the following dimensions:

   i) Preparation Courses

ii) Teaching Skills

iii) Teaching Practice

iv) Suggestions

2. Are there any significant differences in the perception of the PE lecturers, PE teachers and final year students in the PED in the Faculty of Education at Qatar University, with regard to the following:

A) Preparation Courses:

    i)   overlap among the various Professional Courses

    ii)   relevance between what is taught in the PED and what is taught in schools

    iii) teaching methods

    iv) types of assessment

    v)   importance of assessment

    vi) number of Professional Courses which give the students a chance for course evaluation

B) Resources, Staffing and Access, and Structure of the Course with regard to the PE Programme?

3. Are there any significant differences between the perceptions of PE teachers and final year students in their evaluation of the following questions with regard to the Teaching Practice:

    i)   extent to which the courses on Methods of Teaching PE and Teaching Practice courses complement each other

    ii)   existence of agreement on techniques between PE Methodology lecturers and Teaching Practice supervisors

    iii) evaluation of other aspects of Teaching Practice

4. How do the inspectors in the Ministry of Education and Higher Education evaluate the following:

    i)   PEITTP at Qatar University

    ii)   teachers' knowledge of subject matter

    iii) PE teachers' performance with respect to sports and games, and

    iv) Professional Activities of the PE teachers with whom they work?

5. How do the lecturers in the PED at Qatar University evaluate the achievement of the department's Goals and Objectives?

6. What are the views of the elementary, preparatory and secondary pupils with respect to their PE teachers and PE lessons, and are there any significant differences in their evaluation of PE teachers (i) according to gender, and (ii) across the three different stages of education?

1.5 Delimitation of the Study

This study is concerned with all male and female lecturers, inspectors, teachers and final year students in the Physical Education Department at Qatar University. The teachers involved in this investigation had graduated from the PED between 1987 and 1998.

The results are confined to the PEITTP at Qatar University, and this study should not be generalised to other physical education teacher preparation programmes unless they have the same characteristics as those pertaining to this study. Where conclusions are to be drawn from this study, they should be interpreted in the light of the preceding delimitations.

1.6 Organisation of the Study

This study comprises eight chapters. Chapter One introduces the study; it outlines the research aims, questions and delimitations and explains the significance of the study. Chapter Two provides a general contextual background to the research project by giving a brief outline of the State of Qatar and its education system. This chapter addresses more specifically the issue of physical education in Qatari public schools as well as in the Department of Physical Education at Qatar University. Chapter Three deals with the review of literature relating to educational programme evaluation in general and the evaluation of physical education programmes in particular. This chapter reviews evaluation programmes from the 19th century to the present day. Chapter Four outlines the methodological framework within which the study was undertaken. This discusses the various methodological instruments used to collect data in social science research and attempts to explain the advantages and disadvantages of each of these research tools. Based on this comparison and the contextual factors and constraints pertaining to this study, suitable tools were subsequently selected. Chapter Five addresses the analysis of the data gathered from the questionnaires (see main questionnaires in Appendix C,

pupils' questionnaires in Appendix D), while the analysis of the interviews are presented in Chapter Six. Chapter Seven provides the discussion of the findings and finally, Chapter Eight draws conclusions and offers recommendations for future study and research.

Chapter Two
The Cultural Context of Qatar and its Educational System

2.1 Introduction

An educational system cannot be fully understood outside the overall context of the society in which it belongs. Therefore, this chapter will consider the geographical, cultural, religious and social characteristics of Qatar in order to provide essential background to this research project. Specific consideration will be given to factors that affect the education system in Qatar in general and physical education in particular.

2.2 The State of Qatar

The State of Qatar is situated half-way along the west coast of the Arabian Gulf, east of the Arabian peninsula, (see map: Appendix E). Qatar is a peninsula which extends northward covering an area of 4,000 square miles (11, 437 sq. km), including a number of islands (Ministry of Information and Culture, 1994). Qatar has a moderate desert climate of hot summers and warm winters. In the summer, the weather temperature ranges between 25 and 46 degrees centigrade. Rainfall in the winter is minimal and on average does not exceed 75.2 mm. per year. The population of the State of Qatar is 522,023 (State of Qatar, CSO, 1998). Islam is the official religion and the Shari'a (Islamic Law) is the principal source of legislation in the country. Arabic is the official language.

Qatar achieved its independence on 3rd September 1971. This event marked the end of over fifty years of being a protectorate under the terms of a 1916 treaty with Great Britain. Doha, which is the capital of Qatar, is the seat of government and home to the financial and commercial institutions of Qatar (State of Qatar, Ministry of Information and Culture, 1994).

Qatar shares the same social and cultural characteristics as those found in other neighbouring countries of the Arabian Gulf. According to Melikian (1981), the culture in Qatar consists of a combination of Islamic beliefs, traditions and codes of behaviour. It is a culture in which religion, traditions and the extended family are powerful and they have a significant effect on institutions and social life. Qatari culture does not encourage individuality, creativity and innovation (*ibid.*).

8

These cultural characteristics are evidenced in the educational system, which is centralised and extremely formal, in the teacher-oriented type of schooling, and in the segregation of boys from girls (single-sex schools). Furthermore, the general and specific objectives of PE, as shown later in this chapter (sections 2.4.1 and 2.4.2), are to a great extent influenced by cultural values and religious beliefs.

2.3 Overview of the Education System in Qatar

This section is divided into two parts, the first of which provides a historical background to education. The second considers modern education in the country.

2.3.1 Historical Background

The historical roots of education in Qatar, according to Al-Alusi (1928), go back to 1878 when the *Katateeb* were a form of traditional education in Qatar. These were school-like institutions for boys only, where pupils learnt the Holy Qur'an (the Holy Book of Muslims) and the Traditions of Prophet Mohammed. In addition to religious education, pupils also learnt different skills such as reading, writing and arithmetic. At home, girls were allowed to learn the Holy Qur'an and some basic Arabic from a teacher who was generally known as *Almutawa'a*. This was a literate, religious woman with general knowledge and experience in teaching. In 1913, a new school, called *Al-Madrasah Al-Atheeriyah Al-Hadithah*, for men of all ages, was established but, because the founder of this school, Sheikh Mohammed bin Mana', left Qatar to settle in Makka in Saudi Arabia, it was closed in 1938. The purpose of this school was to qualify Muslim missionaries, preachers and scholars (Naji, 1985).

In 1938, Mrs. Amna Mahmood AL-Jaida became the pioneer in establishing a non-governmental religious elementary school for girls known as *Kuttab*. Following this in 1947, another non-governmental religious elementary school for boys, *Madrasat Al-Islah Al-Mohammadiyah*, was established and functioned as an informal school (Naji, 1985). However, in 1952, the government took charge of education and a committee, which consisted of four members, was instituted to supervise education (Naji, 1985). In 1956, the first formal elementary school for boys in Qatar was established and a year later the first formal elementary school for girls was introduced (Naji, 1988).

2.3.2 Modern Education

Formal education in the State of Qatar started in 1956 with the establishment of the Ministry of Education, which took responsibility for the overall organisation of

9

education. By 1958, elementary, preparatory and secondary education were considered to be the main formal stages in public schools in the Arab World, including Qatar. This came as a result of a decision taken by the Cultural Department of the Arab League which was established in the same year (Ministry of Education and Culture, 1995).

In 1962, a teacher training institute was established for male students, and later, in 1967, another teacher training institute was launched for female students (Ministry of Education and Culture, 1995). In 1973, these two institutes became the nucleus of Qatar University which was established in 1977 (Ministry of Information and Culture, 1994).

The following table illustrates the structure of the Qatari education system.

Table 2.1

Structure of the Qatari Education System

Year group	Male and Female Institutions	Age on Leaving	Male Only Institutions
Final year 3rd year 2nd year 1st year	University	22 21 20 19	
3rd 2nd 1st	Secondary	18 17 16	1- Religious Institute 2- Technical School 3. Commercial School
3rd 2nd 1st	Preparatory	15 14 13	Religious Institute
6th 5th 4th 3rd 2nd 1st	Elementary	12 11 10 9 8 7	

Table 2.1 above shows that the structure of the Qatari education system is relatively homogeneous in the sense that there is not much diversity in the type of education provided. Elementary, preparatory and secondary education is obligatory, starting at the age of 6 years and continuing up to 18 years. Students are enrolled in university education after leaving secondary school at the age of 19 years depending on their grades in the final year of secondary schools. General education and university education are available for both male and female students, whereas education offered in religious, technical and commercial schools is restricted to male students only.

Women are excluded from advanced technical, commercial and religious education for a number of reasons. The most important of these reasons is the cultural factor that dictates a specific place for women in their cultural surroundings. Culture in Qatar, which is a male dominated society, predominantly emphasises the role of women as housewives and not as traders or industrialists.

Concerning technical education, it is widely claimed by parents and policy makers that this type of education will lead to women mixing with men and this is against the cultural values of the society. As far as religious education is concerned, it in fact leads to a paradoxical situation. Although the early attempts of informal education in Qatar were meant to provide pupils with a basic knowledge of religion, girls today are not allowed to specialise in religious education at preparatory and secondary levels.

Perhaps the most plausible reason for this prohibition is that the main objective of this type of education is to prepare preachers and propagators of Islam. Religious education, which is parallel to preparatory and secondary education in the Qatari educational system, was seen by policy makers to be a continuation of the Atheeriyah school which was established by Sheikh Mohammed bin Mana' to prepare preachers and scholars. These preachers and scholars are supposed to travel distances and mix with all sorts of different people. Due to the social and cultural values in Qatar, this job is seen to be inappropriate for girls or women. It should also be pointed out that this type of job may somehow be taboo for girls, for while they are allowed to specialise in Islamic studies at university level to become teachers in schools, they cannot become preachers or missionaries.

Table 2.1 shows that technical and commercial education is offered only within the secondary stage whereas religious education parallels the preparatory stage and continues up to the secondary level.

Qatar's education system is centralised. The Ministry of Education and Higher Education controls and administrates the entire system. For example, it has the power of decision-making, recruitment, promotion and dismissal of staff, curriculum development and textbook production (Al-Jalal, 1984). An expert in the United Nations Education Scientific and Cultural Organisation (UNESCO) studied the Qatari educational system and wrote:

> Education in Qatar, as in most of the Arab states, especially in the Gulf areas, is almost completely centralized. Policies, curricula, textbooks, plans for expansion, examinations, all emanate from the central office and teachers exercise no influence on the shaping of education and policy. Their job is to execute the orders of the central office and to see that those subordinate to them apply them literally.
>
> (Al-Hafidh, 1973, p. 54)

The fact that education is centralised may entail serious difficulties for the educational system as a whole. This is due to high levels of bureaucracy where centralisation is often associated with a lack of efficiency, creativity and innovation. As is pointed out by Kamal (1990):

> Despite the fact that education is rapidly expanding, accompanied by considerable growth in administration, the administration system in general and the social, economic and political conditions have failed to develop in Qatar. This problem has not been resolved.
>
> (p. 19)

The teaching profession is not highly favoured in Qatari society, especially among males. Al-Hamadi (1984) maintained that the low social status of teachers and their meagre personal advantages are among the reasons for the problem. Qatar relies heavily on recruiting teachers from neighbouring Arab countries. The number of Qatari male teachers in Qatar schools is relatively small. According to the Ministry of Education and Higher Education Annual Report (1998), the number of Qatari male teachers in Qatari public schools is 382 out of the total number of 1929 teachers, that is, 19.8%. This has been the major concern of several studies which have aimed to investigate this phenomenon and establish the reasons behind it (Al-Hamadi, 1984; Al-Jalal, 1984).

There are perhaps several reasons behind Qataris' reluctance to join the teaching profession. These include under-population; an over-cautious education system that is still in its infancy; rapidly increasing wealth that has changed the socio-economic structure of the society; and, finally, the failure of the education system to promote the development of society (Al-Jalal, 1984).

State education in Qatar is entirely free up to the university level. Students are provided with textbooks and transportation. Education in Qatar is compulsory up to preparatory level. As can be seen from Table 2.1, children start school at the age of six. For the first four years in the elementary stage, students are normally promoted to the next year group at the end of the school year. However, in later educational stages, public examinations are held annually for all school subjects. These include Religion, Arabic,

English, Mathematics, Science, Chemistry, Physics, Biology, Sociology, History, Geography, Qatar Society, Philosophy and Psychology. Promotion to the next grade usually depends on the results students achieve in these examinations. It is important to note that PE is not an assessed subject and has no examination system, unlike other subjects in the school curriculum. This, as Ghanem's (1979) and Hussein *et al.*'s (1999) studies asserted, contributes to the low status of the subject and its teachers in relation to other subjects and their teachers. Similarly, Hardman and Marshall (2000), in a survey of the state and status of physical education in schools in different countries of the world, including Qatar, contended that physical education is in "a perilous position in all continental regions of the world" (p. 203). The researchers go on to suggest that inferior subject status is also evident in the Middle East region and quote the case of Qatar:

> They cancel PE lessons and instead teach students other subjects ...
> especially when the end of the term or school year approaches.
>
> (Hardman and Marshall, 2000, p. 214)

The Department of Curricula at the Ministry of Education and Higher Education defines and structures the national curriculum for the three stages in Qatari public schools. There is a national curriculum for each subject at each stage, and all schools follow the same syllabus during the school year. Schools throughout Qatar follow the same yearly schedule. The school year begins usually in mid-September and continues until the end of June. The academic year is divided into two terms separated by a two-week break (spring break). Generally, the school day begins at 7.00 a.m. and ends at 1.30 p.m., five days a week, from Saturday through to Wednesday. In addition, the daily schedule at all three stages consists of six to seven sessions. Each session period is 45 minutes in length, and a 5-minute recess separates classes. A 45-minute break or recess is given to students after the third session for refreshments and intramural activities (Ministry of Education and Culture, 1995).

A brief outline of certain key issues related to the Qatari educational system has been provided above. The aim was to explain the general background of the system and to introduce important issues in relation to this thesis which have an impact on physical education in Qatari public schools.

2.4 Physical Education in Qatari Public Schools

PE in Qatari public schools is a compulsory subject from elementary to secondary stages for all boys and girls. However, PE is a subject which is not graded across the stages. PE in all public schools is under the control of the Administration of Physical Education which itself is under the leadership of the Assistant Under-Secretary for Educational Affairs (Ministry of Education and Culture, 1995).

This section will consider (a) the general objectives of PE for all stages of education, and (b) the specific objectives of PE at each stage.

2.4.1 General Objectives of PE for All Stages of Education

The following are the general objectives of PE for all the different stages of education in Qatar:

1. promoting Islamic values and national principles such as loyalty prudence, obedience to scholars, and patience
2. attaining appropriate levels of physical fitness
3. enhancing the link between physical education and other educational programmes
4. paying attention to general health and body fitness
5. helping the individual to explore and to develop his/her faculties through making full use of leisure time and enjoying different hobbies which benefit individuals and the community
6. teaching movement skills of different sporting activities which suit the human and environmental potentialities
7. fostering good qualities such as co-operation, order and discipline, obedience; accepting defeat in the sports field and not being arrogant when victorious. These are characteristics which contribute to the progress of society and increased production
8. promoting PE through actual practising of sport activities
9. discovering the physical and sporting gifts and capabilities of individuals and developing them to achieve various levels of championship
10. promoting the capability of analysis and criticism, judgement and the ability for correct planning which is conducive to mental and intellectual efficiency.

     (*Ministry of Education*, 1988, pp. 14-15. Author's translation)

The general objectives of PE outlined above seem to be comprehensive and if compared to the general objectives of physical education in other countries, England for example,

there is a great deal of similarity. As is indicated in *Physical Education in the National Curriculum* (1992), physical education lessons should teach pupils to:

- be physically active;
- demonstrate knowledge and understanding mainly through physical actions rather than verbal explanations;
- engage in activities that involve the whole body, maintain flexibility and develop strength and endurance.

(p. 3)

The influence of culture and religion on the formulation of these objectives is clear. The first PE objective is a case in point. This aims to "promote Islamic values and national principles such as loyalty, prudence, obedience to scholars and patience". The emphasis on 'obedience to scholars' reflects the cultural make-up of the society which, as we have seen in section 2.2 above, does not encourage individuality, creativity and innovation. In fact, this objective contradicts the last objective which aims to "promote the capability of analysis and criticism, judgement and the ability for correct planning which is conducive to mental intellectual efficiency". It is only logical to ask: How can a programme, which aims to promote 'obedience', at the same time promote the ability to analyse, criticise and also make sound judgement? This clearly shows the amount of conflict experienced in the field of education not only in Qatar but also in many parts of the world today where culture dictates certain kinds of beliefs and certain values which are seen by educational experts to be obstacles that hamper educational attainment (Melikian, 1981).

However, the way in which objectives (1) and (10) are seen to be paradoxical should be considered in a specific context, which will show that this apparent contradiction actually conceals some kind of harmony. The fact that the first objective calls for the promotion of obedience to scholars is bound to its religious context, i.e. pupils are taught to be obedient to religious scholars who are believed to speak divine speech which cannot be disputed. However, objective (10) should be seen in its secular context where there is usually enough room for creativity and innovation with regard to ideas and thoughts that pertain to human endeavours and human innovation. In short, the policy behind these objectives is that creativity and innovation should be promoted in areas outside religion. However, it is debatable whether the curriculum of physical education in Qatar actually ensures any kind of creativity or innovation even in its secular context, due to the cultural values and the system of administration which

underpin educational institutions. The system of administration, as mentioned earlier in this chapter (section 2.3.2), does not allow for creativity and innovation either on the part of the learner or on the part of the teacher or perhaps the whole school institution. The teacher and the school have to comply with national standards of teaching, methodology and examinations. This leaves the teacher and the school as only executors of top down curriculum policies.

Whilst the objectives are wide ranging, one objective that is not addressed is that of safety, which is an important issue in a physical education programme. Physical education involves the promotion of physical health and physical fitness. This, by its very nature, involves some kind of risk. If safety is not part of the curriculum, and if it is not part of the curriculum objectives to promote this crucial aspect, it could surely be regarded as a shortcoming that should be remedied. It is worth noting that this particular aspect of the PE curriculum occupies a considerable amount of importance in the National Curriculum in England and Wales (see, for example, *Physical Education in the National Curriculum*, April, 1992, p. 3).

Furthermore, from the objectives of PE in Qatari public schools it can be seen that although these objectives are comprehensive to a certain extent, in reality they are not comprehensive enough. Even though they address various aspects of personal development in children, they clearly ignore the social side of the child's development. This is an essential aspect of child development that physical education objectives should reflect. It can also be argued that although the general objectives of PE express some concern about certain health and social skills that can be taught in a PE lesson, they are somewhat vague. There are no directives as to where and when these skills should be developed or even introduced. It is crucial to point out here that one of the areas this thesis will consider is the whole issue of whether the objectives are actually achieved. It can be argued that the objectives do not normally specify the way the teaching should be delivered. This is true to a great extent in countries such as England and Wales (*ibid.*) where the objectives are supplemented with guidelines on how to deliver the subject. It should be noted, however, that this is not the case in Qatar where these guidelines are missing.

Moreover, the general objectives of PE emphasise that there should be a link between PE and other subjects. In reality it is open for debate whether there is real cooperation between the PE teacher and other subject teachers in schools as there are few specific

documents requiring such joined-up thinking. In contrast within England and Wales, however, this inter-subject cooperation and integration is a vital aspect of the national curriculum (see, for example, *National Curriculum*, 1991).

Furthermore, the objectives are formulated in a rather general way which does not allow them to be assessed or measured. In other words, the objectives of PE in Qatari public schools are not specifically behavioural objectives and, as a result, they are difficult to assess.

Part of the aim of this thesis is to investigate to what extent some of the above-mentioned objectives are actually accomplished. This is because reaching these objectives is an essential aspect of the effectiveness of the PE teacher in the Department of Physical Education at Qatar University. So far the issue of the general PE objectives has been discussed and commented upon. The next section will deal with the specific objectives of PE in elementary and preparatory/secondary stages.

2.4.2 Specific Objectives of PE at the Various Stages in the Public Schools

This section discusses the specific objectives of each stage in the public schools in Qatar.

2.4.2.1 Physical Education in Elementary Public Schools

PE derives its objectives from the general education objectives. During the elementary stage, PE and its intramural and interscholastic activities are focused on the achievement of the bulk of the PE objectives, taking into consideration pupils' age during this stage of education. The objectives of PE during the elementary stage can be summarised as follows:

(a) Cognitive Objectives

The cognitive objectives are mainly concerned with providing children with appropriate knowledge about certain games and sports that are common in the Qatari environment (e.g. football or basketball). In theory, these objectives emphasise the development of children's imagination, to enable them to become creative individuals in their society by benefiting from various physical activities. In reality it is debatable whether these objectives are implemented or not. Finally, the overall objective of PE in Qatari elementary schools is to implant in children the strong link between physical activities and cognitive activities and to establish the fact that each physical activity should be preceded by mental preparation.

(b) Physical Objectives

These objectives are concerned with the physical aspect of physical education. Here emphasis is on developing basic elementary movements such as running, skipping, jumping, throwing, kicking and catching as well as on children's acquisition of an appropriate amount of physical fitness. Attention is given to developing skills and establishing fitness habits pertaining to movement.

(c) Emotional Objectives

The main focus of emotional objectives is to develop the feeling of sportspersonship in children and to promote fair play through teaching them to accept defeat without anxiety, to congratulate the winner and to receive victory with humility. The focus here is on the acquisition of etiquette and manners that conform to the values of Islamic and Arab society, hence enhancing national principles of affiliation, loyalty, cooperation and self-sacrifice.

In considering the objectives of physical education in the elementary stage and in comparing them with the national curriculum of physical education in England and Wales, for example, it seems evident that the objectives outlined above are rather vague and do not lend themselves to direct measurement. For instance, the cognitive objectives aim to provide children with appropriate knowledge about sports and games, especially those which are common in Qatar. As it stands, this objective is difficult to measure and to assess because knowledge is something innate and for it to be measurable it has to be reflected in some form of external behaviour or assessment task.

The generalised nature of the objectives reflects the fact that PE is an unassessed subject and does not form part of the school examination scheme. It could therefore be claimed that measurable objectives are unnecessary. However, this may be a faulty premise. Looking at the PE curriculum in England and Wales reveals that the objectives of this subject are firstly behavioural and secondly measurable. To make this point clear it is worth comparing two objectives, one from the PE curriculum in Qatar (A) and the other from the PE curriculum in England and Wales (B):

A: (Qatar) "Assisting the students to acquire some basic skills of different sports and games" (*Ministry of Education*, 1988, p. 14).

B: (England and Wales) By the end of key stage 1 pupils are expected to:

... copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.

(National Curriculum, 1999, p.43)

A number of issues can be raised with reference to these two types of objective. First, it is clear that the objective in A above is not formulated in a specific manner and hence is difficult to assess. This is not the case with the objectives in B, which are action-oriented objectives, signalled by the use of verbs at the beginning of each objective. Furthermore, the verbs are attributed to the pupils themselves and not to the teacher as in the case of objective A above, which states that the teacher should assist pupils in acquiring some basic skills. Second, the objective does not specifically address how pupils perform but rather what the teacher should do. This again boils down to the issue of the cultural background of each educational system. In Qatar, it is still to a large extent perceived that education is a teacher-oriented process, whereas in England and Wales this attitude has perhaps changed into a more learner-oriented perspective.

The researcher will now address other issues associated with PE in the elementary stage. Physical education at this stage is taught three times a week for grades 1-4 and twice a week for grades 5 and 6 (*Ministry of Education*, 1988, p. 9). Each class session is 45 minutes in length, and the class period for grades 1-4 is divided into three stages, as shown in Table 2.2.

Table 2.2

Categories of PE Class for Elementary Stage (grades 1-4)

Lesson Stage	Time allocation	Stage components
1. Preliminary stage	10 minutes	- administrative procedures - warming-up exercises - movement and rhythmic activities - small play and games
2. Basic/Main stage	30 minutes	- body movement awareness - basic movement activities - basic physical activities - hurdle gymnastics
3. Conclusion stage	5 minutes	- cooling down and dismissal

Source: Ministry of Education, 1988, p. 21.

Table 2.2 above shows that for grades 1-4 physical education is in the form of structured play and games designed to develop basic motor skills through movement

activities such as running, skipping, jumping, throwing, kicking and catching. These skills are meant to prepare pupils for the upper level of the physical education programme. For grades 5 and 6, the class period is the same as in grades 1-4, except that in the main section of the lesson their curriculum is different and includes:

- basic sports skills (athletics and gymnastics)
- basic games skills (football- only for boys, basketball, volleyball, and handball)

As can be seen from the date of the table's source, this is yet another piece of evidence that there is a lack of innovation in curriculum planning. The date shows that these figures were obtained in the late 1980s and yet the same curriculum is still being implemented up to the present. All the significant changes that have taken place in the area of PE around the world in the last decade have not been incorporated into the PE curriculum in public schools in Qatar. This evidences the shortage of evaluation and lack of follow-up strategies in the education system in Qatar.

All schools have good outdoor playgrounds including a volleyball court, basketball court, handball court and football field. However, only a few schools have their own gymnasium or indoor hall for teaching physical education classes. The gymnasium usually includes a volleyball court, a basketball court, and a handball court. In a small state like Qatar this is unacceptable for two reasons. Firstly, the state is wealthy enough to provide all the facilities and equipment needed for gymnasiums. Secondly, in the case of Qatar, which has a very hot climate, it is mandatory that each school should have its own gymnasium because throughout the year it is extremely difficult, given the hot weather, to conduct physical education activities in outdoor playgrounds. There are no swimming pools in Qatari public schools. It is perhaps ironic that a state, which is a peninsula, surrounded by the sea on three sides, does not have swimming as part of its physical education curriculum. The reason might be that the Ministry of Education and Higher Education has a budget constraint, which does not allow the building of swimming pools in schools or it might be that the swimming pools are not on the priority list.

Table 2.3 shows the number of elementary schools for both boys and girls in Qatar. It can be seen that there are 33 schools for boys with male teachers and 26 schools for boys with female teachers. These are called 'model' schools. There are also 53 schools for girls with female teachers.

Table 2.3

Number of Elementary Schools in Qatar

Males teaching Male pupils	Females teaching male pupils	Females teaching female pupils	Total
33	26	53	112

Source: Ministry of Education and Culture (1995).

Table 2.4 shows the number of PE teachers in Qatari public schools. In the table the word 'Qatari' refers to the PE teachers who graduated from the Physical Education Department at Qatar University.

Table 2.4

Number of PE Teachers in Public Elementary Schools in Qatar

Nationality	Gender		Total
	Male	Female	
Qatari	22	46	68
Non-Qatari	27	23	50
Total	49	69	118

Source: Ministry of Education and Culture (1995).

2.4.2.2 Physical Education in Preparatory and Secondary Public Schools

Physical Education in the preparatory and secondary stages aims to prepare Qatari students to develop and maintain maximum physical efficiency and to practise useful sports and games which will help them to attain autonomy and independence and become a good citizen (*Ministry of Education*, 1989). The specific objectives of physical education for preparatory and secondary stages are as follows:

(a) Cognitive Objectives

The cognitive objectives emphasise the development of students' knowledge about sports and games. They also aim to promote students' acquisition of skills such as analysing, criticising and assessing local, Arab and international sports events. In addition, they stress the acquisition of systematic thinking, by encouraging the students to reach conclusions based on certain premises.

(b) Physical Objectives

The physical objectives are concerned with promoting students' physical fitness in accordance with their age, helping students to acquire some complex physical skills, protecting the body and correcting some postural problems. These objectives also emphasise the education of students about the importance of physical health, and

helping students to master the performance of physical skills through abiding by the rules and regulations during their physical practice of sports activities.

(c) Emotional objectives

These objectives are concerned with the promotion of students' interests, attitudes and values. Emotional objectives focus on teaching students positive attitudes towards physical education, giving the students the opportunity to learn methods of leadership by participating in the management of sporting activities, offering them a chance to work in groups and develop skills of co-operation, and emphasising the necessity for developing Islamic values and national principles.

As was stated in the previous section (2.4.2.1), the pattern that is pervasive in the formulation of PE objectives in Qatar is suggestive of a dominant cultural influence on the society to perceive education as some kind of 'spoon-feeding' from the teachers to the pupils. The teacher in Qatar is commonly believed to be the ultimate source of knowledge and the sole source of control and authority (Kamal, 1990). This clearly affects the formulation of objectives which are stated as if the teacher will actually provide these skills to the pupils. Instead of formulating the objectives with a learner-oriented focus, we have objectives formulated from a teacher-oriented perspective. The fact that the teacher is seen as the ultimate source of authority in the classroom should not be seen as contradictory to the earlier argument, whereby the teacher is seen as merely an executor of policies coming from top management. It may be that this centralised educational system with its centralised curriculum planning dictates the teaching methodologies which eventually creates the teacher as the only source of knowledge and power. The classroom-centred atmosphere creates an environment where students do only what is asked of them.

Having considered the objectives of PE in preparatory and secondary stages, the researcher will now turn to address other issues related to the teaching of PE in these two stages.

Table 2.5

Categories of PE class for Preparatory and Secondary Stages

Lesson Stage	Time allocation	Stage components
1. Preliminary stage	10 minutes	- administrative procedures - warming-up exercises - movement and rhythmic activities - fun games
2. Basic/Main stage	30 minutes	- preparatory exercises for sports & games(10 minutes) - sports(track & field, gymnastics)and games(football-for male students only, basketball, volleyball and handball)(20 minutes)
3. Conclusion stage	5 minutes	- cooling down and dismissal

Source: Ministry of Education, (1989, p. 24).

Physical education in the preparatory stage is taught twice a week and once a week in the secondary stage. (*Ministry of Education,* 1989, p. 15). The class period for these two stages is divided into three phases, as shown in Table 2.5.

As Table 2.5 shows, physical education in these two stages is targeted towards the development of team sport skills such as football, basketball, volleyball and handball and individual sport activities such as gymnastics and athletics. All schools have their own school equipment and outdoor playground; however, few schools have their own gymnasium for teaching physical education classes. This makes the practice of almost every type of physical activity difficult due to the extremely hot weather. In fact, throughout the world, gymnastics is taught in indoor halls because it demands apparatus which is usually heavy and often needs to be permanently fixed. Hence, if gymnastics is taught in many Qatari schools in outdoor playgrounds, this means that the teaching is very much restricted to theory or perhaps to very few exercises which may not require this special equipment.

Interscholastic sport activities are organised by the Administration of Physical Education at the Ministry of Education and Higher Education. The activities that are conducted during the school year for male and female students are athletics, gymnastics, football – for male students only, basketball, volleyball and handball.

Table 2.6 shows the number of preparatory schools in Qatar.

Table 2.6

Number of Preparatory Public Schools in Qatar

Male Schools	Female Schools	Total
26	26	52

Source: Ministry of Education and Culture, (1995).

Table 2.7 below shows the number of PE teachers in the preparatory stage. In the table 'Qatari' refers to the PE teachers who graduated from the Physical Education Department at Qatar University. The number of these PE teachers is 45 (25 males and 20 females) (Ministry of Education and Culture, 1995, pp.60, 161-162).

Table 2.7

Number of PE Teachers in Preparatory Public Schools in Qatar

Nationality	Gender		Total
	Male	Female	
Qatari	25	20	45
Non-Qatari	27	5	32
Total	52	25	77

Source: Ministry of Education and Culture, (1995).

Table 2.8 shows the number of secondary schools in Qatar.

Table 2.8

Number of Secondary Public Schools in Qatar

Male Schools	Female Schools	Total
21	22	43

Source: Ministry of Education and Culture, (1995).

Table 2.9 below shows the number of PE teachers in Qatar, of whom 23 (13 males and 10 females) graduated from Qatar University (Ministry of Education and Culture, 1995).

Table 2.9

Number of PE Teachers in Secondary Public Schools in Qatar

Nationality	Gender		Total
	Male	Female	
Qatari	13	10	23
Non-Qatari	19	7	26
Total	32	17	49

Source: Ministry of Education and Culture, (1995).

Having considered both the objectives and various curricular aspects of PE in Qatari public schools, the discussion now moves to address some potential concerns associated with PE in Qatari public schools.

2.5 Concerns Associated with Physical Education in Qatari Public Schools

Perhaps the most remarkable issue PE teachers in Qatar face is the low status which society attributes to their profession. This inevitably influences students' decision to join the PED at Qatar University. According to AL-Sawi and Darwish (1991), about 75% of the students in the PED perceived that society did not value the PE teacher in the way they valued teachers of other subjects.

Despite the recognition of the fact that physical education is a compulsory subject in the curriculum, there is little evidence of developments aimed at improving the syllabus and the training of physical education teachers in Qatar. As mentioned above in section 2.4.2.1, the PE curriculum has only been revised once since it was first introduced in 1956. This was in 1985 (Ministry of Education, 1989).

In the international arena, physical education is increasingly gaining importance and educational institutions are now recognising the role that this subject plays in the enhancement of educational objectives in general. The physical education teacher should contribute effectively to the overall development of students on all levels: psychological, social, emotional and physical.

In considering other areas of concern, Ghanem (1979) highlighted the following problems believed to face the teacher of physical education in Qatar and the other Arab Gulf States:

1. physical education is not regarded as a basic subject in the syllabus and is not included in the grading system.
2. physical education classes are generally scheduled last in the school timetable.
3. parents care more about their children's academic achievement.
4. parents lack awareness of the importance of Physical Education.
5. classes are crowded.
6. the media is inefficient in propagating the importance of Physical Education.
7. physical education teachers are usually overloaded in terms of the number of classes per week.

8. the PE timetable finishes well before the end of the school term in order to allow more space for other subjects.

9. customs and traditions which prevent girls' participation in PE lessons.

Hussein *et al.* (1999) also conducted a study on the problems that face physical education teachers in Qatar and identified 29 problems. One of the principal findings of Hussein *et al.*'s study was again the lack of society's awareness of the importance of physical education and this was rated first among all the problems associated with PE in Qatar. This is an important finding for this thesis as it throws light on the fact that the social dimension of physical education has not been given due attention. Physical education in Qatari society is still thought to be outside the schools' scope. It is considered that any teacher can take the children to the playground and play with them, and that specific training is not required.

This study argues that the cornerstone of any attempt to reform the teaching of PE in Qatar should begin with an assessment of the Bachelor of PE programme in the Faculty of Education at Qatar University. This is because the teacher in Qatar is seen to be the most important element in the teaching process and if is possible to offer this individual a good and appropriate preparation and training programme, it should be possible to offer far-reaching reform to the teaching of PE in Qatari public schools.

2.6 Bachelor of Physical Education Initial Teacher Training Programme (PEITTP) at Qatar University

As was mentioned in section 2.3.2 above, higher education in Qatar was established in 1973 in the form of two teacher training colleges (one for male students and the other for females). In 1977, when there was a need for other faculties, the Emir of Qatar issued a decree (Number 2-1977) to merge the two colleges to establish Qatar University (Qatar University, 1996a, p. 9). Qatar University is the only institution in the country which offers a programme leading to the Bachelor's Degree in Physical Education. The Department of PE was officially established in 1983 (for male and female students) and was attached to the Faculty of Education. The main purpose of the Department was to prepare qualified physical education teachers to teach PE at the three stages in public schools in the State of Qatar.

The Department of Physical Education, as well as other departments at Qatar University, follows the American system of credit hours. The length of the programme

is four years. The first graduation commencement was in 1987 and it involved 8 graduates (2 male and 6 female students). Today, there are about 186 students majoring in Physical Education (97 male and 89 female) (Qatar University, 1996b, p. 79). According to the 1994-2004 Ten-year Plan (1994), the Ministry of Education and Higher Education expects the Physical Education Department at Qatar University to supply them with 266 PE teachers by the year 2003-4, in order to meet the requirement of 'development and Qatarisation.'

The following section is concerned with discussing the objectives of the Department of Physical Education at Qatar University.

2.6.1 The Department's Objectives

The following are the objectives of the bachelor of PEITTP at Qatar University as listed in the Department's prospectus (undated):

1. preparation of PE teachers to teach at various educational levels in Qatar

2. preparation of PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth

3. educational qualification, continuous training and supervision of all those in the education profession in relation to sports and physical education

4. spreading sport awareness in society via organisation of scientific meetings, sport tournaments and media discussions

5. conducting studies and research which may be of benefit for the amelioration of sport and physical education in the State of Qatar through co-operation with research centres within and outside Qatar University.

(Author's translation)

If one looks at these five objectives one will find that only the first objective has actually been accomplished in full as is evident from the number of PE teachers who have graduated from this department. The overall number of graduates from this department has reached approximately 150 male and female teachers. With regard to the second and third objectives, in the experience of the author of this thesis who has been

working in the PED for 12 years, there has been little evidence of these particular objectives being achieved. Furthermore, the department has never been involved in organising any in-service training programmes for its graduates who have already joined the profession of teaching, nor for any other people concerned with PE in Qatar. Objectives 4 and 5 have been addressed to some extent, because the department organises lectures in and outside the department, for example, in sports clubs and schools. The department is also engaged in research, the most recent example being the Hussein *et al.* study (1999) referred to earlier in this chapter, in section 2.5.

2.6.2 The Admissions System

For admission to the PEITTP at Qatar University, a candidate must meet the following requirements:

1. hold a general secondary certificate in either the science or arts sectors with an average of not less than 70% of the total score

2. pass the department's physical fitness and sports skills tests

3. pass a departmental interview

4. present a medical certificate of health.

2.6.3 Graduation Requirements

To be eligible for graduation, a candidate must satisfy all the programme requirements listed in the departmental guidelines and attain a minimum cumulative Grade Point Average (GPA) of 2.00. The number of credits to be completed is 138 (for further details see Appendix F). These credits are divided as shown in Table 2.10

Table 2.10
Graduation Requirements for Bachelor of Arts in PE, Qatar University

Requirements	Required Courses	Elective Courses	Total Credits
1. University Requirements	14	10	24
2. College/Faculty Requirements	30	8	38
3. PE Professional Requirements	64	0	64
4. Auxiliary Requirements in PE	12	0	12
Total	120	18	138

Minimum graduation requirements = 138 credit hours

Table 2.10 shows that almost half (62) of the total credit hours are devoted to university and faculty requirements which do not help students to develop a good command of the specialised study they require. It should be noted that Al-Sawi and Darwish's (1991) study indicated that the students' (both male and female) were not satisfied with this

position. This problem might be because the department is within the Faculty of Education and therefore faculty and university credit hours have to be assigned to the department. If the Department of PE was a faculty, as is the case in Jordan and Egypt, the balance of the credit hours might be different.

Another problem that is evident in Table 2.10 relates to the fact that the department does not offer any elective courses, despite the fact that the whole credit hour system allows for this. It was pointed out by Al-Sawi and Darwish (1991) that students generally value the provision of elective Professional Courses within the Department of PE which help them fulfill their varied interests and professional inclinations.

Furthermore, although the department provides a programme to prepare PE teachers for all stages it does not provide programmes for teachers who wish to specialise either in elementary or secondary stages. In addition, the department's programme does not allow the student to graduate with a major specialisation in Physical Education with special emphasis on certain sports or games. Because Qatar University implements the American credit-hour system and because this system offers the opportunity for students to graduate with sub-specialisation within the field of PE, i.e. Administration of PE, it is rather odd that the student is deprived of this privilege.

Al-Sawi and Darwish (1991) evaluated the PEITTP at Qatar University, and this is the only study which has attempted to evaluate the programme of PE at Qatar University. The method of data collection was a questionnaire which mostly consisted of closed (yes/no) questions. The respondents were 70 male and female students who were involved in the programme. The study aimed to assess the effectiveness of the programme as perceived by its students. According to this study the most prominent problems facing the students in the department were the following:
1. there were too many courses which lacked harmony and linkage
2. sport facilities were too far from lecture rooms
3. two hours in Practical Professional Courses count as only one credit hour in the credit hour system. The students felt this was not fair
4. the department did not provide specific specialisation in its programme
5. theoretical courses lacked interest.

The major findings of this study were as follows:
- the students believed the programme needed to be reviewed and modified

- some of the Theoretical and Practical Professional Courses which the male students wanted to be included in the programme were Coaching, Refereeing, Karate, Judo, and Rowing
- some of the Practical Professional Courses which the female students wanted to be included in the programme were Practical Swimming and Hockey
- there are some courses which the students thought should be omitted from the programme, such as Boxing and Wrestling, and Educational Philosophy
- both male and female students wanted to increase the Practical Professional Courses and decrease the Theoretical Professional Courses.

The researchers recommended the following:
- the programme should accept students with a higher grade point average
- practical professional courses should be increased
- swimming courses for females should be practical and a swimming pool should be constructed in the females' section
- there should be transportation between the classrooms and the practical areas both for male and female students
- the allocated time for Teaching Practice and Teaching Methodology courses should be increased
- there should be some elective courses within the professional preparation courses(i.e. Squash, Physical Therapy, Hockey, and Karate and Judo)
- there should be specialisation in a particular field of physical education, such as Administration of PE or Coaching in PE, within the PEITTP.

2.7 Summary

This chapter has focused on certain aspects of the educational system in Qatar with particular reference to PE, the aim being to provide a general contextual background for this research project. The chapter points to the notion of educational reform and evaluation with specific reference to the evaluation of the PEITTP which is the main topic of this thesis. To further set the scene, the next chapter provides a detailed literature review of educational programme evaluation.

Chapter Three
Review of the Literature

3.1 Introduction

This chapter will review the literature pertaining to educational evaluation. It begins with an attempt to define the term 'evaluation' and moves on to provide a historical background of evaluation. This latter section addresses the history of formal evaluation in general and moves on to deal with educational programme evaluation in both the United States of America (USA) and the United Kingdom (UK). The choice of these two countries stemmed from the statement that "it is in these countries that evaluation emerged as a major methodology for social planning and control" (Norris, 1990, p. 9).

Consideration is then given to specific studies on educational programme evaluation. The discussion in this section will focus on both regional[1] and international[2] studies. It will review the educational programme evaluation studies that were carried out in education in general and studies on physical education in particular.

The word 'programme' is used to qualify the term 'educational evaluation' because programme evaluation is seen to be a special type of educational evaluation in which one particular programme in the educational institution is targeted and evaluated. For example, an educational evaluation might cover all the departments within the Faculty of Education whereas an educational programme evaluation covers only one programme within a faculty.[3] Professor Stufflebeam, the director of the Evaluation Centre at Western Michigan University in the USA, offered the following matrix to specify the exact scope of this study.

As can be seen from the matrix shown in Figure 3.1, evaluation covers a wide range of areas. On the vertical axis of the matrix we have the various fields in which evaluation can be used. On the horizontal axis of the matrix we have the various components that can be evaluated in each of the fields shown in the vertical axis. As this research project is concerned with educational programme evaluation it is marked with an empty square

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[1] The word 'regional' is used here to refer to sources found in the Arab World.
[2] The word 'international' is used to refer to sources found outside the Arab World.
[3] In a personal communication the researcher validated this distinction with Dr. Keith Morrison.

Figure 3.1

Evaluation Fields and Evaluation Types

	Programme Evaluation	Project Evaluation	Personnel Evaluation	Materials Evaluation	Institutional Evaluation	Equipment Evaluation	Policy Evaluation
Education	❑	o	o	o	o	o	o
Welfare						.	
Health							
Government							
Military							
Business							

in the matrix above to make it distinct from the other types of educational evaluations which are marked with a dot in the matrix.

The chapter will conclude with a clarification of how the literature review has influenced the present study into the evaluation of the Physical Education Initial Teacher Training Programme (PEITTP) at Qatar University in the State of Qatar.

3.2 Defining the Term 'Evaluation'

Different views on evaluation are usually encountered in evaluation textbooks and treatises. In fact, Patton (1986) considered that "different definitions of evaluation reveal important differences in what various educators emphasise in their work" (p. 67). He introduced a more inclusive definition of evaluation that not only explicitly referred to the required data for the process of evaluation, but also specified the need for people who have the knowledge and expertise necessary for evaluation to take place. His definition states that it:

> is the systematic collection of information about the activities, characteristics, and outcomes of a program for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs are doing and effecting.
>
> (p. 14)

Morrison (1993) defined 'evaluation' as:

> the provision of information about specific issues upon which judgements are based and from which decisions for action are taken.
>
> (p. 2)

He believed that crucial to decision making in an educational setting is the need for the

evaluation of an organisation or an institution, so that the necessary actions can be taken to improve the effectiveness of programmes for use by specific people in specific situations.

According to Clarke (1999), "evaluation is presented as a form of applied social research, the primary purpose of which is not to discover new knowledge, as is the case with basic research, but to study the effectiveness with which existing knowledge is used to inform and guide practical action" (p. 2). Stufflebeam and Shinkfield (1985) supported this point of view when they stated that "the most important purpose of evaluation is not to prove but to improve" (p. 151). Similarly, according to Weiss (1997), "evaluation, unlike the basic sciences does not aim for 'truth' or certainty but rather aims to help improve programming and policy making" (p. 516). Clarke (1999) believes:

> It is the practical orientation that constitutes one of the major distinguishing features of evaluation. As a form of inquiry it is very much action oriented. The view that evaluation research differs from other types of research, more in terms of its intended objective than in the nature of its origin or the method of its execution, is shared by many evaluation theorists (Suchman, 1967; Rossi and Freeman, 1993; Berk, 1995).
>
> (p. 2)

In the definitions reviewed here two elements appear most frequently: judging the value of a programme and assisting decision-makers in policy-making. These two elements capture the essence of evaluation and determine the orientation of evaluation approaches and models. Evaluation approaches and models generally propose that the evaluation process can be divided into two main components. The first, which is a description, is the component which provides information to policy makers. The second, which is a judgement, concerns the opinions of these policy makers as how to improve the effectiveness of the programme.

Organisations tend to be highly complex. Evaluation can be employed as a research strategy to help understand such organisational complexity. Norris (1990) argued that, in order to promote effective forms of organisation, the first step was to carry out an empirical study to determine what goes on in the organisation and the government. It is worth noting here that this thesis subscribes to this view and accordingly aims to use evaluation as a strategy to assess the PEITTP and suggest what, if anything, should be done to improve it. This approach will provide essential information that is a prerequisite for change. Evaluation is proposed as an empirical (objective) technique for

this purpose. The approach in this sense is the use of an objective and scientific method to evaluate the performance of social organisations.

Moreover, the two components of the evaluation process mentioned above, i.e. description and judgement, feed directly into the purpose and orientation of this study which aims to provide information to decision makers to improve the programme. In this study, the definition provided by Morrison (1993) and discussed above will be adopted for the following reasons:

1. it is comprehensive in that it addresses the nature of evaluation as judgmental;

2. it addresses the main purposes of evaluation that are relevant to the course of this thesis. These are to judge merit and value and to assist decision makers in making the most appropriate decision about a specific programme.

3.3 Historical Background

The importance of understanding the historical background of evaluation is highlighted by Stufflebeam and Shinkfield (1985), who stated that:

> No introduction to evaluation as a field of professional practice would be complete without giving some attention to the historical development of the field. Any profession, in order to serve the needs of its clients, must evolve in response to changing societal needs and in consideration of theoretical and technical advancements. Unless the members of a profession develop and maintain a historical perspective on their work, they are likely to persevere in using a stagnant conception of their role and not to stimulate and contribute to innovation in their field.
>
> (pp.15-16)

Shadish *et al.* (1991) also noted that citation of past studies and cases could support one's thinking and help to illustrate points. Further, they pointed out that this could lead a researcher to a better and more systematic empirical data collection procedure. That is to say, by reviewing the historical background of evaluation as a tool for development, it is possible to gain a better understanding of the overall process of evaluation. However, the reason for providing a historical background to evaluation in the present study goes far beyond the justification given above, as consideration needs also to be given to whether or not evaluation plays a significant role in different societies and cultures. A question to be considered is: How have cultural, environmental and organisational differences been determinant factors in directing the research of evaluation?

3.3.1 Formal Evaluation

This section is concerned with the historical background of formal evaluation. The

discussion will address the development of formal evaluation in firstly the USA and secondly the UK.

3.3.1.1 Formal Evaluation in the USA

As will be shown in the course of this section, the USA is one of the countries in which evaluation techniques are firmly established and are very successful. These evaluation techniques have developed step by step over time.

It is generally agreed that social problems were responsible for the emergence of formal evaluation in the USA. As Schwartz and Tiedeman (1962) noted, World War I and World War II created the conditions[4] from which large-scale evaluation started, for the rise of social problems resulted in the need to establish programmes which could lead to and improve people's welfare. According to these authors (*ibid.*) the two wars caused serious social problems and evaluation was introduced to determine the effectiveness of intervention programmes designed to address these. Although the authors did not specify the exact differences in the evaluation methods employed during the span of the two world wars, they nevertheless pointed out that in the twentieth century evaluation became an important tool for assessing the effectiveness of social planning, administration and policies.

They also indicated that social motives and, perhaps more significantly, political motives were the driving force behind modernisation and formal research in evaluation. The progress of evaluation was associated, for example, with the launch of the Russians' first spaceship, Sputnik, in 1957, which led the American people to hold their politicians accountable for the stagnation of American space research. The Americans regarded this as a strong challenge to their technological competence. As a result, the American government began to think seriously about the issue of evaluating educational institutions and the effectiveness of educational programmes in science and technology. Subsequently, specific emphasis was laid on the teaching of scientific subjects, such as maths, physics and chemistry. The original purpose of large-scale formal evaluation in the USA was to determine conclusively what worked effectively before moving ahead. Therefore, evaluation was used to get insight into and understand the political forces at play at the time and to see in what way it would be possible to remedy any political errors in order to build a consensus for action and improvement.

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[4] i.e. conditions of poverty and other social problems.

Another milestone in the history of evaluation in the USA was the 1965 Elementary and Secondary Act, which constituted "the first piece of social legislation to mandate project reporting" (Norris, 1990, p. 19). This was an evaluation requirement connected with Title 1 of the Act, which was a "compensatory programme of one billion dollars per annum allocated to meet the needs of disadvantaged children" (ibid.). The aim of this project was to establish and secure the welfare of American citizens. Evaluation was conducted to ensure the effectiveness of these programmes. It can be seen that modern evaluation in the USA was closely linked with social organisations, the most prominent of which was education.

Shadish et al. (1991) maintained that modern social evaluation in the USA emerged in the 1960s. They argued that the rationale underpinning evaluation at that time was to ensure that government money, provided for the health care of socially disadvantaged children and poorer American people, was properly used. Thus, evaluation was employed to determine whether or not the money was being spent properly and to ensure that the money was producing significant life improvement.

Empirical evidence was required to ensure that resources were properly managed. In addition, federal agencies in the USA wanted the very best quality of administration working to organise welfare programmes. What was needed was well-organised and well-managed social programmes. Therefore, it may be said that the aim of evaluation was two-fold: to ascertain information both about quality improvement and about cost effectiveness. Shadish et al. (ibid.) noted that the skills of the existing government in the USA at the time were very poor with respect to giving feedback about social programmes. They also observed that even economists had little idea about how to measure social outcomes, such as improved family stability, and concluded that modern evaluation, in part, emerged for these purposes.

Further support for the review that evaluation in the USA was tied to social concerns is found in Wholey (1986), who provided an account of the history of evaluation in the USA. He argued that the use of evaluation became an important component of USA employment and training programmes from the Manpower Development and Training Act of 1962. He also maintained that it became part of federal anti-poverty programmes following the Economic Opportunity Act of 1964.

In recent times the Office of Management and Budget (OMB) has acted as a major

proponent of evaluation within the executive branch of government as revealed in the 1979 circular:

> All agencies of the Executive Branch of the Federal Government will assess the effectiveness of their programmes and efficiency with which they are conducted and seek improvement on a continuing basis so that Federal management will reflect the most progressive practices of both public and business management and result in service to the public.
>
> (OMB Circular A-117, quoted in Rist, 1990, p. 73)

Once again evaluation can be seen as a method of monitoring the effectiveness of social programmes and the efficiency of their management. As the main type of social programme is the educational evaluation programme, this suggests that evaluation can be employed to assess any educational programme in order to compensate for any possible deficiencies in the programme.

Having considered the USA, the discussion will now move on to review the historical background of evaluation in the UK. This will be followed by a comparative examination of the development of evaluation in these two countries.

3.3.1.2 Formal Evaluation in the UK

Reporting on the history of formal evaluation in the UK, Berk and Rossi (1990) maintained that the early beginnings of evaluation in the UK go back to the eighteenth century. However, Norris (1990) argued that formal evaluation in the UK started in the 19th century and since then it has always been associated with reform movements. The growth of political economics and public administration in the early part of the nineteenth century was usually seen by writers as the beginning of formal evaluation in the UK. Norris (1990) pointed out that at the beginning of the nineteenth century the professional middle classes in the UK were concerned about how best to promote efficient forms of organisation and governance. Madaus *et al.* (1986) maintained that "during this period when reform programs were put in place, it was not unusual to demand yearly evaluations through a system of annual reports submitted by an inspectorate" (p. 5). The Poor Law commissioners are a case in point. Madaus *et al.* (1986) stated that they "had a small paid inspectorate to oversee compliance with the Poor Law Amendment Act of 1834" (p. 5).

Madaus (*ibid.*) also stated that two developments occurred in the history of evaluation in Great Britain during the middle of the 19th century:

> First, a number of associations dedicated to social inquiry came into

> existence. These societies conducted and publicized findings on a number
> of social problems which were very influential in stimulating discussion
> ... Second, often in response to these private reports, bureaucracies that
> were established to manage social programs set up committees of inquiry.
> These were official, government-sponsored investigations of various
> social programs, such as provincial work houses.
>
> (p. 5)

Madaus *et al.* (1986) claimed that there were on-going efforts in Great Britain throughout the 19th century to reform education, the poor laws and public health. They provided the following as an example of such attempts:

> the Royal Commission of Inquiry into Primary Education in Ireland under
> the Earl of Powis, after receiving testimony and examining evidence,
> concluded that "the progress of the children in the national schools of
> Ireland is very much less than it ought to be." As a remedy, the Powis
> Commission then recommended the adoption of a scheme known as
> 'payment by result'.
>
> (p. 4)

It should be pointed out that these Royal Commissions are still in use today in the UK and if we move forward towards the middle of the 20th century we will find another indicator of the existence of formal evaluation in the UK. This is the journal entitled '*Evaluation and Research in Education*', (originally known as *Durham Research Review* and then a little later as the *Durham and Newcastle Research Review*). This journal was first published in 1955, and although it was mainly concerned with educational issues, it contained some references to evaluation in general. The journal also indicated that evaluation research was still evolving.

In relation to what has been stated above, Norris (1990) noted that in the early 1960s, evaluation in the UK was not a matter of general or even specialist concern. Rather, it was nothing more than an extension of educational research.

In summarising this section, it may be said that evaluation in the USA and the UK followed quite distinct directions. In the USA, evaluation was associated with social concerns in American society to provide for the welfare of the American citizens and to cater for their needs. It was, for instance, connected with planning, administration and policy making in different organisations. In contrast, in the UK it was largely based on empirical studies relying heavily on observation and objective reasoning. The concern in the UK was with the performance of an organisation in relation to its objectives. Another difference between the two types of evaluation under review was that evaluation in the USA was closely linked with politics, as evidenced in the rivalry with

the USSR at the time; whereas in the UK, evaluation was of a more institutional nature, because it was primarily linked with educational establishments and institutions.

The importance of the above overview of evaluation is that it serves to show how evaluation has come into being and the way it has developed over the years. In this way, it is possible to gain a better understanding of evaluation, and to provide a general context for the present investigation.

3.3.2 Educational Programme Evaluation

In the preceding section a review of the history of formal evaluation in the USA and the UK has been briefly presented. In this section the study will focus on educational programme evaluation, firstly, in the USA and, secondly, in the UK.

3.3.2.1 Educational Programme Evaluation in the USA

It is worth mentioning that this section draws heavily from three main studies which were found by the researcher to be comprehensive and useful as an indicator of the development of educational programme evaluation in the USA. These are by Madaus *et al.* (1986), Guba and Lincoln (1989), and Worthen *et al.* (1997)

Madaus *et al.* (*ibid.*) dealt with the evolution (changes and development) of evaluation. They divided the evolution of educational evaluation into six stages: the Age of Reform, the Age of Efficiency and Testing, the Tylerian Age, the Age of Innocence, the Age of Expansion and the Age of Professionalism. A brief account of each of these stages is given below.

1. The Age of Reform (1800-1900)

This was the age of the industrial revolution in the USA though it had begun earlier in the UK. This revolution had its direct effects on economic, technological and social spheres. The authors associate this period with reform movements not only in social life in general but also in education and evaluation in particular. They asserted that this period witnessed "continued attempts to reform educational and social programmes in both the UK and USA", (Madaus *et al.,* 1986, p. 4). It would appear that reform ideas were in vogue on both sides of the Atlantic due to common interests in both the UK and the USA in reforming education to keep pace with the change that the industrial revolution brought about.

Madaus *et al.* (*ibid.*) observed that "perhaps the earliest formal attempt to evaluate the

performance of schools took place in Boston in 1845" (p. 5). Furthermore, they (*ibid.*) indicated that this period is important in the history of evaluation due to the fact that it started a long tradition of using the test scores of pupils as the main source of data to evaluate the effectiveness of a school or an instructional programme. In a wider context, the idea of evaluation being linked to reform movements is perhaps not surprising. Whenever there is an intention to reform, there is always a need for evaluation because this is what provides a close diagnosis of the situation that is being reformed. In fact, in many cases some kind of basic or informal evaluation is behind almost all reform movements. This link stressed the need for sophisticated evaluation programmes to validate the hypothesis established from the observational and informal evaluation.

2. The Age of Efficiency and Testing (1900-1930)

This period was characterised by the efficiency of curricula and the standardisation of tests to evaluate these curricula. Such curricular development at the time was largely in the hands of individual teachers or committees of teachers. Studies undertaken in some schools during this period laid emphasis on school and teacher efficiency. For example, Smith and Judd (1914) studied school organisation and the National Society for the Study of Education (1916) examined teachers' efficiency. Others used different criteria such as rate of pupil dropout and rate of promotion. For instance, Ballou (1916) analysed standards and tests to measure the efficiency of the school system.

This period is also associated with the spirit of scientific method which, after dominating research in the natural sciences, spread over to include the social sciences. Educational evaluation programmes were no exception. A great deal of measurement was sought in the construction of educational curricula and a greater effort was devoted to issues of consistency and standard promotion and, most importantly, to effectiveness in educational programmes.

In relation to this period, Madaus *et al.* (1986) stated that:

> With the growth of standardised achievement tests after World War I, school districts used these tests to make inferences about programme effectiveness. For example, May (1971) in an unpublished paper on the history of standardised testing in Philadelphia from 1916 to 1938 found that commercially available achievement tests, along with tests built by research bureaus of large school districts, were used to diagnose specific system weaknesses and to evaluate the curriculum and overall system performance, in addition to being used to make decisions about individuals.
>
> (pp. 7-8)

3. The Tylerian Age (1930-1945)

This period was characterised by the work of the founding 'father'[5] of educational evaluation, Ralph Tyler, who coined the term 'educational evaluation,' which meant "assessing the extent that valued objectives had been achieved as part of an instructional program" (Madaus *et al.*, 1986, p. 8). He introduced a new view of curriculum as a set of school experiences designed to help the students achieve specified behavioural outcomes. This position drew on the strength of previous work in this field and later laid the foundation for future developments in education, in general, and testing and evaluation, in particular. This was mainly due to the fact that evaluation aimed at measuring the degree of proficiency and performance which matched the purpose of the investigation.

This period witnessed a new development in education which came to be known as the 'Progressive Education Movement'. This movement clearly reflected the influence of pragmatism and employed tools from behaviouristic psychology. Tyler became involved in this movement when he was invited to direct the research component of the Eight-Year Study (1932-1940). This study, according to Madaus *et al.* (1986), "introduced educators through America to a new and a broader view of educational evaluation than that which had been in vogue during the age of efficiency and testing" (p. 9). Madaus *et al.* (*ibid.*) explained how Tyler's view of educational evaluation was broader than the previous approaches. They stated that:

> Since a Tylerian evaluation involves internal comparisons of outcomes with objectives, it need not provide for costly and disruptive comparisons between experimental and control groups, as were required in the comparative experimental approach.
>
> (p. 9)

Madaus *et al.* (1986) further asserted that:

> Since the [Tylerian] approach calls for the measurement of behaviorally defined objectives, it concentrates on learning *outcomes* instead of organisational and teaching *inputs*, thereby avoiding the subjectivity of the professional judgment or accreditation approach.
>
> (p. 9)

4. The Age of Innocence (1947-1957)

Although this period was, as Madaus *et al.* (1986) describe it "a time of poverty and despair in the inner cities and in rural areas" (p. 9), a major characteristic of this age was the vast expansion of educational opportunities. According to Madaus *et al.* (1986) in

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[5] A term suggested by Madaus *et al.* (1986)

this period:

> There was expansion of educational offerings, personnel and facilities. New buildings were erected. New kinds of educational institutions, such as experimental colleges and community colleges, emerged. Small school districts consolidated with others in order to be able to provide the wide range of educational services that were common in the larger school systems, including: mental and physical health services, guidance, food services, music instruction, expanded sports programs, business and technical education, and community education.
>
> (p. 10)

Enrolment in teacher-education programmes increased dramatically as did college enrolments. Although this period was labelled as 'innocent' because "there was no particular interest on the part of the society to hold educators accountable and there was little call for educators to demonstrate the efficiency and effectiveness of any developmental efforts" (*ibid*, p. 10), however, "the practice of standardised testing had expanded tremendously" (*ibid*, p.10). This shows how testing was directly related to the evaluation of the performance of individuals. Large-scale utilisation of standardised tests to evaluate the performance of individuals was adopted as opposed to the growth of standardised testing in the Age of efficiency and Testing discussed earlier.

5. The Age of Expansion (1958-1972)

Huge amounts of money were invested in education by the US federal government to promote educational programmes in mathematics, science and foreign languages. This, as stated previously, owed its incentive to the Russian launch of Sputnik in 1957. In fact, as was mentioned earlier (2.3.1.1.), it was the successful launch of Sputnik, and the potential access of the Russians to the moon, (an achievement beyond the expertise of the Americans at that stage) which constituted a real challenge to the Americans who felt this was a great threat to their national interest and security. The need therefore arose for more investment in education and science to counter Russian dominance in this field as it was seen as having military potential. The American government enacted the National Defence Education Act one year after the Sputnik performance. This period witnessed the establishment of a number of national curriculum development projects especially in the areas of science and mathematics. According to Madaus *et al.* (1986), "eventually funds were made available to evaluate these curriculum development efforts" (p. 12).

However, Cronbach "sharply criticised the guiding conceptualisations of [these] evaluations for their lack of relevance and utility" (quoted in Madaus *et al.*, 1986, p.

12). Therefore, Cronbach (1963) advised evaluators "to turn away from their penchant for post hoc evaluations based on comparisons of the norm-referenced test scores of experimental and control groups" (quoted in *ibid.*, p. 12). Cronbach maintained that evaluators should:

> reconceptualize evaluation - not in terms of a horse race between competing programs but as a process of gathering and reporting information that could help guide curriculum development.
> (qouted in Madaus *et al.*, p. 12)

6. The Age of Professionalism (1973-present)

In this period, evaluation became an independent area of enquiry and many universities, such as the University of Illinois, Stanford University and Boston College, began offering higher study programmes exclusively in evaluation. Centres were established for research and development related to evaluation. Evaluation was competing with many other disciplines to prove the necessity of its existence and the legitimacy of its autonomy. A number of journals dealing with evaluation (including *Educational Evaluation*, *Studies in Evaluation* and *Evaluation and Program Planning*) came into existence in this period and a unified theory of evaluation was formulated. The remarkable progress in terms of the professionalisation in the practice and the discipline of evaluation is deemed even more significant when seen in the context of previous stages, particularly the 'Period of Expansion'. The question: Which area of knowledge or enquiry should this newly born discipline belong to? and other vital questions were the main drive behind the professionalism period in which the discipline of evaluation appeared as an autonomous discipline and acquired some sort of academic status.

Madaus *et al.* (1986) provided a historical review of evaluation combining a thematic and a chronological review in which each period was given a date and a theme. The theme was usually taken as a label of the period and it was derived from a prominent event at the time. Social motives and perhaps, more significantly, political motives were the driving force behind modernisation and professionalism in evaluation research.

The second study this review addresses is that of Guba and Lincoln (1989) who explained the various meanings which evaluation had taken on during the last hundred years. The authors referred to a classification which they call the 'fourth generation'. This classification addresses the development of educational evaluation in four phases termed as 'generations'. As perceived by the authors, these four phases or generations represented four significant stages in the history of the development of the discipline.

This classification will be considered here.

1. *The first generation: Measurement (1900s-1930s).* As is pointed out by Guba and Lincoln (1989), this generation was concerned with:

> the measurement of various attributes of school children. School tests had been utilised for tens of years to determine whether students had 'mastered' the content of the various courses or subjects to which they were exposed. Appropriate content was defined by reference to authority, whether Aristotle, the Bible, or, more recently, the findings of science.
>
> (p. 22)

The main thrust of this generation, was the struggle to administer tests in order to reach some sort of decision regarding the state of affairs in the educational arena (Guba and Lincoln, 1989). It is not surprising then that this period was characterised by the proliferation of achievement tests, such as the *Stone Reasoning Test in Arithmetic* and the *Stanford Achievement Battery.* Guba and Lincoln (1989) argued that this period was given this name because:

> The role of the evaluator was technical; he or she was expected to know the full panoply of available instruments, so that any variable named for investigation could be measured. If appropriate measures did not exist, the evaluator was expected to have the expertise necessary to create them.
>
> (p.26)

They (*ibid.*) further indicated that this mode of evaluation still exists today. The examples of present day practices of measurement evaluation are evident in the frequent practice of requiring pupils to pass tests as part of their high school graduation or college admission procedures.

2. *The second generation: Description (1930s- late 1950s).* Guba and Lincoln (1989) described this period as:

> an approach characterised by *description* of patterns of strengths and weaknesses with respect to certain stated objectives. The role of evaluator was that of *describer*, although the earlier technical aspects of that role were also retained. Measurement was no longer treated as the equivalent of evaluation but was redefined as one of *several tools* that might be used in its service.
>
> (p. 28)

3. *The third generation: Judgement (1950s-1970s).* This is marked by the fact that it is

> a generation in which evaluation was characterised by efforts to reach *judgements*, and in which the evaluator assumed the role of *judge*, while retaining the earlier technical and descriptive functions. This approach, widely echoed in the profession, notably by Scriven (1967), exposed

several problems that had not been dealt with adequately in earlier
generations.

(p. 30)

Evaluation in this generation became judgmental (the term 'judgement' was used to
mean detection of what was good and bad). That is to say that evaluation in this period
actually attempted to express certain judgements with regard to certain aspects of the
social and cultural phenomena it dealt with. Within the framework of this generation, it
was possible to deal with certain problems that had been difficult to address in the first
and second periods. This was the idea that judgement was an integral part of evaluation.
Guba and Lincoln (1989) concluded their discussion of this period by stating that
"during the decade and more following 1967, judgement became the hallmark of third
generation evaluators" (p.31).

Although the emergence of the previous three generations was to a large extent a
reactionist period in that each appeared as a reaction to the preceding one, mainly
because it neglected one aspect of evaluation that the subsequent generation took as
paramount. It could easily be demonstrated that each succeeding paradigm made a
further step in the development of evaluation both in form and content. If thought about
in sequence, the three generations provide a developmental model of the history of
evaluation, which is enriched and illuminated by social feedback and cultural input.
However, in time the concept of these three generations were seen to suffer from three
major flaws that necessitated a total revision and a complete reconstruction of the theory
of evaluation bearing in mind the ideas raised in each period.

Guba and Lincoln (1989) maintained that the major flaws that these three categories
suffered from revolved around the following fundamental issues:

(i) The first relates to the idea of managerialism. By this they mean that the process of
evaluation was carried out to fulfil managerial objectives where the mutual interest of
managers and evaluators came into play. For example, one may cite cases where
evaluation is conducted with the intention of pleasing certain authorities. Moreover, the
traditional relationship between managers and evaluators was rarely challenged. This
led to serious undesirable consequences. For example, evaluators might want to
examine all aspects of a programme, while the managers would prefer measurement of
an individual aspect of a programme.

(ii) The second concerns the idea that society (particularly American society) is 'value-pluralistic' (i.e. it is not sensitive and responsive to the differences in social and cultural make up of the society and, therefore, is detrimental to the concept of education as a whole). To assume that all people belong to the same cultural milieu is quite damaging especially in education. In fact, even to aim to produce a generation all holding one view or one pattern of cultural beliefs is quite risky in modern society as this creates a state of confusion.

(iii) The 'overcommitment to the scientific paradigm of enquiry' (Guba and Lincoln, 1989, p.35). Simply, this term means research in evaluation and even evaluation practice lacks the valuable insights that usually come from the qualitative treatment of data; the point is that qualitative data provides in-depth evidence of a situation or case.

4. Finally, *the fourth generation: Negotiation (1970s-to date)* was introduced in response to the perceived gaps and deficiencies in the three previous generations. Negotiation recognition was given to the stakeholders (i.e. persons involved in or affected by the evaluation) so that they could play equal roles "at all stages with the evaluator and the client" (*ibid.*, p. 46). This period can also be termed as the 'socialisation of evaluation' in which all those who were concerned with the issue of the evaluation process were consulted and involved in the process.

The third study from which this review draws is that of Worthen *et al.* (1997) who provided an account of the history of evaluation in relation to the United States of America. They divided the various stages of development of the discipline purely chronologically as follows:

1. 1800-1940

The 19th century was the century of reform in all aspects of social life in the USA particularly in the field of education, due to the overall effect caused by the industrial revolution. The 20th century witnessed the expansion of standardised achievement tests. This was characterised by the growing importance of tests as tools to assess the quality of a large school system. School accreditation agencies were established and more resources were made available to promote curriculum developments. During the 1930s, as Worthen *et al.* (1997) argued, "educators regarded measurement and evaluation as merely synonyms with the latter usually thought of as summarising student test performance and assigning grades" (p. 28). The early 1930s witnessed the emergence of

what came to be known later on as the Tylerian method of criterion-referenced testing; which was the viable alternative to norm-referenced testing, both were used as tools for assessing achievement of students.

2. 1940-1965

The movement of standardisation of tests and accreditation continued to develop in the forties especially under the demands of WWII to provide appropriate training programmes which would help the military personnel in such areas as decreasing their susceptibility to propaganda and increasing their morale. The 1950s and early 1960s also witnessed remarkable efforts to make use of the Tylerian approach. This meant that educators were to be taught how to formulate the objectives in clearly explicit and measurable terms in order to allow evaluation of the learning process to take place.

However, it should be noted that although standardisation of achievement tests flourished in the thirties and forties and up to the fifties as a means of evaluation, evaluation proper was largely impoverished. This can be explained in a number of ways, the most important of which relates to the unsuitability of concepts and techniques that were borrowed from social science research to be used in evaluation of school programmes. These concepts and techniques were suitable for the social science research context but not for educational evaluation of school programmes. Besides, there was the remarkable lack of a theoretical framework of evaluation research as distinct from the theoretical framework of social science research.

3. The Emergence of Modern Programme Evaluation

Towards the early 1960s, a new era of professional evaluation was looming on the horizon and the next decade witnessed the emergence of modern educational programme evaluation as an independent field of inquiry. In this period, new evaluation mandates were put in place and more emphasis was placed on evaluation processes. Also, professional associations began to stress the importance of evaluation and the US government invested significantly in the improvement of the educational system.

From the above three accounts of the historical development of educational programme evaluation in the USA we can see that on the whole the accounts were not fully in agreement on the characterisation and timing of the development of the discipline especially in the early part of its history. There is a considerable discrepancy over dates. For example, Madaus *et al.* (1986) claimed that the age of reform, namely 1800–1900, witnessed the early beginnings of educational programme evaluation. However, Guba

and Lincoln (1989) did not mention this stage at all and started their thematic historical account of the discipline by referring to the Age of Measurement which might correspond to the Age of Efficiency and Testing in Madaus *et al.*'s account. This period roughly corresponds to Worthen *et al.*'s (1997) second historical stage which began in 1800 and continued up to 1940.

However, Madaus *et al.*'s (1986) account seems to be more systematic in terms of its chronological ordering, and as a result it will be taken as a standard model in the following comparison between the three accounts. Madaus *et al.*'s approach begins with the 1800s to the 1900s which they characterise as the Age of Reform that pervaded all social services in general and educational programmes in particular. A good example of this reform in the USA was the introduction of written essay examinations in the Boston grammar schools in 1845 by Horace Mann and the Board of Education. Another example was the work of Joseph Rice (1897) who conducted a comparative study on the value of drill in spelling instruction across a number of school districts.

Table 3.1 shows a comparison between Madaus *et al.*'s first stage and the first stage in the other two studies. As can be seen from the table, there is a close correspondence between Madaus *et al.*'s account of this stage and that of Worthen *et al.* particularly in the theme they outline for this period. However, they disagree on the timing of the period. Guba and Lincoln do not recognise this period as part of the chronological history of evaluation because they start their account from the 1900s onward.

Table 3.1
The Age of Reform

Studies	Theme	Date
Madaus *et al.*	Age of Reform	1800-1900
Guba and Lincoln	---	---
Worthen *et al.*	Educational Reform	1800-1940

The second stage of historical development of educational programme evaluation in Madaus *et al.* (1986) is relatively more systematic than the other two accounts under review. We find that Madaus *et al.* (1986) considered this stage as the Age of Efficiency and Testing. This nicely corresponds to the first stage in Guba and Lincoln (1989) which they termed Measurement. It also corresponds to the second stage in Worthen *et al.* (1997) for which they discussed the issue of the rise of objective achievement testing in schools. The shift from reform to testing and measurement in this particular period of development of educational programme evaluation is attributed to

the rise in the use of achievement tests as instruments to evaluate the school performance and to hold educators accountable for the success or otherwise of the educational programmes. The studies conducted by Smith and Judd (1914) and Kendal (1915), which involved thirty to forty large school systems in completing comprehensive surveys on all phases of educational life, give a good illustration of this point (Madaus et al., 1986).

As can be seen from Table 3.2 there is some consistency between the three accounts especially in terms of the theme that dominated the historical period, although Worthen et al.'s took the period beyond the 1930s and well into the mid 1960s. This latter study

Table 3.2
Efficiency, Testing and Measurement

Studies	Theme	Date
Madaus et al	Efficiency and Testing	1900-1930
Guba and Lincoln	Measurement	1900-1930
Worthen et al	Achievement Testing	1940-1965

perhaps failed to pick up issues to the same depth as Madaus et al. and Guba and Lincoln.

The third stage was termed the Tylerian Age by Madaus et al. (1986). The name of this period derives from Tyler's innovative ideas of evaluation as a process of assessing objectives in relation to outcomes. Moreover, Smith and Tyler's eight-year study (1932-1940) was, according to Madaus et al. (ibid.), "the first and last large study of the differential effectiveness of various types of schooling" (p. 9), a landmark of this period. The period which Guba and Lincoln (1989) term as Description corresponds to Madaus et al.'s (1986) Tylerian Age because the main thrust of educational programme evaluation in these two periods was the description of the performance of various types of schooling. The evaluators, it seems, were not in a position to pass judgement or perhaps this was not an essential part of their task. This was in fact to characterise the next stage in Guba and Lincoln (1989). Worthen et al.'s (1997) third stage (1940 –1965) actually corresponds to two stages in Madaus et al. (1986) which were the Tylerian Age and the Age of Innocence.

According to Worthen et al. (1997) the early part of this period witnessed the application of the Tylerian approach which was concerned with "how to state the objectives in explicit, measurable terms and provide taxonomies of possible educational

objectives in the cognitive domain" (p. 30). Worthen *et al.* (1997) also mentioned that this period revealed the conceptual and methodological impoverishment of evaluation in which the major problems were the unsuitability of methodological frameworks, concepts and techniques which were imported from social science research into educational programme evaluation, in addition to inadequate designs and irrelevant reports. This corresponds to the Age of Innocence in Madaus *et al.* (1986). Table 3.3 shows a comparison between the three studies in relation to this period.

Table 3.3
Achievement Testing and Description

Studies	Theme	Date
Madaus *et al.*	The Tylerian Age	1930-1945
Guba and Lincoln	Description	1930-1950s
Worthen *et al.*	Achievement Testing	1940-1965

From the table, it can be seen that there is a general agreement between the three accounts outlined in the three studies. That is, the theme of achievement testing continued to be a major concern of educational evaluation whether in Madaus *et al.* (1986)'s Tylerian Age, in Guba and Lincoln's Description or Worthen *et al.*'s Achievement Testing. This observation is based on the fact that the Tylerian Approach was essentially an assessment approach by testing and the Age of Description, as Guba and Lincoln called it, was still based on measurement as one of its basic tools.

Madaus *et al.* (1986) termed the fourth stage of development of educational programme evaluation the Age of Innocence and, as we saw earlier, this corresponds to Guba and Lincoln's (1989) Description and to Worthen *et al.*'s (1997) third stage. This relatively long period of time, 1940-1965, covers almost three stages in Madaus *et al.*'s classification. These are the Tylerian Age, Innocence and Expansion. Table 3.4 below shows a comparison between the three accounts of the history of educational evaluation.

Table 3.4
The period of Innocence, Description and Achievement Testing

Studies	Theme	Date
Madaus *et al*	The Age of Innocence	1947-1957
Guba and Lincoln	Description	1930-1950s
Worthen *et al*	Achievement Testing	1940-1965

As can be seen from the table, Madaus *et al.* designated the period between 1947-1957 as the Age of Innocence in educational evaluation, whereas Guba and Lincoln (1989) and Worthen *et al.* (1997) still consider this period as continuation of measurement-

based description and achievement testing respectively.

Now if we move to Madaus *et al.*'s (1986) fifth stage 'the Age of Expansion 1958-1972', we will find that the shift from Innocence to Expansion is traced back to the Russian launch of Sputnik and the threat of technological competition that led the Americans to pour billions of dollars into massive projects in curriculum reform, which mandated equivalent efforts in evaluating these projects. A characteristic feature of this stage in the development of educational programme evaluation is that evaluation became judgmental due to the fact that there was a general tendency to hold people accountable and to pass judgements on the value and worth of educational programmes, thus corresponding to Guba and Lincoln's (1989) Judgement. The following table illustrates a comparison between the three accounts.

Table 3.5
The period of Expansion, Judgement and Modern Programme Evaluation

Studies	Theme	Date
Madaus *et al.*	The Age of Expansion	1958-1972
Guba and Lincoln	Judgement	1950s-1970s
Worthen *et al.*	Modern Programme Evaluation	1970s- present

The table above shows an agreement between the three accounts of the historical development of educational evaluation. It is the age of large-scale expansion of educational evaluation and the involvement of the government in obtaining judgmental decisions about certain educational programmes. For Worthen *et al.* (1997) this period witnessed the beginning of modern programme evaluation because, due to its reliance on description and judgement, it attained the status of an independent inquiry.

The last stage in Madaus *et al.* (1986) is the Age of Professionalism (1973- present). This stage was characterised by the fact that, as was mentioned earlier in this section, from 1973 educational programme evaluation began to appear as an independent discipline with its own departments in universities and its own journals and periodicals. Guba and Lincoln (1989) asserted that during this stage educational programme evaluation took a new turn which allowed the stakeholders to be involved effectively in the process of evaluation. Evaluation was no longer a process confined to evaluators and educators but a process that was basically carried out by students and others. In short this was the stage of 'socialisation' in evaluation. Table 3.6 illustrates the three accounts of this stage discussed so far.

Table 3.6
The Age of Professionalism, Negotiation and Modern Programme Evaluation

Studies	Theme	Date
Madaus *et al.*	The Age of Professionalism	1973-present
Guba and Lincoln	Negotiation	1970s-to date
Worthen *et al.*	Modern Programme Evaluation	1970-to present

As can be seen from the table above, there is evident agreement between the three accounts of the historical development of educational evaluation that the 1970s was the decade in which educational evaluation began to involve the society as a whole, and not only educators or evaluators, in the evaluation process. This view highlighted the breakthrough of the 1970s, and with this breakthrough educational evaluation acquired a wide-spread reputation and became an independent discipline.

Overall, from a chronological perspective, as stated earlier, Madaus *et al.*'s (1986) study seems to be the most precise in terms of the dates and justification provided. Guba and Lincoln's (1989) study is a good illustration of the development of educational programme evaluation from the point of view of the issues that the discipline was concerned with at each stage of its historical development. However, Worthen *et al.*'s (1997) study seems to be the most general account of the historical development of the discipline as it does not offer a precise characterisation of time periods and justification for these dates.

Having considered the development of educational programme evaluation in the USA the discussion will turn to the development of educational evaluation in the UK.

3.3.2.2 Educational Programme Evaluation in the UK

Perhaps the early forms of educational evaluation in the UK go back to the early 19th century when Civil Service examinations were introduced. Writing about these, Hamilton (1976) stated:

> To examine is to evaluate the performance of individuals. In doing so certain types of behaviour are awarded higher status than others ... Since the introduction of Civil Service examination in the 19th century, public forms of assessment have been an ever-present reminder of the penetration of values into the conduct of educational affairs.
>
> (p. 106)

School inspectors appeared first in 1833 when four inspectors were appointed by the government to examine the way in which schools for children operated (Clarke, 1999).

As Hamilton (1976) asserted:

> Parliament at Westminster voted a grant-in-aid of not more than 20 thousand pounds to those voluntary religious societies which organised elementary schooling at that time. Approval of this government expenditure came from two quite different sources: from radicals who believed in the extension of education, and from conservatives who saw education as a means of welding together and stabilising an increasingly divided society.
>
> (p. 111)

Hamilton (*ibid.*) further contended that this was the first government spending on education and in 1839 this led to the appointment of inspectors to assess 'the method of instruction' in schools sponsored by the government. This was the date when HMI was founded (Clarke, 1999).

Hamilton (1976) maintained that in 1858 the Newcastle Commission was established with the aim of inquiring into the matter of the complaints that tax payers' money was being squandered on non-essentials or unnecessary schooling (p. 111). Moreover, Finch (1986) asserted that around the same time, "the Newcastle Commission, ... which was the first national commission concerned entirely with education, undertook extensive statistical studies with a view to establishing the adequacy or deficiency of educational provision". (p. 18). Clarke (1999) maintained that in 1870, when the Education Act introduced compulsory elementary education, "local school boards began to employ their own inspectors who operated alongside those appointed by HMI" (p. 162).

Hamilton (1976) suggested that "during the first two decades of this century, education policy was based on the idea that only certain kinds of minds would benefit from secondary education. Psychologists were commissioned to produce tests which could identify this cerebral attribute" (p. 107). However, there was a remarkable shift after WWII from this elite ideology and a more realistic and humane approach was adopted in the educational policies.

Wilcox (1992) argued that "since the second world war there had been a move away from the most familiar HMI activities, the full inspection" (p. 24). After World War II, evaluation in the UK focused on the initial teaching of the alphabet and curriculum development efforts, especially in science and technology, both as a basis for manpower planning and as a remedy for the persistence of poverty (Norris, 1990). In the early 1960s, for example, the Nuffield Foundation funded science curriculum projects, and the Schools Council, a professional education group founded by the government,

sponsored a team approach to curriculum innovation, with evaluators attached to the teams as independent observers of the programme. Thus, evaluation was closely related to curriculum development (Wilcox, 1992).

During the 1950s and 1960s, the influence of HMI was, perhaps, at its lowest point and in 1968 a select committee recommended that full inspections should cease and the number of HM inspectors be reduced. However, this was the time when the educational consensus which had lasted from the post-war period began increasingly to fall away. The 1970s were marked by an accelerating disquiet about the state of the public education system, by financial crises and cutbacks in education, and by the emergence of educational accountability as a key issue (*ibid.*).

Wilcox (*ibid.*) wrote: "The importance of HMI and its inspection activities was unequivocally endorsed by the Rayner Committee, the most recent of the periodic attempts over the years to review the inspectorate's role" (p. 24). The writer further argued that:

> in the Rayner Committee's view, throughout the history of HMI, inspection has been deemed to contain three principal functions:
>
> ▫ checking on the use of public funds;
> ▫ provision of information to central government;
> ▫ provision of advice to those responsible for running educational establishments.
>
> (pp. 25-26)

The role of HMI is clearly emphasised in this thesis due to the fact that HMI had represented the role of educational evaluation in the UK since its inception until the newly established Office for Standards in Education (OFSTED) took over the role of educational evaluation in the UK.

Wilcox (1992) held that "although the majority of Local Education Authorities LEAs schemes appeared to have been influenced by a management-by-objectives approach the details of the assumptions underlying their construction had not been made explicit" (p. 53). As he stated:

> The schemes tended to reflect the unstated assumptions of LEA officers and advisors about what constitutes quality in education. This lack of rationale arose in part from the fact that, although a great deal has been written on educational evaluation in recent years, much of it is concerned with the evaluation of curriculum innovations. While Shipman (1979), for example, has provided some useful practical guidance on evaluating a school as a whole, there is still surprisingly little in the educational literature concerned with the theory of institutional self-evaluation.
>
> (p. 53)

The School Council, which came in to being in 1964, partly as a solution to the political problems caused by the creation of a Curriculum Study Group at the Ministry of Education, established evaluation as a familiar feature of curriculum development. Shortly after its formation, the Council had set up an Evaluation Advisory Committee under the chairmanship of Professor Kerr, who was concerned that evaluation might be limited to the measurement of project outcomes. He maintained that curriculum evaluation should be more than a means of describing outcomes; it should be an integral and built-in part of the process of curriculum construction. Evaluation, therefore, is to be thought of as "the collection and use of information to make decisions about an education programme at *all* stages of its development" (Clift [undated], *Policy on Evaluation*, quoted in Norris, 1990, p.33). Kerr delineated three 'decision areas' driving the process of curriculum construction to which evaluation could contribute:

1. decisions about the content of courses and the methods by which they should be taught

2. decisions about pupils' needs and achievements

3. decisions about the training of teachers.

Probably one well-known case relevant to educational evaluation in the UK occurred in 1972 when Margaret Thatcher was Secretary of State for Education and Science. She launched the National Development Programme in Computer-Assisted Learning, the purpose of which, according to Hooper (1977), was to "develop and secure the assimilation of computer assisted and computer managed learning on a regular basis at a reasonable cost" (cited in Norris, 1990, p. 59). Education and financial evaluation were an integral part of the project. The evaluators, however, ran into difficulty with the programme's governing board because the evaluators insisted on evaluating all aspects of the programme, including management, rather than simply reporting on individual projects to the management committee.

Wilcox (1992) maintained that "inspection is an example of a method of evaluation which is surprisingly poorly documented" (p. 9) and further argued that there were probably several reasons for this neglect. These were as follows:

1. much of the literature on evaluation comes from the USA because inspection is not a characteristic of the public education system. Evaluation in the USA is largely carried out by external evaluators designated to funded programmes.

2. most contributors to evaluation have been academics and educational researchers who may not have identified the work of inspectors as falling within what they

perceived as the canonical principles of evaluation.

3. the reports by Her Majesty's Inspectorate (HMI) have become available for public scrutiny only since 1983.

Wilcox (1992) highlighted the importance of evaluation and contended that:

> [It] has increasingly been seen as an essential part of the process of managing the education service. Government policy throughout the previous decade has tended to regard the problems of education as amenable to solution by the use of better management techniques. Evaluation and its mirror image of accountability are to be two of the principle mechanisms for ensuring that the education service meets the criteria of the 3 Es – *efficiency, economy* and *effectiveness*.
>
> (pp. 17-18)

He went on to suggest that three forms of evaluation have been in use in the UK since the 19th century. The first is 'external evaluation'. The second is 'self-evaluation' and the third is 'performance indicators'. External evaluation is the type of evaluation carried out by outsiders. According to Clarke (1999) "inspectors can be linked to qualitative researchers entering natural field settings, such as schools, as non-participant observers" (p. 161). This type of external evaluation has been carried out in the UK by HMI.

The second type of evaluation is the self-evaluation approach, which was developed by LEAs from the late 1970s onwards (Wilcox, *ibid.*). This concerned the involvement of head teachers and senior staff in the school in the evaluation process. The situation later on developed to involve teachers in this process. A checklist procedure and a large number of questions covering the main aspects of a school's organisation activities were used to carry out the evaluation process. According to Wilcox (1992) "one of the characteristics of most LEAs checklists was that they attempted to cover a full range of a school's education provision" (p. 53). Fitz-Gibbon set up a research project initially called COMBSE (Confidential Measurement-Based Self-Evaluation) the aim of which was to allow this type of self-evaluation by the schools taking part in it. That is to say, evaluation was an integral part of the research project (Elsom & Fitz-Gibbon, 1991; Fitz-Gibbon 1996).

Hopkins and Vickers (1986) undertook a study in the UK to analyse process consultation in school self-evaluation (process consultation, it should be noted, refers here to the skills training associated with growth and development within the school context). Their main impetus was to ensure that all schools were involved in

developmental tasks and they believed that this could be achieved by evaluation. They stated:

> Our concern here is with school self evaluation as a means of developing competence within a school staff for problem solving and action planning.
>
> (p. 116)

The third type of evaluation prevalent in the UK is the use of 'performance indicators'. According to Fitz-Gibbon (1996) a performance indicator is "an item of information collected at regular intervals to track the performance of a system" (p: 5) In a previous work (1994) she considered the question:

> Is it possible to evaluate schools? Yes, to a degree. If you are willing to attribute to schools the responsibility for their residuals (measures of relative pupil progress) then numerical measures can be developed within a framework of fair, curriculum-embedded examination. Whole-school indicators are then available.
>
> (p. 12)

Here Fitz-Gibbon viewed evaluation as an effective way of understanding the whole school situation and perceived that performance indicators are actually the result of examinations. Then at a later stage the numerical measures of curriculum-embedded examination would be the basis of a wider assessment and a more comprehensive evaluation approach. This would incorporate the numerical measures of examinations into an integrated approach that accounted for all factors influencing the school performance.

Wilcox (1992) suggested that this type of evaluation was derived from an "*input-process-output* model of organisations" (p. 67) which means that the indicators of performance are judged in terms of the amount of resources as *input*, the amount of educational activities as *process* and the achievement of the school as *output*.

3.3.2.2.1. A Comparative Account of the History of Educational Programme Evaluation in the USA and the UK

From the above review of the history of educational programme evaluation in the UK and the USA, it can be observed that one general feature of such evaluation in both the USA and the UK is that it is deeply rooted in the modern history of both countries. Formal evaluation began in both countries around the early 19th century. As is suggested by Madaus *et al.* (1986), "it was a period marked by continued but often drawn out attempts to reform educational and social programs and agencies in both Great Britain and the United States" (p. 4). Furthermore, Hamilton (1976) argued that the two

movements, i.e. 'the payment by result' and 'the accountability movement' which were common in the UK and the USA respectively have much in common: "Above all, both demonstrate the social significance of evaluation" (p. 106).

However, there are certain features that are specific to evaluation in each of the two countries. For example, one characteristic of educational programme evaluation in the USA is that it came as a natural response to large-scale social action programmes. This covered areas beyond education and included social ogranisations such as those of health and social care. If this is compared to the evaluation community in the UK, which sprang from the curriculum reform movement, it can be said that evaluation in the UK "was very small indeed" (Norris, 1990, p. 38).

A characteristic feature of evaluation in the USA is that it has been carried out by external private non-governmental evaluators. In the UK by contrast, evaluation has been conducted by external but governmental organisations such as HMI and OFSTED. The fact that evaluation in the USA is external (private) has certain advantages. For example, one of the main advantages of the evaluation of independent non-governmental agencies is that they will be under less pressure from the government and will be able to produce a more objective report of the evaluation process than if the evaluator is part of the government. The situation in the UK is that these evaluation agencies are part of the government system and thus will be obliged to maintain the interests of the government, for example, by concealing defects of certain government departments.

Another characteristic of evaluation in the USA is that it may be more geared towards improvement[6] whereas in the UK it is more geared towards accountability. Although the early stages of evaluation in America were also focused on accountability it seems that there has been a remarkable shift in modern evaluation in America towards improvement as a major aim of evaluation studies. Educational programme evaluation in the UK is characterised by the focus on accountability. As was seen in the historical review above, much of the research in evaluation in the UK is oriented towards identifying who is responsible for the success or otherwise of a particular educational

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[6] Evidence on this particular aspect seems to be rather lacking. The point was intuitively felt by the researcher as a result of the readings on evaluation in America and was validated by a personal contact with Dr. Fitz-Gibbon. However, one should recall in support of this argument the huge evaluation project which the American government launched in the late 1950s which came after the successful mission of the Russian Sputnik. The evaluation programme, which attained massive federal support aimed to improve the curriculum and there was no mention of accountability at that particular period of time.

programme. This is due to the fact that the governmental agencies concerned with evaluation are more interested to see where and how the money given by the government to Local Education Authorities (LEAs) is spent. This is also coupled with complaints about the level of education by tax payers who hold the government and the local educational authorities accountable for the educational conditions.

Another distinctive feature of evaluation in America is that it has a long history in academia since it acquired wide currency among several universities in America. Bulmer (1978) argues that evaluation in America developed with a strong university base whereas in the UK the opposite was the case. This is perhaps because in America the universities were open to the social sciences, while government policies in this regard were rather weak. In the UK, the government was open to social welfare issues whereas the academic circles remained closed to social scientists (*ibid.*). In this connection, Sharpe (1978) maintains that "the social sciences as a whole have a higher status as academic disciplines in the United States than they do in Britain and they have been firmly established as such for a longer period" (p. 304).

Similarly, Madaus *et al.* (1986) stated that in America:

> Many universities have begun to offer at least one course in evaluation methodology (as distinct from research methodology); a few universities – such as the University of Illinois, Stanford University, Boston College, UCLA, the University of Minnesota, and Western Michigan University – have developed graduate programs in evaluation. Nova University was perhaps the first to require an evaluation course in a doctoral program.
> (pp. 15-16)

By contrast in the UK this academic profile seems to be absent and evaluation has remained for a long time confined to specialised institutions such as HMI and OFSTED. For example, the inspectors of OFSTED are not generally trained in university evaluation programmes; rather, as Clarke (1999) asserts, "they receive one-week's training and are then assessed through an attachment to a full school inspection" (p. 167).

The shift outlined in the western models due to a variety of political reasons evident in 1970s and resulting in an era of professionalisation, negotiation and accountability creates an interesting comparison to those developments in Qatar. The situation in Qatar has not mirrored the same extent of development as that shown in the USA and the UK, in that while some evaluation was being conducted it was on a more "descriptive" stage. Significantly, this has to exist in the pervading cultural and religious context which

demands "conservatism" regarding programme evaluation. Therefore, the more inclusive and democratic model of educational evaluation that this study adopts makes it original within Qatar and the Arab World.

This section has dealt mainly with the historical development of educational programme evaluation in the UK and the USA. The next section is concerned with studies carried out in the area of educational programme evaluation.

3.4 Educational Programme Evaluation Studies in General

This section addresses the studies carried out in the areas of educational programme evaluation in general and of physical education in particular. The discussion of each of these two areas will be conducted from an international and a regional (Arab World) perspective. The rationale behind this is that historically, educational programme evaluation first originated in the USA and the UK but in modern times it has become a world wide phenomenon.

3.4.1 The International Perspective

A review of the relevant literature evidences that many research studies have been conducted on the effectiveness of initial teacher training programmes. This section will consider a series of studies in educational evaluation conducted between 1975- 1995. McQueen's (1975) evaluation of the under-graduate programmes in secondary mathematics at Auburn University, USA, was concerned with students who graduated from the programme between 1969-1974. The purpose of the study was to determine the graduates' perceptions of the level of effectiveness of the programme. The result of the study indicated that at graduation, the students felt competent in the mathematics content but were unable to relate this knowledge to the secondary curriculum. The graduates felt deficient in classroom management skills and rated the teaching experience as the most important aspect of the programme. They recommended more training in methods of teaching, more actual classroom teaching experience, and more exposure to typical classroom situations.

Bornstein (1978) conducted a study to find out the effectiveness of the Michigan State University teacher education programmes in the United States. He used three different instruments to collect the data including the questionnaire and the interview. The respondents were made up of 236 supervisors and 539 graduates. Among the general findings were that: 1) supervisors and graduates generally agreed on the importance of

11 specified teaching skills; 2) both supervisors and graduates did not agree about the graduate level of performance, and 3) supervisors' rating of graduates performance of specified teaching skills did not differentiate among graduates from different programmes.

Brown (1980) surveyed 263 students who graduated from the education programmes at Northwestern State University of Louisiana. The result of the study indicated that the graduates felt that the programme had improved them academically and professionally, and had adequately prepared them to teach in the area of the programme in which they had studied. Faculty advice was rated by the students as valuable in aiding them to complete a degree. Coursework and the faculty were considered strengths of the programme, and the programme itself was considered adequate. Student teaching was viewed the single most valued learning experience in the programme. The students felt that the programme did not adequately prepare them to teach reading skills or to deal with exceptional children in the classroom.

Flowers (1980) designed a questionnaire to measure teachers' satisfaction with their professional training in five areas: 1) personal development, 2) general curriculum, 3) professional skills, 4) knowledge of teaching materials, and 5) sociological foundation. Teachers who had participated in competency-based teacher education programmes noted that they were better prepared than those teachers who attended conventional teacher education programmes.

In a study conducted at the University of Southern Mississippi, Kramer (1982) surveyed the 1978-1981 graduates of the elementary and secondary initial teacher education programme. The study examined the extent to which the graduates felt the programme prepared them to work in the teaching profession. The findings of the study indicated that, while the graduates were generally satisfied with their respective programmes, they did consider that certain required educational foundation courses were unnecessary and that a course in classroom management should have been included. A recommendation was made to implement a regular follow-up evaluation of the programmes, with the information gained being used to modify and improve the course.

Kelley (1983) undertook a follow-up study of the graduates of the professional education programmes of the College of Education at the University of Arkansas, using the 1,041 students who graduated from the programme between 1977 and 1980 as

participants. The purpose of the study was to assess the graduates' perceptions of the effectiveness of the programme. The outcome was that while the graduates were generally satisfied with the student teaching experience, over half of them indicated some dissatisfaction with the curriculum.

Sefzik (1983) conducted a study which examined the effectiveness of teacher preparation programmes in six areas of competency as perceived by elementary school teachers in Texas during their first three years of teaching. The six areas of competency were: 1) classroom discipline, 2) teaching specific subjects, 3) student evaluation, 4) teaching methods and strategies, 5) human relations skills, and 6) teaching special students.

The variables used were age, grade level assignment, years of teaching experience, and school district location. The sample contained 390 elementary teachers from two hundred randomly-selected elementary schools in Texas. The participating teachers completed and returned the survey instruments. The major findings were as follows:

1. elementary teachers in Texas considered the effectiveness of their preparation in the area of classroom discipline as being moderate.

2. the effectiveness of their preparation in teaching Reading, Mathematics, and Language Arts was rated as being high but that of their preparation in Science, Social Studies, Art, Physical Education, and Music as moderate. Significant differences were found in the variables of age, grade level assignment, and school district location.

3. the effectiveness of their preparation in the area of student evaluation was rated as being moderate. Significant differences were discovered in the variables of age, years of teaching experience, and school district location.

4. the effectiveness of their preparation in the area of teaching methods and strategies was rated as being high. Significant differences were noted in the variables of age, grade level assignment, years of teaching experience, and school district location.

5. the effectiveness of their preparation in the area of human relations skills was rated as being moderate. Significant differences were found in the variables of age, years of teaching experience, and school district location.

6. the effectiveness of their preparation in the area of teaching special students was rated as being moderate. Significant differences were noted in the variables of age, grade level assignment, years of teaching experience, and school district location (Sefzik, 1983).

The Pooumpai (1985) survey on the effectiveness of the initial teacher preparation programme at Mississippi State University revealed that the 104 individuals who graduated from this programme between 1971 and 1984 felt that they were adequately prepared to teach in schools. When the graduates were questioned about their perceptions of the programme's ability to prepare students to be secondary school teachers, the graduates indicated that they felt most secure in their knowledge of their subject matter but less secure in their knowledge of the process skills needed for implementation of inquiry models for teaching. It was recommended that more emphasis be placed on methodology courses. A significant correlation was found between the number of credit hours graduates had obtained and the graduates' self-perceived teaching competencies. Recommendations were made for adding courses in classroom management, cultural subjects, and techniques for developing inquiry skills for the secondary students.

Moore (1995) conducted a study using a questionnaire, consisting of five responses on the Likert scale, to determine teachers' perceptions of their first year of teaching based on their professional programme. The questionnaire was sent to 63 beginning teachers who had graduated from Livingston University in the United States; 29 questionnaires were returned to the researcher. Results of the study indicated that beginning teachers perceived themselves as prepared to an above average level by their professional programme of study. However, preparation in music, health and physical education, interpretation and use of standardised test scores, and management of specific behaviour problems in the classroom were the four areas ranked lowest by the respondents. Graduates also indicated a need for follow-up assistance from the professional institution. Communication and continued support were cited, as the most needed follow-up. The main recommendations were as follows:

1. a comprehensive study should be undertaken that involves and integrates areas of training beginning teaching, and school settings;

2. a longitudinal study of graduates over a 3 to 5 year period should be carried out. This study could determine more definite strengths and weaknesses of the pre-service programme; and

3. comparison studies need to be done with follow-up studies of other initial teacher education programmes. These studies could include pre-service institutions that have instituted induction assistance programmes.

Perhaps the shortcoming of this study lies in that the returned questionnaire rate which

was less than 50%. This makes the findings and the results difficult to generalise. This defect could have been remedied if the researcher had used the interview technique along with the questionnaire to collect in-depth data, given the fact that the population was quite small and an interview would have been even more suitable than the questionnaire.

The studies reviewed highlight three main points which are relevant to the current thesis. These are that:

1. students considered the teaching practice and the learning of teaching skills as the most important aspect of the whole teaching programme and they showed keen interest in being able to relate theory to practice,

2. the studies focused on students' perceptions and attitudes and feelings of satisfaction or otherwise towards the preparation programme, and

3. the studies agreed that regular follow up should be an important part of the curriculum.

For example, McQueen (1975), Brown (1980), Kramer (1982), Kelly (1983) and Pooumpai (1985) reported students' failure to relate academic knowledge to professional knowledge and teaching skills. The informants in these studies rated the teaching experience as the most important aspect of the programme. This strongly suggests that a teacher preparation programme must focus on this practical aspect and relate theory to practice because the ultimate aim of the programme is to prepare teachers who can function properly in the target context, which is the classroom. Studies by Brown (1980), Kelly (1983) and Pooumpai (1985) showed that student teachers were satisfied with teaching experience, which again shows that student teachers highly value this aspect of the course. Kramer's (1982) and Moore's (1995) studies highlighted the notion of follow-up as an essential component of the programme. The idea of follow-up is paramount because if the performance of teachers in schools is not assessed after they graduate, knowledge of the target situation requirements will be seriously impaired, and consequently, an important dimension in the evaluation process will be missed.

3.4.2 The Regional Perspective (the Arab World)

This section deals with studies in educational programme evaluation which were carried out on a regional level (i.e. within the Arab World). It will consider a series of studies in educational evaluation conducted between 1978-1984.

Al-Ahmad (1978) conducted a study using questionnaires to evaluate the quality of

initial teacher preparation programmes at Kuwait University as perceived by 221 graduates. All graduates rated their preparation in the 'audiovisual' course as good to excellent, and rated their preparation in 'foundation of education, curriculum and development of education thought' as below average or of little value. It was recommended that professional courses in education be evaluated in terms of whether they were actually providing prospective teachers with the competencies they needed to enable them to function effectively in the school.

A further study based on Kuwait University was undertaken by Badran and Deeb (1980) to evaluate the initial teacher education programme in the education department. They employed two questionnaires, one for graduates and another for the supervisors and principals, which used a 3 point Likert scale with responses ranging from 'very little' to 'very much' in the graduates' questionnaires and the same responses ranging from 'good' to 'very good' for the supervisors and principals' questionnaires. The findings revealed that the graduates were generally satisfied with the programme, especially in the area of teaching practice, even though they believed that the time allocation for teaching practice was limited. Also, the graduates found some difficulties during teaching practice regarding the school administrators, supervisors and choice of schools.

The graduates found that the lecture was the most often used teaching style in the programme. Supervisors and the principals perceived the graduates as very good in their teaching jobs. The researchers concluded their study by indicating that the education department at Kuwait University was very effective judging from the graduates', supervisors' and principals' perceptions.

Razik (1981) evaluated the Faculty of Education at Qatar University to check the effectiveness and weakness of the programmes. He used questionnaire and interview instruments to evaluate the programmes. The questionnaires were distributed to faculty members, graduates, and students, and an open-ended questionnaire was used with samples of these groups.

The findings indicated that the faculty members felt that the overall initial teacher education programme was not effective and there should be more time allocation for professional courses. Also, they indicated that there should be more communication and interaction between the various departments of the Faculty of Education. In addition, they insisted that the programme should relate all courses, which were in the

programme, to the real life of the graduates. Finally, faculty members indicated that there should be more concentration on teaching skills and teaching methodologies especially prior to teaching practice.

The students and graduates agreed with faculty members' that there should be an increase in time allocation for professional courses. The participants indicated that the university required courses were good in the teachers' overall preparation. However, they were not satisfied with the educational (faculty) required courses. They also indicated that the lecture was the most common teaching style in the programme.

The researcher concluded his study with the following recommendations that:

1. the programme should reconsider the required educational courses;
2. the programme should conduct more research in the area of teaching practice; and
3. there should be a continuous evaluation of the programme.

A second study undertaken by Hajaj and Alshaikh (1984) at Qatar University used four responses on a Likert Scale survey questionnaire to examine the effectiveness of the initial teacher preparation programme at the university as perceived by 39 faculty staff (male), 103 graduates (male and female), who graduated between 1977-1981, and 113 final year students (male and female), who were about to finish their teaching practice. The following major findings were noted:

1. all groups agreed that the objectives of the programme were very important for teacher preparation.
2. the faculty members, the graduates, and the students agreed that the total credit hours for preparing teachers were appropriate.
3. 72% of the faculty, 50% of graduates, and 61 % of final year students agreed upon the appropriateness of university requirements.
4. 85% of the faculty, 60% of the graduates, and 65% of the final year students agreed upon the appropriateness of the faculty requirements.
5. 44% of the faculty, 53% of graduates, and 41 % of final year students agreed upon the appropriateness of the professional requirements.
6. all groups agreed that the overall level of the graduates was average.
7. regarding the teaching practice, all groups agreed that the teaching practice was very effective and the most important part in the programme but the time allocation for teaching practice was not enough.
8. all groups agreed that the lecture was the most useable teaching style, the essay

question was the most common type of assessment to evaluate the students'
performance and there was a discrepancy between teaching methods advocated by
staff members and teaching practice supervisors.

Their recommendations were as follows:

1. there should be more time for teaching practice courses;

2. students should be trained in a 'micro session' before going into real teaching;

3. there should be a continuous evaluation of the programme to check its
   effectiveness; and

4. the programme should support the communication and relationship between
   the university and the Ministry of Education and Higher Education.

While there were many international studies concerning the evaluation of education in
general, from which the researcher could select those most relevant to this thesis, as far
as the regional level is concerned, there is a comparative scarcity of this kind study.
This reflects the fact that evaluation studies are largely neglected in the Arab World,
and this in turn explains one of the reasons behind the many difficulties faced there by
educational programmes.

Nevertheless, it can be concluded from these few studies that educational evaluation is
important in order to provide policy makers and stakeholders with sufficient
information on which to base their judgement and take a particular course of action in
improving educational programmes. The studies reviewed so far generally point to the
notion of effective teacher training programmes. The studies established that the better
the teachers' training in education departments, the better their performance in schools.
These studies also highlight the fact that practical experience is crucial to the
development of the teaching skills of these teacher trainees.

It can be seen from the studies reviewed that there is consistent emphasis on involving
students, graduates (teachers), faculties and supervisors in the evaluation process. This
reflects the fact that evaluation should not be limited to one party involved in the
educational process. In fact, educational programme evaluation should be as
comprehensive as possible to account for the views of all the parties involved. The
majority of studies reviewed above used the questionnaire as a data collection
technique. This is not surprising in view of the fact that the aim of these studies was to
review large numbers of educationalists and it was usually through questionnaires that

these opinions and views could be better categorised. This study intends to examine fundamental issues in a given educational programme, keeping in mind that educational evaluation should include all those involved in the educational process.

3.5 Educational Programme Evaluation Studies in Physical Education

This section is concerned with the studies which have been carried out to evaluate physical education programmes. It concentrates on the evaluation of PEITTP from an international perspective and goes on to review studies which have been carried out in the Arab World regarding the evaluation of physical education programmes.

3.5.1 The International Perspective

Physical education initial teacher training programmes, like other aspects of education, need evaluating. In view of the fact that physical education teachers can play an important role in our society, it is only common sense to assert that the programme of professional preparation of these teachers must be of a high quality. Siedentop (1991) stated that the quality of education begins with the quality of teachers, who themselves are products of professional education preparation programmes. Phillips (1983) argued that physical education programmes are part of professional preparation, and their future will be determined by their quality. Without periodic and systematic evaluation, it is difficult to determine the effectiveness of the teacher preparation programme in physical education. There are many studies evaluating physical education programmes in different countries around the world. Selected studies undertaken between 1971-1998 will be reviewed below.

Clark (1971) carried out one of the earliest studies which concerned the evaluation of PEITTP based on the opinions of graduates. The purpose of this study was to investigate the opinions and professional status of 1960-1970 graduates from the women's physical education professional programme at the University of Iowa in the United States. A questionnaire was sent to 299 graduates. The findings indicated that basketball and volleyball courses were those most commonly selected by the majority of respondents. Graduates rated 'quality of instruction' and 'irrelevant course material' as the main weaknesses of the programme.

Two points in Clark's study are worthy of consideration here. First, the study focuses on female graduates only, therefore, this renders the findings generalisable really only to the same female population. Secondly, the finding which stated that basketball and

volleyball were the courses most selected by the majority of respondents is to a great extent dependent on the culture and dominant sports in that society and should be recognised as such. For example basketball and volleyball in the USA are popular among women, the two sports attained a higher rate among the respondents. However, if the study had included male graduates, the results might have been different.

The second point is that the study employed one method only. This would generally indicate that the findings of the study are lacking in reliability because the respondents' views and opinions were not validated and cross-checked using another research method.

To determine the strengths and weaknesses of the professional preparation programme in physical education at Towson State University in the United States, as perceived by its graduates, McDonald (1978) constructed a questionnaire to be used as the principal research instrument. Three hundred and sixty-nine graduates indicated that a diverse faculty was available for the undergraduates. Graduates expressed concern as to the relevance of the theory courses to the realities of the classroom. The graduates felt that this concern could be remedied by involving the students in the teaching process earlier in their college years. Other findings included improvement of advice and guidance procedures and development of a departmental placement service for undergraduates.

Phillips (1983) undertook a further study in the USA to evaluate the professional preparation programme of the Physical Education Department at Missouri Southern State College. A survey questionnaire, a revised version of that originally developed by McDonald (1978), was used in order to determine the effectiveness of the programme and to solicit recommendations for curriculum revisions. Additionally, it was to identify the professional status of the graduates of that programme during the years 1969 to 1982. 168 of the 278 graduates responded to the questionnaire. Recommendations made for improving the physical education programme included:
1. development of a wider range of skills;
2. development of workshops in diverse areas of the curriculum;
3. modification of special courses;
4. improvement of the intramural programme;
5. inclusion of more writing and research;
6. development of a programme to stimulate interest in graduate school;
7. establishment of graduate society;

8. maintenance of close contact with the graduates; and

9. development and publication of a departmental newsletter.

A further study by Gilbert (1985) investigated the adequacy and/ or inadequacy of the professional preparation programme in health and physical education at the University of Arkansas at Monticello as perceived by its graduates. It was also to determine the status of the graduates of that programme during the years 1975 to 1984. The main focus of the study was to collect information in order to formulate conclusions and recommendations related to the evaluation of the professional preparation programme for those majoring in health and physical education. Data was collected by means of a mail questionnaire, modified from an instrument developed by McDonald (1978). The responses of 177 graduates indicated that the overall preparation programme in health and physical education at the University of Arkansas was adequate in preparing graduates for teaching. Among the various aspects of the instructional process which graduates considered most satisfactory were the student-faculty relationship, and the overall quality of instruction. Areas that graduates considered to have the least strengths in the preparation programme included the facilities and equipment of the department, assistance in finding employment, and counselling for course selection. Graduates also indicated that theory classes needed to better prepare students for the realities of the classroom and coaching. In some areas, data had shown that graduates were not satisfied and improvement needed to be made. However, 93.3% of the graduates stated they would recommend the University of Arkansas at Monticello's health and physical education programmes to a friend.

McDonald's (1978), Philips' (1983) and Gilbert's (1985) studies suffer from two major shortcomings which are worthy of mention here. The first is that the studies limited their scope to investigate the views of graduates only therefore giving one point of view. Secondly, as in Clark's study (1971) above, McDonald's, Philips' and Gilbert studies used only one research instrument which was the questionnaire.

Uwa's (1987) study aimed to examine the health education programmes for undergraduates and graduates in all Nigerian universities awarding combined degrees in health and physical education, by looking at variables such as faculty, programme, students, field experience, and teaching resources. It also aimed to prepare guidelines for appropriate programme development and changes for all health education professional preparation programmes in the Nigerian universities. All Nigerian

universities which offered combined degree programmes in health and physical education were included in the study. Data were collected through university catalogues, bulletins, course schedules, and both interviews and questionnaires used with the heads or designated members of the departments. Some general conclusions were made by analysing the results in relation to the questions investigated. It was indicated that physical and health education preparation programmes in Nigerian universities were a long way from meeting the recommended or acceptable guidelines in developed countries such as USA. Students were not given as much opportunity to teach health education as they were to teach physical education during their field experience or student practical teaching. Recommendations for the improvement of the programme included the following:

1. well-qualified health education teachers should be hired to handle the health courses;

2. a periodical evaluation of faculty performances should take place using multiple sources;

3. students should be assessed in appraising health education employment opportunities; and

4. there was a need for the outcomes of research and evaluations of the programmes to be used to modify and revise the programmes.

Uwa's study used a variety of data collection techniques, which is considered to render the findings more reliable and more valid than those in the studies reviewed above. However, Uwa's study ignored the most important element in the evaluation of educational programmes, which is the students. Uwa's study collected data about students from heads or designated members of departments but not directly from students themselves.

Oatman (1988) investigated the perceptions of the 1985-1986 physical education graduates of the five regional state universities in Missouri with regard to the overall quality of their physical education initial teacher education programmes and the teaching of specific classroom discipline or management techniques. Questionnaires were sent to 241 graduates who rated their overall preparation in subject mastery and effectiveness of the teaching as good, while the area of specific discipline and management techniques was rated as significantly lower. However, Oatman's study shared the shortcomings which were identified for McDonald's, Philips' and Gilbert's studies reviewed earlier: it used only one data collection technique, i.e. the questionnaire, and collected data from graduates only.

Taylor (1990) conducted a follow-up study of the former students of the undergraduate and graduate physical education programmes at Texas A&M University. Taylor's study aimed to utilise the information gained from a student survey to determine students' opinions regarding selected aspects of the undergraduate and graduate physical education programmes. It also aimed to develop a model for continuous evaluation of a department of physical education within a college of education. Data were collected in the form of three questionnaires which were analysed using Statistical Analysis System computer programmes. The data indicated that:

1. undergraduate students were likely to have positive feelings regarding the quality of the faculty, the availability of programme counselling, academic advising, career counselling, instructional equipment, instructional facilities, and the overall effectiveness of the programme.

2. 88% of the undergraduate respondents stated that they would recommend the undergraduate programme in physical education at A&M University to others.

Foraker (1995) evaluated the physical education programme in the State of Iowa. He investigated the perception of physical education teachers, school principals, and superintendents toward selected programme issues, curricula, and future emphases for the physical education programme. Questionnaires were returned by 111 principals and 106 teachers. Some of the general conclusions were that: 1) more attention should be given to different teaching styles for use in physical education, 2) more time should be devoted to student teaching practice, and 3) there should be an opportunity for a great variety of activities in the physical education programme to meet the interests and needs of different students.

Chang (1995) intended to explore college students' perceptions and levels of satisfaction with the current physical education programme in Taiwan in order to provide student input into the debate concerning the question of physical education as a required or an elective course. The data were collected by means of a questionnaire which was distributed to ten colleges and universities in Taiwan with a response rate of 1,182. The researcher analysed data in five categories: students' perceptions and levels of satisfaction with the current physical education curriculum, the quality of instruction, the course evaluation approach, the interest-selection system, and the leisure activity instruction offered in the courses. Findings were as follows:

1. students were not satisfied with the current physical education course content, the school facilities or the class schedules.

2. students were satisfied with physical education instruction, but called for improvement in instructional methods and content.

3. the evaluation methods used were perceived to be unsatisfactory and needed revising.

4. the current interest-selection system was only partly satisfactory, as respondents suggested that more activities should be offered. Also, students stated that they would like to establish lifetime leisure activities in their college years and felt that the current physical education curriculum, with sufficient improvement, could help to accomplish this objective.

Taylor's (1990) and Chang's (1995) studies restricted their scope to collecting data only from students, neglecting all other people involved in the programme. At the same time, these studies used only one research technique, which was the questionnaire and this, as discussed earlier, is not always sufficient. Foraker's (1995) study shares this shortcoming with the other studies discussed so far, and while it addressed a variety of people involved in the programme, it neglected the opinions of the students, which renders the findings weak.

Xiang (1996) investigated the methods of professional preparation of physical education teachers in the United States and China and aimed to provide recommendations for improvement in professional physical education to the two countries. Conducting a descriptive study opened up discussion of the admission, curriculum content, and curriculum structure. Means and percentages were calculated for the number of courses required and class hours needed for the areas of general education, major studies, and pedagogical requirements. T-tests were performed on the means for each area to examine whether there were significant differences at .05 level between the two countries. The most relevant findings of Chinese programmes most relevant to the current thesis were as follows:

1. the major course of study took up as much as 75% of the total programme with emphasis on sports skill learning.

2. student teaching experience was under the full control of the Physical Education Department.

On the other hand, the American programme's most relevant features were as follows:

1. general education comprised of one third of the total programme and covered a very broad liberal and scientific knowledge base.

2. activity and sport performance courses comprised a very small portion of the

total coursework. Nevertheless, the knowledge of motor learning and development was emphasised.

3. requirements for professional education were heavily emphasised.

Xiang's study (1996) pointed to an important issue in physical education programmes and this relates to the number of credit hours the students spend on studying major courses relevant to their specialisation and their future career. In this connection, Xiang's study showed that in China the system seems to allow a greater chance for the students to take major courses compared to that in the USA. The situation in Qatar, it should be noted, is similar to that in America where only about 65% of the total credit hours is allocated to physical education courses.

Jacobs (1996) studied essential assessment criteria for PE teacher education programmes. The study was conducted in West Virginia University in the USA and its aim was to understand opinions regarding critical elements used in the assessment of the programme. The sample subjects of the study consisted of 48 individuals involved in PE teacher education, and 46 'experts'. The study used questionnaire methods to collect data. The most relevant finding of this study was that the student teachers' practical experience was seen to be an important factor in predicting Physical Education Teacher Education (PETE) programme success. It should be noted that the size of Jacob's sample seems to be too small to use a questionnaire because questionnaires are generally used to collect opinions of large samples and mass opinion surveys. It would have been more useful perhaps if the author had used an interview to arrive at in-depth information and knowledge about the opinion of these individuals and experts.

The studies reviewed so far in this section have addressed various aspects of physical education programmes but the majority of these studies considered more specifically the issues of teaching practice and the provision of teaching methods to learners. The teachers generally agreed that this aspect of the programme was very important and the success of the programme, as well as the success of the student-teacher in their careers, depended on the appropriate provision and treatment of this particular aspect.

It was also noticeable from the studies reviewed above that there was a remarkable concentration of data elicited from graduates only. The studies neglected the students who were still in the department of PE as well as other concerned parties such as lecturers, supervisors and inspectors. The next section deals with the studies pertaining

to evaluation of the physical education programme which were carried out in the Arab World.

3.5.2 The Regional Perspective (the Arab World)

This review revealed that only a few studies pertaining to evaluation of physical education initial teacher education in the Arab World have been carried out. Of theses, the following three are the most relevant to this thesis.

Al-Sawi and Darwish (1991) evaluated the physical education initial teacher training programme at Qatar University using a questionnaire. The questionnaire mostly consisted of closed (yes/no) questions. The participants included 70 male and female students who were studying in the programme. The aim of the study was to find out the effectiveness of the programme as perceived by its students. The major findings were as follows:

1. the study found out that the students' views of the programme suggested that it needed to be changed and reconsidered.

2. some of the extra theoretical and practical professional courses which the male students wished to be included in the programme were Coaching, Refereeing, Karate, Judo, and Rowing.

3. some of the additional theoretical and practical professional courses which the female students wished to be included in the programme were Swimming and Hockey.

4. there were some courses which the students thought should be omitted from the programme such as Boxing and Wrestling and Educational Philosophy. Physiology was regarded as a difficult course because the students' background was not well founded in science subjects.

5. both male and female students wanted to increase the practical professional courses and decrease the theoretical professional courses.

The researchers made the following recommendations that:

1. the programme should accept the students with a high grade point average;

2. the practical professional courses should be increased;

3. the swimming courses for females should be practical and a swimming pool for them should be constructed in the females' section;

4. there should be transportation between the classrooms and the playgrounds for male and female students;

5. the allocation of time for teaching practice and teaching methodology courses should be increased;

6. there should be elective courses within the professional preparation courses(i.e. Squash, Physical Therapy, Hockey, Karate and Judo); and

7. there should a specialisation in a field of physical education, such as Administration of PE or Coaching in PE, within the PEITTP.

This is the only study which has evaluated the PEITTP at the University of Qatar. However, it should be pointed out here that the study was extremely limited due to the fact that only the perceptions of students in the department were considered. The study ignored the views of other important people in the department, such as lecturers, and individuals outside the department, such as supervisors, inspectors and graduates (teachers).

Al-Ghamdi (1992) evaluated the physical education teacher programme in Umm Al-Qura University in Saudi Arabia. Using a questionnaire, he collected data from graduates and the academic staff of the university. Al-Ghamdi (*ibid.*) administered a questionnaire to a sample of 251: 214 graduates, 22 academic supervisors, and 15 other academic staff within the faculty. He concluded that there was a need to provide evaluation to help the PE teacher educator, and that evaluation can lead to progress in all aspects of institutional life.

Al-Ghamdi's study (1992) is relevant to this thesis in two respects. First, it is culturally relevant to the context of this current research, as the religion and traditions of Saudi Arabia are almost identical to that of Qatar, and thus Al-Ghamdi's study provides insight into the nature of physical education programmes in the region. Second, it is relevant to this thesis in that it addressed almost all stakeholders concerned with PE.

Mulla-Abdullah (1998) analysed the effectiveness of the Bachelor of Physical Education programme at the University of Bahrain. He used both a five-response Likert Scale questionnaire and an interview. The subjects of his study included 130 graduates, 4 academic supervisors and 8 faculty members. The questionnaire was administered to the graduates and interviews were conducted with the staff members and supervisors.

The major findings of this study were as follows:

1. graduates perceived the following five courses to be the most important: Conditioning, Student Teaching in Elementary School, Student Teaching in

Secondary School, Method of Teaching PE and Prevention and Care of Athletic Injuries. However, the courses which were seen to be the least important were: Foundation of PE, Principles of Recreation, Curriculum Development in PE, Theory of Coaching and Principles of Motor Development.

2. graduates rated the quality of coursework as important; the quality of faculty members as average; the quality of the programme procedures as partially effective; the quality of teaching competencies as good; and they perceived the quality of teaching practice to be satisfactory.

3. the faculty members and graduates perceived the overall effectiveness of the programme to be effective, while the supervisors rated it as moderately effective.

4. there were significant differences between male and female students regarding the overall quality of the programme's procedures, quality of teaching competencies, and quality of student teaching practice.

5. the responses of all groups varied regarding the quality of the programme's coursework, teaching competencies, and student teaching practice.

Three issues need to be raised with respect to the above studies. First, the paucity of studies carried out in the area of physical education in the Arab World is evident because only three studies could be identified as relevant to this section. Second, two of the studies used the questionnaire as the only data collection method. The data elicited from the questionnaires was not validated using another technique such as the interview or observation. Mulla Abdullah's (1998) was the only study to use both the questionnaire and the interview. Third, the studies were limited in scope in the sense that they did not account for the views of all parties concerned in the programme. For example, Al-Sawi and Darwish (1991) focused on the students' perceptions. Al-Ghamdi (1992) involved teachers, supervisors and lecturers. Mulla Abdullah (1998) involved lecturers, supervisors and graduates. The students were ignored in two of the above three studies, the exception being Al-Sawi and Darwish's (1991) study which itself neglected all other parties concerned in the programme.

The findings of the studies focused on the involvement of the students and emphasised that evaluation is essential and it helps in the improvement of educational programmes in general and physical education in particular.

The above arguments are relevant to this present study which aims to investigate specifically the effectiveness of the physical education programmes in Qatar.

Conclusions drawn from the studies discussed above will undoubtedly help the researcher in trying to examine the social, cultural and political factors that surround the educational programme of physical education in Qatar. Moreover, the issues raised in these studies will form a theoretical basis and a guideline for the researcher to see how they influence the situation of physical education evaluation in the State of Qatar.

In concluding this section, the review of the literature indicated that evaluation in the field of education is a useful tool in improving any educational programme. Also, it was clear from this review that very few studies have been conducted in the Arab World concerning the evaluation of teacher education programmes. With regard to the University of Qatar, only one study has been carried out on the evaluation of PEITTP. In addition, most of the studies reviewed were concerned with a particular group such as graduates, while few studies were concerned with supervisors, inspectors and faculty members.

There was a consistency in purpose among the research studies that have been presented in this section. In every investigation, the main purpose of conducting the study was to improve the quality of the PEITTP. Most of the studies included in this review were of a quantitative type of investigation, while rather less were of a qualitative type. Questionnaires, personal interviews, and observations were the instruments used in the studies.

3.6 Conclusion

This chapter has examined a number of approaches to evaluation from a historical as well as a contemporary perspective. It has shown that attitudes to and reasons for evaluation have undergone change from one era to another. While evaluation was originally associated with general skills relating to the ability to perform a task, it later became specifically associated with educational skills. More importantly, the studies examined above show that evaluation throughout its history has always been closely linked to the social, political and cultural needs of society, as well as to education. Generally speaking, although programme evaluation has been used in various fields, evaluation in education has always been its most natural place. An efficient education system benefits the whole community.

From the preceding discussion above, it is possible to draw some specific findings that are relevant to the chapters to follow. These will help to clarify the issues that will be presented throughout the course of this research. For instance, it may be concluded that

evaluation in the USA and the UK has deep background roots in modern history. In addition, the evaluation systems in both countries have a lot in common, especially given that both the USA and the UK stress the social significance of evaluation in general. A general characteristic of the educational programme evaluation in the former is that it is a natural response to large-scale social programmes while in the latter is that it is of rather limited a scope.

Conversely, there are some differences that pertain to evaluation in the two countries. In the USA evaluation is implemented by non-governmental evaluators, but in the UK it is carried out by external governmental agencies. As a whole, evaluation in the USA typically aims at improvement whereas in the UK a characteristic target is accountability. Moreover, it can be seen that in America, evaluation has a long history in academia while in the UK it is more oriented towards social welfare issues.

Chapter Four

Research Methodology & Research Instruments

4.1 Introduction

Academics within the natural and social sciences have, for many years, debated about the very nature of research to the extent that the epistemology status of science is suffering widespread scrutiny. In the sphere of PE, researchers (Bain and Jewett, 1987) have commented that "the historical dominance of the empirical paradigm in PE is being challenged by the interpretive critical paradigms in such a way that the focus and methodology of research is changing" (Sparkes, A., 1992, p.10). The three major paradigms under discussion here are namely the positivist, interpretive and critical. It is the basic assumptions of these views or attitudes that shape the work of researchers and how each faction conceptualises the issue of validity within their own mode of research.

Paradigm is the term used to describe a school of thought consisting of scholars sharing similar conceptions of the problem and use congeneric styles of questioning, methodology and explanatory technique. However, it is noteworthy that many alternative ways in defining a paradigm do also exist (Patton, 1978). Subsequently, it is important to provide a brief overview of issues concerning paradigms.

The positivist paradigm, which includes terms such as empirical, behavioural and quantitative amongst others, has historically dominated the PE discipline (Sparkes, A., 1992). This is not surprising since the study of PE has been rooted in the biological sciences, and physical educators have generally utilised a research paradigm that was developed in the natural sciences. Ontologically, positivism predicates that the social world is external to individual cognition, it is a particular reality that consists of observable, tangible and directly measurable facts. This is consistent with the realist view. The realist believes the social world to be hard and concrete as the natural world and views the individual and society to exist in independent realities. This is due to the individual not being deemed to be involved in creating it, but rather the social already exists prior to existence of any human being. As a result, questions such as intelligence, social class, motivation and self-esteem are viewed to be separate entities which exist whether individuals conceive them or not.

80

Positivists adhere to the "scientific" method as an investigational process since they believe that objectivity is key to the research method and therefore emotions, desires and values of the researcher can and do not influence the object being studied. The positivist uses nomothetic, experimental and manipulative methodologies in the field of research. The nomothetic approach reinforces the importance of using a systematic protocol and techniques such as standardised tests and questionnaires. The positivists' interest is fuelled by prediction and control (See Figure 4.1)

Figure 4.1: Assumptions underlying the positivist, interpretive and critical paradigms

Assumptions	Paradigms		
	Positivist	Interpretive	Critical
Ontology	External-Realist	Internal-Idealist, Relativist	External-Realist or Internal-Idealist
Epistemology	Objectivist, Dualist	Subjectivist, Interactive	Subjectivist, Interactive
Methodology	Nomothetic, Experimental, Manipulative	Ideographic, Hermeneutical, Dialectical	Ideographic, Participative, Transformative
Interest	Prediction and Control (Technical)	Understanding and Interpretation (Practical)	Emancipation (Criticism and Liberation)

Source: Sparkes, A., 1992, p.21.

The interpretive approach appears to be in direct contrast to positivism. This approach has its historical roots in the 19th century where it emerged in critical opposition to positivism and manifest in ethnography, constructivism, naturalism and qualitative inquiry in general.

Interpretive researchers hold the opinion that although the natural sciences approach (with its positivistic assumptions) is appropriate for studying the physical world, it is inappropriate for the study of the social world. The interpretive assumptions are very different to those of the positivist paradigm, with the adoption of internal- idealist ontology (emphasis on the analysis of subjective accounts generated by conscious involvement of the individual), subjectivist epistemology and ideographic and hermeneutical methodology. In other words, naturalistic research focuses on the participants' perspective of the phenomena under investigation or the cultural context of the study. It is suggested that a researcher's social skills and intellectual creativity therefore becomes more crucial than being technically competent with formula. The

interest of interpretive approach lies with understanding and interpreting the study under investigation from the point of view of the person being researched.

The critical paradigm has enjoyed limited use in PE and has also been labelled as 'ideological oriented inquiry' which ontologically reflects an external-realist or internal-idealist attitude. This paradigm rejects positivism because of the latter's inherent limitation as it purely depends on scientific inquiry. The critical methodology provides knowledge that engages the prevailing social structures which are seen as oppressive (Sparkes, A., 1992). In short, critical social research is mostly concerned with the broad social and historical context in which phenomena are interrelated. The approach reveals underlying social relations and shows how ideological and structural forms impact on them.

The epistemological assumptions in the critical paradigm are geared toward subjectivity and interaction, while their methodological assumptions revolves around ideographic, participative and transformative methods (Sparkes, A., 1992). Therefore, the critical paradigm deals with substantive issues and determines social reality. In essence, critical social research includes an overt political struggle against oppressive social systems, and therefore it is unsurprising to learn that their interest is of an emancipatory nature (Sparkes, A., 1992).

Essentially, there are many ways of knowing, understanding and explaining the world. It is essential to familiarise ourselves with the tradition/assumptions researchers have adopted, otherwise we will not fully realise the meanings that researchers make of their inquiries, nor will it be possible to judge work in a way that is accordant with a researcher's starting premises and intents (Sparkes, A., 1992). Fundamentally, it is not an issue of one paradigm or the other. It is a matter of asking what collaboration of methodology can be employed to best explore our understanding of a particular context. This can be done from different angles, with methodology as in this study, the better the insight.

This chapter will continue by outlining the methodological procedure and design of the study. It will comprise the following elements:
a) available research instruments (questionnaire, interview, observation and diaries)
b) choice of instruments used in this research (questionnaire and interview)

c) preliminary study and fieldwork

d) validity of the research instruments

e) data collection

4.2 Research Instruments

This section provides an overview of the research instruments available for use in this investigation. In social research, investigators employ various techniques in collecting the data for their studies. Techniques can include questionnaires, interviews, observation and diaries. These are considered in the following section.

4.2.1 The Questionnaire Technique

The questionnaire technique is a very common method of collecting data in social research (De Vaus, 1996). According to Wiersma (1986), questionnaire instruments are defined 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.
>
> (P. 179)

Gay (2000) simply defined the questionnaire as a means to collect "standardized, quantifiable information from all members of a population or sample" (p.280).

As a technique of gathering the data for social research, the questionnaire has a number of advantages which can be summarised as follows:

- they are easy to distribute and complete;

- they can be given to a large sample of respondents at the same time;

- responses are easily quantified and tabulated (depending on the design of the instrument);

- a written questionnaire provides a vehicle for expression without risk of embarrassment to the respondents; and

- people in remote or distant areas can be reached.

    (Gay, 2000; Oppenheim, 2001; Cohen, *et al.,* 2001)

However, questionnaires in general also have a number of disadvantages which are listed below.

- the analysis of data can be very time-consuming particularly if it includes open-ended questions;

- some respondents do not give honest answers;

- there can be considerable costs associated with entering results into a computer for analysis; and

- some types of questionnaires which will be presented later in this chapter, for example, the postal questionnaire, quite often yield a low response rate if compared to interviews (McKernan, 1991; Gay, 2000).

When constructing a questionnaire, researchers such as, Slavin (1984), McKernan (1991) and Gay (2000) have provided general guidelines to be taken into account. These researchers suggest that a questionnaire should:

- be as clear and simple as possible;

- avoid questions that are too long;

- ask only important questions which respondents can answer;

- avoid questions with two parts;

- follow a natural logic and order; and

- ensure in multiple choice questions that all the possibilities are covered.

Furthermore, questions in the questionnaire can be classified as closed or open-ended questions. Oppenheim (2001) differentiates between the two and states that a closed question is "one in which the respondents are offered a choice of alternative replies" (p. 112). By way of clarification, the following example can be quoted:

What do you think of the role that education plays in society?

(Very important, Important, Undecided, Not very important, and Not important at all)

He maintained that an open-ended question, on the other hand, is "not followed by any kind of choice" (Oppenheim, 2001, p. 12). For instance, a closed question may be followed by another question that requires further clarification using elements such as 'why' and 'how'. The aim behind the use of open-ended questions is mainly to seek a more in-depth response and to explore reasons for choices. Both types have advantages and disadvantages.

Advantages of closed questions are as follows:

- it is much easier to score the item; and

- the subject can answer the item more quickly.

Disadvantages of closed questions are as follows:

- they do not give respondents the chance to express and write their opinions in detail;

- it is often quite difficult to construct the questions; and

- they cue the respondents with respect to possible answers.

Open-ended questions also have advantages and disadvantages.

Advantages of open-ended questions:

- they allow respondents a greater amount of freedom to write in any response they want without leading them; and

- it is easier to construct the questions.

Disadvantage of open-ended questions:

- they are time consuming to administer and to analyse; and

- they may deter a respondent who has poor writing skills from completing a questionnaire.

Questionnaires are of three types: self-administered or self-completed questionnaires, group-administered questionnaires and postal questionnaires. Each of the three is used in a particular situation and for a different purpose.

According to Robson (1996) and Oppenheim (2001), a self-administered or self-completed questionnaire is where the researcher personally contacts the respondents and asks them to complete the questionnaire. The second type is the group-administered questionnaire, in which a group from the sample concerned is gathered in one place to complete the questionnaire. The last type is a postal questionnaire, in which a prepared list of questions is posted to the respondents to answer and return.

Each of the previous types has advantages and disadvantages.

Advantages of the self-administered questionnaire:

- it elicits a high response rate; and

- it is characterised by accurate sampling.

Disadvantage of the self-administered questionnaire:

- respondents' responses might be affected by the explanation they receive from the researcher or the person in charge of distributing the questionnaire.

Advantages of the group-administered questionnaire technique:

- all respondents answer the questions in the same order and they all have the same amount of time to complete the task;
- a check can be made at the questionnaire site to ensure completion of all questions; and
- the researcher would be able to assist the respondents in understanding the questions asked.

Disadvantages of the group-administered questionnaire technique:

- when clarifying the respondents' questions, the researcher may lead them to some specific answers in his/her mind; and
- there is a danger of contamination, i.e., copying answers, talking or asking questions, when the group is too large.

Advantages of the postal questionnaire:

- it is characterised by the low cost of the process and data collection; and
- the researcher has the ability to reach respondents who live at widely dispersed addresses or abroad.

Disadvantages of the postal questionnaire:

- generally, it has low response rates;
- it is unsuitable for respondents with poor literacy skills; for the visually impaired; the very old or for children below the age of about ten; and often for people with language difficulties (Morrison, 1993);
- there is no opportunity to correct misunderstanding, to probe, or to offer explanation or help;
- there is no check on incomplete responses or incomplete questionnaires;
- there is no control on the passing on of questionnaires to others; and

4.2.2 The Interview Technique

In addition to questionnaires, the interview is another data collection technique. According to Nachmias and Nachmias (1996), an interview is

A face-to-face, interpersonal role situation in which an interviewer asks respondents questions designed to elicit answers pertinent to the research hypotheses. The questions, their wording, and their sequence define the structure of the interview.

(p. 232)

Advantages of the interview technique:

- it offers the opportunity for the interviewer to gather data in detail and in depth;

- the interview yields a high response rate;

- the interview can be used with those who are illiterate or too young to read and write; and

- non-verbal as well as verbal behaviour can be noted in face-to-face interviews.

Disadvantages of the interview technique:

- interviews are influenced by the interviewer's subjectivity and prejudice (Cohen *et al.*, 2001);

- interviews are costly and time consuming because the researcher needs to visit each respondent and spend a period of time with him/her;

- the respondents might say what they believe the interviewer wants to hear; and

- since interviews involve one person talking with another, complete/total anonymity is not possible.

Overall, researchers (Morrison, 1993; Nachmias and Nachmias, 1996; Gay, 2000; Oppenheim, 2001; Cohen *et al., 2001*) identify three broad categories of interview: the standardised or structured interview, the semi-structured interview and, finally, the loose or unstructured interview.

According to Oppenheim (2001), a structured, or standardised interview, entails asking the respondents "the same questions, with the same meaning, in the same words, same intonation, same sequence, in the same setting and so on" (p. 67). It is in this respect that the nature of structured interviews, in contrast to other types of interviews, is more rigid. This type of interview has advantages and disadvantages.

Advantages of structured interviews:

- being highly structured, every question will have been worked out in advance;

- data is ready to be decoded and to be quantified; and

- anyone other than the researcher can perform the interview.

The major shortcoming of this type of interview is that there is no freedom for respondents to choose their own response (Morrison, 1993).

The semi-structured type of interview includes a set of questions that the interviewer intends to cover in the course of the conversation, but without having a fixed order to follow.

Advantages of semi-structured interviews:
- the questions do not have to take a rigid direction and may be asked in a flexible way (Oppenheim, 2001); and
- there is more freedom and individuality (Morrison, 1993).

Disadvantage of semi-structured interviews:
- the interviewer should be able to manage the time available for each interview, otherwise time might be wasted on unnecessary discussion.

The unstructured/loose type of interview incorporates a number of topics, rather than fixed questions, which are covered in an informal manner. The order of coverage does not have to be fixed (Cohen *et al., 2001*; Oppenheim, 2001).

Advantage of unstructured/loose interviews:
- the respondents have complete freedom to reply as they want.

Disadvantages of loose interviews:
- the interviewer has little control over time;
- the data is more difficult to code and quantify;
- the researcher himself/herself should perform the interview and this is very demanding of the researcher's time; and
- the questions are not planned in advance.

4.2.3 The Observation Technique

Observation is another type of research instrument used in social research to gather data. The aim behind this research technique is to watch and follow what people do naturally; that is "to record... describe, analyse and interpret that we have observed" (Robson, 1996, p. 190).

The observation technique as a whole has some advantages and disadvantages.

Advantages of the observation technique:

- the researcher has a chance to collect 'live' data from 'live' situations (Morrison, 1993). In other words, the researcher does not have to ask the respondents their views and opinions about a certain issue. Rather, the researcher participates in natural contact with them by watching what they do and listening to what they say; and

- observation may be helpful in measuring actions people may not even be aware they are performing. It can be used with respondents who are unable to communicate their thoughts and it allows the observer to record non-verbal behaviour (McKernan, 1991, and Cohen *et al.*,2001).

Disadvantages of the observation technique:

- the presence of the observer may be noticed by the participants observed and may influence their patterns of behaviour;

- Cohen *et al.* (2001) point out the dangers of 'going native' as a result of playing a role within such a group and also pose the question: "How do we know that observers do not lose their perspective and become blind to the peculiarities that they are supposed to be investigating?" (p. 314); and

- observation can be expensive in terms of both time and money because the researcher needs to observe the situation for a specific period of time.

Two main types of observation are distinguished in the literature: participant observation and non-participant observation (Cohen *et al.*, 2001). In participant observation, researchers engage in the activity completely or they participate as observers. As a complete participant, the researcher is a member of the group to be studied and his/her identity is unknown (Cohen *et al.*, 2001). In non-participant observation, on the other hand, researchers do not become involved and observe without any interaction with the objects they are investigating (Gay, 2000). Here, the identity of the observer will normally be known. As with previous techniques, the two types of observation have advantages and disadvantages.

Advantages of the participant observation technique:

- the researcher enters into conversation with some or all of the participants and discovers their interpretations of the events s/he has described;

- it is quick to prepare; and

- the researcher would observe the situation as it exists in reality.

Disadvantages of the participant observation technique.

- the data take a much longer time to analyse;
- the researcher should participate in the situation rather than anyone else; and
- the researcher has to write up later what has been observed, which cannot guarantee accurate recall of the situation.

Advantages of the non-participant observation technique:

- the data analysis is fairly quick;
- observers know in advance what they wish to observe; and
- it looks selectively at situations under investigation which maintains the focus of the study.

Disadvantages of the non-participant observation technique:

- it takes time to prepare;
- the individual's subjectivity is lost to an aggregated score; and
- with an observer present, respondents may behave uncharacteristically.

There are two types of non-participant observation: structured observation and unstructured observation. In structured observation, the observer knows in advance what to look for. He/she has his/her hypotheses ready and will use the observation to confirm or to refute these hypotheses. It takes time to construct a structured observation but the analysis of its data is fast (Morrison, 1993). On the other hand, in an unstructured observation, the observer is not clear what he/she is to look for. Therefore, he/she has to go and observe the situation and record all the relevant data possible in the time available. Unstructured observation is hypothesis-generating and very quick to construct, but the data analysis takes longer than in structured observation (Morrison, 1993).

4.2.4 Diaries

The use of diaries is another type of research instrument used in social research to gather data. According to Kemmis and McTaggart (1988), diaries should contain anecdotes, accounts of conversations, accounts of one's feelings, attitudes, motives and reactions. Oppenheim (2001), moreover, added that when using a diary as a tool, the researcher should:

> spend time persuading the respondents, instructing them in the details of the recording process, perhaps calling in or telephoning once or

twice during the diary period, and personally collecting the diary and
thanking the respondents.

(p. 253)

The diary technique in general has a number of advantages and disadvantages.

Advantages of using diaries:
- it does not take a long time to construct a diary format;
- it is a useful way of eliciting information about personal and private issues;
- it contains authentic expression of one's perceptions of a particular problem over an extended period of time; and
- it can be focused on a part of the problem or on the overall problem.

Disadvantages of using diaries:
- it is among the most arduous techniques to code and analyse;
- it usually covers a limited time period, such as a week, which raises the question of the representativeness of such a time sample: how typical was the respondent's behaviour in that particular week?;
- since diaries usually last for a set period of time, for example a week, the researcher might have the problem of sustaining motivation;
- there is the issue of confidentiality: the researcher has to obtain the writer's permission in order to publish the text which he has written; and
- finally, it is difficult to use this technique with young children because of the difficulty of recording their thoughts and feelings (McKernan, 1991; Hammersley and Atkinson, 1995; McDonough and McDonough, 1997; Oppenheim, 2001; Hopkins, 2002).

There are three types of diaries: logs, intimate journals and memoirs (Holly, 1984; McKernan, 1991; Hopkins, 2002). McKernan (1991) views (1) the *log,* as a running record of events, meetings, transactions and other activities of individuals during a limited period of time, (2) the *intimate journal,* as a set of personal notes, perceptions and accounts of experiences written over a long time period, and (3) the *memoir,* as less personal and often written in a relatively short time.

4.3 Instruments used in this Research

In conducting this investigation, two different research techniques were used, namely questionnaires and interviews. The researcher deemed questionnaires the most appropriate instrument for the large number of the participants in this study. Given that

the investigation focused on a very large population (pupils from primary, preparatory and secondary schools alongside university students, teachers, lecturers and inspectors), it was thought that other research instruments would not be feasible. Similarly, the time constraints did not allow the use of other techniques in collecting the data. Therefore, questionnaires were found to be the most convenient in this regard. Additionally, the questionnaires were helpful in overcoming the cultural obstacle which made it difficult for a male researcher to gather the data needed from females in person (see Chapter Two, section 2.2).

In a similar way, the use of structured interviews was based on the necessity to collect additional and in-depth data that would supplement the questionnaires. Moreover, this type of interview was chosen because, given the nature of the local culture in Qatar, it was the most convenient method. As it is strictly taboo for a man to interview a woman, the researcher sought the assistance of a female relative to carry out the interviews with females. The advantage of structured interviews in this respect is that the person conducting the interview instrument on behalf of the researcher did not have to have abundant knowledge of research methodology.

With respect to the issues that are addressed in this research, it was thought that the best means of investigating them would be through the use and combination of two different methods: quantitative and qualitative. 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) argued, is that "limitations in one method can be compensated for by the strengths of a complementary one" (p. 133). Similarly, according to Brannen (1992):

> A multi-method strategy... can serve as an exercise in clarification: in particular it can help to clarify the formulation of the research problem and the most appropriate ways in which problems or aspects of problems may be theorised and studied.
>
> (p.32)

Reichardt and Cook (1979) stated that there are at least three benefits in using a combination of qualitative and quantitative research techniques:

i) *Multiple purposes,* A combination of quantitative and qualitative methods can make it possible "to satisfy the research needs" (p. 21).

ii) *Each method building upon the other,* Each of the two methods has uses that

are geared and best suited for certain purposes.

iii) *Triangulation through converging operations*, The use of both methods helps to reduce bias. It also contributes to the increase in the validity and reliability of the research instruments, for it allows cross-checking. By way of illustration, Denzin (1978) stated that triangulation "can take many forms, but its basic feature will be the combination of two or more different research strategies in the study of the same empirical units" (p. 308).

To summarise the discussion, the use of the questionnaire and interview techniques allowed the researcher:

1. to accumulate an additional set of data that would not have been possible by using one instrument,

2. to aim at a higher degree of validity and reliability in the measurement of the research data, and

3. to be able to make generalisations from the data generated in this research.

Bulmer and Warwick (1993) indicated that it is very important to use different kinds of methods when collecting the data, especially in Third World countries. One reason is that in these countries, people are not used to expressing their opinions frankly; they have a tendency to say what the other person wants to hear. Therefore, it was important to use more than one method in this study to improve the validity of the data and to help to reduce the cultural influence that might prevent individuals (i.e. PE lecturers, inspectors, teachers and final year students) from giving honest answers. The socio-cultural context of Qatar was discussed in Chapter Two.

In the context of this study it was felt that, owing to the time constraint and the need to collect a significant amount of information, a questionnaire supported by interviews was the most effective way to collect the relevant data. The scope of the research would be too broad to cover through the use of four different techniques. Although the observation technique could have been used in this study, mainly with PE classes in schools and the teaching methods of PE lecturers, it was not employed because of the large number of participants in the investigation and time constraints. More importantly, it is worth mentioning here that much of the information required for this study was based on opinion and perception, neither of which could have been elicited by observation. Also, cultural issues, which were discussed earlier in Chapter Two, were a problem in respect to the observation of females. Similarly, diaries were not utilised in

this investigation because it was difficult to communicate with the people (especially females) involved in the study again for cultural reasons (Abu Jalalah, 1993; Al-Horr, 1996).

The section that follows will review the formation of the questionnaires and interviews and will offer information on:

a)   the preliminary fieldwork;

b)   the population and sample;

c)   the pilot study;

d)   validity and the panel consulted for the content of the questionnaires; and

e)   the population and sample of the interviews.

4.3.1 Questionnaires

Group-administered and self-administered questionnaires were distributed to respondents, as indicated in Table 4.1. In order to avoid bias in the pupils' answers caused by the presence of PE teachers, teachers of other subjects were asked to administer the questionnaires. On the other hand, with respect to the other four categories, the method of self-administered questionnaires was used as the population size (193 subjects) was quite manageable and not too wide to cover.

Table 4.1

The Method of Distributing Questionnaires

Respondents	Data Collection Methods
Elementary Pupils	Group-administered questionnaires
Preparatory Pupils	Group-administered questionnaires
Secondary Students	Group-administered questionnaires
Final Year PE Students	Self-administered questionnaires
Teachers	Self-administered questionnaires
PE Lecturers	Self-administered questionnaires
Inspectors	Self-administered questionnaires

Previous studies in this area did not cover school pupils' perceptions of their PE teachers as part of an evaluation of the programme as a whole. Al-Sawi and Darwish (1991), Al-Ghamdi (1992) and Mulla-Abdulla (1998) covered certain areas of physical education, but did not attempt a comprehensive coverage of all those involved in either delivering or receiving PE.

Therefore, three distinct questionnaires pertaining to public school pupils were constructed. These related to elementary, preparatory and secondary public school

pupils and all three questionnaires covered the same parts [Appendix D]. Part One considered pupils' perceptions of their PE teachers. Students were given three options along a three-point rating, i.e. 'Always', 'Sometimes' and 'Never' and were asked to choose the answer by ticking the box which corresponded to their choice.

Part Two focused on physical education activities during the lesson. Here again, students were asked to place a tick in the box corresponding to their chosen answer using the same three-point rating. In the case of the first category of respondents, group-administered questionnaires were distributed through the headmasters who served as intermediaries.

4.3.1.1 Preliminary Study and Fieldwork

Prior to the construction of the questionnaires, the objectives of the study were clarified. Reference was made to relevant literature and to international studies of physical education (Jensen, 1971; Rosentein and Hase, 1971; Bornstein, 1978; Hughes and Sanford, 1988; Birdwell, 1989; Dauer and Pangrazi 1989) with specific reference to the Gulf countries (Al-Sawi & Darwish, 1991; AL-Ghamdi, 1992; Al-Qahtani, 1994; Hamamah, 1995; Nema, 1995; and Mulla-Abdulla, 1998).

These research studies were concerned with the following areas in evaluating the PEITTP:

- biographical data of the sample
- preparation courses (University, Faculty, and Professional Courses)
- teaching skills
- teaching practice
- resources, staffing and access, and structure of the course.

Therefore, these same areas were included in this study (Appendix B).

As a first step in the design and construction of the questionnaire, the researcher had preliminary contact with people belonging to the different groups, i.e. lecturers, teachers, students and inspectors. These people were asked for their views of the physical education programme and on the basis of their various perceptions some general questions were formulated. These questions were then placed into different categories and further questions were subsequently developed.

4.3.1.2 Construction of the Questionnaires

It should be noted that for each of the groups mentioned above in Table 4.1 there were considerable similarities in terms of the content of the questionnaire, for example, in the final year physical education university students' and teachers' questionnaires (Appendices B).

However, there were some differences; for example, the lecturers' questionnaire included the objectives of the PED which were not included in other questionnaires. The reason behind the differences between the questionnaires was that the dimensions which the study covered did not equally concern all groups.

For each of the four questionnaire samples used in this study, open-ended and closed questions were used. In so doing, every endeavour was made to ensure that the questions used in the questionnaire instrument were not leading questions, in order to avoid bias. In the words of De Vaus (1996), it is necessary "to ensure that respondents can give any answer without feeling that they are giving a wrong answer or a disapproved-of response" (p. 83).

In addition, the respondents belonging to all groups were given questions that required one response along a five-point scale. The reason behind using a five-point scale for lecturers, inspectors, teachers and final year students in the PED is that this type of scale has more freedom of choice and it is more democratic. In addition, it is the most commonly used scale in the research field (Robson, 1996). However, with respect to elementary, preparatory and secondary school students, the questionnaires contained a three point scale. This decision was made on the grounds that it would be very difficult for these respondents to choose among the five options; a choice from three options, especially in the elementary stage, would be easier for them (Hopkins, 2002). For elementary pupils, the researcher used a three-point scale corresponding to three different faces that ranged from happy to sad (Appendix D) as the criterion response to questions, because it was more imaginative, as suggested by Hopkins (2002). The choice to use the three-point scale for pupils was made because it was thought that it was difficult for them to distinguish between 'good' and 'very good'.

4.3.1.3 Covering Letter

When using a questionnaire in any research, it is important to attach a covering letter. In order to secure the maximum contribution possible on the part of the respondents, the researcher prepared a covering letter which was then attached to the questionnaires.

Cohen *et al.* (2001) stated 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.
>
> (p.97)

With respect to elementary school pupils, the covering letter was not used for two main reasons. First, the researcher felt that these students might not make sense of the letter and the purpose behind it. Second, the assistance of the teachers was thought sufficient to make up for the lack of a covering letter, for teachers would explain the questionnaires and take care of their administration. Therefore, an instructional guideline letter (Appendix G) was attached to the questionnaires requesting the teachers who would take part in the distribution of the questionnaires to follow four specific steps. Firstly, they were asked to explain the example contained in the pupil questionnaire. Second, teachers were asked to draw the symbols used in the boxes to be ticked by the pupils and explain each one. The next step was to proceed through all the questionnaire items filling in each one, one at a time. The last step was to ensure that every questionnaire item was answered before pupils could move on to the next. In the case of preparatory and secondary students, a covering letter was attached to the questionnaires to guide them in the completion of the questionnaires (Appendix D).

4.3.1.4 Population and Sample for Questionnaires

This section provides a description of the population used for this investigation. It also gives an outline of the sample involved. This study covers two different sections of the respondent population, the first of which comprises pupils who study physical education in the different public schools of all levels in Qatar. Having a large number of pupils at different levels made it necessary to select small groups. The second section includes all those involved in dealing with the PEITTP in the Department of Physical Education at Qatar University, including final year physical education university students, teachers (graduates), PE lecturers and inspectors (see also section 4.3.1.5). In addition, it is important to note that this investigation is concerned only with pupils taught by teachers who graduated from Qatar University and this accounts for the low numbers of the latter.

4.3.1.5 Random Stratified Sampling

Robson (1996) 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 then random sampling within the strata. It is usual to have *PROPORTIONATE* sampling, that is, where the numbers of the groups selected for the sample reflects the relative numbers in the population as a whole.

(p. 138)

Thus, a stratified random sample is a procedure via which the population is divided into a number of categories (Burroughs, 1971). One advantage of this type of sampling is that the information sought is often available in registers or data bases which provide sampling frames (Lehtonen and Pahkinen, 1995). This type of sampling was chosen because of the complexity of the samples involved in the study. Furthermore, it was thought that this type would be helpful in capturing the differences between the samples involved.

The choice of stratified sampling was due to the different categories (elementary, preparatory and secondary) of respondent samples. Also, the researcher's focus was only on PE teachers who graduated from Qatar University, and on pupils taught by those PE teachers. Therefore, it was necessary to first of all contact the PE administration in the Ministry of Education and Higher Education to find out the whole population of PE teachers who graduated from Qatar University, and the level and the schools at which they were teaching. Table 4.2 indicates the distribution of schools by level and gender in which the PE teachers taught.

Table 4.2

The Distribution of Schools by Level and Gender

Level	Gender	Number of Schools
Elementary	Boys	15
Model elementary	Boys	15
Elementary	Girls	26
	Total =	56
Preparatory	Males	15
Preparatory	Females	16
	Total =	31
Secondary	Males	11
Secondary	Females	10
	Total =	21

In order to find out the whole population of pupils by level and gender, the next step was to contact the head teachers of these schools to find out how many classes each PE teacher was teaching and how many pupils were in these classes. Finally, having targeted PE teachers, pupils and the schools by level and gender in which they were respectively teaching and studying, the sample for each level and each gender was

drawn up.

The sample size is identified in Table 4.3 and for each sample the number of males and females is indicated. The choice of the sample numbers in Table 4.3 is based on a mathematical formula provided by Krejcie and Morgan (1970). This formula, according to Morrison (1993), "suggest the appropriate size of a random sample for a given number of the wider population" (p. 117). The choice is also made on the grounds that the selection of the sample "derives from the evaluator targeting a particular group in the full knowledge that it does not represent the wider population; it simply represents itself...this is the heart of the case study style of evaluation or of illuminative evaluation." (Morrison, 1993, pp. 115-116). The technique of stratified sampling was employed with regard to the schools only. Table 4.3 indicates the distribution of the elementary, preparatory and secondary school population and the samples used in the study by the factors of gender and level of study.

Table 4.3

Sample Distribution for Elementary, Preparatory and Secondary Students

Stage	Class	Gender	Distributed Questionnaires	Received Questionnaires		Population
				N	%	
Elementary	4	Girls	361	121	33.52	5368
	5			121	33.52	
	6			119	32.96	
Total				361	100	
Model Elementary	3	Boys	331	165	49.85	2238
	4			166	50.15	
Total				331	100	
Elementary	5	Boys	335	166	50.61	2552
	6			162	49.39	
Total				328	100	
Preparatory	1	Males	364	116	33.24	6850
	2			116	33.24	
	3			117	33.52	
Total				349	100	
Preparatory	1	Females	364	122	33.52	6601
	2			121	33.24	
	3			121	33.24	
Total				364	100	
Secondary	1	Males	351	117	33.33	3853
	2			117	33.33	
	3			117	33.33	
Total				351	100	
Secondary	1	Females	351	106	33.23	3537
	2			107	33.54	
	3			106	33.23	
Total				319	100	
Column Total			2457	2403		30999

As is indicated in Table 4.3, within the elementary school category, two different classes are distinguished. The first concerns classes 4, 5 and 6 for girls and the other relates to classes 5 and 6 for boys. For cultural reasons, as explained in Chapter Two, model elementary schools are exclusively for boys, and in Qatar there is no mixing of boys and girls in the same school as the two sexes have their own separate schools. Also, the Ministry of Education and Higher Education still endeavours to find jobs for prospective female teachers in environments that are not mixed but are taught exclusively by female teachers; these comprise grades 1, 2, 3 and 4. Preparatory schools involve grades 1, 2 and 3, for both boys and girls. Similarly, grades 1, 2 and 3 were chosen from secondary schools with regard to both boys and girls.

Having considered the sample of pupils by level and gender, the researcher selected 10 schools from each level randomly and then approached each of these schools and asked the head teachers to select randomly one class taught by the PE teacher(s).

With regard to PE lecturers, inspectors, teachers and final year university students, Table 4.4 presents the population chosen for the study. It gives details of the number of each category involved in the study, covering the whole population. For all categories, the whole population was investigated.

Table 4.4

Distribution of Population

Sample Category	Whole Population
Teachers:	134 (58 males, 76 females)
Elementary teachers	51 (22 males, 29 females)
Model elementary teachers	18 (female teachers)
Preparatory teachers	43 (23 males, 20 females)
Secondary teachers	22 (13 males, 9 females)
Final year students	31 (9 males, 22 females)
PE lecturers	14 (9 males, 5 females)
Inspectors	14 (7 males, 7 females)
Total	**193**

As is indicated in Table 4.4, with regard to PE lecturers, inspectors, teachers and final year university students, the whole population (193 persons) was chosen mainly because their numbers were not too large to choose from.

4.3.1.6 Pilot Study

In social research, it is recommended that research instruments should be piloted before undertaking the main fieldwork. According to Robson (1996):

> The first stage of any data gathering should, if at all possible, be a 'dummy run' – a pilot study. This helps you to throw up some of the inevitable problems of converting your design into reality. Some methods and techniques necessarily involve piloting in their use (e.g. in the development of a structured questionnaire or a direct observation instrument). An experiment or survey can and should be piloted on a small scale in virtually all circumstances.
>
> (p. 301)

Prior to the main fieldwork, conducting a pilot study is of paramount importance in social research, for it is through the pilot study that flaws and deficiencies can be identified and remedied. In the present investigation, a pilot study was carried out to determine the feasibility of the proposed research tools. Prior to the distribution of the questionnaires to respondents, sample copies were piloted for elementary, preparatory and secondary school pupils included in the study. For each category of respondents, samples were handed out in class, in the presence of the researcher in the boys' schools and in the presence of a female representative in the girls' schools. Pupils were encouraged to raise their hands when they were unsure about a question. The pilot study was very helpful because it revealed a number of shortcomings that were remedied later. For example, some questions were difficult for pupils to understand and it became necessary to modify these questions. The pilot was also useful in making it clear that some questionnaire items were not presented in an appropriate sequence and were therefore moved to another section. The final version was developed in the light of pupils' comments.

Table 4.5 illustrates the number of copies distributed to the respondents in each category for the pilot study.

Table 4.5

Number of Copies Distributed to the Respondents in the Pilot Study

Sample Category	Number of Questionnaire Copies
Elementary school sample	180 (90 boys, 90 girls)
Preparatory school sample	120 (60 boys, 60 girls)
Secondary school sample	120 (60 boys, 60 girls)

As was stated before, PE lecturers, inspectors, teachers and final year physical education students were not included in the pilot study, because the number of these
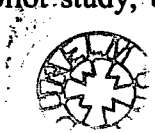
respondents was very small and to choose a sample for the pilot study from these respondents may have resulted in a difficulty in finding respondents for the main fieldwork.

4.3.1.7 Validity of the Research Instruments

It is very important for any successful research to employ valid instruments. As was defined by Messick (1989):

> [Validity is] an integrated evaluative judgement 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.
>
> (p.13)

In order to determine the validity of the questionnaire instrument and interview questions, the researcher relied on a number of descriptive procedures due to the absence of sufficient samples to undertake the pilot study and the main fieldwork in relation to the four groups (lecturers, inspectors, teachers and final year students in the PED). So, to remedy this gap, the author relied upon the expertise of the panel to assess and judge the content validity of the questionnaire items and interview questions.

4.3.1.7.1 Types of Validity

In undertaking a survey, the validity of the research methods chosen is a prerequisite. There are four types of validity: (a) content validity, (b) concurrent validity, (c) construct validity, and (d) predictive validity (Slavin, 1984; Gay, 2000; Oppenheim, 2001). According to Oppenheim (2001), content validity "seeks to establish that the items or questions are a well-balanced sample of the content domain to be measured" (p. 162).

Slavin (1984) defined concurrent validity as the:

> correlation between some scores on a scale and scores on another scale or measure of established validity given at about the same time.
>
> (p.82)

According to Gay (2000), construct validity is used to answer the question: "To what extent does this test reflect the construct it is intended to measure?" (p. 169) and predictive validity is the: "degree to which a test can predict how well an individual will do in a future situation." (p. 165)

In this study, content validity was chosen due to the crucial importance and significance of this form of validity in social research. Every endeavour was made to ensure the validity of the instruments employed in this investigation. Therefore, the questionnaires and interviews along with the research aims and questions were given to experts who were asked to provide advice on their content validity.

4.3.1.8 The Panel Consulted for the Content Validity of the Questionnaires and interviews

In order to test the content validity of the questionnaires and interviews and ensure that the content of both instruments was appropriate for the purpose, it was necessary to consult a panel of experts. Nachmias and Nachmias (1996) argued that there is no one best way by which validity can be achieved. However, Gay (2000) suggested that content validity can be achieved by expert judgement. He explained that:

> Experts in the area covered by the test are asked to assess its content validity. These experts carefully review the process used to develop the test as well as the test itself, and they make a judgement concerning how well items represent the intended content area.
>
> (p. 164)

In order to achieve this, a number of experts in the field of physical education were approached for advice. These included PE lecturers at the University of Qatar and PE inspectors from the Ministry of Education and Higher Education. Other experts in the field of evaluation, measurement and psychology were also involved to ensure the usefulness and validity of the questionnaire items and interview questions for their intended purpose. These people were also consulted and asked about the components which should be included in the questionnaire. With regard to PE lecturers and inspectors, it was thought that because these people had experience of delivering the PE programme, they could be a main source of information. Thus, copies of the questionnaire and interview were given to six experts (two from the Department of Curricula at Qatar University, two from the Department of Physical Education and two from the Ministry of Education and Higher Education). Table 4.6 indicates the title and the position of the experts.

Table 4.6

Panel Consulted for Content Validity

Title	Institution
Lecturer	Head of the Physical Education Department, Qatar University
Lecturer	Associate Professor, Physical Education Department, Qatar University
Administrator	Ministry of Education and Higher Education
Lecturer	Head of the Department of Curricula, Qatar University
Lecturer	Associate Professor, Department of Curricula, Qatar University
Inspector	Administration of Physical Education, Ministry of Education and Higher Education

All experts in the panel agreed on the validity of the questionnaires and interviews in evaluating the physical education programme. The panel suggested certain changes which were taken into consideration; for example, the dimension relating to objectives of the PED was initially included in questionnaires for all four groups, but the panel suggested that it would only be relevant in the case of the PE lecturers.

4.3.1.9 Translation

After receiving the feedback from the panel of experts regarding the content validity of the questionnaires and interviews, the next step was to translate each of the questionnaires and interviews into Arabic. It was necessary to ensure that the translated versions of the research instruments employed in the investigation were also appropriate. The aim was to look for possible discrepancies between the English and the Arabic versions in terms of correspondence, accuracy, clarity and content. Therefore, the researcher followed the steps outlined below in the translation of the questionnaires and interviews.

1. The researcher sought the help and advice of specialists in English-Arabic translation. All the items in the questionnaires and interview questions, together with the instructions, were translated from English into Arabic.

2. Copies of the English version of the questionnaires and interview questions were given to two experts who specialised in the English language (Table 4.7). These two experts were asked to make another translated version of the questionnaires and interview questions, each independently of the other.

3. The researcher personally met with the people who performed the other translations to discuss the points of concern in the translations and in order to achieve an accurate

translation of the questionnaires.

Table 4.7

Panel Consulted for the English-Arabic Translation of the Questionnaires and Interview Questions

Title	Institution
Lecturer	Department of Linguistics and English Language, Durham University
Lecturer	Chairman, Department of English and Modern European languages, Qatar University

The researcher had the final drafts of the questionnaires and interview questions translated into Arabic. All experts involved in the translation expressed their agreement on the drafts and, therefore, confirmed the appropriateness of the Arabic version. The comments of the panel were helpful and their suggestions were taken into consideration; a number of revisions were made and the final versions of the translation were retained.

After the translation process was completed, copies of the final draft were shown to the same two experts who agreed that both English and Arabic versions matched. A formal letter was sent to the researcher from the Chairman of the Department of English and Modern European Languages, Qatar University (Appendix H). The letter confirmed the accuracy of the translation.

4.3.2 Interviews

In addition to questionnaires, the researcher decided to use the structured type of interview. As stated earlier in section 4.2.2, the reason behind this was that it was thought that a loose or semi-structured interview would yield too large an amount of data. This would especially be the case in this research which involved a large number of participants from various education levels and spheres.

In addition, the samples covered by the questionnaire were very large and the amount of data yielded extensive. So, the structured interview, which complements the questionnaire, had to be restrictive in the range of answers it would elicit. Finally, the interviews with females were conducted by the researcher's female representative due to cultural factors referred to previously (Chapter Two), and in order to avoid bias or any other difficulties.

The researcher conducted interviews with lecturers, inspectors, teachers and final year students at the PED at Qatar University. No pupils in elementary, preparatory or secondary schools were involved in the interviews, mainly because pupil samples at this

level would be too large to choose from. Another reason is that interviewing these pupils and students could give rise to bias for cultural reasons. Al Horr (1996) argues that it is better to use the questionnaire instrument with school pupils because in countries such as the Gulf States, pupils are not familiar with research in schools and conducting interviews with them could be perceived as part of the educational assessment. This may then affect the participants' responses. Interviews could lead to unreliable data, since the respondents in the three categories could be influenced by their teachers' presence and could, therefore, yield answers meant to please the interviewer. Therefore, the results obtained from the questionnaire data are more likely to be accurate.

4.3.2.1 Interview Questions

The interviews which were conducted with the four different categories involved, namely lecturers, inspectors, teachers and the final year students at the PED, a number of different aspects which in many cases show similarities among the categories (Appendix I outlines the interview questions and provides a sample of interview). The questions used here built on those employed in the questionnaires, so that it would be possible to accumulate further support for, and clarification of, the quantitative data gathered by means of the questionnaires.

4.3.2.2 Population Sample for Interviews

In order to secure an appropriate sample, the researcher solicited the assistance of those involved in physical education in the State of Qatar. Therefore, in order to implement the interview technique where possible, samples were chosen from four population categories (lecturers, inspectors, teachers and final year students at the PED). The researcher resorted to the random sampling method whereby ten percent of the participants were selected from those surveyed in the questionnaire, for according to Gay (2000), a sample of ten percent of the whole population is the minimum required for an interview. The method of sampling adopted in this investigation was based on the 'hat' technique where numbers relating to the questionnaire codes were used.

Prior to the distribution of the questionnaires, each one was given a code on the last page. This was so that the researcher could be certain all questionnaires were returned. This acted as a double check system. The numbers of those selected for the interview are presented in Table 4.8.

Table 4.8

Interview Population Samples

Category	Whole Population	Sample
Teachers	134	12 (6 males/6 females)
Final year students	31	5 (2 males/3 females)
PE lecturers	14	4 (2 male/2 female)
Inspectors	14	4 (2 males/2 females)
Total	**193**	**25**

4.3.2.3 Recording Interviews

When conducting the interviews, males' responses were recorded, whereas, females' responses were written down on paper. All of the female respondents refused to be tape recorded despite being assured by the researcher's female representative that the tape recording would only be used for research purposes and not externally. However, they did not object to the writing of their responses.

4.4 Access

One important ethical issue that emerges when conducting social research relates to the gaining of access to information and to those people as well as institutions in possession of such information. In some cases, the researcher had to seek permission from the people, bodies and institutions in charge, in order to be able to gain access to the sources of information required to continue the study. Soliciting permission may take a number of different forms. For example, it may be preferable to write a formal letter to the organisation concerned. In some instances, making telephone calls to arrange for access is another alternative. However, in some other cases, it may be necessary to secure the help of others who will serve as an intermediary. The importance of gaining access and the need for permission is stressed by Cohen *et al.* (2001), who argued that:

> Investigators cannot expect access to a nursery, school, college, or factory as a matter of right. They have to demonstrate that they are worthy, as researchers and human beings, of being accorded the facilities needed to carry out the investigations.
>
> (p. 53)

It was therefore necessary to secure the required access to conduct the study. So, letters requesting permission to distribute copies of the questionnaires were sent to the people concerned in the Ministry of Education and Higher Education (see Appendix J).

Table 4.9

People who Permitted the Distribution of Questionnaires in the Ministry of Education

Title	Institution
Assistant Under-secretary for Educational Affairs	Ministry of Education and Higher Education
Deputy Director of Educational Missions	Ministry of Education and Higher Education

However, it has to be said that in the case of the female respondents, it was very difficult to gain access due to the cultural beliefs. As is also discussed in Chapter Two, Hussain and Ashraf (1979) outlined an education system

> which trains the sensibility of pupils in such a manner that in their attitude to life, their actions, decisions and approach to all kinds of knowledge, they are governed by the spiritual and deeply felt ethical values of Islam. They are trained and mentally so disciplined, and they want to acquire knowledge not merely to satisfy an intellectual curiosity or just for material worldly benefit, but to develop as rational, righteous beings and
>
> bring about the spiritual, moral and physical welfare of their families, their people and mankind.
>
> (p. 1)

As a result, Bulmer and Warwick (1993) argued that gaining access to interview females may, in some countries, be next to impossible. In the present study, the researcher contacted the assistant of the Director of Physical Education in the Ministry of Education and Higher Education in person by phone and sought her assistance. She agreed to act as an intermediary. She was then requested to distribute copies of the questionnaires to female Qatari teachers of physical education who had graduated from the Department of Physical Education at Qatar University. Copies of the questionnaires were then given to the head of female inspectors. However, after four weeks the return rate was very low and many of these female teachers failed to return the completed questionnaires. It was therefore necessary to distribute further copies of the questionnaires. In some instances, it was necessary to administer some copies for a third time. This explains the length of time it took to collect the data (five months).

4.5 Main Fieldwork

This section will offer a brief description of the second stage of this investigation, namely the main fieldwork.

4.5.1 Data Collection

The collection of data needed for the investigation took place from 27 January 1998 to 27 June 1998. To this effect, a letter was sent to the Ministry of Education and Higher

Education asking them for permission to implement the investigation on the samples specified earlier. Having received a letter of permission (Appendix J), the researcher contacted head teachers of public schools (elementary, preparatory and secondary) so that he could administer the questionnaires to the pupils and PE teachers. The researcher explained the process to head teachers who would be involved in implementing pupils' questionnaires. With regard to other groups such as lecturers, final year students in the PED and inspectors, the researcher approached them individually and requested them to answer the questionnaires.

The investigation was initially allocated three months. It was, however, not possible to complete the study within this time limit. The rate of the returned questionnaires was initially very low, especially from female respondents. The researcher resorted once again to approaching the Ministry of Education and Higher Education to request an extension of a further two months to complete the necessary stages of data collection (Appendix K). A letter granting permission to do so was received from the Ministry (Appendix L).

With regard to females, the researcher requested permission from the Ministry of Education and Higher Education for his female representative to administer the questionnaires and the interviews on his behalf. A letter of permission was then sent to the researcher to this effect (Appendix M). The teacher instruction guide (Appendix G) was provided for all teachers who administered the pupils' questionnaires so that they could guide their pupils in the task.

The completed questionnaires were collected from the different samples and the researcher made sure all the items were covered.

4.5.2 The Statistical Tools Employed in the Study

The SPSS (Statistical Package for the Social Sciences) was used in the analysis of the data gathered from the questionnaires. The researcher used the statistical tests for the four groups (teachers, students, lecturers and inspectors) which were appropriate for non-parametric data, i.e. data which derived from nominal and ordinal variables. Siegel and Castellan (1988) argued:

> If data are inherently in ranks, or even if they can be categorized only as plus or minus, they can be treated by nonparametric methods, whereas they cannot be treated by parametric methods, unless precarious and,

> perhaps, unrealistic assumptions are made about the underlying distributions.
>
> (p.35)

The researcher used the frequencies, percentages, the mean and the mean rank in analysing the data. He employed the Mann-Whitney U Test of Significance to measure statistical significance of the distributions of two groups (Borg and Gall, !983, p. 561). The Kruskal-Wallis Test was used to ascertain any significant relationship between three or more groups. This test was followed by the post hoc test to find out where the significance lay. However, for pupils' data, the researcher was interested in looking at the effects of both gender and stages simultaneously. Two-way analysis in non-parametric statistics, for example, Freedman, does not allow post hoc tests or partitioning of effects. As a consequence, a standard two-way analysis of variance was used to analyse the pupils' data as well as the percentage, frequency and the mean.

4.6 Conclusion

This chapter has outlined the methodological procedure of the study and discussed in detail the reasons why specific research techniques were employed. The chapter reviewed various research techniques and discussed the advantages and disadvantages of each. The aim was to give a full picture of the various instruments used in social science research and to show the relevance or otherwise of each of these instruments to fulfil the objectives of this research project. The chapter also explained the make up of the population of the research project and how the distribution of sampling was arrived at. The chapter moved on to explain how the pilot study was carried out and how the validity of the research instruments was measured. It then concluded with an account of how the field work was conducted.

Chapter Five

Data Analysis

5.1 Introduction

The main objective of this chapter is to analyse the data concerning issues in the PED at Qatar University. The present chapter will be divided into two sections. The first section will analyse the data that was obtained through questionnaires distributed to teachers, lecturers, inspectors and final year students in the PED. This section will also concentrate on comparisons of the responses of the four groups.

As mentioned in Chapter Four (section 4.3.1.2), the questionnaire items for the respondents were not always identical. Therefore, as a first step, the questions common to all four groups were analysed. This was followed by the analysis of questions common to teachers, lecturers and final year students. Questions common to teachers and final year students were then analysed and finally, the activities undertaken by the PE teachers from the perspective of inspectors and the analysis of the goals and objectives from the perspective of lecturers concluded the section.

The second section of this chapter will analyse the data concerning pupils in all stages (Elementary, Preparatory and Secondary).

5.2 Statistical Procedures

The Statistical Package for the Social Sciences (SPSS) was used to process the data for the four groups. In the main, the data was treated in a non-parametric manner. Post hoc tests were done according to the method described in Siegel and Castellan (1988).

The critical value for the post hoc tests for the four groups (lecturers, inspectors, teachers, final year students) and three groups (lecturers, teachers, final year students) are contained in Appendix N: Tables 1.A and 1.B. Siegel and Castellan (1988) stated that when looking for significant differences between groups, the differences in their means rates must exceed the appropriate value calculated from Table A (*ibid.*, p. 320).

On occasion, there may be an overall significant value found on the Kruskal-Wallis (KW) test when examining the difference between groups. However, when pair wise comparisons were undertaken, no significant differences emerged. This usually resulted

when the magnitude of the pair wise difference was relatively small, and this was coupled with small group sizes. The original KW test, using all the data, has a much greater sample size and thus a significant difference could be generated when the absolute difference was smaller. Frequencies and percentages were also used in analysing and interpreting the data. In the current study, the level of significance will be set at $p < 0.05$.

When interpreting the findings, consideration is given to patterns of similarities or differences, caution needs to be taken that the words used don't imply absolute differences. For instance, if teachers' responses were found to be significantly different from students', it may then be said that there is a tendency for teachers to see something as being less important than it is perceived by students. This does not mean that no teacher felt that this particular feature was not important, but only that a smaller proportion did so when compared to students. This must be borne in mind when a relationship within any table is discussed in this chapter.

With respect to the analysis of pupils' responses, the researcher was interested in looking at the effect of both gender and stages simultaneously. Two-way analysis using a non-parametric test i.e. Freedman, does not allow post hoc tests or partitioning of effects. Consequently, the researcher will use a standard two-way analysis of variance in this section.

5.3 Demographic Data

The following tables provide further details about the population of this study which was gathered from the questionnaires of the four groups. It starts by providing the frequencies and percentages of teachers, final year students in the PED, lecturers and inspectors.

5.3.1 Teacher Personal Data

Table 5.1: Distribution of teachers with regard to gender and age

Variable		Value			Row Total
		Age			
		20-25	26-30	30+	
Gender	Male n (%)	11 (19.0%)	25 (43.1%)	22 (37.9%)	58 (43.3 %)
	Female n (%)	30 (39.5%)	32 (42.1%)	14 (18.4%)	76 (56.7%)
Column Total N (%)		41 (30.6%)	57 (42.5%)	36(26.9%)	134 (100%)

Table 5.1 indicates the distribution of the teacher population. One can observe that the distribution of male and female teachers is uneven. The representation of female teachers is higher (56.7%) than male teachers' (43.3%). The reason behind this is that males have opportunities to work in other governmental sectors other than becoming a teacher when they graduate. In contrast, females have fewer opportunities in sectors other than education when compared to Qatari males. Another reason is that, at the beginning of each academic year, the PED accepts about 15 male students and 30 female students because the Ministry of Education and Higher Education needs female teachers more than male PE teachers. The age category (26-30) is most common with regard to both males and females (42.5%) compared to other age categories.

Table 5.2: Distribution of teachers by gender as entering the PED

Variable	Were you a transfer or non-transfer student		Row Total
Gender	Transfer	Non-transfer	
Male n (%)	14 (24.1%)	44 (75.9%)	58 (43.3%)
Female n (%)	19 (25.0%)	57 (75.0%)	76 (56.7%)
Column Total N (%)	33 (24.6%)	101 (75.4%)	134 (100%)

One can observe from this table that about 25% of all the teachers were transfer students male and female from other departments and colleges. The reason why they transfer to PED might be due to their liking of PE. At the end of this questionnaire item, an open-ended question was added which asked students: **"The reasons why they joined the PED?"**

Teachers indicated that they joined the PED for the following reasons:
- "I like physical education" (71.6%),
- "the most suitable subject for me as I am already a sports person" (23.9%)
- "the 'newness' of the department as it is an active department and distinct from other departments in its various theoretical as well as practical aspects" (11.9%), and
- "the simplicity of the subject matter taught and my desire to study in the department of physical education" (11.2%).

Table 5.3: Distribution of teachers with regard to gender and Grade Point Average (GPA)

Variable	GPA				Row Total
Gender	Excellent	Very Good	Good	Pass	Total
Male n (%)	1 (1.7%)	3 (5.2%)	30 (51.7%)	24 (41.4%)	58 (43.3%)
Female n (%)	1 (1.3%)	7 (9.2%)	47 (61.8%)	21 (27.6%)	76 (56.7%)
Column Total N (%)	2 (1.5%)	10 (7.5%)	77 (57.5%)	45 (33.6%)	134 (100%)

Table 5.3 indicates that while more than 50.0% of the teachers graduated with a 'Good' GPA, only a few teachers (12) had finished the programme with either 'Excellent' or 'Very Good' GPA. More than a third (33.6%) of the teachers had finished the programme with 'Pass' GPA.

Table 5.4: Distribution of teachers with regard to gender and the level they teach

Variable	The level you currently teach			Row Total
Gender	Primary	Preparatory	Secondary	
Male n (%)	22 (37.9%)	23 (39.7%)	13 (22.4%)	58 (43.3)
Female n (%)	47 (61.8%)	20 (26.3%)	9 (11.8%)	76 (56.7)
Column Total N (%)	69 (51.5%)	43 (32.1%)	22 (16.4%)	134 (100%)

Table 5.4 indicates that 51.5% of the teachers teach at primary level. The table also shows that the secondary level has the lowest number of teachers. This is because the Ministry of Education and Higher Education allocates usually one PE teacher for each school in this level.

Table 5.5: Distribution of teachers with regard to gender and the years they spent in the department

Variable	Years spent in the department			Row Total
Gender	4 Years	5 Years	5 +	
Male n (%)	31 (53.4%)	23 (39.7%)	4 (6.9%)	58 (43.3%)
Female n (%)	48 (63.2%)	22 (28.9%)	6 (7.9%)	76 (56.7%)
Column Total N (%)	79 (59.0%)	45 (33.6%)	10 (7.5%)	134 (100%)

Table 5.5 indicates that 59.0% of the teachers successfully completed the programme within the usual 4years of study; 33.6% of the teachers took five years to finish and only 7.5% spent more than five years to graduate.

5.3.2 Student Personal Data

Table 5.6: Distribution of students with regard to gender and age

Variable		Value			Row Total
		Age			
		20-22	23-25	25+	
Gender	Male n (%)	2 (22.2%)	7 (77.8%)	-	9 (29.0%)
	Female n (%)	10 (45.5%)	11 (50.0%)	1 (4.5%)	22 (71.0%)
Column Total	N (%)	12 (38.7%)	18 (58.1)	1 (3.2%)	31(100%)

Table 5.6 shows the distribution of the student population, indicating an uneven distribution between the number of male (9) and female (22) students. The reason for the difference in their number lies in that, as indicated in Table 5.1, the PED accepts about 30 female and 15 male students to enrol in the programme at the beginning of each academic year. This table shows that 58.1% of the total population of students were aged between (23-25).

Table 5.7: Distribution of students by gender as entering the PED

Variable	Were you a transfer or non-transfer student		Row Total
Gender	Transfer	Non-transfer	
Male n (%)	6 (66.7%)	3 (33.3%)	9 (29.0%)
Female n (%)	10 (45.5%)	12 (54.5%)	22 (71.0%)
Column Total N (%)	16 (51.6%)	15 (48.45)	31 (100%)

Table 5.7 reveals that 51.6% (66.7% males and 45.5% females) of the total population were transfer students from other departments and colleges. This questionnaire item included an open-ended question: **"The reasons why they joined the PED?"**

Students indicated that they joined the PED for the following reasons:

- "my love for sports" (74.2%),

- "my sport abilities" (16.1%), and

- "the most suitable subject for me as I am already a sports person" (16.1%).

Table 5.8: Distribution of students with regard to gender and Grade Point Average

Variable	GPA				Row Total
Gender	Excellent	Very Good	Good	Pass	Total
Male n (%)	3 (33.3%)	4 (44.4%)	2 (22.2%)	-	9 (29.0%)
Female n (%)	1 (4.5%)	18 (81.8%)	3 (13.6%)	-	22 (71.0%)
Column Total N (%)	4 (12.9%)	22 (71.0%)	5 (16.1)	-	31 (100%)

Table 5.8 shows that 71.0% of the total population accumulated a 'Very Good' GPA. Only 16.1% of the population accumulated a 'Good' GPA, and no student obtained a 'Pass' GPA.

Table 5.9: Distribution of students with regard to gender and the level they teach

Variable	The level you currently teach			Row Total
Gender	Primary	Preparatory	Secondary	Total
Male n (%)	-	9 (100%)	-	9 (29.0%)
Female n (%)	-	22 (100%)	-	22 (71.0%)
Total Column N (%)	-	31 (100%)	-	31 (100%)

Table 5.9 indicated that 100.0% of the students practise teaching at preparatory level. Teaching Practice is part of the PE programme to prepare prospective teachers to teach at different levels in public schools.

5.3.3 Lecturer Personal Data

Table 5.10: Distribution of lecturers with regard to gender and age

Variable		Value			Row Total
		Age			
		30-39	40-49	50+	
Gender	Male n (%)	2 (22.2%)	3 (33.3%)	4 (44.4%)	9 (64.3%)
	Female n (%)	3 (60.0%)	2 (40.0%)	-	5 (35.7%)
Column Total	N (%)	5 (35.7%)	5 (35.7%)	4 (28.6%)	14 (100%)

Table 5.10 shows that the age categories of the total population of lecturers are distributed almost evenly. 44.4% of the male lecturers are aged 50 or more whereas female lecturers are younger by comparison.

Table 5.11: Distribution of lecturers with regard to gender and the highest degree they hold

Variable	The highest degree which you hold			Row Total
Gender	Bachelor's Degree	Master's Degree	Ph.D.	
Male n (%)	4 (44.4%)	1 (11.1%)	4 (44.4%)	9 (64.3%)
Female n (%)	1 (20.0%)	-	4 (80.0%)	5 (35.7%)
Column Total N (%)	5 (35.7%)	1 (7.1%)	8 (57.1%)	14 (100%)

Table 5.11 indicates that 57.1% of the total population of lecturers have a Ph.D. and 35.7% have a Bachelor's degree. A question that might be posed here is why the number of male lecturers is higher than that of female lecturers although the number of female students is twice that of male students in the programme, as mentioned earlier. The answer is that the male lecturers teach male and female students, whereas female lecturers are restricted to teaching female students.

Table 5.12: Distribution of lecturers by gender and years of teaching

Variable	Years of teaching in PED at Qatar Univ.					Row Total
Gender	1-5 Y	6-10 Y	11- 15 Y	16- 20Y	20 +	
Male n (%)	7 (77.8%)	-	2 (22.2%)	-	-	5 (35.7%)
Female n (%)	5 (100%)	-	-	-	-	5 (35.7%)
Column Total N (%)	12 (85.7%)	-	2 (14.3%)	-	-	14 (100%)

This table reveals that 85.7% of the lecturers have taught in the department for 1-5 years. Because all of them are non-Qatari, the University of Qatar limits the contract to 3-6 years. Small proportions (22.2%) of the population have worked in the department for more than 10 years.

Table 5.13: Distribution of lecturers with regard to gender and position

Variable	Current position in the department				Row Total
Gender	Teacher	Associate Professor	Professor	Part time instructor	
Male n (%)	3 (33.3%)	-	1 (11.1%)	5 (55.6%)	9 (64.3%)
Female n (%)	3 (60.0%)	1 (20.0%)	-	1 (20.0%)	5 (35.7%)
Column Total N (%)	6 (42.9%)	1 (7.1%)	1 (7.1%)	6 (42.9%)	14 (100%)

Table 5.13 shows that the total populations of lecturers are either teachers (42.9%) or part time instructors (42.9%). Due to the shortage in the number of the lecturers in the PED, it hires part time instructors from the Ministry of Education. These instructors usually have qualifications in PE. The issue of the part time instructors will be discussed later.

Table 5.14: Distribution of lecturers with regard to gender and nationality

Variable	What is your nationality		Row Total
Gender	Qatari	Non-Qatari	
Male n (%)	-	9 (64.3%)	9 (64.3%)
Female n (%)	-	5 (35.7%)	5 (35.7%)
Column Total N (%)	-	14 (100%)	14 (100%)

Table 5.14 shows that the total population of lecturers is non-Qatari. The department has recently started to send Qatari students abroad to obtain MA and Ph.D. qualifications in order to nationalise the teaching profession at Qatar University. Nationalisation of the profession is a general policy that is adopted by the university in order to reduce the number of non-Qatari lecturers.

5.3.4 Inspector Personal Data

Table 5.15: Distribution of inspectors with regard to gender and age

Variable		Value			Row Total
		Age			
		26-35	36-45	45+	
Gender	Male n (%)	2 (28.6%)	1 (14.3%)	4 (57.1%)	7 (100%)
	Female n (%)	4 (57.1%)	-	3 (42.9%)	7 (100%)
Column Total N (%)		6 (42.9%)	1 (7.1%)	7 (50.0%)	14 (100%)

Table 5.15 shows that the ages of 42.9% of the inspectors range from 26-35 whilst 50.0% of them are over 45 years.

Table 5.16: Distribution of inspectors with regard to gender and the highest degree they hold

Variable	The highest degree which you hold			Row Total
Gender	Bachelor's Degree	Master's degree	Ph.D.	
Male n (%)	6 (85.7%)	-	1 (14.3%)	7 (100%)
Female n (%)	6 (85.7%)	1 (14.3%)	-	7 (100%)
Column Total N (%)	12 (85.8%)	1 (7.1%)	1 (7.1%)	14 (100%)

This table demonstrates that 85.8% of the total population of inspectors have a Bachelor's degree only.

Table 5.17: Distribution of inspectors by gender and years of experience

Variable	Years of experience as a PE inspectors in the Ministry of Education and Higher Education in the State of Qatar					Row Total
Gender	In the State of Qatar					
	1-5 Y	6-10 Y	11-15 Y	16-20 Y	20+	
Male n (%)	2 (28.6%)	-	1(14.3%)	2 (28.6%)	2 (28.6%)	7 (50.0%)
Female n (%)	2 (28.6%)	-	1(14.3%)	3 (42.9%)	1 (14.3%)	7 (50.0%)
Total Column N (%)	4 (28.6%)	-	2 (14.3%)	5 (35.7%)	3 (21.4%)	14 (100%)

Y= Year

Table 5.17 shows that 57.1% of the total population of inspectors have 16 years or more of experience in the Ministry of Education in Qatar. This long experience makes them familiar with the curriculum and issues or problems pertaining to the teacher preparation programme. Therefore, their answers are very important in formulating the recommendations of this study and, in the long run, in improving the teacher preparation programme at Qatar University to make it more effective for new candidates.

Table 5.18: Distribution of inspectors by gender with regard to graduation place

Variable	Place of graduation		Row Total
Gender	Qatar Univ.	Other Univ.	
Male n (%)	2 (28.6%)	5 (71.4%)	7 (50.0%)
Female n (%)	5 (71.4%)	2 (28.6%)	7 (50.0%)
Column Total N (%)	7 (50.0%)	7 (50.0%)	14 (100%)

Table 5.18 indicates that 50.0% of the total population of inspectors graduated from the PED at Qatar University. The rest of the population graduated from different Arab universities.

5.4 Section A: Presentation of the Research Findings

In this chapter, six research questions were addressed. In the remaining text of this chapter each one of these research question is restated and then the findings related to the questions are presented.

Research question 1: Are there any significant differences in the perceptions of PE lecturers, inspectors, teachers and final year students of the effectiveness of the PEITTP with regard to the following dimensions?

i)   Preparation courses

ii)   Teaching Skills

iii)   Teaching practice

iv)   Suggestions

The following section will deal with eight questions pertaining to Preparation Courses. It will analyse the issues related to the University, Faculty and Professional Courses but mainly concentrates on the issues concerned with the Professional Courses. Each table shows the results obtained for a particular question broken down by a group (i.e. lecturers, inspectors, teachers and students). In some cases, a question may have more than one part and therefore, the data of each part is shown separately.

5.4.1 Comparison of the four groups (lecturers, inspectors, teachers and students)

5.4.1.1 Comparison of the four groups (lecturers, inspectors, teachers and students) with regard to preparation courses.

Table 5.19: Q2.1 Which of the following statement best describes your view of the number of credit hours(currently 138 credit hours) to prepare the PE teachers?

The overall response to question 2.1 is shown in the Table 5.19.

Groups	Frequency Percentage	Values			Row Total
		The Number Must decrease	The Number is appropriate	The Number Must increase	
Teachers	n	41	22	71	134
	%	30.6	16.4	53.0	
Students	n	19	12	-	31
	%	61.3	38.7	-	
Lecturers	n	-	6	8	14
	%	-	42.9	57.1	
Inspectors	n	1	7	6	14
	%	7.1	50.0	42.9	
Column Total	N	61	47	85	193
	%	31.6	24.4	44	100.0

The KW test showed that there was a significant difference among the groups (kw = 29.60, df = 3, P<0.05) (Appendix N: Table.2). The post hoc test is summarised in Diagram 5.1 below.

Diagram 5.1

	1. Teachers	2. Students	3. Lecturers	4. Inspectors
1.Teachers				
2. Students	*			
3. Lecturers		*		
4. Inspectors		*		

*significant on a post hoc test

Diagram 5.1 summarises the pair-wise relationships among the four groups. An asterisk in a particular square indicates a significant difference between the means on a post hoc test for the two groups involved. Such a table helps us to look for patterns in the relationships and will be used as necessary throughout the chapter.

This diagram shows that it is the students that are responding differently compared to other groups. Just over 60% of the students think that credit hours should decrease and no student thought it should increase. This contrasts with the views of lecturers and inspectors, around half of whom would like to see an increase in the number of credit hours. Interestingly, teachers' responses were polarised being closer to final-year students' regarding the decrease in the number of credit hours as well as being similar to lecturers' and inspectors' views which centred around the need to increase the number of credit hours. The reasons for different views will be discussed later.

Table 5.20: Q2.2 Specify the degree of effectiveness of these courses in achieving the objectives of the teacher preparation programme:
1. **University requirements**
2. **Faculty requirements**
3. **Professional requirements**

Variables	Groups	Frequency Percentage	Not effective At all	In-effective	Un-Decided	Effective	Very Effective	Row Total
					Values			
Q2.2.1 University Requirements	Teachers	n %	8 6.00	46 34.3	17 12.7	52 38.8	11 8.2	134
	Students	n %	6 19.4	8 25.8	1 3.2	13 41.9	3 9.7	31
	Lecturers	n %	- -	- -	3 21.4	10 71.4	1 7.1	14
	Inspectors	n %	- -	2 14.3	3 21.4	4 28.6	5 35.7	14
	Column Total	N %	14 7.2	56 29.0	24 12.4	79 40.9	20 10.4	193 100.0
Q2.2.2 Faculty Requirements	Teachers	n %	3 2.2	38 28.4	12 9.0	59 44.0	22 16.4	134
	Students	n %	- -	4 12.9	3 9.7	14 45.2	10 32.3	31
	Lecturers	n %	- -	1 7.1	6 42.9	4 28.6	3 21.4	14
	Inspectors	n %	- -	- -	1 7.1	11 78.6	2 14.3	14
	Column Total	N %	3 1.6	43 22.3	22 11.4	88 45.6	37 19.2	193 100.0
Q2.2. 3 Professional Requirements	Teachers	n %	9 6.7	15 11.2	11 8.2	23 17.2	76 56.7	134
	Students	n %	- -	1 3.2	- -	6 19.4	24 77.4	31
	Lecturers	n %	- -	3 21.4	3 21.4	4 28.6	4 28.6	14
	Inspectors	n %	- -	- -	2 14.3	5 35.7	7 50.0	14
	Column Total	N %	9 4.7	19 9.8	16 8.3	38 19.7	111 57.5	193 100.0

The KW tests indicated a significant differences among the groups (Appendix N: Table.3) with regard to the University Requirements (kw = 10.594, df = 3, P<0.014), Faculty Requirements (kw = 8.222, df = 3, P<0.042) and Professional Requirements (kw = 10.971, df = 3, P<0.012) (Appendix N: Table.3).

Diagram 5.2

	1. Teachers	2. Students	3. Lecturers	4. Inspectors
1.Teachers	███████			
2. Students		███████		
3. Lecturers		*	███████	
4. Inspectors				███████
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test (Q.2.2.3 professional requirement)

Based on the post hoc tests, this diagram shows that the pair wise comparisons failed to show any significant differences regarding University and Faculty Requirements. This apparent anomaly was discussed in section 5.2 of this chapter. However, for Professional Requirements, the post hoc test shows that lecturers' responses differed to the responses of students (Appendix N: Table.3).

As far as University Requirements are concerned, teachers and students were the least satisfied groups, 40.3% of teachers and 45.2% of the students stated that the University Requirements were either 'Ineffective' or 'Not effective at all'. On the other hand, lecturers and inspectors were the most satisfied groups with regard to the effectiveness of these courses. 78.5% of the lecturers and 64.3% of the inspectors thought that these courses were either 'Effective' or 'Very effective'. It would appear logical to argue that, normally, those who deliver the courses may express greater satisfaction with the courses than the recipients as the deliverers may feel greater ownership and perhaps rather protective, especially if the deliverers have planned and written the courses. No lecturer perceived the University Requirements to be either 'Ineffective' or 'Not effective at All'. Even though about half of the population of either teachers or students thought that these courses were not effective, 47.0% of the teachers population and 49.0% of the student population perceived these courses to be either 'Effective' or 'Very effective'. Overall, 51.3% of the total population of the four groups perceived the University requirements to be effective in achieving the objectives of the PE teacher preparation programme.

With regard to the Faculty Requirements, teachers and students were the least satisfied in seeing these courses as 'Ineffective' or 'Not effective at all' (Appendix N: Table 3). 30.6% of the total population of teachers and 12.9% of the students perceived that the Faculty Requirements are either 'Ineffective' or 'Not Effective at All'. Inspectors (92.9%) were the most satisfied group in perceiving the Professional Courses to be 'Effective' or 'Very effective' only and 7.1% of the lecturers thought that these courses were 'Ineffective'. Here again one can observe the same pattern that the people who

deliver the programme were more satisfied than those who receive it. In general, 64.8% of the total population of the four groups perceived the Faculty Requirements to be effective in achieving the objectives of the PE teacher preparation programme.

Concerning the Professional Requirements, Diagram 5.2 shows that lecturers yielded answers that differed from students' (Appendix N: Table 3) in perceiving these courses to be 'Ineffective'. Despite the negative views that some (21.4%) of the lecturers showed, 57.2% of the total population of lecturers thought that these courses were either 'Effective' or 'Very effective'. This table shows that 96.8% of the students, 85.7% of the inspectors and 73.9% of the teachers perceived the Professional Requirements to be either 'Effective' or 'Very effective'. Overall, 77.2% of the total population of the four groups perceived the Professional Courses to be effective in achieving the objectives of the PE teacher preparation programme.

Table 5.21: Q2.3 Specify the degree of importance of these courses in achieving the objectives of the teacher preparation programme:

1. University requirements, 2. Faculty requirements and 3. Professional requirements

Variables	Groups	Frequency Percentage	Values					Row Total
			Not important at all	Un-Important	Un-decided	Important	Very Important	
Q2.3.1 University Requirements	Teachers	n	14	45	17	45	13	134
		%	10.4	33.6	12.7	33.6	9.7	
	Students	n	4	8	3	10	6	31
		%	12.9	25.8	9.7	32.3	19.4	
	Lecturers	n	-	-	3	10	1	14
		%	-	-	21.4	71.4	7.1	
	Inspectors	n	-	1	1	10	2	14
		%	-	7.1	7.1	71.4	14.3	
	Column Total	N	18	54	24	75	22	193
		%	9.3	28.0	12.4	38.9	11.4	100.0
Q2.3.2 Faculty Requirements	Teachers	n	9	21	21	59	24	134
		%	6.7	15.7	15.7	44.0	17.9	
	Students	n	-	1	2	15	13	31
		%	-	3.2	6.5	48.4	41.9	
	Lecturers	n	-	-	4	5	5	14
		%	-	-	28.6	35.7	35.7	
	Inspectors	n	-	-	4	5	5	14
		%	-	-	28.6	35.7	35.7	
	Column Total	N	9	22	31	84	47	193
		%	4.7	11.4	16.1	43.5	24.4	100.0
Q2.3. 3 Professional Requirements	Teachers	n	-	-	-	16	118	134
		%	-	-	-	11.9	88.1	
	Students	n	-	-	-	1	30	31
		%	-	-	-	3.2	96.8	
	Lecturers	n	-	-	1	-	13	14
		%	-	-	7.1	-	92.9	
	Inspectors	n	-	-	-	1	13	14
		%	-	-	-	7.1	92.9	
	Column Total	N	-	-	1	18	174	193
		%	-	-	.50	9.3	90.2	100.0

The KW tests showed that there was a significant difference among the groups (Appendix N: Table 4) with respect to University Requirements (KW=12.577, df = 3, P<0.006) and Faculty Requirements (kw = 20.750, d f= 3, P<0.000), but the KW test for the Professional Requirements was non-significant (kw = 2.333, df = 3, P = .506, NS) (Appendix N: Table.4).

Diagram 5.3

	1. Teachers	2. Students	3. Lecturers	4. Inspectors
1.Teachers	■■■■			
2. Students	*	■■■■		
3. Lecturers			■■■■	
4. Inspectors	*			■■■■

* significant on a post hoc test (Q.2.3.2 faculty requirement)

Based on the post hoc test, this diagram shows that for the Professional Requirements, the post hoc test failed to show any significant pair wise differences (Appendix N: Table 4). With regard to University Requirements, the response pattern in this diagram is similar to that in diagram 5.2, in that students and teachers responses were again polarised. 44.0% of the teacher population and 38.7% of the student population thought that University Requirements were either 'Not important' or 'Not important at all' but 43.3% of the teachers and 51.7% of the students considered them to be either 'Important' or 'Very important'. In contrast, however, 78.5% of the population of lecturers and 85.7% of the population of inspectors thought that these courses were 'Important'. None of the lecturers and only 7.1% of the inspectors thought that these courses were not important. Overall, 50.3% of the total population of the four groups thought that these courses were either 'Important' or 'Very important'.

With respect to Faculty Requirements, the post hoc test shows that teachers' responses were different from students' and inspectors' (Appendix N: Table 4). The percentage counts show that only 17.9% of the teachers thought that these courses were 'Very important' whereas 41.9% of the students and 50.0% of the inspectors agreed with this view. Only teachers thought that these courses were either 'Not important' or 'Not important at all'. Overall, 67.9% of the total population of the four groups thought that these courses were either 'Important' or 'Very important'.

Table 5.22: Q 2.4 What is your opinion of the overall level which the PE graduate attains in his /her specialisation?

Group	Frequency Percentage	Values					Row Total
		Very Weak	Weak	Satisfactory	Good	Excellent	
Teachers	n %	- -	27 20.1	38 28.4	57 42.5	12 9.0	134
Students	n %	- -	7 22.6	5 16.1	16 51.6	3 9.7	31
Lecturers	n %	- -	1 7.1	6 42.9	7 50.0	- -	14
Inspectors	n %	- -	- -	3 21.4	10 71.4	1 7.1	14
Column Total	N %	- -	35 18.1	52 27.0	90 46.7	16 8.3	193 100.0

The KW test indicated that there was no significant difference among the four groups (KW = 3.586, df = 3, P = .310, NS) (Appendix N: Table 5). In considering the perceptions of the total population of the four groups regarding the level of graduates currently teaching PE at different levels in public schools, it can be seen that 55.0% of the total population thought that the level of graduates was either 'Good' or 'Excellent'. Only 18.1% of the total population thought that their level was weak. However, the response pattern indicates that lecturers and inspectors appeared much more satisfied with the overall level which graduates attain in their specilisation than did students and teachers. This pattern agrees with other previous responses and will be discussed in more detail later.

Table 5.23: Q2.5.a. Depending on your answer to question 2.4, which of the following reasons might apply? a). (The level of the students in the department is good/weak from the beginning).

Groups	Frequency Percentage	Values		Row Total
		Good	Weak	
Teachers	n %	83 61.9	51 38.1	134
Students	n %	14 45.2	17 54.8	31
Lecturers	n %	2 14.3	12 85.7	14
Inspectors	n %	5 35.7	9 64.3	14
Column Total	N %	104 53.9	89 46.1	193 100.0

The basic percentage and frequency for Q2.5.a is shown in the Table 5.23. A KW test indicated a significant differences among the responses of four groups (KW = 15.065, df = 3, P<0.002) (Appendix N: Table 6). The post hoc test is summarised in the diagram below.

Diagram 5.4

1.Teachers				
2. Students				
3. Lecturers	*			
4. Inspectors				
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test

Based on the post hoc tests, this diagram indicates that teachers had different responses from lecturers (Appendix N: Table 6). 61.9% of the of teachers thought that the level of the students in the department was 'Good' from the beginning. Lecturers had the least positive perception about the level of students compared to the other groups. 85.7% of this group thought that the students' level was 'Weak' from the beginning. The pattern observed here when compared to the previous tables is that teachers' and students' responses were more positive with regard to graduates' level than lecturers' or inspectors'.

Table 5.24: Q2.5.b. Depending on your answer to question 2.4, which of the following reasons might apply? b). (The content of the Professional Courses given to the students is unsuitable/suitable).

Groups	Frequency Percentage	Values		Row Total
		Unsuitable	Suitable	
Teachers	n %	80 59.7	54 40.3	134
Students	n %	21 67.7	10 32.3	31
Lecturers	n %	7 50.0	7 50.0	14
Inspectors	n %	3 21.4	11 78.6	14
Column Total	N %	111 57.5	82 42.5	193 100.0

A KW test indicated a significant difference among the groups (KW = 15.065, df = 3, P<0.002) (Appendix N: Table 7).

The post hoc test failed to show any significant differences between individual pairs (Table 7 in Appendix N). The pattern of responses is similar to the previous table in that the teachers and students were less satisfied with the content of the Professional Courses than the other two groups. 67.7% of the students and 59.7% of the teachers believed that the content of these courses were 'Unsuitable'. In contrast to this view, 78.6% of the inspectors and 50.0% of the lecturers thought that the content of these courses was 'Suitable'. It is interesting to note that 50.0% of lecturers believed that the content of these courses was 'Unsuitable' even though they taught these courses. Overall, 42.5% of the total population of the four groups perceived the content of these courses to be suitable. As can be seen, over half of the populations of the four groups were not satisfied with the content of the Professional Courses. It is obvious from the responses of the four groups to questions 2.4, 2.5.a and 2.5.b that teachers and students were not satisfied with the overall level of the PE graduates, because they thought that the content of the Professional Courses was 'Unsuitable'; they believed that the level of the students was good from the beginning. In contrast to this view, half of the lecturers and the majority of the inspectors thought that the content of the Professional Courses was 'Suitable', but the level of students was weak from the beginning. An open-ended question was attached to this questionnaire item as follows: **"If there are any other reasons, please specify them."**

There was a remarkable variation among the four groups with regard to the overall level that PE graduates attained in their specialisation. Students showed that the most important reasons that led to this 'Weak' or 'Satisfactory' level were:

- "traditional teaching methods" (16.1%),
- "the amount of the Professional Courses is not adequate" (6.1%), and
- "there are courses which are not needed and not useful" (9.7%).

Teachers, on the other hand, specified the reasons leading to that level as:

- "most of the Professional Courses are taught theoretically in the department" (10.0%),
- "some students in the department are not sufficiently qualified to join the department" (9.0%),
- "some lecturers do not give the student in the department what he is supposed to find in the school from the curriculum point of view" (6.0%),
- "some lecturers lack the ability to integrate and update their knowledge of the field into the curriculum of their respective subjects" (5.2%), and

- " some students had changed to the department from other departments thinking that specialisation in PE was easy" (4.5%).

The reason provided by lecturers were generally geared towards identifying why the level PE graduates' attained in their specialisation was not satisfactory; they considered the following as the most important reasons:

- "the number of the Professional Courses is not adequate" (14.3%).

- "some students enter this department without any interest in PE because it is much easier for them to find a job after graduation compared to other departments" (14.3%).

Conversely, the reasons given by inspectors for the high level that PE graduates attain in their specialisation was: "most of the students who join the department are players in national teams" (28.6%).

Q2.7 Do you agree that Professional Courses in their present state contribute enough to the preparation of the student for the teaching profession?

The frequency and percentage of the overall responses to question 2.7 is shown in Table 5.25.

Table 5. 25

Groups	Frequency Percentage	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Row Total
Teachers	n %	4 3.0	38 28.4	62 46.3	28 20.9	2 1.5	134
Students	n %	- -	5 16.1	6 19.4	16 51.6	4 12.9	31
Lecturers	n %	- -	- -	2 14.3	11 78.6	1 7.1	14
Inspectors	n %	- -	1 7.1	5 35.7	8 57.1	- -	14
Column Total	N %	4 2.1	44 22.8	75 38.9	63 32.6	7 3.6	193 100.0

The KW test indicated a significant difference among the groups (KW = 34.722, df = 3, P<0.000) (Appendix N: Table 8). The post hoc test is summarised in Diagram 5.5.

Diagram 5.5

1.Teachers	████			
2. Students	*	████		
3. Lecturers	*		████	
4. Inspectors				████
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test

The post hoc test reveals that teachers' responses were different to the students and the lecturers. 31.4% of the teachers considered that Professional Courses did not contribute enough to the preparation of students for the teaching profession. Lecturers held the highest percentage (85.7%) among the four groups in agreeing that these courses would prepare the students in a positive way for the teaching profession. No lecturer thought that these courses would not contribute enough to the preparation of students for the teaching profession. Table 5.25 demonstrates that 36.2% of the total population of the four groups .'Agree' or 'Strongly agree' that these courses will contribute enough in student preparation for the teaching profession.

Table 5.26: Q2.8. **Depending on your answer to question 2.7, what might be the reason? a). (Too many Professional Courses/the number of Professional Courses is appropriate)**

Group	Frequency Percentage	Values		Row Total
		Too many Professional courses	The number is Appropriate	
Teachers	n %	86 64.2	48 35.8	134
Students	n %	9 29.0	22 71.0	31
Lecturers	n %	4 28.6	10 71.4	14
Inspectors	n %	2 14.3	12 85.7	14
Column Total	N %	101 52.3	92 47.7	193 100.0

A KW test indicated a significant difference among the responses of the four groups (KW = 25.445, df = 3, P<0.000)(Appendix N: Table.9).

Diagram 5.6

1.Teachers				
2. Students	*			
3. Lecturers				
4. Inspectors	*			
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test

The post hoc test shows that 64.2% of the teachers had views that differed from students' and inspectors' (Appendix N: Table 9) in thinking that there were too many Professional Courses. On the other hand, 71.0% of the students, 71.4% of the lecturers and 85.7% of the inspectors thought that the number of Professional Courses was appropriate. Overall, the total population responses evidenced that their responses were similar.

Table 5.27: Q2.8.   Depending on your answer to question 2.7, what might be the reason? b). (Professional Courses deal with topics that are really relevant/not really relevant to the teaching process).

Group	Frequency Percentage	Values		Row Total
		Not Relevant	Relevant	
Teachers	n %	97 72.4	37 27.6	134
Students	n %	7 22.6	24 77.4	31
Lecturers	n %	2 14.3	12 85.7	14
Inspectors	n %	8 57.1	6 42.9	14
Column Total	N %	114 59.1	79 40.9	193 100.0

The KW test showed a significant difference among the groups (KW = 38.337, df = 3, P<0.000) (Appendix N: Table10). The post hoc test is summarised in Diagram 5.7.

Diagram 5.7

1.Teachers				
2. Students	*			
3. Lecturers	*			
4. Inspectors				
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test

Based on the post hoc test, this diagram indicates that teachers had different responses from students' and lecturers' (Appendix N: Table 10). Table 5.27 shows that 72.4% of the teachers thought that Professional Courses dealt with courses that were not really relevant to the teaching process whereas only 14.3% of the lecturers and 22.6% of the students agreed with the teachers' view. It is interesting to note that 57.1% of the inspectors shared the same views of teachers in thinking that these courses were not relevant to the teaching process. Lecturers (85.7%) seem the most satisfied group in thinking that these courses were relevant to the teaching process. Overall, 59.1% of the total population of the four groups thought that these courses were not relevant to the teaching process.

Table 5.28: Q2.8.   Depending on your answer to question 2.7, what might be the reason? c). (Professional Courses pay enough attention/ do not pay enough attention to Teaching Skills).

Group	Frequency Percentage	Values		Row Total
		Pay enough attention	Do not pay enough attention	
Teachers	n %	40 29.9	94 70.1	134
Students	n %	10 32.3	21 67.7	31
Lecturers	n %	11 78.6	3 21.4	14
Inspectors	n %	2 14.3	12 85.7	14
Column Total	N %	63 32.6	130 67.4	193 100.0

The KW test showed a significant difference among the groups (KW = 15.971, df = 3, P<0.001) (Appendix N: Table11). The post hoc test is summsraised in Diagram 5.8.

Diagram 5.8

1.Teachers				
2. Students				
3. Lecturers	*			
4. Inspectors			*	
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test

The post hoc test indicates that lecturers' responses differed from teachers' and inspectors' (Appendix N: Table 11). Table 5.28 shows that 78.6% of the lecturers

believed that Professional Courses paid enough attention to Teaching Skills; only 14.3% of the inspectors and 29.9% of the teachers shared this view. On the other hand, 85.7% of the inspectors, 70.1% of the teachers and 67.7% of the students thought that these courses did not pay enough attention to Teaching Skills. The contradiction between the view of lecturers and the other three groups might be because lecturers are foreigners with no previous experience in Qatari schools and also that they do not visit schools at all as part of their job and, therefore, do not know exactly the nature of the work or what kind of Teaching Skills are needed. On the other hand, the other three groups deal directly with physical education lessons and with pupils, therefore, they know the skills that are required.

Table 5.29:Q2.8. Depending on your answer to question 2.7, what might be the reason? d). (The teaching methodologies of the academic staff give/ do not give good examples for the students to follow).

Group	Frequency Percentage	Values		Row Total
		Give good example	Do not give good example	
Teachers	n %	29 21.6	105 78.4	134
Students	n %	4 12.9	27 87.1	31
Lecturers	n %	12 85.7	2 14.3	14
Inspectors	n %	8 57.1	6 42.9	14
Column Total	N %	53 27.5	140 72.5	193 100.0

The KW test indicated a significant difference among the groups (KW = 35.433, df = 3, P<0.000) (Appendix N: Table12). The post hoc test is summmsraised in Diagram 5.9.

Diagram 5.9

1.Teachers				
2. Students				
3. Lecturers	*	*		
4. Inspectors				
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test

The post hoc test reveals that lecturers' responses were different from those of teachers and students (Appendix N: Table 12). Table 5.29 indicates that 85.7% of the lecturers

assumed that their teaching methodologies gave a good example for students to follow, whereas only 12.9% of the students and 21.6% of the teachers agreed with the lecturers' view. In contrast, 87.1% of the students, 78.4% of the teachers and 42.9% of the inspectors considered that the teaching methodologies of the academic staff did not give good examples for students to follow. Generally, 72.5% of the total population of the four groups thought that the teaching methodologies of the academic staff did not give a good example. This questionnaire item was accompanied by the open-ended question: **"If there are any other reasons, please specify them below."**

The groups varied widely with regard to this aspect. For example, students evidenced concern with the following:

- "the majority of the Professional Courses are taught theoretically in the department" (10.0%).

Teachers commented that:

- "more importance is given to theoretical courses than practical courses" (11.2%),
- "some courses are redundant and do not benefit the student after graduation in the teaching profession" (9.7%),
- "lack of coordination between the PED at Qatar University and the Administration of Physical Education in the Ministry of Education in the area of curriculum designing and teaching methodologies" (9.7%), and
- "shortage of some necessary equipment negatively influences the level of teaching" (9.7%).

Inspectors pointed out that the most important reasons were the following:

- "teaching methodologies are not suitable" (7.1%).

Lecturers, by contrast, mentioned that the most important factor which does not contribute to student preparation for the teaching profession is that:

- "the number of Professional Courses specified is not adequate" (7.1%).

Table 5.30: Q.2.10.A. Indicate the degree of importance of each of the following PE Practical Professional Courses to the preparation of PE teachers.

Item #	Practical Professional Courses	Teachers Rank/ Mean	Students Rank/ Mean	Lecturers Rank/ Mean	Inspectors Rank/ Mean	Overall rank
1	Teaching practice	4 4.75	3 4.87	2 4.93	1 5.0	1
6	Football *	4 4.52	1 4.78	1 4.78	3 4.86	2
3	Exercise and gymnastics	4 4.27	3 4.65	2 4.93	1 5.0	3
2	Track and Field	4 4.27	3 4.61	2 4.79	1 4.93	4
12	Dance +	3 4.34	4 4.27	1 5.0	2 4.86	5
8	Handball	4 4.15	3 4.61	2 4.79	1 4.93	6
9	Volleyball	4 4.03	3 4.61	2 4.79	1 4.93	7
7	Basketball	4 3.98	3 4.71	2 4.79	1 4.93	8
5	Swimming	2 3.90	4 2.81	3 3.43	1 4.36	9
10	Racquetball	4 3.15	3 3.58	1 4.64	2 3.86	10
4	Fencing	3 2.66	4 2.26	1 3.57	2 3.50	11
11	Boxing and wrestling *	3 1.95	4 1.67	1 3.78	2 3.57	12

* These courses are delivered to male students only
+ This course is delivered to female students only

Respondents were presented with 12 Practical Professional Courses and were asked to indicate the degree of importance of these courses on a five-point Likert-type scale shown in Appendix O: Table 1. The percentage, frequency of responses in each category (Very important [VI], Important [I], Of some importance [OSI], Largely unimportant [LU], Not important at all [NIAA]), the overall mean and the rank for the four groups were computed for each of the Practical Professional Courses (Appendix O: Table 1). Practical Professional Courses were ranked on the basis of the order of magnitude of the mean, such that the course with the highest overall mean rating, i.e. the most important one, ranked first and the course with the lowest mean rating, i.e. the least important one, ranked twelfth.

Throughout the remainder of this chapter, the mean value is routinely calculated for various breakdown criteria. The scale used is almost always 1-5 where 1 is a negative response and 5 a positive one. As a consequence, the following interpretation has been assigned to mean ranges:

1.00-1.49 = not important at all

1.50- 2.49 = largely unimportant

2.50- 3.49 = of some importance

3.50- 4.49 = important

4.50- 5.00 = very important.

In some instances, for example, question 4.2 where the mean is less than 1, respondents would respond just on a Yes/ No scale because the response was based on a binary condition. In this instance, simple percentages could have been presented and are available in the appendix table. For the purpose of the analysis and consistency with other tables, the mean for such questions was still calculated and presented in the table. In theses instances, for example Table 5.50, the mean varies between (0) and (1) with a positive response i.e. answering (Yes) as the higher rank. Comments are usually made on the majority response and, at times, on the more negative responses.

The interpretation of the means for such binary variables is given below:

0- 0.125 = not important at all

0.126-.375 = largely unimportant

.376-.675 = of some importance

.676-875 = important

.876-1 = very important.

The interpretation of the scale is somewhat arbitrary but represents the researcher's understanding of the overall positive or negative nature of the responses.

The overall mean rating of all Practical Professional Courses ranged from 4.80 (very important), the highest value (Teaching Practice), to 2.25 (largely unimportant), the lowest value (Boxing and Wrestling) (Appendix O: Table.1). This shows that the majority of the respondents perceived the 12 Practical Professional Courses to be either 'Important' or 'Very important'.

The highest and lowest overall mean ratings for all four groups were observed for the following Practical Professional Courses:

Table 5.31: Mean ratings for all different groups in relation to Practical Courses

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Teaching Practice	4.80	1	Swimming	3.73	9
Football	4.60	2	Racquetball	3.38	10
Exercise & Gymnastics	4.43	3	Fencing	2.73	11
Track & Field	4.41	4	Boxing & Wrestling	2.25	12

Breaking the four groups' responses with regard to each Practical Professional Course reveals that, as Tables 5.32–5.35 demonstrate, the highest and lowest mean ratings for lecturers, inspectors, teachers and students were observed for the following courses:

Table 5.32: Mean ratings for lecturers

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Dance	5.0	1	Boxing & Wrestling	3.78	10
Teaching Practice and Exercise & Gymnastics	4.93	2	Fencing	3.57	11
Track & Field	4.79	4	Swimming	3.43	12

Table 5.33: Mean ratings for inspectors

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Teaching Practice and Exercise & Gymnastics	5.0	1	Racquetball	3.86	10
Track & Field, Basketball, Handball & Volleyball	4.93	2	Boxing & Wrestling	3.57	11
			Fencing	3.50	12

Table 5.34: Mean ratings for teachers

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Teaching Practice	4.71	1	Racquetball	3.15	10
Football	4.52	2	Fencing	2.66	11
Dance	4.34	3	Boxing & Wrestling	1.95	12

Table 5.35: Mean ratings for students

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Teaching Practice	4.87	1	Swimming	2.81	10
Football	4.78	2	Fencing	2.26	11
Basketball	4.71	3	Boxing & Wrestling	1.67	12

As can be observed from Table 5.30 above, a similar pattern emerges as far as Practical Professional Courses are concerned. While there is similarity in teachers' and students'

responses, the same holds for lecturers and inspectors. As a whole, it can be noted that lecturers and inspectors generally tend to perceive these courses in a more positive way than teachers and students.

A KW test indicated significant differences among the responses of the four groups with regard to most of the Practical Professional Courses (Appendix N: Table 13). The KW test indicated that there was no significant difference among the four groups with respect to these three subjects: Teaching Practice (KW= 6.015, P = .111, NS), Football (KW= 2.498, P = .476, NS) and Dance (KW= 4.651, P = .199, NS)(Appendix N: Table 13). Despite these three subjects being non-significant, the majority of the respondents of the total population relating to the four groups perceived these subjects (Teaching Practice, 99.0%, Football 96.2% and Dance, 93.6%) as 'Of some importance', 'Important' or 'Very important'.

The post hoc test shows that there are four courses (Exercise and Gymnastics, Fencing, Swimming and Racquetball) which are significantly different (Diagram 5.10).

Diagram 5.10

	1. Teachers	2. Students	3. Lecturers	4. Inspectors
1.Teachers				
2. Students	^			
3. Lecturers	=	+		
4. Inspectors	*	^ +		

* significant on a post hoc test (Exercise and Gymnastics)
\+ significant on a post hoc test (Fencing)
^ significant on a post hoc test (Swimming)
= significant on a post hoc test (Racquetball)

Based on the post hoc test, this diagram indicates that for the Exercise and Gymnastics courses, teachers were different in their responses to the inspectors (Appendix N: Table 13). 5.2% of the teachers considered this subject as not important in the preparation of PE teachers. 100.0% of the inspectors considered it to be 'Very important' and almost 100.0% of the students and lecturers indicated that this subject would be important in the preparation of PE teachers. Overall, 95.9% of the total population of the four groups believed that this subject would be important in the preparation of PE teachers.

The post hoc test for Fencing shows that students (61.3%) had views that differed from those of lecturers and inspectors in perceiving this course as less important in the preparation of PE teachers. Only 19.4% of the students considered this course to be 'Important' or 'Very important' in the preparation of PE teachers, whereas 57.1% of the

lecturers and 50.0% of the inspectors expressed the same view. Overall, 41.5% of the total population of the four groups thought that this course was either 'Largely unimportant' or 'Not important at all'.

The post hoc test for Swimming indicates that the answers of students (51.6%) were different from teachers' and inspectors' in considering this subject as 'Not important' in the preparation of PE teachers. Only 38.8% of the students considered Swimming to be 'Important' or 'Very important', whereas 85.7% of the inspectors and 66.4% of the teachers shared the view of the students. Breaking down students' responses by gender, one can observe that only female students (51.6%, 16 out of 22 female students) thought that this subject was 'Not important' in the preparation of PE teachers. No male student thought that Swimming was 'Not important'. 35.7% of the female lecturers also shared the same view vis-à-vis this subject (Appendix N: Table 13).

The post hoc test for the Racquetball course showed that teachers' responses differed from those of lecturers in perceiving that this course is 'Not important' in the preparation of PE teachers. 35.8% of the teachers claimed this course to be 'Largely unimportant' or 'Not important at all'. No lecturer agreed with the teachers' view. As Table 5.30 demonstrates, the same pattern can be noticed in that teachers and students, on the one hand, usually shared the same viewpoint, and likewise, lecturers and inspectors, on the other hand, also displayed a similar response pattern.

On the basis of the overall rank, and as can be seen from Table 5.30, respondents from the total population of the four groups regarded "Boxing and Wrestling" and "Fencing" to be the least important Practical Professional Courses. For the courses which ranked from 1- 10, at least 70% or more of the total population of the four groups believed that these courses were 'Of Some importance', 'Important' or 'Very important' in the preparation of the PE teachers.

Table 5.36: Q2.10.B. Indicate the degree of importance of each of the following P.E Theoretical Professional Courses to the preparation of PE teachers.

Item #	Theoretical Professional Courses	Teachers Rank/ Mean	Students Rank/ Mean	Lecturers Rank/ Mean	Inspectors Rank/ Mean	Overall rank
3	Sports Training	2 4.83	4 4.45	3 4.64	1 5.0	1
1	Methods of teaching PE	4 4.37	3 4.81	2 4.93	1 5.0	2
9	Sports injury	4 4.26	3 4.71	1 4.86	2 4.79	3
11	Exercise physiology	4 3.66	3 4.45	1 4.86	1 4.86	4
5	Administration of PE	3 3.77	4 4.03	1 4.79	1 4.79	5
10	Sports psychology	4 3.59	3 4.23	2 4.71	1 4.79	6
13	Human anatomy	4 3.61	3 4.0	1 4.79	1 4.79	7
14	Human physiology	4 3.56	3 3.90	1 4.71	2 4.57	8
6	Adapted PE	4 3.49	3 4.23	2 4.29	1 4.64	9
4	Biomechanics	4 3.46	3 3.94	2 4.71	1 4.93	10
7	Measurements and evaluation in PE	4 3.47	3 3.90	2 4.64	1 4.86	11
2	Foundation and curriculum of PE	3 3.60	4 3.48	2 4.29	1 4.93	12
12	General biology	4 3.37	3 3.65	2 4.57	1 4.64	13
8	Recreation	4 2.97	3 3.32	2 4.36	1 4.43	14
15	Principles of statistics	3 3.0	4 2.39	1 4.29	2 4.07	15
16	Introduction to sociology	3 2.87	4 2.03	2 3.86	1 3.93	16

Respondents were presented with 16 Theoretical Professional Courses and were asked to indicate the degree of importance of these courses on a five-point Likert-type scale as shown in (Appendix O: Table 2). The percentage, frequency of responses in each category (VI, I, OSI, LU, NIAA), the overall mean and rank for the four groups were computed for each Theoretical Professional Course (Appendix O: Table 2).

The overall mean rating of all Theoretical Professional Courses for the four groups was greater than 2.89 as shown in (Appendix O: Table2). It indicates that the majority of the respondents of the four groups perceived the 16 Theoretical Professional Courses to be

either 'Important' or 'Very important'. The mean ratings between the different courses are very close, as can be seen in Appendix O: Table 2.

The highest and lowest mean ratings for the total population of the four groups, with regard to Theoretical Professional Courses, are indicated in the table below:

Table 5.37: Mean ratings for all different groups in respect to Theoretical Courses

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Sports Training	4.77	1	General Biology	3.59	13
Methods of Teaching PE	4.53	2	Recreation	3.23	14
Sports Injury	4.41	3	Principles of Statistics	3.07	15
Exercise Physiology and Administration of PE	3.96	4	Introduction to Sociology	2.89	16

Tables 5.38–5.41 present the findings pertaining to lecturers, inspectors, teachers and students:

Table 5.38: Mean ratings for lecturers

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Methods of Teaching PE	4.93	1	Principles of Statistics, Foundation & Curriculum of PE and Adapted PE	4.29	13
Sports Injury and Exercise Physiology	4.86	2	Introduction to Sociology	3.86	16
Administration of PE	4.79	4			

Table 5.39: Mean ratings for Inspectors

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Sports Training and Methods of Teaching PE	5.0	1	Recreation	4.43	14
Foundation and Curriculum of PE	4.93	3	Principles of Statistics	4.07	15
-	-	-	Introduction to Sociology	3.93	16

Table 5.40: Mean ratings for teachers

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Sports Training	4.83	1	Principles of Statistics	3.0	14
Methods of Teaching PE	4.37	2	Recreation	2.97	15
Sports Injury	4.26	3	Introduction to Sociology	2.87	16

Table 5.41: Mean ratings for students

Highest mean rating			Lowest mean rating		
Course	Mean	Rank	Course	Mean	Rank
Methods of Teaching PE	4.81	1	Recreation	3.32	14
Sports Injury	4.71	2	Principles of Statistics	2.39	15
Sports Training	4.45	3	Introduction to Sociology	2.03	16

Table 2 (Appendix N) shows that the same pattern emerges here in that, on the one hand, the teachers and students seem to share the same view and their responses are close to each other with regard to these courses, whereas, on the other, the responses of lecturers and inspectors are similar. It can be seen that lecturers and inspectors in general, tend to view these courses more favourably than teachers and students.

A KW test indicated significant differences among the response of the four groups with respect to all Theoretical Professional Courses (Appendix N: Table14).

The post hoc test shows that, for most Theoretical Professional Courses, teachers' and students' responses were to some extent different from those of the other two groups (Appendix O: Table 3). A small proportion of teachers and the students perceived these courses as not important in the preparation of the PE teachers. Moreover, the post hoc test failed to find any significant pair wise differences among the four groups for the three theoretical courses: Methods of Teaching Physical Education, Sports Training and Sports Injury (Appendix N: Table 14). Agreement on the importance of these courses among respondents from the four groups was relatively high and ranged from 100.0% (for Sports training course which ranked 1st) to 61.6% (for Introduction to sociology course which ranked 16th). From Table 2 (Appendix O) one can note that for Introduction to Sociology, which was ranked 16 by the respondents, 61.6% from the total population of the four groups considered this course to be 'Of some importance', 'Important' or 'Very important'. For the courses which ranked from 1- 14, at least 70% of the total population of the four groups believed that these courses were 'Of some importance', 'Important' or 'Very important' in the preparation of the PE teachers. Generally, it seems that the total populations of the four groups were generally satisfied with these courses, but only a small portion, especially teachers and students wished some modification made to these courses. The following open-ended question was added to this item: **"Which other courses not on the list, if any, do you think should be added?"**

The findings indicated that the most important courses that students required to be added were:

- "First Aid" (22.6%) and
- "Nutrition" (16.1%).

Teachers suggested that the following courses should be included in the department teaching plan:

- "First Aid" (37.31%),
- "Sports Nutrition" (19.4%) and
- "Application of IT in sport" (18.7%).

Inspectors' responses centered on:

- "First Aid" and "Sports Nutrition"(35.7%)

Lecturers mentioned some courses that should be included in the department's teaching plan, including:

- "First Aid"and "Sport Nutrition" (28.6%)

It is obvious from the responses of these groups that there are some key courses such as First Aid and Sport Nutrition that respondents would like to see included in the programme. The reason why these courses should be included in the programme will be discussed later.

Table 5.42: Q2.12 Which level is the programme most suitable for the teaching of PE?

Group	Frequency Percentage	Values					Row Total
		Primary	Preparatory	Secondary	All of the above	None of the above	
Teachers	n	32	10	22	60	10	134
	%	23.9	7.5	16.4	44.8	7.5	
Students	n	3	8	1	18	1	31
	%	9.7	25.8	3.2	58.1	3.2	
Lecturers	n	2	2	-	10	-	14
	%	14.3	14.3	-	71.4	-	
Inspectors	n	3	3	-	8	-	14
	%	21.4	21.4	-	57.1	-	
Column Total	N	40	23	23	96	11	193
	%	20.7	11.9	11.9	49.7	5.7	100.0

The KW test indicated that there was no significant difference among the four groups (KW = .993, df = 3, P = .803, NS) (Appendix N: Table. 15).

Table 5.42 shows that 71.4% of the lecturers believed that this programme is suitable for all levels for the teaching of PE overall, 49.7% of the total population of the four groups thought that this programme was suitable for all levels in the teaching of PE

The following section will deal with the second part of research question 1(Teaching Skills). It is concerned with the extent to which the PED prepared teachers to teach particular skills. The section consisted of thirteen items.

5.4.1.2 The comparison of four groups (teachers, students, lecturers and inspectors) with regard to Teaching Skills.

1.   Please indicate how effective is the preparation which students receive in the department in each of the skills.

Table 5.43: Q3.1 Indicate how effective is the preparation which students receive in the department in each of the Teaching Skills listed below.

Item #	Teaching Skills	Teachers	Students	Lecturers	Inspectors	Overall rank
		Rank/ Mean	Rank/ Mean	Rank/ Mean	Rank/ Mean	
8	Manage time and make good use of it	4 3.48	3 3.90	2 4.0	1 4.14	1
9	Make good use of facilities and equipment	4 3.37	1 4.16	2 4.07	3 3.86	2
3	Use a wide range of teaching styles and strategies	4 3.45	1 3.71	1 3.71	1 3.71	3
2	Provide appropriate instructional activities to accomplish goals and objectives	4 3.40	2 3.77	1 4.0	3 3.57	4
10	Work with students of different abilities within the same class	4 3.40	1 3.74	2 3.71	2 3.71	5
11	Relate learning materials to the total learning experience of the individual	4 3.45	3 3.52	1 3.79	2 3.71	6
1	Formulate instructional goals and objectives	4 3.31	2 3.74	1 3.86	3 3.71	7
12	Handle problems of discipline inside and outside class	4 3.32	2 3.71	3 3.64	1 3.79	8
5	Construct an appropriate lesson plan	4 3.25	2 3.81	1 3.93	3 3.64	9
13	Master adequate knowledge of the course he/you will teach	3 3.43	4 3.19	2 3.50	1 3.57	10
4	Use a wide range of instructional materials	4 3.25	2 3.58	3 3.57	1 3.64	11
7	Design and implement extra curricular activities	2 3.37	4 3.10	1 3.64	3 3.29	12
6	Plan class activity carefully and well in advance	4 3.12	3 3.26	1 3.50	2 3.29	13

Thirteen skill categories were presented to the respondents who were asked to indicate the level of preparation that students received in the department in each of the Teaching Skill areas using a five-point Likert scale. The percentage and the frequency of responses (very poor, poor, satisfactory, good, very good), the mean rating and the rank of respondents were computed for each of the 13 Teaching Skills (Appendix O: Table. 4). As is shown in (Appendix O: Table.4), the overall mean ratings for the four groups ranged from a high value of 3.63 (good) to a low value of 3.18 (satisfactory).

The highest and lowest mean ratings observed for the total population of the four groups for the Teaching Skills are presented in the table below:

Table 5.44: Mean ratings for all different groups in relation to Teaching Skills

Highest mean rating			Lowest mean rating		
	Mean	Rank	Course	Mean	Rank
Manage time and make good Use of it	3.63	1	Master adequate knowledge of the course he/ you will teach	3.41	10
Make good use of facilities and equipment	3.58	2	Use a wide range of instructional materials	3.36	11
Use a wide range of teaching styles and strategies	3.53	3	Design and implement extra-curricular activities	3.34	12
Provide appropriate instructional activities to accomplish goals and objectives	3.51	4	Plan class activity carefully and well in advance	3.18	13

It is obvious that the total population of the four groups perceived student preparation in these Teaching Skills to be 'Satisfactory' to 'Good'.

Tables 5.45–5.48 break down the responses of the four groups with regard to Teaching Skills.

Table 5.45: Mean ratings for lecturers

Highest mean rating			Lowest mean rating		
	Mean	Rank	Course	Mean	Rank
Make good use of facilities and Equipment	4.07	1	Handle problems of discipline inside and outside class and Design and implement extra curricular activities	3.64	9
Manage time and make good use of it and Provide appropriate Instructional activities to Accomplish goals and objectives	4.0	2	Use a wide range of instructional materials	3.57	11
Formulate instructional goals and objectives	3.86	4	Master adequate knowledge of the course he will teach and Plan class activity carefully and well in advance	3.50	13

Table 5.46: Mean ratings for inspectors

Highest mean rating			Lowest mean rating		
	Mean	Rank	Course	Mean	Rank
Manage time and make good use of it	4.14	1	Provide appropriate instructional activities to accomplish goals and objectives and Master adequate knowledge of the course he will teach	3.57	10
Make good use of facilities and equipment	3.86	2	Design and implement extra curricular activities and Plan class activities carefully and well in advance	3.29	12
Handle problems of discipline inside and outside class	3.79	3			

Table 5.47: Mean ratings for teachers

Highest mean rating			Lowest mean rating		
	Mean	Rank	Course	Mean	Rank
Manage time and make good use of it	3.48	1	Formulate instructional goals and objectives	3.31	10
Use a wide range of teaching styles & strategies and Related learning materials to the total learning experience of the individual	3.45	2	Construct an appropriate lesson plan and Use a wide rang of instructional materials	3.25	11
Master adequate knowledge of the course he/she will teach	3.43	4	Plan class activities carefully and well in advance	3.12	13

Table 5.48: Mean ratings for students

Highest mean rating			Lowest mean rating		
	Mean	Rank	Course	Mean	Rank
Make good use of facilities and Equipment	4.16	1	Plan class activity carefully and well in advance	3.26	11
Manage time and make good use of it	3.90	2	Master adequate knowledge of the course you will teach	3.19	12
Construct an appropriate lesson plan	3.81	3	Design and implement extra curricula activities	3.10	13

Table 5.45 indicates that lecturers considered all these Teaching Skills to be 'Good'. All groups perceived that the department prepares students best as far as items 8 and 9 are concerned. Their perceptions varied with regard to least effectively developed professional skills which the students received in the department. They considered student preparation to be the worst in terms of items 4, 6 and 7. Appendix O (Table 4) shows that lecturers and inspectors tend to perceive student preparation with regard to Teaching Skills in a positive way. Teachers had the lowest mean ratings in all thirteen

Teaching Skills in comparison to the other groups. They perceived all thirteen Teaching Skills to be 'Satisfactory'.

A KW test indicated significant differences among the responses of the four groups regarding two Teaching Skills: **Construct an appropriate lesson plan** (KW = 9.852, df = 3, P = < 0.020) and **Make good use of facilities and equipment** (KW = 11.799, df = 3, P = < 0. 008) (Appendix N: Table16). The KW test failed to find any significant differences among the four groups with regard to the other Teaching Skills (Appendix N: Table 16).

The post hoc test shows that there are two Teaching Skills (Construct an appropriate lesson plan and make good use of facilities and equipment) which are significant (Diagram 5.11).

Diagram 5.11

1.Teachers	■			
2. Students	+	▪		
3. Lecturers	.		▬	
4. Inspectors	*			■
	1. Teachers	**2. Students**	**3. Lecturers**	**4. Inspectors**

* significant on a post hoc test (Construct an appropriate lesson plan)
+ significant on a post hoc test (make good use of facilities and equipment)

The post hoc test for teaching skill item 5 (**Construct an appropriate lesson plan**) shows that teachers' responses were different from those of inspectors (Appendix N: Table 16). 26.1% of the teachers believed that student preparation in this teaching skill by the PED was either 'Poor' or 'Very poor', whereas only 7.1% of the inspectors agreed with this view. In contrast to this view, 87.1% of the students, 92.8% of the lecturers and 92.8% of the inspectors considered that student preparation in this teaching skill by the department was 'Satisfactory', 'Good' or 'Very good'. Overall, 78.8% of the total population of the four groups thought that the preparation of students in this teaching skill by the department was 'Satisfactory', 'Good' or 'Very good'.

For teaching skill item 9 (**Make good use of facilities and equipment**), the post hoc test indicated that the teachers' responses were different to the students (Appendix N: Table 16). 29.8% of the teachers considered the preparation of the students in this teaching skill as 'Poor' or 'Very poor' whereas only 3.2% of the students agreed with this view. 96.8% of the students, 100.0% of the lecturers and inspectors believed that the preparation of the students in this teaching skill by the PED is 'Satisfactory', 'Good' or 'Very good'.

In general, the agreement on the importance of these Teaching Skills among the respondents from the four groups was relatively high and ranged from 82.9% for teaching skill item 1 (**Formulate instructional goals and objectives**) to 68.9% for teaching skill item 13 (**Master adequate knowledge of the course he/she will teach**). From Appendix O: Table 4, it can be seen that though teaching skill item 13 (**Master adequate knowledge of the course he/she will teach**) was considered the worst by the total population of the four groups, 68.9% of the four groups considered this item to be 'satisfactory', 'Good' or 'Very good'. For the Teaching Skills which ranked from 1-12, at least 77.2% of the total population of the four groups believed that these Teaching Skills were 'satisfactory', 'Good' or 'Very good'. It seems that the total populations of the four groups were generally satisfied with student preparation in these Teaching Skills. Only a small portion, especially teachers and students, wanted to see some modification to some of these Teaching Skills.

The following section deals with the third part of research question 1 (Teaching Practice). There are five main questions under this section, which were given to the four groups.

5.4.1.3: The comparisons of four groups (teachers, students, lecturers and inspectors) in regard to teaching practice.

Table 5.49: Q 4.1 In your opinion how effective is the programme of Teaching Practice in accomplishing the aim of training students in Teaching Skills and getting them used to real teaching situation?

Group	Frequency Percentage	Not effective at all	Not effective	Quite effective	Mostly effective	Very effective	Row Total
Teachers	n %	13 9.7	17 12.7	25 18.7	30 22.4	49 36.6	134
Students	n %	1 3.2	1 3.2	3 9.7	6 19.4	20 64.5	31
Lecturers	n %	- -	1 7.1	2 14.3	5 35.7	6 42.9	14
Inspectors	n %	- -	- -	3 21.4	5 35.7	6 42.9	14
Column Total	N %	14 7.3	19 9.8	33 17.1	46 23.8	81 42.0	193 100.0

The KW test showed significant differences among the responses of the four groups (KW = 10.822, df = 3, P = < 0.013) (Appendix N: Table.17). The post hoc test is summarised in Diagram 5.12

Diagram 5.12

1.Teachers				
2. Students	*			
3. Lecturers				
4. Inspectors				
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* significant on a post hoc test

The post hoc test indicates that teachers' responses were different from those of students. Only 36.6% of the teachers considered Teaching Practice to be 'Very effective'. On the other hand, 20.4% of the teachers, 6.4% of the students and 7.1% of the lecturers considered Teaching Practice to be 'Not effective' or 'Not effective at all'. Overall, 82.9% of the total population of the four groups considered Teaching Practice to be 'Quite effective', 'Mostly effective' or 'Very effective' in training students in Teaching Skills and familiarising them with real teaching situations.

Table 5.50: Q4.2 Depending on your answer to question 4.1, what do you think the reasons might be?

Item #	Reasons	Teachers	Students	Lecturers	Inspectors	Overall
		Rank/ Mean	Rank/ Mean	Rank/ Mean	Rank/ Mean	Rank/ Mean
4.2.c	The instruction of both Methodology teachers and Teaching Practice teachers which are given to the students are contradictory	1 0.78	4 0.29	2 0.64	3 0.57	1 0.68
4.2.b	Faculty training before actual school teaching is inadequate	1 0.72	3 0.45	4 0.29	2 0.71	2 0.64
4.2.e	Teaching practice does not allow student-teachers to fully integrate into school life	2 0.63	4 0.29	1 0.71	3 0.43	3 0.57
4.2.a	Time devoted to the continuous teaching practice is insufficient	1 0.62	4 0.26	3 0.36	2 0.43	4 0.53
4.2.d	The support which the student-teachers receive from the school administration during teaching practice is ineffective	1 0.62	3 0.42	4 00	2 0.43	4 0.53

Comment will only be made on the negative responses to this question, alongside the mean of responses with regard to each item. The overall mean and rank were computed

for each item in Table 5.50. The table shows that the mean is less than 1 because the response was based on a binary condition (yes/ no) in which the mean ranges from 0-1. This table indicates that the total population of the four groups considered the following three items to be the most important reasons in not allowing Teaching Practice to achieve its objectives.

Table 5.51: Mean ratings for all four groups

Highest mean rating		
Reason	Mean	Rank
The instruction of both Methodology teachers and Teaching Practice teachers which are given to students are contradictory	.68	1
Faculty training before actual school teaching is inadequate	.64	2
Teaching practice does not allow student-teachers to fully integrate into school life	.57	3

The responses of the four groups with respect to the reasons which hinder Teaching Practice from achieving its objectives are broken down in the following tables which correspond, respectively, to lecturers, inspectors, teachers and students.

Table 5.52: Mean ratings for lecturers

Highest mean rating		
Reason	Mean	Rank
Teaching practice does not allow student-teachers to fully integrate into school life	0.71	1
The instruction of both Methodology teachers and Teaching Practice teachers which are given to students are contradictory	0.64	2
Time devoted to continuous Teaching Practice	0.36	3

Table 5.53: Mean ratings for inspectors

Highest mean rating		
Reason	Mean	Rank
Faculty training before actual school teaching is inadequate	0.71	1
The instruction of both Methodology teachers and Teaching Practice teachers which is given to students is contradictory	0.57	2
The support which the student-teachers receive from the school administration during teaching practice is ineffective	0.43	3

Table 5.54: Mean ratings for teachers

Highest mean rating		
Reason	Mean	Rank
The instruction of both Methodology teachers and Teaching Practice teachers which given to the students are contradictory	0.78	1
Faculty training before actual school teaching is inadequate	0.72	2
Teaching practice does not allow student-teachers to fully integrate into school life	0.63	3

Table 5.55: Mean ratings for students

Highest mean rating		
Reason	Mean	Rank
Faculty training before actual school teaching is inadequate	0.45	1
The support which the student-teachers receive from the school administration during teaching practice is ineffective	0.42	2
The instruction of both Methodology teachers and Teaching Practice teachers which given to the students are contradictory and Teaching practice does not allow student-teachers to fully integrate into school life	0.29	3

A KW test indicated significant differences among the groups (Appendix N: Table 18) in regard to item a (KW = 15.671, df = 3, P< 0.001), Item b (KW = 16.094, df 3, P<0.001), item c (KW = 28.876, df = 3, P<0.000), item d (KW = 22.064, df = 3, P<0.000) and item e (KW = 14.412, df = 3, P<0.002) (Appendix N: Table21). The post hoc is summarised in Diagram 5.13.

Diagram 5.13

1.Teachers				
2. Students	^ = *			
3. Lecturers	▫ +			
4. Inspectors				
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* Item a significant on a post hoc test
\+ Item b significant on a post hoc test
= Item c significant on a post hoc test
▫ Item d significant on a post hoc test
^ Item e significant on a post hoc test

Based on the post hoc test, Diagram 5.13 shows that for item a, teachers had responses that were different from those given by students (Appendix N: Table 18). 61.9% of the teachers considered the time being devoted to continuous Teaching Practice insufficient. Only 25.8% of the students agreed with teachers in their views. In regard to item b, Diagram 5.13 reveals that teachers' responses differed from lecturers' (Appendix N: Table 18). 71.6% of the teachers believed that faculty training before actual school teaching was inadequate. Lecturers were the group least in agreement with this view. Only 28.6% of them thought that it was not adequate. With respect to item c, Diagram 5.13 indicates that teachers differed in their responses from students (Appendix N: Table 18). 78.4% of the teachers showed that the instructions of both Methodology teachers and Teaching Practice teachers were contradictory. Students were least happy with this view. Conversely, only 29.0% of the students agreed with teachers' views. It is interesting to note that the percentage of lecturers and inspectors is relatively high. 64.3% of the lecturers and 57.1% of the inspectors shared teachers' views. The reason behind this high percentage of lecturers and inspectors might be because they are not in

charge of Teaching Practice programme and, therefore, thought that it needed some modification.

With regard to item d, Diagram 5.13 shows that teachers' responses differed from lecturers' answers. 61.9% of the teachers considered the support which student-teachers receive from the school administration during Teaching Practice is ineffective. 42.9% of the inspectors and 41.9% of the students shared the views of teachers. In contrast, 100.0% of the lecturers determined the support to be effective. With respect to item e, diagram 5.13 shows that teachers' responses were different from those of students (Appendix N: Table 18). 63.4% of the teachers thought that Teaching Practice did not allow student-teachers to fully integrate into school life. 71.4% of the lecturers and 42.9% of the inspectors agreed with teachers' views. However, 71.0% of the students thought that Teaching Practice allowed student-teachers to fully integrate into school life (Appendix O: Table 5).

This questionnaire item was followed by an open-ended question as follows: **"If there are any other reasons, please specify them below."** No student responded to this question.

As far as the views of teachers are concerned their additional concerns revolved around:
- "the teaching practice programme is not adequately intensive" (7.5%) and
- "lack of coordination between the PED at Qatar University and the Administration of PE in the Ministry of Education" (11.2%).

Inspectors indicated that the factors influencing Teaching Practice are:
- "lack of participation of the Physical Education inspectors in the Ministry of Education in this programme" (35.7%) and
- "low number of credit hours allocated to teaching practice" (50.0%).

Lecturers identified the following reason:
- "shortage in the number of female supervisors when compared to the number of female students" (14.3%).

Table 5.56: Q 4.4 What do you think is the appropriate procedure to increase the effectiveness of Teaching Practice?

Item #	Procedures	Teachers Rank/ Mean	Students Rank/ Mean	Lecturers Rank/ Mean	Inspectors Rank/ Mean	Overall rank/ Mean
2	Supervision should be assigned to specialists in the Department of Curricula and Methodology	2 .67	1 .74	3 .07	3 .07	1 .60
4	More time should be allocated to teaching practice	2 .51	3 .32	4 .29	1 .64	2 .47
5	Students should spend a Whole semester teaching in schools under the supervision of a team of inspectors	2 .51	3 .42	4 .07	1 .57	2 .47
6	The programme should be Revised so as to ensure that each supervisor has only a few students to supervise	2 .33	4 .06	3 .07	1 .50	4 .28
1	Supervision should be assigned to academic staff in the PED	2 .22	3 .19	1 .93	4 .14	5 .26
7	The graduate students should be treated as a probationer for a year	3 .18	4 .13	2 .21	1 .29	6 .18
3	Supervision should assigned to inspectors in the Ministry of Education	2 .11	3 .06	4 0.0	1 .79	7 .15

Respondents' 'Yes' answers will be commented on. Alongside the mean of responses relating to each item, the overall mean and rank were computed for each item in Table 5.56. The table shows that the mean rate is less than 1 because the response was based on a binary condition (yes/ no) in which the mean rate ranges from 0-1. This procedure will be employed throughout this chapter with questions in which the mean ranges from 0-1.

The table indicates that the total population of the four groups perceived the following three items to be the most/least important procedures to increase the effectiveness of Teaching Practice:

Table 5.57: Mean ratings for all different groups for the appropriate procedure to increase the effectiveness of Teaching Practice

Highest mean rating			Lowest mean rating		
Procedures	Mean	Rank	Procedures	Mean	Rank
Supervision should be assigned to specialists in the Department of Curricula and Methodology	.60	1	Supervision should be assigned to academic staff in the PED	.26	5
More time should be allocated to Teaching Practice and Students should spend a whole semester teaching in schools under the supervision of a team of inspectors	.47	2	Graduate students should be treated as probationers for a year	.18	6
			Supervision should be assigned to inspectors in the Ministry of Education	.15	7

Tables 5.58-5.61 break the responses of the four groups into four separate categories outlining appropriate procedures to increase the effectiveness of Teaching Practice.

Table 5.58: Mean ratings for lecturers

Highest mean rating		
Procedures	Mean	Rank
Supervision should be assigned to academic staff in the PED	.93	1
More time should be allocated to teaching practice	.29	2
Graduate students should be treated as probationers for a year	.21	3

Table 5.59: Mean ratings for inspectors

Highest mean rating		
Procedures	Mean	Rank
Supervision should be assigned to inspectors in the Ministry of Education	.79	1
More time should be allocated to Teaching Practice	.64	2
Students should spend a whole semester teaching in schools under the supervision of a team of inspectors	.57	3

Table 5.60: Mean ratings for teachers

Highest mean rating		
Procedures	Mean	Rank
Supervision should be assigned to specialists in the Department of Curricula and Methodology	.67	1
More time should be allocated to Teaching Practice and Students should spend a whole semester teaching in schools under the supervision of a team of inspectors	.51	2

Table 5.61: Mean ratings for students

Highest mean rating		
Procedures	Mean	Rank
Supervision should be assigned to specialists in the Department of Curricula and Methodology	.74	1
Students should spend a whole semester teaching in schools under the supervision of a team of inspectors	.42	2
More time should be allocated to teaching practice	.32	3

Tables 5.60–5.61 indicate that teachers and students have the same feeling about what should be done in order to increase the effectiveness of Teaching Practice. It is obvious from their responses that they were satisfied with the current situation in which supervisors from the Department of Curricula and Methodology were responsible for Teaching Practice. Teachers and students agreed that if people in charge of the programme would allow the students to spend a whole semester in school under the supervision of a team of inspectors and if they allocated more time to Teaching Practice, this would increase the effectiveness of Teaching Practice. If one looks at lecturers' and inspectors' responses in Table 5.56, it becomes evident that each group wants to be in charge of Teaching Practice. Each group thought that if they were responsible for Teaching Practice, it would be more effective. Teachers and inspectors believed that more time should be allocated to Teaching Practice and that students should spend a whole semester teaching in school under the supervision of a team of inspectors in order to increase the effectiveness of Teaching Practice (Appendix N: Table 19).

The KW test showed significant differences among the groups (Appendix N: Table 18) with regard to item 1 (KW = 35.456, df = 3, P<0.000), item 2 (KW = 37.724, df = 3, P<0.000), item 3 (KW = 51.243, df = 3, P<0.000), item 5 (KW = 10.849, df = 3, P<0.013), and item 6 (KW = 15.005, df = 3, P<0.002). The KW test for items 4 (More time should be allocated to Teaching Practice) (KW = 7.007, df = 3, P = .072, NS) and item 7 (The graduate student should be treated as a probationer for a year) was non-significant (KW = 1.697, df = 3, P = .638, NS) (Appendix N: Table 19).

Diagram 5.14

	1. Teachers	2. Students	3. Lecturers	4. Inspectors
1.Teachers	■■■			
2. Students		■■■		
3. Lecturers	□ + *	+ *	■■■	
4. Inspectors	+ ^	+ ^	^ *	■■■

* Item 1 significant on a post hoc test.
+ Item 2 significant on a post hoc test.
^ Item 3 significant on a post hoc test.
□ Item 5 significant on a post hoc test.

The post hoc test failed to find out a pair-wise significant difference for item 6. Regarding item 1, it can be observed from Diagram 5.14 that lecturers' responses were different from other groups' (Appendix N: Table 19). 92.9% of the lecturers believed that the effectiveness of Teaching Practice would increase if it could be assigned to the academic staff in the PED. Only 19.4% of the students, 21.6% of the teachers and non of the inspectors agreed with the lecturers' views.

For item 2, the post hoc test indicated that students and teachers had different responses from those of the other two groups (Appendix N: Table 19). 74.2% of the students and 67.2% of the teachers seem satisfied with the current situation in which the specialist from the Department of Curricula would be in charge of Teaching Practice programme. Only 7.1% of lecturers and inspectors agreed with the current situation.

Item 3, based on the post hoc test, showed that inspectors' responses were different from those of the other groups (Appendix N: Table 19). 78.6% of the inspectors thought that if they could be in charge of Teaching Practice programme, its effectiveness would be increased. Only 11.2% of the teachers and 6.5% of the students agreed with the inspectors' views. None of the lecturers thought that Teaching Practice should be assigned to inspectors.

For item 5, the post hoc test showed that lecturers' responses were different from teachers' (Appendix N: Table 19). Only 7.1% of the lecturers considered that Teaching Practice would be more effective if students spent a whole semester teaching in schools under the supervision of a team of inspectors. 57.1% of the inspectors, 51.5% of the teachers and 41.9% of the students thought that Teaching Practice would be more effective if students spend a whole semester teaching in schools under the supervision of a team of inspectors. This question was followed by an open-ended question which was: **"Please note below any suggestions for enhancing the effectiveness of teaching practice."**

The views of the various groups varied, and the suggestions put forward by students were:

- "treat student teachers as real teachers in school during Teaching Practice" (45.2%),
- "the amount of time for these courses is not enough" (27.3%), and
- "give student teachers the choice to teach at any level during Teaching Practice" (22.6%).

Teachers highlighted some suggestions to increase the effectiveness of Teaching Practice and these were:

- "student teachers should be given a chance to teach in schools with good and poor facilities in order to overcome the obstacles which they might face in the future" (23.9%),

- "student teachers should be acquainted with the realities of the teaching situation so that they can adapt themselves to the shortcomings of the equipment" (23.9%),

- "assigning highly qualified supervisors to administer the Teaching Practice programme" (14.9%),

- "more time should be allocated to Teaching Practice, particularly, to the continuous Teaching Practice" (14.9%), and

- "more co-ordination between the PED at the University, and the Administration of PE in the Ministry of Education on how lessons should be planned" (14.9%).

Inspectors recommended the following:

- "an agreement between the PED at the University, and the Administration of Physical Education in the Ministry of Education on how lessons should be planned" (42.9%) and

- "participation of inspectors in the Ministry of Education in the supervision of the Teaching Practice programme" (28.6%).

Lecturers' suggested:

- "more time should be devoted to Teaching Practice, especially the continuous teaching practice which should be for the whole semester instead of one month, " (42.9%),

- "physical Education should be taken more seriously by schools and supervisors" (28.6%), and

- "there should be more contact between the PED at Qatar University and the Administration of PE in the Ministry of Education" (14.3%).

Table 5.62: Q4.6 To what extent do you think that micro-teaching classes are important before getting students to teach in school?

Group	Frequency Percentage	Not Important At all	Of Little Importance	Of Some Importance	Important	Very Important	Row Total
Teachers	n %	19 14.2	16 11.9	12 9.0	31 23.1	56 41.8	134
Students	n %	- -	1 3.2	3 9.7	7 22.6	20 64.5	31
Lecturers	n %	- -	- -	- -	2 14.3	12 85.7	14
Inspectors	n %	- -	- -	- -	4 28.6	10 71.4	14
Column Total	N %	19 9.8	17 8.8	15 7.8	44 22.8	98 50.1	193 100.0

The basic percentage and frequency for Q4.6 are shown in the Table 5.62. A KW test revealed significant differences among the responses of the four groups (KW = 20.940, df = 3, P<0.000) (Appendix N: Table 20). The post hoc is summarised in Diagram 5.15.

Diagram 5.15

	1. Teachers	2. Students	3. Lecturers	4. Inspectors
1.Teachers				
2. Students				
3. Lecturers	*			
4. Inspectors				

* significant on a post hoc test

Based on the post hoc test, this diagram shows that teachers responded to this question differently from lecturers. 26.1% of the teachers considered that micro-teaching classes were either 'Of little importance' or 'Not important at all' whereas 100.0% of the lecturers and inspectors considered it to be 'Important' or 'Very important'. Only 3.2% of the students shared teachers' views. Therefore, one can observe that teachers and students were usually less satisfied than lecturers and inspectors. Overall, 72.9% of the total population of the four groups thought that micro-teaching classes were 'Important' or 'Very important'.

Table 5.63: Q4.7 To what extent do you think that experience of all levels (Elementary, Preparatory and Secondary) is important for students in their Teaching Practice?

Group	Frequency Percentage	Not Important At all	Of Little Importance	Of Some Importance	Important	Very Important	Row Total
Teachers	n	23	10	3	27	71	134
	%	17.2	7.5	2.2	20.1	53.0	
Students	n	-	1	2	7	21	31
	%	-	3.2	6.5	22.6	67.7	
Lecturers	n	-	-	-	4	10	14
	%	-	-	-	28.6	71.4	
Inspectors	n	-	-	-	1	13	14
	%	-	-	-	7.1	92.9	
Column Total	N	23	11	5	39	115	193
	%	11.9	5.7	2.6	20.2	59.6	100.0

The KW test indicated a significant difference among the groups (KW = 13.437, df = 3, P<0.004) (Appendix N: Table 21). The post hoc test is summarised in Diagram 5.16

Diagram 5.16

1.Teachers				
2. Students				
3. Lecturers				
4. Inspectors	*			
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* Significant on a post hoc test

Based on the post hoc test, this diagram shows that teachers' responses were different from those of inspectors (Appendix N: Table 21). 24.7% of the teachers considered the experience of teaching at all levels to be 'Of little importance' or 'Not important at all'. In contrast to this view, 100.0% of the lecturers and inspectors believed that it was 'Important' or 'Very important' to teach at all levels during the Teaching Practice. Overall, 79.8% of the total population of the four groups thought that it was 'Important' or 'Very important' to teach at all levels during Teaching Practice.

This question was followed by the open-ended question: **"Overall, what were the strengths and weaknesses of teaching practice?"** Students indicated one strength of Teaching Practice:

- "direct contact with school students helps them to be good teachers" (35.5%).

The most important weaknesses of Teaching Practice in students' opinions are:

- "the clash between the timings of the schools and the timings of the university courses" (29.0%) and

- "shortage of equipment causes some worry and anxiety for the practitioner" (22.6%).

Teachers referred to the strengths as follows:
- "training the student to acclimatise with the school situation" (47.0%),

- "preparing the student for teaching and integrating with the school life" (40.3%) and

- "removing the feelings of apprehension and establishing those of self confidence" (22.4%).

In addition, teachers also indicated some weaknesses:
- "absence of concern of the supervisors and their unfairness in their assessment and marks distribution" (11.2%),

- "the period of Teaching Practice is short" (14.9%) and

- "lack of acceptance of student teachers by the school administration and absence of cooperation from them" (7.5%).

Inspectors mentioned the following strength:
- "integration with the school society" (42.9%),

With regard to weaknesses, inspectors identified:
- "absence of the participation of the student teachers in the external activities of the schools" (21.4%) and

- "absence of participation of inspectors in the Ministry of Education with supervisors during Teaching Practice" (14.3%).

Lecturers indicated strengths such as:
- "putting the student in the real situation of teaching to face the problems of this profession and to establish self confidence in the student with regard to the ability to solve those problems" (42.9%) and

- "training the student to establish good relations with the school society" (28.6%).

As far as weaknesses are concerned, lecturers pointed out that the most important of these were:

- "absence of participation of lecturers in the PED with supervisors during Teaching Practice" (14.3%).

The following section is the final part of research question 1. This section will deal with recommendations and suggestions related to PEITTP. Here, the respondents were presented with six suggestions for improvement of the PE programme.

5.4.1.4 Comparison of the four groups (teachers, students, lecturers and inspectors) with regard to recommendations and suggestions.

Table 5.64: Q6.1 Do you consider the following suggestions in relation to the PEITTP at Qatar University to be good or poor?

Item #	Suggestions	Teachers Mean/ Rank	Students Mean/ Rank	Lecturers Mean/ Rank	Inspectors Mean/ Rank	Overall rank
6.1.6	Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes	4 3.86	3 4.39	2 4.86	1 4.93	1
6.1.4	Establishing higher education in PE in the State of Qatar	4 3.82	3 4.23	2 4.29	1 4.64	2
6.1.5	Establishing a laboratory specific to the PED to teach exercise physiology and Biomechanics, for example	4 3.69	3 4.10	1 4.71	1 4.71	3
6.1.2	Establishing graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvements	4 3.66	3 4.16	1 4.57	1 4.57	4
6.1.3	Conducting an ongoing evaluation of the department's programme implementation and Outcomes in order to improve the programme	4 3.58	3 4.06	1 4.71	1 4.71	5
6.1.1	Conducting regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme	4 3.67	3 3.77	2 4.36	1 4.64	6

The respondents were asked to indicate the extent to which they agreed or disagreed that each recommendation was valid for the improvement of the PEITTP. A five-point Likert-type scale (Very good, Poor, Satisfactory, Good and Very good) was used. The response percentages and frequencies, the overall mean rating and rank of the respondents were computed for each suggestion (Appendix O: Table.6). As is shown in Appendix O (Table.6), the overall mean rating for the four groups ranged from a high value of 4.09 (good) for item # 6 to a low value of 3.81 (good) for item # 1.

The highest mean ratings were observed for the total population of the four groups as in Table 5.65 below:

Table 5.65: Mean ratings for all four groups regarding the suggestions related to PEITTP

Highest mean rating			Lowest mean rating		
Suggestion	Mean	Rank	Suggestion	Mean	Rank
Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their Programmes	4.09	1	Establishing graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvements	3.88	4
Establishing higher education in PE in the State of Qatar	3.98	2	Conducting an ongoing evaluation of the department's programme implementation and outcomes in order to improve the programme	3.82	5
Establishing a laboratory specific to the PED to teach Exercise Physiology and Biomechanics, for example	3.90	3	Conducting regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme	3.81	6

It seems that the total population of the four groups perceived these six items to be 'Good' suggestions that could help in the improvement of the programme. The responses of the four groups are broken down in tables 5.66 –5.69.

Table 5.66: Mean ratings for lecturers

Highest mean rating		
Suggestion	Mean	Rank
Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes	4.86	1
Establishing a laboratory specific to the PED to teach Exercise Physiology and Biomechanics, for example, and Conducting an ongoing evaluation of the department's programme implementation and outcomes in order to improve the programme	4.57	2
Establishing a graduate society which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvements	4.37	4

Table 5.67: Mean ratings for inspectors

Highest mean rating		
Suggestion	Mean	Rank
Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes	4.93	1
Establishing a laboratory specific to the PED to teach Exercise Physiology and Biomechanics, for example, and Conducting an ongoing evaluation of the department's programme implementation and outcomes in order to improve the programme	4.71	2
Establishing higher education in PE in the State of Qatar and Conducting regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme	4.64	4

Table 5.68: Mean ratings for teachers

Highest mean rating		
Suggestion	Mean	Rank
Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes	3.86	1
Establishing higher education in PE in the State of Qatar	3.82	2
Establishing a laboratory specific to the PED to teach Exercise Physiology and Biomechanics, for example	3.69	3

Table 5.69: Mean ratings for students

Highest mean rating		
Suggestion	Mean	Rank
Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes	4.39	1
Establishing higher education in PE in the State of Qatar	3.82	2
Establishing a graduate society which meets annually to discuss recent issues in The profession and to provide suggestions for the department's improvements	4.16	3

Teachers had the lowest mean ratings and students had the second lowest mean rating in all six suggestions. All teachers and students considered the six items to be 'Good' suggestions and would help in the improvement of the quality of PEITTP. Generally, lecturers and inspectors perceived these suggestions to be 'Good' and 'Very good' in the improvement of the PEITTP. For all four groups, the most important suggestion was item # 6 (**Closer contact between the Dept. of PE at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes**). From Table 5.64 it can be seen that lecturers and inspectors in general tended to perceive these suggestions in a positive way, more so than teachers and students.

The KW test failed to find any significant differences among the four groups in regard to suggestion 6.1.4. **Establishing higher education in PE in the State of Qatar** (Appendix N: Table 22).

In contrast, a KW test indicated significant differences among the responses of the four groups with regard to the following five suggestions:

- **6.1.1. Conducting a regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme** (KW = 9.246, df = 3, P< 0.026),

- **6.1.2. Establishing a graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvements** (KW = 8.625, df = 3, P<0.035),

- **6.1.3. Conducting an ongoing evaluation of the department's programme implementation and outcomes in order to improve the programme** (KW = 16.963, df = 3, P<0.001),

- **6.1.5. Establishing a laboratory specific to the PED to teach exercise physiology and biomechanics, for example** (KW = 10.527, df = 3, P<0.014) and

- **6.1.6. Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes** (KW = 11.718, df = 3, P<0.008) (Appendix N: Table 22).

The post hoc test shows that there is one suggestion (**Conducting an ongoing evaluation of the department's programme implementation and outcomes in order to improve the programme**) which is significant (Diagram 5.17).

Diagram 5.17

	1. Teachers	2. Students	3. Lecturers	4. Inspectors
1.Teachers				
2. Students				
3. Lecturers	*			
4. Inspectors	*			

* significant on a post hoc test

According to the post hoc test, Diagram 5.17 shows that teachers' responses were different from those of lecturers and inspectors. 26.2% of the teachers believed that this was a 'Poor' or 'Very poor' suggestion and that it would not contribute to the improvement of the PE programme. In contrast, 100.0% of the lectures and inspectors considered this suggestion to be 'Satisfactory', 'Good' or 'Very good' in improving the programme. Overall, 79.9% of the total population of the four groups thought that this suggestion would be 'Satisfactory', 'Good' or 'Very good' in the improvement of the programme (Appendix O: Table 6).

It seems that the total populations of the four groups in general thought that these suggestions were good and useful in improving the PE programme at Qatar University. Only a small portion of teachers and students didn't think these suggestions were good and, therefore, would not help in improving the PE programme. This question was followed by the open-ended question: **"Please write down any further suggestions, which may improve the PEITEP."**

The students mentioned some suggestions the most important of which were:

- "abolish the credit hour system and replace it with a modular system" (28.6%) and
- "issuing an educational and informative booklet containing all that is new in the realm of physical education and sports. This booklet should be given to every PE teacher" (22.6%).

Teachers' suggestions centered on the following:

- "recruiting highly qualified lecturers and supervisors" (18.7%), and "building an indoor sport hall in the male section with all necessary facilities to accommodate the various types of sport" (12.7%).

The inspectors were concerned about only one suggestion:

- "the participation of the inspectors in the Administration of Physical Education in the Ministry of Education in a direct way to promote and make the Teaching Practice more effective" (50.0%).

The lecturers proposed suggestions as follows:

- "establishing a laboratory for the students in the PED to make use of" (28.6%) and
- "building a sport hall in the males' section to be used for practical practice" (28.6%).

PE

Research question 2: Are there any significant differences in the perceptions of the PE lecturers at Qatar University, PE teachers in the Ministry of Education and Higher Education and final year students in the PED in the Faculty of Education at Qatar University, with regard to the following dimensions?

i) Preparation courses

ii) Resources, staffing and access and structure of the course

The next section will deal with six main questions pertaining to Preparation Courses. It will analyse the issues related to the Professional Courses and the responses of the three groups (lecturers, teachers and students).

5.4.2 Comparison of three groups (lecturers, teachers and students).

5.4.2.1: Comparison of three groups (lecturers, teachers and students) with regard to preparation courses.

Table 5.70: Q2.13 Overlap among the various Professional Preparation Courses

Group	Frequency Percentage	None	A little	Some	Quite a lot	A great deal	Row Total
Teachers	n	23	33	73	2	3	134
	%	17.2	24.6	54.5	1.5	2.2	
Students	n	2	8	14	5	2	31
	%	6.5	25.8	45.2	16.1	6.5	
Lecturers	n	8	2	-	3	1	14
	%	57.1	14.3	-	21.4	7.1	
Column Total	N	33	43	87	10	6	179
	%	18.4	24.0	48.6	5.6	3.4	100.0

The KW test indicated a significant difference among the groups (KW = 7.905, df = 2, P<0.019) (Appendix N: Table 23). The post hoc test is summarised in Diagram 5. 18.

Diagram 5.18

1.Teachers			
2. Students			
3. Lecturers		*	
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test

This diagram shows that lecturers display a statistical difference in comparison to students, but teachers and students show very similar responses to this question. 57.1% of the lecturers thought that there was no overlap among the various Professional Courses. Only 6.5% of the students and 17.2% of the teachers shared lecturers' views. On the other hand, 58.2% of the teachers and 67.8% of the students thought that there

was some overlap between these courses. It is interesting to note that 28.5% of the lecturers thought that there was 'Quite a lot' or 'A great deal' of overlap in Professional Courses.

Table 5.71: Q2.14 Relevance between what is taught in the department and what is actually taught in schools

Group	Frequency Percentage	None	A little	Some	Quite a lot	A great deal	Row Total
Teachers	n %	15 11.2	69 51.5	41 30.6	9 6.7	- -	134
Students	n %	4 12.9	10 32.3	13 41.9	2 6.5	2 6.5	31
Lecturers	n %	2 14.3	- -	5 35.7	6 42.9	1 7.1	14
Column Total	N %	21 11.7	79 44.1	59 33.0	17 9.5	3 1.7	179 100.0

A KW indicated significant differences among the groups (KW = 13.954, df = 2, P<0.001) (Appendix N: Table 24).

Diagram 5.19

1.Teachers			
2. Students			
3. Lecturers	*		
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test

The post hoc test reveals that lecturers' responses were different from those of teachers. 50.0% of the lecturers considered the relevance between what was taught in the department and what was taught in schools to be 'Quite a lot' or 'A great deal'. Only 6.7% of the teachers and 13.0% of the students thought that the relevance was 'Quite a lot' or 'A great deal'. Overall, more than 50.0% of the total population of the three groups considered the relevance to be either 'None' or 'A little'. It is obvious from Tables 5.70 and 5.71 that lecturers tend to have a positive perception about the programme, more than teachers and students.

In the next question, respondents were asked to indicate what might be the reason for the relevance or irrelevance of what was taught in the department and what was actually taught in school.

Table 5.72: Q2.15 Depending on your answer to Q. 2.14, what do you think the reason might be?

Item #	Reasons	Teachers	Students	Lecturers	Overall Rank/ Mean
		Rank/ Mean	Rank/ Mean	Rank/ Mean	
Q2.15.b	Knowledge of what is taking place in schools among the academic staff in the department: Does not exist/Lack	2 0.93	1 0.94	3 0.71	1 .91
Q2.15.a	The effective communication channels between the PED. at Qatar University and the PE Administration in the Ministry of Education: Does not exist/Absent	1 .93	2 .87	3 .57	2 .89
Q2.15.c	The procedures which the teachers apply what they learnt in the department to the schools are: Bureaucratic	1 .93	2 .77	3 .07	3 .83

Comment will only be made on the negative responses for this question, alongside the mean rate of responses relating to each item. The overall mean and rank were computed for each item (Appendix O: Table. 7). The table shows that the mean rate is less than 1 because the response was based on a binary condition (yes/ no) in which the mean rate ranges from 0-1. Table 5.72 indicates that the total population of the three groups considered the following items to be the most important reasons that cause the gap between the PED and schools:

Q2.15.b **Knowledge of what is taking place in schools among the academic staff in the PED: (Not Exist)** (mean = .91, rank = 1, 91.1% of the total population)

Q2. 15.a **The effective communication channels between the Dept. of PE at Qatar University and the Administration of PE in the Ministry of Education: (Not Exist)** (mean = .89, rank = 2, 88.8% of the total Population) and

Q2.15.c **The procedures which teachers apply what they learnt in the department to the schools are: (Bureaucratic)** (mean = .83, rank = 3, 83.2% of the total population).

The responses of each of the three groups with regard to these three reasons, one can observe from Table 5.72 that it is typical of the responses of the total population. The

mean of each group indicates that the students and the lecturers groups chose the three reasons in the following rank order:

1. Q.2.15.b,

2. Q.2.15.a and

3. Q.2.15.c.

The table also shows that by looking at the ranks for the individual groups, one can see that for all three reasons teachers and students were ranked 1st and 2nd, and lecturers were ranked 3rd. The same pattern is observed throughout this chapter in that teachers and students seem less satisfied with the programme or with some of its components than lecturers.

The KW test showed a significant difference among the responses of the three groups (Appendix N: Table 25) with regard to Q.2.1.5.a (KW = 16.023, df = 2, P<0.000), Q.2.1.5.b (KW = 17.994, df = 2, P<0.000) and Q2.1.5.c (KW = 63.796, df = 2, P<0.000) (Appendix N: Table 25). The post hoc test is summarised in Diagram 5.20.

Diagram 5.20

1.Teachers			
2. Students			
3. Lecturers	*	*	
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test (Q2.1.5.c)

Based on the post hoc test, this diagram shows that for Q2.15.a and Q2.15.b, the post hoc test failed to show any significant pair wise differences (Appendix N: Table 25). However, for Q2.15.c, the post hoc test showed that lecturers' responses were different from the other groups' (Appendix N: Table 25). Table 7 (Appendix O) shows that only 7.1% of the lecturers thought that the procedures which teachers learnt in the department and which they apply to schools are bureaucratic. The majority of teachers (92.5%) and students (77.4%) consider the procedures to be bureaucratic. One can observe the same pattern from Table 5.72 in which teachers and students seem less satisfied with the programme compared to lecturers. Overall, 83.2% of the total population of the three groups thought the procedures to be bureaucratic (Appendix O: Table7).

This question was followed by an open-ended question: **"If there are any other reasons, please specify them below."**
The students indicated that among these reasons were the following:

169

□ "strict adherence to the school syllabus is a factor preventing teachers from applying in the classrooms what they have learnt at the University" (28.6%).

Teachers included other reasons as follows:

□ "adherence to a particular curriculum hinder the student teachers from applying what they have learnt in the university to schools" (29.9%) and

□ "the lack of follow-up of PE graduates by the PED" (44.8%).

Lecturers' responses revolved around the following point:

□ "lecturers do not visit schools to find out the obstacles which PE teachers face because they are not in charge of the Teaching Practice programme" (28.6%).

Table 5.73: Q2.17 Which of the following teaching methods do you use/ are used most often?

Group	Frequency Percentage	Lecture	Discussion	Dictation	Row Total
Teachers	n %	83 61.9	17 12.7	34 25.4	134
Students	n %	17 54.8	6 19.4	8 25.8	31
Lecturers	n %	7 50.0	7 50.0	- -	14
Column Total	N %	107 59.8	30 16.8	42 23.5	179 100.0

The KW test indicated that there was no significant difference among the three groups (KW = .330, df = 2, P = .848, NS) (Appendix N: Table 26).

Although there was no significant difference among the groups, there is a response pattern similar to that previously found with respect to teachers and students in comparison to lecturers' responses. Table 5.73 shows that the lecture was the teaching method most often used by all groups. Just over 25.0% of the teachers and students indicated that the dictation method was used. No lecturers considered using the dictation method in their teaching. 50% of the lecturers claimed that they used the discussion method in their teaching while only 19.4% of the students and 12.7% of the teachers agreed with lecturers' views. Overall, Table 5.73 shows that 59.8% of the total population of the three groups thought that the teaching method most used was the lecture, and 16.8% claimed that the teaching method least used was discussion.

This questionnaire item was followed by an open-ended question: **"If there are any other methods, please specify them below."** Students and teachers indicated that there were methods other than the "Lecture", "Discussion" and "Dictation" which were used in their study, including:

- "practical method" (50%).
- "research presentations which students usually conduct" (students, 11.9%) (Teachers, 7.5%).

Lecturers referred to other methods which students and teachers did not mention. For example, lecturers mentioned:

- "the exploration" and "self-learning" methods (37.7%).

The respondents in the following question were asked to identify the types of assessments that were used to evaluate students' performance.

Table 5.74: Q2.19 How often (do you use /were) the following types of assessment (used) to evaluate students' performance?

Item #	Assessment types	Teachers Rank/ Mean	Students Rank/ Mean	Lecturers Rank/ Mean	Overall Rank/ Mean
Q2.19.1	Essay tests	2 4.28	1 4.35	3 3.64	1 4.25
Q2.19.2	Objective tests	3 3.36	2 3.68	1 4.07	2 3.47
Q2.19.4	Research projects	1 3.36	3 3.26	2 3.29	3 3.34
Q2.19.5	Classroom discussion	3 2.70	2 2.94	1 4.29	4 2.87
Q2.19.3	Oral tests	2 2.13	3 2.10	1 3.36	5 2.22

The percentage, the frequency of responses and the overall rank and the mean of the respondents were computed for each item (Appendix O: Table. 8). Table 5.74 shows that the total population of the three groups perceived the following three items to be the most used assessment types:

Table 5.75: Mean ratings for all three groups

Highest mean rating		
Assessment type	Mean	Rank
Essay tests	4.25	1
Objective tests	3.47	2
Research projects	3.34	3

The responses of the three groups are broken down into three different tables for lecturers, teachers and students, respectively:

Table 5.76: Mean ratings for lecturers

Highest mean rating		
Assessment type	Mean	Rank
Classroom discussions	4.29	1
Objective tests	4.07	2
Essay tests	3.64	3

Table 5.77: Mean ratings for teachers

Highest mean rating		
Assessment type	Mean	Rank
Essay tests	4.28	1
Objective tests and Research projects	3.36	2
Classroom discussion	2.70	3

Table 5.78: Mean ratings for students

Highest mean rating		
Assessment type	Mean	Rank
Essay tests	4.35	1
Objective tests	3.68	2
Research projects	3.26	3

It is obvious from individual groups' responses that both teachers and students regarded essay tests and objective tests to be the assessment types most used in the PED. Lecturers' views were different from those of teachers and students, for lecturers considered the classroom discussion to be the most widely used. Teachers and students regarded oral tests and classroom discussion to be the least used. Lecturers considered oral tests and research projects to be the least used types of assessment (Table 5.74).

The KW test indicated a significant difference among the three groups with respect to Objective tests (KW = 6.358, df =2, P<0.042), Oral tests (KW = 15.106, df = 2, P<0.001) and Classroom discussion (KW = 21.058, df= 2, P<0.000). The KW test indicated that there was no significant difference among the three groups for Essay tests (KW = 4.961, df =2, P = .084, NS) and Research projects (KW = .507, df = 2, P = .776, NS) (Appendix N: Table 27). The post hoc test summarised in Diagram 5.21.

Diagram 5.21

	1. Teachers	2. Students	3. Lecturers
1.Teachers			
2. Students			
3. Lecturers	+ *	+ *	

* significant on a post hoc test (Oral tests)
+ significant on a post hoc test (Classroom discussion)

Based on the post hoc tests, this diagram reveals that pair wise comparisons failed to show any significant differences with respect to Objective tests. However, for the Oral test assessment type, the post hoc test shows that lecturers' responses were different from other groups' (Appendix N: Table 27) with regard to how often the oral test was used as an assessment type. 42.9% of the lecturers stated that they used the Oral test as a method of assessment 'Often' or 'Always'. None of them claimed that they 'Never' used this type. Conversely, 32.8% of the teachers and 16.1% of the students believed that the Oral test was 'Never' used to assess them. No teacher or student reported that the Oral test was 'Always' used (Appendix O: Table 8).

As far as Classroom discussion is concerned, lecturers' responses differed from those of the other groups. 85.7% of the lecturers claimed that they used this type of assessment 'Often' or 'Always' to evaluate students' performance. In contrast, 70.9% of the teachers and 64.5% of the students revealed that this types of assessment was used 'Some times' or 'Very rarely'.

An open-ended question was added and asked: "**If there were any other assessment types which were used, please specify them below.**" Students referred to the method of self-learning which is embodied by:

- "problem-solving techniques" as one assessment type used by lecturers in the evaluation of students" (32.3%).

On the other hand, teachers indicated other assessment types as:

- "practical test" (50.0%),
- "attendance and absence" rate of the students (11.2%) and
- the "presentation of papers" (7.5%).

Lecturers stated two other assessment types:

- "evaluation of skill level" and "Practical tests", (50.0%) for each.

Table 5.79: Q2.21 What is your opinion about the importance of using the following assessment types in assessing the students?

Item #	Assessment types	Teachers Rank/ Mean	Students Rank/ Mean	Lecturers Rank/ Mean	Overall Rank/ Mean
Q2.21.5	Classroom discussion	2 4.39	1 4.55	3 4.29	1 4.41
Q2.21.2	Objective tests	3 3.45	2 4.19	1 4.21	2 3.64
Q2.21.3	Oral tests	1 3.58	3 3.32	2 3.50	3 3.53
Q2.21.1	Essay tests	3 3.31	2 3.35	1 3.86	4 3.36
Q2.21.4	Research projects	2 3.28	3 3.10	1 3.29	5 3.25

The percentages, frequencies and the overall rank of the responses were computed for each item (Appendix O: Table. 9). Table 5.80 reveals that the total population of the three groups perceived the following three items to be the most important techniques:

Table 5.80: Mean ratings for all three groups in relation to assessment types

Highest mean rating		
Assessment type	Mean	Rank
Classroom discussion	4.41	1
Objective tests	3.64	2
Oral tests	3.53	3

Comparing the responses of the three groups with regard to the three assessment types used the most and the three most important types, one can see that the respondents agreed that the Objective test was used most often and that it was an important assessment type. They indicated that there were other types of assessment that were important but not used so often in the department, for example Classroom discussion and Oral tests.

The responses of the three groups in relation to the importance of using assessment types are presented in the tables below:

Table 5.81: Mean ratings for lecturers

Highest mean rating		
Assessment type	Mean	Rank
Classroom discussion	4.29	1
Objective tests	4.21	2
Essay tests	3.86	3

Table 5.82: Mean ratings for teachers

Highest mean rating		
Assessment type	Mean	Rank
Classroom discussion	4.39	1
Objective tests	3.58	2
Oral tests	3.45	3

Table 5.83: Mean ratings for students

Highest mean rating		
Assessment type	Mean	Rank
Classroom discussion	4.55	1
Objective tests	4.19	2
Essay tests	3.35	3

From individual groups' responses, it is evident that all three groups regarded classroom discussion to be the most important assessment type. Lecturers perceived what they used as assessment types to be typical of what they thought was important. The responses of students and lecturers were similar in terms of the importance of these types (Classroom discussion, Objective tests and Essay tests).

The KW test indicated a significant difference among the three groups with regard to the Objective tests (KW = 11.132, df =2, P<0.004) (Appendix N: Table 28). The KW test indicated that there was no significant difference among the three groups for Essay tests (KW = 3.127, df =2, P = .209, NS), Oral tests (KW = 1.082, df = 2, P = .582, NS), Research projects (KW = .558, df = 2, P = .757, NS) and Classroom discussion (KW = 2.066, df = 2, P = .356, NS) (Appendix N: Table 28). The post hoc test is summarised in Diagram 5.22

Diagram 5.22

1.Teachers			
2. Students	*		
3. Lecturers			
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test (Objective tests)

For the Objective tests, the post hoc test shows that teachers' responses were different from those of students (Appendix N: Table 28) in terms of how important the objective tests was in assessing students. 25.3% of the teachers considered that the objective test was 'Largely unimportant' or 'Not important at all' whilst only 3.2% of the students shared this view. None of the lecturers thought that the objective test was 'Largely unimportant' or 'Not important at all'. Overall, 66.5% of the total population of the three groups considered the objective test to be 'Important' or 'Very important'.

In the following question, the respondents were further asked to indicate if they were given a chance to evaluate the Professional Courses.

Table 5.84: Q2.22 a) Lecturers: Indicate in how many Professional Courses did the department give students the opportunity to evaluate?
b) Teachers/Students: Indicate in how many Professional Courses you were given a chance to evaluate?

Group	Frequency Percentage	In no course (s)	In a few courses	In some courses	In a lot of courses	In every course	Row Total
Teachers	n	77	20	32	5	-	134
	%	57.5	14.9	23.9	3.7	-	
Students	n	19	7	4	1	-	31
	%	61.3	22.6	12.9	3.2	-	
Lecturers	n	2	2	8	2	-	14
	%	14.3	14.3	57.1	14.3	-	
Column Total	N	98	29	44	8	-	179
	%	54.7	16.2	24.6	4.5	-	100.0

The KW test indicated a significant difference among the three groups (KW = 13.454, df = 2, P<0.001) (Appendix N: Table 29). The post hoc test is summarised in Diagram 5.23.

Diagram 5.23

1.Teachers			
2. Students			
3. Lecturers	*	*	
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test

Based on the post hoc tests, this diagram indicates that students' and teachers' responses differed from lecturers' responses (Appendix N: Table 29). 61.3% of the students and 57.5% of the teachers claimed that they were not given a chance to evaluate any course. Only 14.3% of the lecturers agreed with students' and teachers' views. 71.4% of the lecturers, 38.8% of the teachers and 35.5% of the students said they were given a chance to evaluate Professional Courses 'In a few courses' or 'In some courses'. None of the three groups specified that they were given a chance to evaluate all Professional Courses. Again one can observe that teachers' and students' responses seem similar with regard to the present question; in contrast, lecturers' answers appear to be different from those of teachers and students. Overall, 54.7% of the total population of the three groups claimed that they were not given a chance to evaluate any Professional Course.

Table 5.85: Q2.23 a) Lecturers: Place a tick ( ) opposite any of the following procedures which you use. You may tick more than one option.

b) Teachers/Students: Place a tick ( ) opposite any of the following procedures which you think were used? You may tick more than one option.

Item #	Procedures	Teachers	Students	Lecturers	Overall
		Rank/ Mean	Rank/ Mean	Rank/ Mean	Rank/ Mean
Q2.23.5	I didn't give them a chance/haven't been given a chance to evaluate the course	2 .57	1 .61	3 .21	1 .55
Q2.23.3	Evaluation through discussion	1 .42	3 .26	2 .36	2 .39
Q2.23.4	Evaluation in the form of general written opinions	3 .02	1 .19	2 .2	3 .07
Q2.23.1	Evaluation in the form of questionnaire	3 0.0	2 .06	1 .21	4 .03
Q2.23.2	Evaluation in the form of checklist	3 0.0	2 .03	1 .07	5 .01

Comment will only be made on the (Yes) responses of the three groups, alongside the mean rate of responses relating to each item. The overall mean and rank were computed for each item (Table 5.85). The table shows that the mean rate is less than 1 because the response was based on a binary condition (yes/ no) in which the mean rate ranges from 0-1. From Appendix O (Table 10) it can be seen that 54.2% of the total population of the three groups indicated that they weren't given a chance to evaluate the courses, or as lecturers they didn't give students a chance to evaluate the courses. It can also be seen that 21.4% of the lecturers didn't give the students a chance to evaluate courses. The remaining 45.8% of the total population of the three groups stated that the following evaluation procedures were used to evaluate the courses:

Table 5.86: Mean ratings for all three groups in relation to evaluation procedures used

Highest mean rating		
Evaluation procedure	Mean	Rank
Evaluation through discussion	.55	1
Evaluation in the form of general written opinions	.39	2
Evaluation in the form of questionnaire	.07	3
Evaluation in the form of checklist	.03	4

The responses of the three groups assert that the evaluation procedure used most by lecturers was evaluation through discussion. It means that there was no formal way to

evaluate these courses by the department. Looking at the responses of the three groups shows that all three groups indicated that the evaluation through discussion was the evaluation procedures most used in the department (Appendix O: Table 10). Based on the rank position for the individual group in Table 5.85, it is evident that lecturers and students were the group most satisfied with available procedures while teachers were the least satisfied

The KW test indicated significant differences among the groups with regard to Q2.23.1 (KW = 23.154, df = 2, P<0.000), Q2.23.2 (KW = 7.321, df = 2, P<0.026), Q2.23.4 (KW = 14.461, df = 2, P<0.001) and Q2.23.5 (KW = 7.161, df = 2, P<0.028), but the KW test for Q2.23.3 was non-significant (KW = 2.752, df = 2, P = 0.253, NS). Overall, there were significant differences among the three groups, although pair wise comparisons failed to show any significant differences (Appendix N: Table 30).

An open-ended question was added which asked: **"If any other evaluation techniques were used, please specify them."** However, none of the groups in this study pointed out any other evaluation technique, which shows that there was a general agreement amongst the respondents that the techniques mentioned in the questionnaire were the most commonly used.

The following section will deal with the second part of research question 2 (Resources, Staffing & Access, and Structure of Course). It is concerned with the extent to which the respondents were satisfied with these issues. This question will be divided into three sections. Section A will analyse as to how satisfied the lecturers, teachers and students were in respect of resources, section B will scrutinise the staffing and access of the programme and section C will examine the structure of the course.

5.4.2.2 Comparison of three groups (teachers, students and lecturers) with regard to the Resources, Staffing & Access, and Structure of Course.

Section A. This section will examine the resources of the programme as was perceived by three groups (lecturers, teacher and students). Respondents were presented with 9 items regarding resources and were asked to evaluate their level of satisfaction with regard to these items.

Table 5.87: Q.5.A How would you evaluate each of the following resource statements with regard to the PE programme?

Item #	Resources	Lecturers Rank/ Mean	Teachers Rank/ Mean	Students Rank/ Mean	Overall Rank/ Mean
Q5.A.5	Provision of indoor halls	2 4.20	3 4.09	1 4.82	1 4.25
Q5.A.7	Provision of swimming pool	1 4.78	3 3.86	2 4.67	2 4.07
Q5.A.6	Provision of outdoor playgrounds	2 3.79	3 3.45	1 4.16	3 3.60
Q5.A.9	The suitability of the distance between the playgrounds or indoor hall and the lecture rooms	2 2.79	1 3.23	3 1.97	4 2.98
Q5.A.2	Availability of specialised books in the department in the right time	2 3.07	3 2.89	1 3.19	5 2.96
Q5.A.1	Availability of specialised books, periodicals and related materials in the University library	2 3.50	3 2.71	1 3.55	6 2.92
Q5.A.8	The suitability of the distance between the parking areas and the lecture rooms	1 2.93	2 1.66	3 1.55	7 1.74
Q5.A.4	Provision of lockers in the sport facilities complex	2 2.20	3 1.31	2 1.57	8 1.39
Q5.A. 3	Provision of storage facilities for sport equipment specific to the department	1 1.33	2 1.27	3 1.14	9 1.26

Evaluating university resources is important in order to ensure an effective teaching program (Higher Education Quality Council, 1994). Hence, the availability of certain facilities in the PED at Qatar University was identified. Respondents were presented with 9 items regarding the resources and were asked to evaluate their level of satisfaction with regard to the available resources of the programme on a five-point Likert-type scale (Appendix N: Table 31). Percentages, frequencies of responses in each category (Very poor, Poor, Satisfactory, Good and Very good), the overall mean and rank for the three groups were computed for each resource item (Appendix O: Table 11).

The overall mean ratings of all the resource items ranged from 4.25 (very good), the highest value, to 1.26 (very poor), the lowest value (Appendix O: Table.11). The responses pertaining to the three groups in terms of (dis)satisfaction with the resources available are presented as follows:

Table 5.88: Mean ratings for all three groups in relation to resources

Most satisfied			Least satisfied		
Resources	Mean	Rank	Resources	Mean	Rank
Provision of indoor hall	4.25	1	The suitability of the distance between the parking areas and the lecture rooms	1.74	7
Provision of swimming pool	4.07	2	Provision of lockers in the sport facilities complex	1.39	8
Provision of outdoor playgrounds	3.95	3	Provision of storage facilities and equipment specific to the PED	1.26	9

Based on the rank position for the individual group in Table 5.87, one can observe that lecturers were the most satisfied group with the resources available and teachers were the least satisfied, and students' level of satisfaction with these resources was almost the same as lecturers'.

A KW test indicated significant differences among the responses of the three groups with respect to most of the resource items (Appendix N: Table 31). The KW test used to examine the differences among the three groups indicated that there were no significant differences among the three groups in relation to these resource items:

- **Availability of specialised books in the department at the right time** (KW = 2.258, P = .333, NS) and

- **Provision of storage facilities for sport equipment specific to the PED** (KW = 1.217, P = .544, NS).

The post hoc test shows that there are five resource items (1, 5, 6, 8 and 9) which are significant (Diagram 5.24).

Diagram 5.24

1.Teachers			
2. Students	^ ▲ ● *		
3. Lecturers	+ *	+	
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test (item 1)
● significant on a post hoc test (item 5)
▲ significant on a post hoc test (item 6)
+ significant on a post hoc test (item 8)
^ significant on a post hoc test (item 9)

Based on the post hoc test, this diagram shows that for item 1, teachers had responses that were different from those of the other groups (Appendix N: Table 31). 41.8% of the teachers believed that the availability of specialised books in the university library was either 'Poor' or 'Very poor'. Only 12.9% of the students and 7.1% of the lecturers

agreed with teachers' views. Overall, 65.9% of the total population were satisfied with the availability of specialised books in the university library (Appendix O: Table 11).

As for item 5, it should be mentioned that only female respondents of the different groups answered this item because the indoor hall was only available in females' building. The post hoc test for item 5 shows that female teachers' responses were different from those of students (Appendix N: Table 31). Only 27.6% of the female teachers perceived the provision of the indoor hall to be 'Very good' whereas 81.8% of the female students considered the indoor hall to be 'Very good'. Also, 18.4% of the teachers claimed the provision of the indoor hall to be only 'Satisfactory', but none of the students agreed with teachers' views. Overall, 86.4 % of the total female population of the three groups considered the indoor hall to be either 'Good' or 'Very good'.

As far as item 6 is concerned, the post hoc test showed that teachers' responses were dissimilar to students' (Appendix N: Table 31). 15.7% of the teachers determined the provision of playgrounds to be either 'Poor' or 'Very poor'. None of the students and lecturers appear to agree with teachers' beliefs. Overall, 29.6% of the total population of the three groups considered outdoor playgrounds to be 'Satisfactory' and 58.6% of them believed it to be 'Good' or 'Very good'.

With respect to item 8, the post hoc test indicated that lecturers' answers were different from those of the other groups (Appendix N: Table 31). 28.6% of the lecturers thought that the suitability of the distance between student parking areas and lecture rooms was 'Very good'. None of the teachers and students seems to agree with this view. 48.5% of the teachers and 58.1% of the students indicated the suitability was 'Very poor'. Only 7.1% of the lecturers agreed with this view, but 14.0% of the total population of the three groups indicated that the suitability of the distance was 'Satisfactory' and 83.8% considered it to be either 'Poor' or 'Very poor'.

With regard to item 9, the post hoc test indicated that teachers' answers were dissimilar to students' (Appendix N: Table 31). 44.0% of the teachers thought that the suitability of the distance between the playgrounds or indoor hall and the lecture rooms was either 'Good' or 'Very good'. However, 64.5% of the students and 57.1% of the lecturers thought that the distance was 'Poor' or 'Very poor'. Overall, 39.7% of the total population of the three groups considered the suitability of the distance to be either

'Poor' or 'Very poor'. On the other hand, 35.8% of the total population perceived the suitability of the distance to be either 'Good' or 'Very good'.

The post hoc test failed to find any significant pair wise differences among the three groups for item 4 (**Provision of lockers in sport facilities complex**) and item 7 (**Provision of swimming pool**) (Appendix N: Table 31).

Section B. This section will examine the staffing and access of the programme from the point of view of the three groups (lecturers, teacher and students). Respondents were presented with 6 items regarding staffing and access and were asked to evaluate their level of satisfaction with regard to these items.

Table 5.89: Q.5.B How would you evaluate each of the staffing & access statement with regard to the PE programme?

Item #	Staffing & Access	Lecturers	Teachers	Students	Overall
		Rank/ Mean	Rank/ Mean	Rank/ Mean	Rank/ Mean
Q5.B.1	Tutors' academic advice to their students during their course registration	1 3.71	3 2.85	2 3.06	1 2.96
Q5.B.6	The amount of the demands expected from students by teaching staff	1 3.50	3 2.84	2 3.10	2 2.93
Q5.B.2	Relationships between students and lecturers in the PED	1 4.21	3 2.55	2 3.39	3 2.83
Q5.B.3	Access to tutors	1 4.43	3 2.50	2 3.48	3 2.82
Q5.B.5	Appropriateness of office hours	1 3.43	3 2.25	2 3.29	5 2.52
Q5.B.4	Relationship between the PED and the school(s) where students practise their teaching	1 1.50	3 1.31	2 1.32	6 1.32

A five-point Likert-type scale (Very poor, Poor, Satisfactory, Good and Very good) was used to answer this question. For each category, the percentages, frequencies of responses, the overall mean and rank for the three groups were computed for each item (Appendix O: Table 12).

The overall mean rating of all staffing and access items ranged from the highest value, i.e. 2.96 (satisfactory), to the lowest value, i.e. 1.32 (very poor) (Appendix O: Table.12), as can be seen from Table 5.90.

Table 5.90: Mean ratings for all three groups in relation to staffing and access

Most satisfied			Least satisfied		
Staffing & access	Mean	Rank	Staffing & access	Mean	Rank
Tutors' academic advice to their students during their course registration	2.96	1	Access to tutors	2.82	4
The amount of the demands expected from students by teaching staff	2.93	2	Appropriateness of office hours	2.52	5
Relationships between students and lecturers in the PED	2.83	3	Relationship between the PED and the school(s) where students practise their teaching	1.32	6

Based on the rank position for the individual group in Table 5.89, one can observe that lecturers were the group most satisfied with staffing and access, and teachers were the least satisfied.

A KW test indicated significant differences among the responses of the three groups with regard to most of the staffing and access items (Appendix N: Table 32). The KW test to examine the differences among the three groups indicated that there were no significant differences among the three groups in relation to the following item:

- **Relationship between the PED and the school(s) where students practise their teaching** (KW = 2.167, P = .338, NS).

The post hoc test shows that there are five staffing and access items (1, 2, 3, 5 and 6) which are significant (Diagram 5.25).

Diagram 5.25

1.Teachers			
2. Students	+ ▲ ●		
3. Lecturers	∧ + ▲ ● *		
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test (item 1)
● significant on a post hoc test (item 2)
▲ significant on a post hoc test (item 3)
+ significant on a post hoc test (item 5)
∧ significant on a post hoc test (item 6)

Based on the post hoc test, this diagram shows that for item 1, teachers' answers were different from those of lecturers (Appendix N: Table 32). 38.1% of the teachers considered tutors' academic advice to their students during course registration to be

'Poor' or 'Very poor'. Only 7.1% of the lecturers and 32.3% of the students seem to agree with teachers' views. On the other hand, 57.1% of the lecturers and 32.3% of the students claimed that tutors' academic advice was either 'Good' or 'Very good'. Overall, 30.8% of the total population of the three groups believed that tutors' academic advice was either 'Good' or 'Very good' and 34.6% of them considered it to be 'Satisfactory' (Appendix O: Table 12).

In relation to item 2, teachers differed in their responses to the other groups (Appendix N: Table 32). 49.2% of the teachers believed that the relationship between the students and lecturers in the PED was either 'Poor' or 'Very poor'. Only 12.9% of the students agreed with teachers' views. None of the lecturers thought that the relationship was 'Poor' or 'Very poor'. Generally, 27.4% of the total population considered the relationship to be 'Good' or 'Very good' and 39.1% claimed the relationship was 'Poor' or 'Very poor'.

For item 3, the post hoc test shows that teachers' answers were different of the other groups (Appendix N: Table 32). 55.9% of the teachers considered access to tutors to be 'Poor' or 'Very poor' whereas none of lecturers stated that access to tutors was 'Poor' or 'Very poor', and 12.9% of the students agreed with teacher's views. Overall, 32.4% of the total population of the three groups considered the access to be 'Good' or 'Very good', 23.5% of the total population considered it to be 'Satisfactory' and 44.1% claimed that it was 'Poor' or 'Very poor'.

The post hoc test for item 5 indicates that the responses provided by teachers were different from those of the other groups with regard to the appropriateness of office hours (Appendix N: Table 32). 64.2%% of them considered the appropriateness of office hours to be 'Poor' or Very poor'. Only 16.1% of the students and 14.3% of the lecturers agreed with teachers' view. Overall, 35.8% of the total population of the three groups considered the appropriateness of the office hours to be either 'Good' or 'Very good', 24.6% of them considered it to be 'Satisfactory' and 39.7% thought it was 'Poor' or 'Very poor'.

Concerning item 6, the post hoc test reveals that teachers' answers were dissimilar to lecturers' (Appendix N: Table 32). 32.1% of the teachers thought that the amount of the demands expected from students by teaching staff was 'Poor' or 'Very poor'. None of the lecturers agreed with this view. In general, 53.6% of the total population of the three

groups considered the demands to be 'Satisfactory' and 20.1% believed them to be 'Good' or 'Very good'.

Section C. This section examines the structure of the course. Respondents of the three groups were presented with 4 items and were asked to evaluate their level of satisfaction with regard to these items.

Table 5.91: Q.5.C How would you evaluate each of the following statements regarding the structure of the course in the PE programme?

Item #	Structure of the course	Lecturers Rank/ Mean	Teachers Rank/ Mean	Students Rank/ Mean	Overall rank/ Mean
Q5.C.2	Suitability of the time of day allocated to some practical Professional Courses	1 3.93	2 2.96	3 2.48	1 2.96
Q5.C.1	The link between department courses and courses outside the department	1 3.50	3 2.87	2 2.90	2 2.93
Q5.C.4	Four hours counting as two in Practical Professional Courses	1 3.71	2 2.96	3 1.94	3 2.84
Q5.C.3	The amount of the Professional Courses	1 3.21	3 2.22	2 3.19	4 2.46

A five-point Likert-type scale (Very poor, Poor, Satisfactory, Good and Very good) was used to answer this question. The percentage, frequency of responses in each category, the mean and the overall rank for the three groups were computed for each item (Appendix O: Table 13).

The overall mean ratings of all items of the structure of the course ranged from the highest value, i.e. 2.96 (satisfactory), to the lowest value, i.e. 2.46 (poor) (Table.5.92).

Table 5.92: Mean ratings for all three groups in relation to the structure of the courses

Structure of the Course	Mean	Rank
Suitability of the time of day allocated to some Practical Professional Courses	2.96	1
The link between department courses and courses outside the department	2.93	2
Four hours counting as two in practical Professional Courses	2.83	3
The amount of the Professional Courses	2.46	4

Based on the rank position for the individual group in Table 5.91, one can observe that lecturers were the most satisfied group with the structure of the course, and teachers and students were the least satisfied groups.

A KW test indicated significant differences among the responses of the three groups with regard to most of the structure of the course items (Appendix N: Table 33). The KW test indicated that there were no significant differences among the three groups with regard to the following item:

- **The link between department courses and courses outside the department** (KW = 5. 685, P = .058, NS).

The post hoc test shows that there are three items (2, 3, and 4) which are significant (Diagram 5.26).

Diagram 5.26

1.Teachers			
2. Students	+ ●		
3. Lecturers	● *	+ *	
	1. Teachers	2. Students	3. Lecturers

* significant on a post hoc test (item 2)
● significant on a post hoc test (item 3)
+ significant on a post hoc test (item 4)

Based on the post hoc test, this diagram shows that for item 2, lecturers differed from the other groups (Appendix N: Table 33). 100.0% of the lecturers considered the suitability of the time of day allocated to some Practical Professional Courses to be 'Satisfactory', 'Good' or 'Very good'. None of them claimed the suitability of the time to be 'Poor' or 'Very poor'. On the other hand, 35.0% of the teachers and 51.6% of the students claimed that the suitability of the time of day allocated to some Practical Professional Courses was 'Poor' or 'Very poor'. Generally 30.7% of the total population of the three groups believed that the suitability of the time was either 'Good' or 'Very good' while 34.1% considered it 'Satisfactory' and 35.2% thought it was 'Poor' or 'Very poor' (Appendix O: Table 13).

In respect of item 3, teachers revealed different responses from the other groups' (Appendix N: Table 33), for 65.6% of the teachers believed that the number of Professional Courses was either 'Poor' or 'Very poor' while only 25.8% of the students and 14.3% of the lecturers considered the number to be 'Poor'. Overall, 14.5% of the total population considered the amount of Professional Courses to be 'Good' or 'Very good', and 30.7% claimed it was 'Satisfactory' and 54.7% thought it was 'Poor' or 'Very poor'.

The post hoc test for item 4 shows that students had responses that differed from those of the other groups (Appendix N: Table 33). 48.4% of the students considered that counting four hours as two in Practical Professional Courses was 'Very poor'. Only 20.9% of the teachers agreed with students' views. None of the lecturers claimed that this procedure was 'Poor' or 'Very poor'. On the other hand, 9.7% of the students, 37.3% of the teachers and 57.1% of the lecturers claimed that the procedure was 'Very good'. Overall, 34.1% of the total population of the three groups considered four hours to be counted as two in some Practical Professional Courses to be 'Good' or 'Very good' and 24.6% of the total population considered it to be 'Satisfactory' whilst 41.3% thought it was 'Poor' or 'Very poor'.

Research question 3: Are there any significant differences in the perceptions of teachers and final year student in their evaluation of the following questions with regard to Teaching Practice?

In this part, three questions related to Teaching Practice were given to the teachers and students as follow:

i) To what extent do the Methods of Teaching PE course and Teaching Practice courses complement each other?

ii) To what extent does agreement in techniques between PE Methodology lecturers and Teaching Practice supervisors exist? and

iii) How would you evaluate each of the following aspects with regard to Teaching Practice?

Each of the three questions will be restated, followed by a table and the analysis.

5.4.3 The comparison of two groups (teachers and students).

5.4.3.1 The comparison of two groups (teachers, students) in regard to the value and experience of Teaching Practice.

Table 5.93: Q4.9 To what extent do the Methods of Teaching PE course and Teaching Practice courses complement each other?

Group	Frequency Percentage	None at all	To a limited extent	To an average extent	To some extent	To a great extent	Row Total
Teachers	n	5	24	48	40	17	134
	%	3.7	17.9	35.8	29.9	12.7	
Students	n	-	1	9	10	11	31
	%	-	3.2	29.0	32.3	35.5	
Column Total	N	5	25	57	50	28	165
	%	3.0	15.2	34.5	30.3	17.0	100.0

The Mann-Whitney U (M-W U) test indicated significant differences between the two groups (M-W = 1309.500, df = 1, P<0.001) (Appendix N: Table 34). Students perceived the complementary nature of the Methods of Teaching PE course and the Teaching Practice courses in a more positive way than teachers did. Only 3.2% of the student claimed that these courses complement each other 'To a limited extent'. None of them viewed these courses as non- complementary. However, 17.9% of the teachers

188

considered complementation between theses courses to be 'To a limited extent' and 3.7% of them thought that these courses were not at all complementary. Overall, 34.5% of the total population of the two groups claimed that complementation between these courses was 'To an average extent', 30.3% 'To some extent' and 17.0% 'To a great extent' (Table 5.93).

Table 5.94: Q4.10 To what extent does agreement in techniques between the PE Methodology lecturers and Teaching Practice supervisors exist?

Group	Frequency Percentage	None at all	To a limited extent	To an average extent	To some extent	To a great extent	Row Total
Teachers	n	5	22	75	28	4	134
	%	3.7	16.4	56.0	20.9	3.0	
Students	n	4	3	7	11	6	31
	%	12.9	9.7	22.6	35.5	19.4	
Column Total	N	9	25	82	39	10	165
	%	5.5	15.2	49.7	23.6	6.1	100.0

The M-W U test indicated significant differences between the two groups (M-W = 1576.500, df = 1, P<0.024) (Appendix N: Table 35). 54.9% of the students believed that agreement between Methodology lecturers and Teaching Practice supervisors exists 'To some extent' or 'To a great extent'. Only 23.9% of the teachers shared the view of the students. On the other hand, 16.4% of the teachers considered that the agreement between them was 'To a limited extent' and 3.7% of the teachers thought that there was no agreement in techniques between them at all. Overall, 49.7% of the total population of the two groups considered the agreement in techniques between the PE Methodology lecturers and Teaching Practice supervisors to be 'To an average extent' and 23.6% believed it to be 'To some extent' (Table 5.94).

Table 5.95: Q.4.11 How would you evaluate each of the following aspects with regard to Teaching Practice?

Item #	Variable	Teachers	Students	Overall
		Rank/ Mean	Rank/ Mean	rank/ Mean
Q4.12.4	Relationship between student-teachers and the physical education teacher(s) where you practised your student teaching	2 3.60	1 3.77	1 3.63
Q4.12.3	Relationship between the college supervisors and the school(s) where you practised your teaching	2 3.35	1 3.84	2 3.44
Q4.12.1	Relationships between student-teachers and college supervisors during Teaching Practice	2 3.23	1 4.13	3 3.40
Q4.12.2	College supervisors' advice to student- teachers during Teaching Practice	2 3.22	1 4.0	4 3.37
Q4.12.6	Overall quality of the experience of Teaching Practice at Qatar University	2 3.22	1 3.45	5 3.26
Q.4.12.5	The equipment and facilities in the school(s) where you practised your student teaching	2 3.09	1 3.26	6 3.12
Q4.12.7	Assistance you received from the Department of Curricula during student Teaching Practice	2 2.88	1 3.19	7 2.94

Respondents were presented with 7 items and were asked to evaluate their level of satisfaction with regard to these items on a five-point Likert-type scale shown in Appendix N, Table 36. The percentages, frequencies of responses in each category (Very poor, Poor, Satisfactory, Good and Very good) and the overall rank for the two groups were computed for each item (Appendix O: Table 14).

The overall mean ratings for these items ranged from the highest value, i.e. from 3.63 (good), to the lowest value, i.e. 2.94 (satisfactory) (Table 5.95). Table 5.96 presents the data pertaining to respondents of the two groups with regard to the most/ least satisfaction with different aspects of teaching practice.

Table 5.96: Mean ratings for the two groups in relation to teaching practice

Most satisfied			Least satisfied		
Variable	Mean	Rank	Variable	Mean	Rank
Relationship between student-teachers and Physical Education teacher(s) in the school(s) where you practised your teaching	3.63	1	College supervisors' advice to student- teachers during Teaching Practice	3.37	4
Relationship between the college supervisors and the school(s) where you practised your teaching	3.44	2	Overall quality of the experience of Teaching Practice at Qatar University	3.26	5
Relationships between student-teachers and college supervisors during Teaching Practice	3.40	3	The equipment and facilities in the school(s) where you practised your student teaching	3.12	6
			Assistance you received from the Department of Curricula during student Teaching Practice	2.94	7

The responses of the two groups are further divided into two separate categories as follows:

Table 5.97: Mean ratings for teachers

Most satisfied		
Variable	Mean	Rank
Relationship between student-teachers and the Physical Education teacher(s) in the school(s)where you practised your student teaching	3.60	1
Relationship between the college supervisors and the school(s) where you practised your teaching	3.35	2
Relationships between student-teachers and college supervisors during Teaching Practice and college supervisors' advice o students-teachers during Teaching Practice	3.23	3

Table 5.98: Mean ratings for students

Most satisfied		
Variable	Mean	Rank
Relationship between student-teachers and College supervisors during Teaching Practice	4.13	1
College supervisors' advice to student- teachers during Teaching Practice	4.0	2
Relationship between College supervisors and the school(s) where you practised your teaching	3.84	3

Based on the mean and rank position for the individual groups in Table 5.95, it can be observed that students were more satisfied than teachers with regard to different aspects of Teaching Practice.

The MW-U test showed that there was a significant difference between the responses of the two groups in regard to **Q4.12.1** (MW = 1137.0000, df =, P<0.000) (Appendix N: Table 36). 87.1% of the students and 44.8% of the teachers considered the relationship between the student teachers and supervisors to be 'Good' or 'Very good'. On the other hand, 29.1% of the teachers and 13.0% of the students claimed that the relationship was

'Poor' or 'Very poor'. Overall, 52.7% of the total population of the two groups considered the relationship to be 'Good' or 'Very good', 21.2% as 'Satisfactory' and 26.1% to be 'Poor' or 'Very poor' (Appendix O: Table 14).

With respect to **Q4.12.2**, the MW-U test showed that there was a significant difference between the responses of the two groups (MW = 1300.500, df = 1, P<0.001) (Appendix N: Table 36). 71.0% of the students and 44.8% of the teachers believed that supervisors' advice to students during Teaching Practice was 'Good' or 'Very good'. On the other hand, 30.6% of the teachers and 16.2% of the students considered supervisors' advice to be 'Poor' or 'Very poor'. Overall, 49.7% of the total population of the two groups indicated that the advice was 'Good' or 'Very good', 22.4% considered it to be 'Satisfactory' and 27.9% considered it to be 'Poor' or 'Very poor'.

Concerning **Q4.12.3**, the MW-U test showed that there was a significant difference between the responses of the two groups (MW = 1546.000, df = 1, P<0.021) (Appendix N: Table 36). 74.6% of the students and 50.8% of the teachers considered the relationship between supervisors and school(s) to be 'Good' or 'Very good'. In contrast, 24.6% of the teachers and 9.7% of the students claimed that the relationship was 'Poor' or 'Very poor'. Overall, 55.4% of the total population of the two groups considered the relationship to be 'Good' or 'Very good', 23.0% 'Satisfactory' and 21.7% 'Poor' or 'Very poor'.

The MW-U test showed that the differences between the two groups were statistically non-significant for **Q4.12.4** (MW = 1887.500, df = 1, P = .414), **Q4.12.5** (MW = 1005.000, df = 1, P = .459), **Q4.12.6** (MW = 1797.500, df = 1, P = .219) and **Q4.12.7** (MW = 1788.000, df = 1, P = .211)(Appendix N: Table 36).

Research question 4: How do inspectors in the Ministry of Education and Higher Education evaluate the following:

i)   PEITEP at Qatar University,

ii)   teachers' knowledge of subject matter,

iii) PE teachers' performance with respect to sports and games, and

iv)   professional activities of the PE teachers with whom they work.

Table 5.99: Q2.13 On the basis of your experience with PE teachers, who graduated from Qatar University, whom you are working with, how would you evaluate the PEITTP at Qatar University?

Group	Frequency Percentage	Very poor	Poor	Satisfactory	Good	Very good	Total
Inspectors	n	-	1	3	9	1	14
	%	-	7.1	21.4	64.3	7.1	100.0

Overall, inspectors were very positive in their responses to the PEITTP with 71.4% indicating that the programme was 'Good' or 'Very good'.

Table 5.100: Q2.14 How would you evaluate teachers' knowledge of subject matter?

Group	Frequency Percentage	Very poor	Poor	Satisfactory	Good	Very good	Total
Inspectors	n	-	1	2	10	1	14
	%	-	7.1	14.3	71.4	7.1	100.0

Inspectors seem satisfied with teachers' knowledge of subject matter; 78.5% of them claimed that teachers' knowledge of subject matter was 'Good' or 'Very good'.

Table 5.101: Q2.15 How would you evaluate teachers' performance with respect of sports and games?

Variable	Frequency Percentage	Very poor	Poor	Satisfactory	Good	Very good	Total
Sports	n	-	-	4	7	3	14
	%	-	-	28.6	50.0	21.4	100.0
Games	n	-	-	5	8	1	14
	%	-	-	35.7	57.1	7.1	100.0

Inspectors appear pleased with teachers' performance with respect to sports and games; 100.0% of them considered teachers' performance regarding sports and games to be 'Satisfactory', 'Good' and 'Very good'.

Table 5.102: Part V: On the basis of your general observation as inspectors, how would you evaluate the professional activities of PE teachers, who graduated from Qatar University, with whom you are working?

Item #	Professional activities of the PE teachers	Very poor	Poor	Satisfactory	Good	Very good	Rank/ Mean
		n %	n %	n %	n %	n %	
Q5.6	Maintaining appropriate professional conduct and appearance	- -	1 7.1	1 7.1	6 42.9	6 42.9	1 4.21
Q5.5	Completing professional assignment and responsibilities in a competent manner	- -	1 7.1	1 7.1	7 50.0	5 35.7	2 4.14
Q5.4	Establishing co-operative relation with colleagues and other support personnel in the school	1 7.1	- -	4 28.6	1 7.1	8 57.1	3 4.07
Q5.2	Receptive to "promising" new ideas or approaches to teaching	1 7.1	- -	1 7.1	8 57.1	4 28.6	4 4.0
Q5.1	Seeking active involvement with students outside the classroom setting	1 7.1	1 7.1	2 14.3	6 42.9	4 28.6	5 3.79
Q5.3	Assuming a leadership role within the informal social structure of the school	- -	1 7.1	6 42.9	2 14.3	5 35.7	5 3.79

Inspectors were presented with 6 items regarding the professional activities of PE teachers and were asked to evaluate their level of satisfaction with regard to these activities on a five-point Likert-type scale category (Very poor, Poor, Satisfactory,

Good and Very good). The percentages, frequencies of responses, the rank and mean were computed for each item (Table 5.102).

The mean ratings for these professional activities ranged from the highest value, i.e. 4.21 (good), to the lowest value, i.e. 3.79 (good) (Table 5.102). In general, inspectors seem satisfied with the professional activities of PE teachers and their responses were mostly in the category of 'Good' and 'Very good'.

Research question 5:

Table 5.103: Part VI: How do the lecturers in the PED at Qatar University evaluate the achievement of the department's goals and objectives?

Item #	Goals and Objectives	Very poor	Poor	Satisfactory	Good	Very good	Rank/ Mean
		n %	n %	n %	n %	n %	
VI.1	Preparation of the PE teachers to teach at various educational levels in Qatar	- -	- -	1 7.1	10 71.4	3 21.4	1 4.14
VI.4	Spreading sport awareness in society via organisation of scientific meetings, sport tournaments and media discussion	- -	1 7.1	8 57.1	4 28.6	1 7.1	2 3.36
VI.5	Conducting studies and research which may be of benefit for the amelioration of sport and physical education in the state of Qatar through co-operation with research centres within and outside Qatar University	1 7.1	1 7.1	9 64.3	2 14.3	1 7.1	3 3.07
VI.3	Educational qualification, continuous training and supervision of all those concerned in the education profession in relation to sport and physical education	9 64.3	4 28.6	- -	1 7.1	- -	4 1.50
VI.2	Preparation of PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth	12 85.7	1 7.1	- -	1 7.1	- -	5 1.29

Lecturers were presented with 5 items that require their views on the extent to which the PED has achieved the goals and objectives set by the department. They were further asked to evaluate their level of satisfaction on a five-point Likert-type scale (Very poor,

Poor, Satisfactory, Good and Very good). The percentages, frequencies of responses in each category, the rank and mean were computed for each item (Table 5.103).

The mean ratings for these goals and objectives ranged from the highest value, i.e. 4.14 (good) to the lowest value, i.e. 1.29 (very poor) (Table 5.103). Lecturers seem very satisfied with the achievement of the first objective (Question VI.1), for 92.8% of the lecturers believed that the department's achievement in this objective was 'Good' or 'Very good'. None of them claimed that the achievement of this objective was 'Poor' or 'Very poor'. With respect to Question VI.4, the greater number (57.1%) of lecturers considered the achievement of this objective to be 'Satisfactory'. Only 7.1% believed that the achievement of this objective was 'Poor'.

As far as Question VI.5 is concerned, more than half (64.3%) of the lecturers considered the achievement of this objective to be 'Satisfactory'; only 14.2% of the lecturers considered the achievement of this objective to be 'Poor' or 'Very poor'.

Concerning Question VI.3, the majority (92.9%) of the lecturers considered the achievement of this objective to be 'Poor' or 'Very poor'. Only 7.1% of the respondents thought that the achievement of this objective was 'Good'.

Concerning Question VI.2, the majority (92.8%) of the lecturers considered the achievement of this objective to be 'Poor' or 'Very poor'. A limited number of 7.1% of the lecturers thought that the achievement of this objective was 'Good'.

In general, lecturers seem satisfied with the achievement of the first objective (VI.1) with a satisfaction level of (92.2%). Their level of satisfaction with objective (VI.4) and (VI.5) is just over 50%, which means that they were satisfied with the achievement of these objectives to a lesser degree in comparison to the achievement of the first objective. Finally, their level of satisfaction with the last two objectives (VI.3 and VI.2) was low; over 90% of the lecturers were dissatisfied with the achievement of these two objectives.

5.5 Section B: Pupils' data

We should note here that, as indicated in section 5.2, the analysis was undertaken using classical two way ANOVA in order to obtain post hoc tests. Individual significance levels are only shown in Appendix O and are not described in the following text.

Research question 6: **What are the views of the elementary, preparatory and secondary pupils with respect to the PE teachers and lessons, and are there any significant differences in the evaluation of the PE teachers (i) according to gender, and (ii) across the three different stages of education?**

This section will consider a number of aspects within the delivery of PE courses. Children will be asked their opinions of PE and what they think of their teachers. They will then be asked to comment on lesson delivery and finally for their views of the quality of delivery of the programme.

Pupils were presented with 22 questions regarding their perception of PE teachers and PE lessons and the quality of delivery. The data will be discussed within two main sections: the first section contains 16 questions, which examines the children views of PE and those teaching the programme. The second section has 6 questions in which it deals with the pupils' views of the quality of delivery of the PE programme.

5.5.1 Pupils' Perceptions of PE Teachers and PE Lessons

Pupils were asked to respond to these questions on a three-point Likert-type scale (Never, Sometimes and Always), where 1 was 'Never' and 3 was 'Always'. The discussion in the following section focuses on the data accumulated from pupils' questionnaires. The main objective behind exploring pupils' views was to gain some insight into how the pupils perceived the PE teachers, who graduated from the PED at Qatar University, and the programme they received.

Table 5.104   Frequency and percentage of pupils of different stages

Gender	Stage			Row Total
	Elementary	Preparatory	Secondary	
	n %	n %	n %	N %
Male	659 64.6	349 48.9	351 52.4	1359 56.6
Female	361 35.4	364 51.1	319 47.6	1044 43.4
Column Total	1020 42.4	713 29.7	670 27.9	2403 100.0

Table 5.104 shows the frequency and percentage of pupils of different stages.

Table 5.105: Q.1 Do you like PE lessons?

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	10 1.5	61 9.3	588 89.2	2.9	659
	Female	7 1.9	50 13.9	304 84.2	2.8	361
Column Total	N %	17 1.7	111 10.9	892 87.5	2.86	1020
Preparatory	Male	7 2.0	65 18.6	277 79.4	2.8	349
	Female	2 .5	239 65.7	123 33.8	2.3	364
Column Total	N %	9 1.3	304 42.6	400 56.1	2.55	713
Secondary	Male	11 3.1	53 15.1	287 81.8	2.8	351
	Female	80 25.1	147 46.1	92 28.8	2.0	319
Column Total	N %	91 13.6	200 29.9	379 56.6	2.43	670

Gender	Mean
Male	2.83
Female	2.41

Figure 5.1
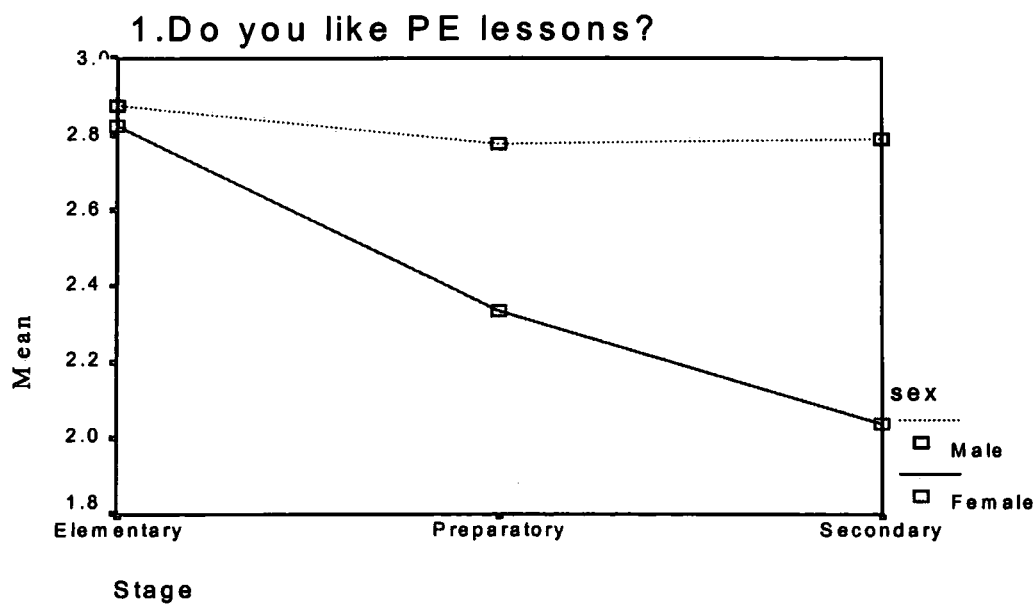
1.Do you like PE lessons?

Overall, there was a significant difference between the respondents' answers with respect to gender (F = 409.825, df = 1, 2397, P< 0.001) (Appendix O: Table 15). Male pupils were more positive than females in their liking of PE lessons. There is also a significant difference between the stages (F = 170.497, df = 2, 2397, P< 0.001), with all stages being significantly different from other stages because of females (Appendix O: Diagram 27). There was a significant interaction between gender and stage (F = 101.110, df = 2, 2397, P< 0.001). Pupils in the elementary stage are more positive than those in preparatory stage who were again more positive than the secondary stage. Figure 5.1 above shows that male pupils changed very little in their liking of PE lessons over the three stages, whereas female pupils showed a consistent decline in their liking.

Table 5.106: Q2 Does the PE teacher take you to the playground on time?

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	28 4.2	360 54.6	271 41.1	2.4	659
	Female	8 2.2	191 52.9	162 44.9	2.4	361
Column Total	N %	36 3.5	551 54.0	433 42.5	2.39	1020
Preparatory	Male	21 6.0	133 38.1	195 55.9	2.5	349
	Female	33 9.1	174 47.8	157 43.1	2.3	364
Column Total	N %	54 7.6	307 43.1	352 49.4	2.42	713
Secondary	Male	35 10.0	135 38.5	181 51.6	2.4	351
	Female	9 2.8	107 33.5	203 63.6	2.6	319
Column Total	N %	44 6.6	242 36.1	384 57.3	2.51	670

Gender	Mean
Male	2.41
Female	2.45

Figure 5.2

2.Does the PE teacher take you to the playground on time
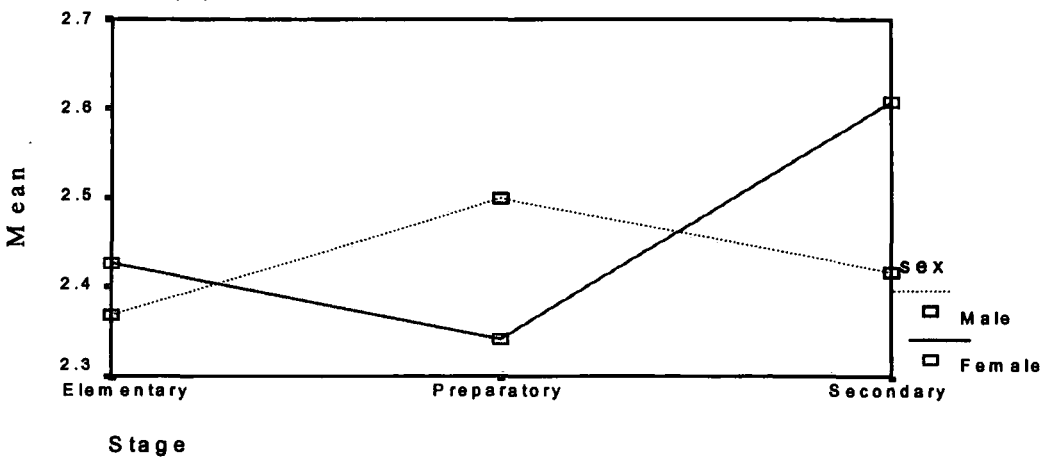
While there was no significant difference in participants' responses regarding gender ($F = 1.525$, df $= 1,2397$, $P = .217$, NS)   (Appendix O: Table 16), there was a significant difference in the respondents' answers with respect to the stages ($F = 7.738$, df $= 2$, 2397, $P < 0.001$). Secondary stage being significantly different to elementary and preparatory ($F = 15.507$, df $= 2$, 2397, $P < 0.001$) (Appendix O: Diagram 28). Figure 5.2 shows that there is no consistent pattern to the question over stages and sexes.

Table 5.107: Q3 Does the PE teachers dress in sports wear?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	6 .9	164 24.9	489 74.2	2.7	659
	Female	48 13.3	178 49.3	135 37.4	2.2	361
Column Total	N %	54 5.3	342 33.5	624 61.2	2.56	1020
Preparatory	Male	2 .6	14 4.0	333 95.4	3.0	349
	Female	157 43.1	192 52.7	15 4.1	1.6	364
Column Total	N %	159 22.3	206 28.9	348 48.8	2.27	713
Secondary	Male	9 2.6	16 4.6	326 92.9	2.9	351
	Female	10 3.1	111 34.8	198 62.1	2.6	319
Column Total	N %	19 2.8	127 19.0	524 78.2	2.75	670

Gender	Mean
Male	2.83
Female	2.13

Figure 5.3

3.Does your PE teacher dress in sports wear?
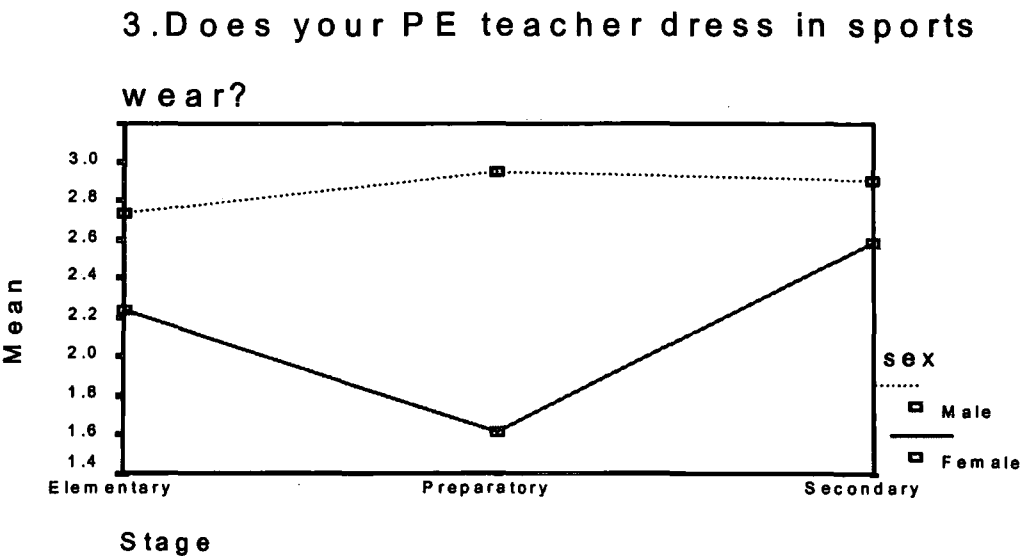
Generally, there was a significant difference in the answers of the respondents in terms of gender (F = 1182.800, df= 1, 2397, P< 0.001) (Appendix O: Table 17). Male pupils were more positive than females in their views of PE teachers' sports wear. There is also a significant difference in respondents' answers with respect to the different stages (F = 154.126, df = 2, 2397, P< 0.001) (Appendix O: Diagram 29), again all stages being significantly different to all other stages (F= 219.974, df = 2, 2397, P< 0.001). Figure 5.3 shows that male pupils' perceptions changed very little over the three stages, whereas female pupils thought that teachers in a preparatory stage adhere less to sports dress.

Table 5.108: Q4 Does your PE teacher encourage you?

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	63 9.6	204 31.0	392 59.5	2.5	659
	Female	16 4.4	75 20.8	270 74.8	2.7	361
Column Total	N %	79 7.7	279 27.4	662 64.9	2.57	1020
Preparatory	Male	3 .9	139 39.8	207 59.3	2.6	349
	Female	50 13.7	197 54.1	117 32.1	2.2	364
Column Total	N %	53 7.4	336 47.1	324 45.4	2.38	713
Secondary	Male	44 12.5	114 32.5	193 55.0	2.4	351
	Female	22 6.9	108 33.9	189 59.2	2.5	319
Column Total	N %	66 9.9	222 33.1	382 57.0	2.47	670

Gender	Mean
Male	2.50
Female	2.47

Figure 5.4

4.Does your PE teacher encourage you?
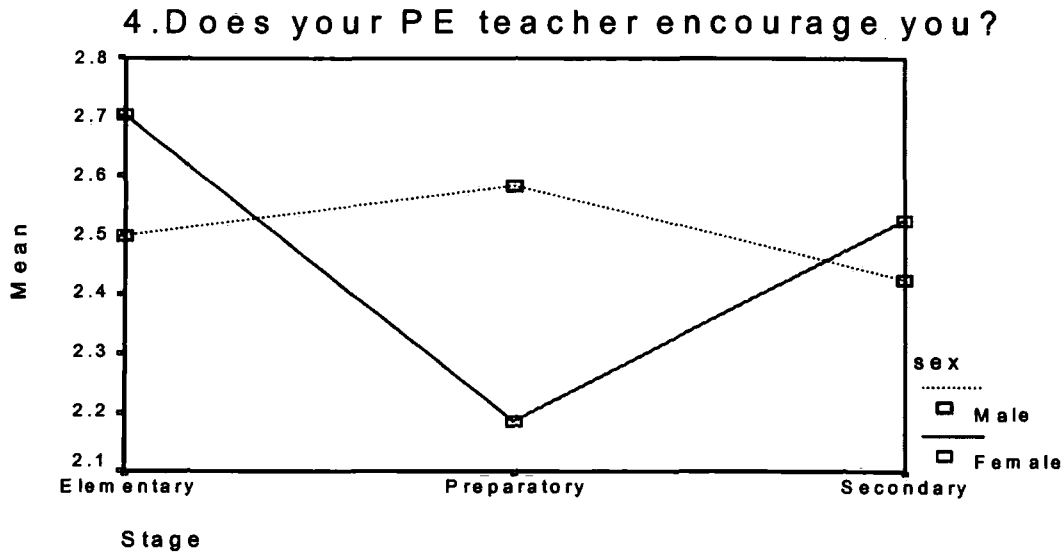
The test shows that there was no significant difference in terms of gender ($F = 1.512$, df $= 1$, 2397, $P = .219$, NS) (Appendix O: Table 18). However, there was a significant difference in participants' answers with respect to the stages ($F = 24.940$, df $= 2$, 2397, $P< 0.001$), all stages being significantly different to all the other stages (Appendix O: Diagram 30). The significant interaction showed sexes were responding differently between stages ($F = 50.784$, df $= 2$, 2397, $P< 0.001$). Figure 5.4 indicates that male pupils' perceptions changed very little with regard to how PE teachers encouraged them, whereas female pupils showed that they were least encouraged by their PE teachers in the preparatory stage but more in the elementary and secondary stages.

Table 5.109: Q5 Do you like the PE teacher?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	31 4.7	74 11.2	554 84.1	2.8	659
	Female	8 2.2	27 7.5	326 90.3	2.9	361
Column Total	N %	39 3.8	101 9.9	880 86.3	2.82	1020
Preparatory	Male	2 .6	93 26.6	254 72.8	2.7	349
	Female	53 14.6	198 54.4	113 31.0	2.2	364
Column Total	N %	55 7.7	291 40.8	367 51.5	2.44	713
Secondary	Male	39 11.1	156 44.4	156 44.4	2.3	351
	Female	21 6.6	137 42.9	161 50.5	2.4	319
Column Total	N %	60 9.0	293 43.7	317 47.3	2.38	670

Gender	Mean
Male	2.66
Female	2.50

Figure 5.5

5.Do you like the PE teacher?
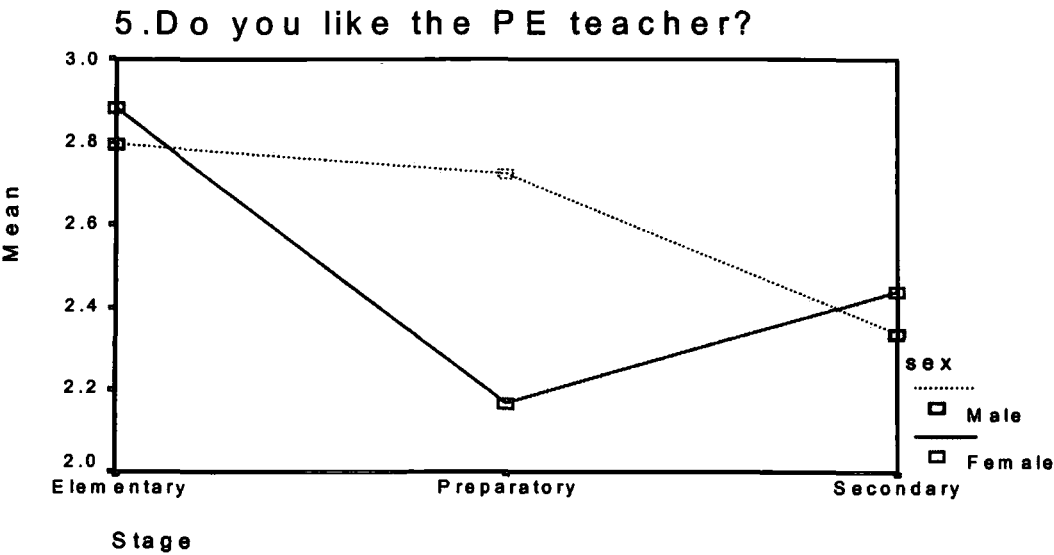
Overall, there was a significant difference in participants' answers in terms of gender, for male pupils were more positive than females in their liking of the PE teacher ($F = 27.435$, $df = 1, 2397$, $P< 0.001$). There is also a significant difference in respondents' answers with regard to the stages ($F = 164.209$, $df = 2, 2397$, $P< 0.001$); as well as a significant interaction effect ($F = 86.077$, $df = 2, 2397$, $P< 0.001$) (Appendix O: Table 19). However, it is the elementary stage alone which shows significance on the post hoc test. Pupils liked PE teachers more in the elementary stage than in preparatory and secondary stages. Figure 5.5 shows that male pupils indicated a consistent decline in their liking of the PE teacher over the stages, whereas female pupils liked PE teachers

least in the preparatory stage. Although the response pattern indicates significance in analysis, it nonetheless suggests that it is females in the preparatory stage who deviate noticeably from males. At both elementary and secondary stages the gender differences are much less pronounced. Similar patterns are observed in other questions. This will be commented on later in the discussion.

Table 5.110: Q6 Is your PE teacher helpful and kind?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	25 3.8	163 24.7	471 71.5	2.7	659
	Female	8 2.2	83 23.0	270 74.8	2.7	361
Column Total	N %	33 3.2	246 24.1	741 72.6	2.69	1020
Preparatory	Male	2 .6	133 38.1	214 61.3	2.6	349
	Female	52 14.3	242 66.5	70 19.2	2.1	364
Column Total	N %	54 7.6	375 52.6	284 39.8	2.32	713
Secondary	Male	41 11.7	160 45.6	150 42.7	2.3	351
	Female	21 6.6	161 50.5	137 42.9	2.4	319
Column total	N %	62 9.3	321 47.9	287 42.8	2.34	670

Gender	Mean
Male	2.56
Female	2.38

Figure 5.6

6.Is your PE teacher helpful & kind ?
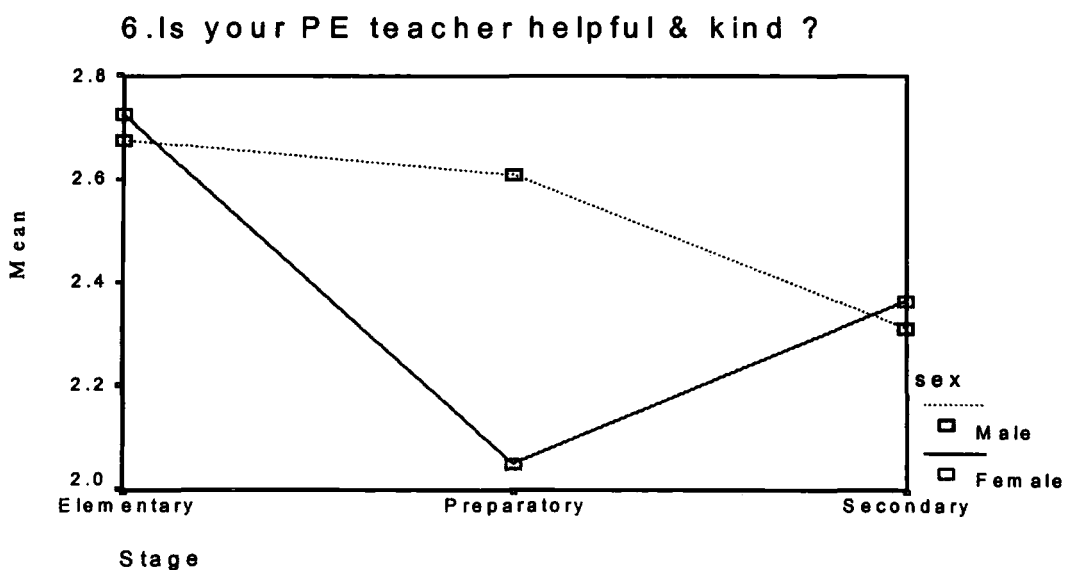
There was a significant difference in terms of respondents' answers with respect to gender (F = 41.096, df = 1, 2397, P< 0.001), for male pupils were more positive than females in believing that PE. teachers were helpful and kind. There is also a significant difference in the responses of the participants with regard to the stages (F = 118.853, df

= 2, 2397, P< 0.001) (Appendix O: Table 20). Respondents in the elementary stage reveal a significant difference compared with the other stages (Appendix O: Diagram 32), pupils in the elementary stage being more positive than those in preparatory and secondary stages in perceiving the PE teachers as being helpful and kind. The significant interaction suggest that it is the females that have particularly low opinion compare to males at the preparatory level (F = 71.732, df = 2, 2397, P< 0.001).

Table 5.111: Q7 Does the PE teacher often vary the lessons?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	188 28.5	243 36.9	228 34.6	2.1	659
	Female	33 9.1	113 31.3	215 59.6	2.5	361
Column Total	N %	221 21.7	356 34.9	443 43.4	2.22	1020
Preparatory	Male	78 22.3	141 40.4	130 37.2	2.2	349
	Female	132 36.3	140 38.5	92 25.3	1.9	364
Column Total	N %	210 29.5	281 39.4	222 31.1	2.02	713
Secondary	Male	237 67.5	85 24.2	29 8.3	1.4	351
	Female	74 23.2	131 41.1	114 35.7	2.1	319
Column Total	N %	311 46.4	216 32.2	143 21.3	1.75	670

Gender	Mean
Male	1.91
Female	2.17

Figure 5.7

7. Does the PE teacher often vary the lessons?
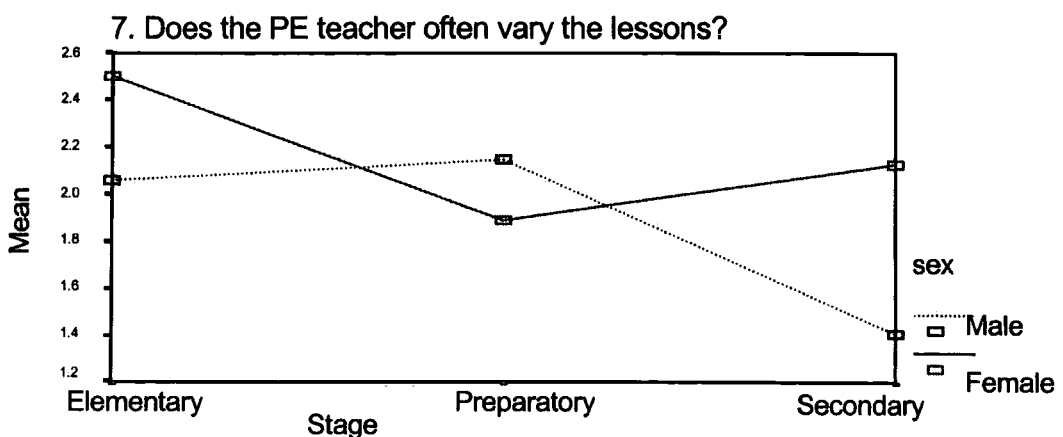
There was a significant difference in respondents' answers with regard to gender (F = 93.454, df = 1, 2397, P< 0.001). Female pupils were more positive than males in thinking that the PE teachers vary the lessons, except in the preparatory stage. There is also a significant difference in respondents' answers in terms of the stages (F = 95.497, P< 0.001) (Appendix O: Table 21), all stages being significantly different to the other

stages (Appendix O: Diagram 33). Although there was a significant interaction (F = 81.661, df = 2, 2397, P< 0.001), there was no consistent pattern to the responses. Pupils in the elementary stage were more positive than those in the preparatory stage who were in turn more positive than those in the secondary stage (Figure 5.7).

Table 5.112: Q8 Does your PE teacher ask you questions during the lessons?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	122 18.5	246 37.3	291 44.2	2.3	659
	Female	25 6.9	102 28.3	234 64.8	2.6	361
Column Total	N %	147 14.4	348 34.1	525 51.5	2.37	1020
Preparatory	Male	145 41.5	122 35.0	82 23.5	1.8	349
	Female	151 41.5	107 29.4	106 29.1	1.9	364
Column Total	N %	296 41.5	229 32.1	188 26.4	1.85	713
Secondary	Male	247 70.4	73 20.8	31 8.8	1.4	351
	Female	95 29.8	151 47.3	73 22.9	1.9	319
Column Total	N %	342 51.0	224 33.4	104 15.5	1.64	670

Gender	Mean
Male	1.92
Female	2.14

Figure 5.8

8.Does your PE teacher ask you question during the lessons?
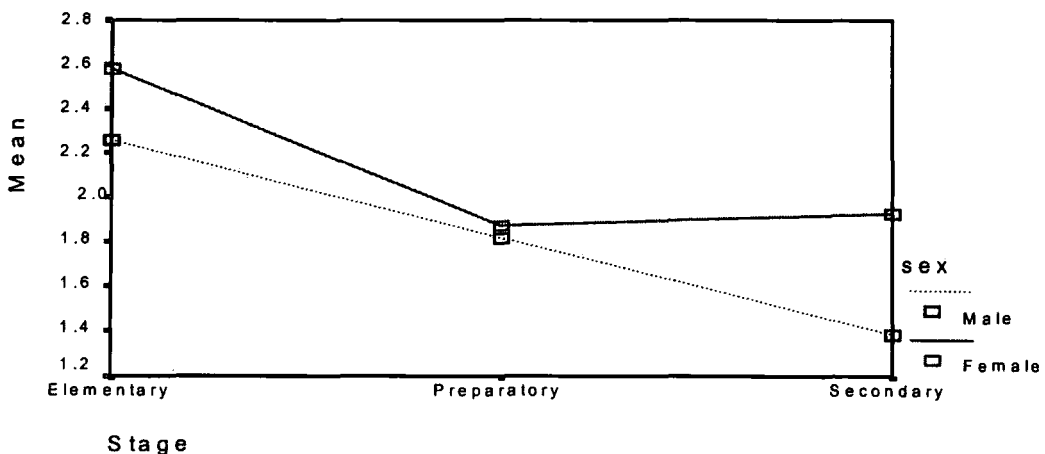
Overall, there was a significant difference in the answers provided by the respondents with respect to gender (F = 100.557, df = 1, 2397, P< 0.001). Female pupils were more positive than males in thinking that the PE teachers asked them questions during the lessons. There is also a significant difference in respondents' answers in relation to the

stages (F = 238.832, df = 2, 2397, P< 0.001) (Appendix O: Table 22), all stages being significantly different from the other stages (Appendix O: Diagram 34). The significant interaction (F = 19.361, df = 2, 2397, P< 0.001) shows that pupils in the elementary stage were more positive than their preparatory counterparts who were in turn more positive than those in the secondary stage with regard to whether the PE teacher asked them questions during the lessons (Figure 5.8).

Table 5.113: Q9 Do you listen and do what the PE teacher asks you to do?

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	27 4.1	74 11.2	558 84.7	2.8	659
	Female	10 2.8	67 18.6	284 78.7	2.8	361
Column Total	N %	37 3.6	141 13.8	842 82.5	2.79	1020
Preparatory	Male	8 2.3	93 26.6	248 71.1	2.7	349
	Female	23 6.3	119 32.7	222 61.0	2.6	364
Column Total	N %	31 4.3	212 29.7	470 65.9	2.62	713
Secondary	Male	3 .9	150 42.7	198 56.4	2.6	351
	Female	3 .9	143 44.8	173 54.2	2.5	319
Column Total	N %	6 .9	293 43.7	371 55.4	2.54	670

Gender	Mean
Male	2.71
Female	2.62

Figure 5.9

9.Do you listen and do what the PE teacher asks you to do?
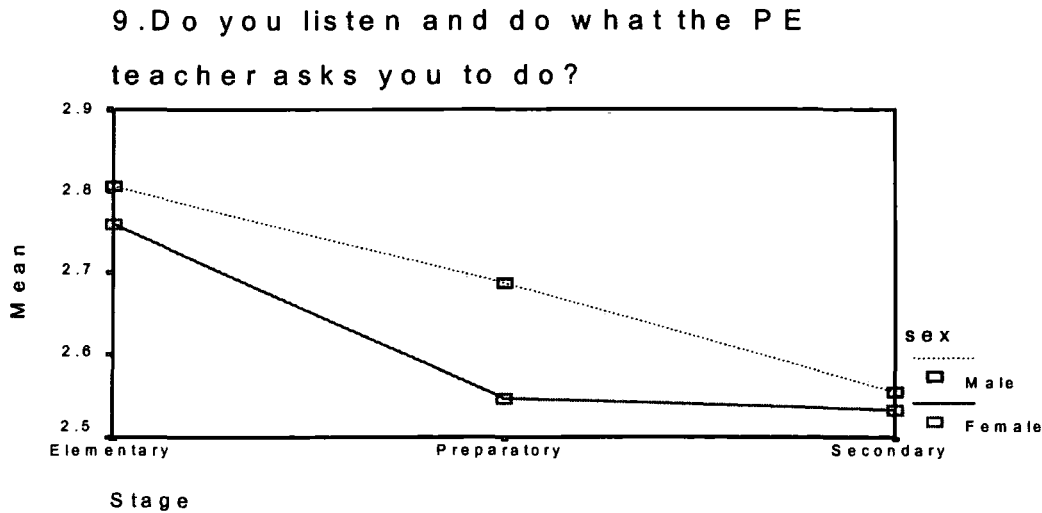
Overall, there was a significant difference between the answers given by respondents with regard to gender (F = 10.301, df = 1, 2397, P< 0.001). Male pupils were more positive than females in the way they listen to their teachers and do what they are asked to do. There is also a significant difference between respondents' answers in relation to

the stages (F = 44.770, df = 2, 2397, P< 0.001) (Appendix O: Table 23), all stages being significantly different from the others (Appendix O: Diagram 35). There was no interaction (F = 2.583, df = 2, 2397, P = .076, NS), males always being more positive than females. Pupils in the elementary stage were more positive than those in preparatory and secondary stages. Figure 5.9 indicates that male and female pupils showed a consistent decline over the three stages with regard to listening and doing what the PE teacher asks them to do during the lessons.

Table 5.114: Q10 Does your PE teacher know your name?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	74 11.2	102 15.5	483 73.3	2.6	659
	Female	53 14.7	162 44.9	146 40.4	2.3	361
Column Total	N %	127 12.5	264 25.9	629 61.7	2.49	1020
Preparatory	Male	43 12.3	48 13.8	258 73.9	2.6	349
	Female	142 39.0	42 11.5	180 49.5	2.1	364
Column Total	N %	185 25.9	90 12.6	438 61.4	2.35	713
Secondary	Male	96 27.4	74 21.1	181 51.6	2.2	351
	Female	108 33.9	55 17.2	156 48.9	2.2	319
Column Total	N %	204 30.4	129 19.3	337 50.3	2.20	670

Gender	Mean
Male	2.52
Female	2.17

Figure 5.10

10.Does your PE teacher know your name?
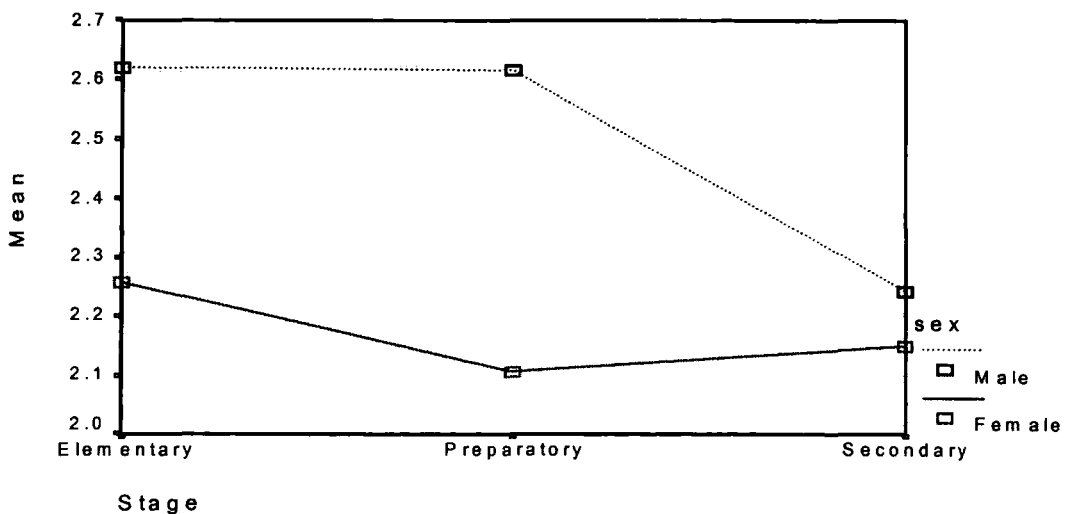
Generally, there was a significant difference between respondents' answers in terms of gender (F = 95.351, df = 1, 2397, P< 0.001). Male pupils thought that their PE teacher

knew their names more than female pupils. There was also a significant difference between pupils answers' in terms of stages (F = 18.820, df = 2, 2397, P< 0.001) (Appendix O: Table 24), all stages being significantly different to all the other stages (Appendix O: Diagram 36). The significant interaction (F = 12.669, df = 2, 2397, P< 0.001) shows that female had a consistently low score while males only declined on the secondary stage. Pupils in the elementary stage seem to believe that their teachers knew their names more than pupils in the preparatory stage who also believed the same, more than secondary stage pupils.

Table 5.115: Q11 Do you understand your PE teacher's instructions?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	21 3.2	106 16.1	532 80.7	2.8	659
	Female	28 7.8	64 17.7	269 74.5	2.7	361
Column Total	N %	49 4.8	170 16.7	801 78.5	2.74	1020
Preparatory	Male	47 13.5	80 22.9	222 63.6	2.5	349
	Female	52 14.3	136 37.4	176 48.4	2.3	364
Column Total	N %	99 13.9	216 30.3	398 55.8	2.42	713
Secondary	Male	28 8.0	82 23.4	241 68.7	2.6	351
	Female	9 2.8	96 30.1	214 67.1	2.6	319
Column Total	N %	37 5.5	178 26.6	455 67.9	2.62	670

Gender	Mean
Male	2.66
Female	2.55

Figure 5.11
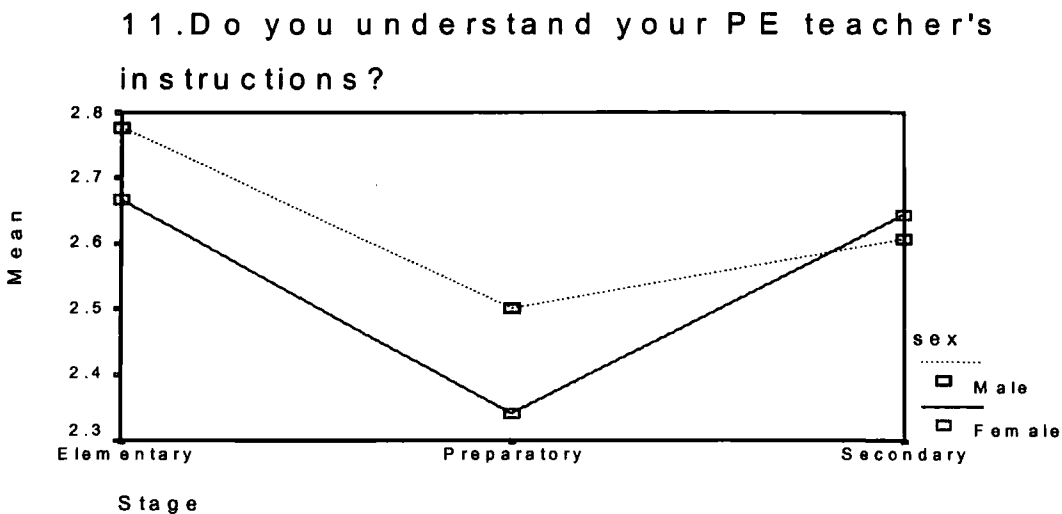
11.Do you understand your PE teacher's instructions?

Overall, there was a significant difference between respondents' answers with respect to gender (F= 9.181, df = 1, 2397, P< 0.001). Male pupils were generally more positive than females in thinking that they understood their PE teachers' instructions. There is also a significant difference in participants' answers with respect to the stages (F = 49.780, df = 2, 2397, P< 0.001) (Appendix O: Table 25), all stages being significantly different from all other stages (Appendix O: Diagram 37). It is somewhat surprising given the pattern shown in Figure 5.11 that there is a significant interaction (F= 4.816, df = 2, 2397, P< 0.001). Pupils in the elementary stage seem to understand their PE teachers more than they did in the preparatory stage. Figure 5.11 shows that male and female pupils had almost the same perception across the stages.

Table 5.116: Q12 Does your PE teacher make the lesson fun and enjoyable?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	40 6.1	112 17.0	507 76.9	2.7	659
Elementary	Female	8 2.2	50 13.9	303 83.9	2.8	361
Column Total	N %	48 4.7	162 15.9	810 79.4	2.75	1020
Preparatory	Male	2 .6	104 29.8	243 69.6	2.7	349
Preparatory	Female	50 13.7	208 57.1	106 29.1	2.2	364
Column Total	N %	52 7.3	312 43.8	349 48.9	2.42	713
Secondary	Male	40 11.4	160 45.6	151 43.0	2.3	351
Secondary	Female	21 6.6	168 52.7	130 40.8	2.3	319
Column Total	N %	61 9.1	328 49.0	281 41.9	2.33	670

Gender	Mean
Male	2.60
Female	2.44

Figure 5.12

12.Does your PE teacher make the lesson
fun and enjoyable?
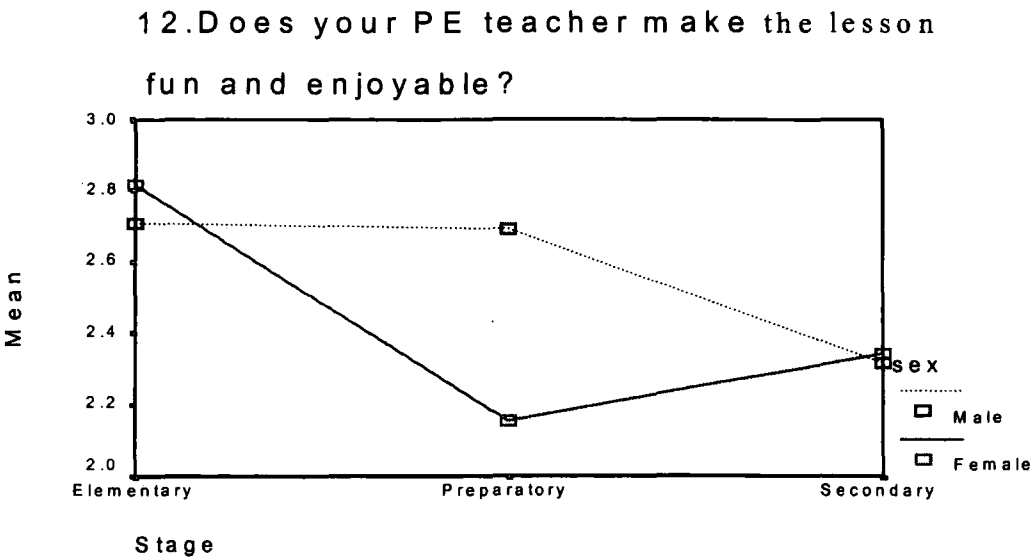
Overall, there was a significant difference between pupils' answers in terms of gender ($F = 31.313$, $df = 1$, 2397, $P< 0.001$). Male pupils were satisfied with their PE teachers in the preparatory stage more than females. Also, there was a significant difference between pupils' responses in terms of the stages ($F = 131.706$, $df = 2$, 2397, $P< 0.001$) (Appendix O: Table 26), all stages being significantly different from all other stages (Appendix O: Diagram 38). The significant interaction ($F = 71.507$, $df = 2$, 2397, $P< 0.001$) again reflects the poor score opinion of the preparatory female pupils. Pupils in the elementary stage were happier with the way their teachers ran the classes and made them enjoy the lessons than preparatory and secondary stage pupils (Figure 5.12).

Table 5.117: Q13 Do you have to wait for a long time for your turn during the PE lessons?

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	138 20.9	281 42.6	240 36.4	2.1	659
	Female	15 4.2	85 23.5	261 72.3	2.7	361
Column Total	N %	153 15.0	366 35.9	501 49.1	2.34	1020
Preparatory	Male	110 31.5	151 43.3	88 25.2	1.9	349
	Female	65 17.9	185 50.8	114 31.3	2.1	364
Column Total	N %	175 24.5	336 47.1	202 28.3	2.04	713
Secondary	Male	76 21.7	120 34.2	155 44.2	2.2	351
	Female	31 9.7	135 42.3	153 48.0	2.4	319
Column Total	N %	107 16.0	255 38.1	308 46.0	2.30	670

Gender	Mean
Male	2.12
Female	2.40

210

Figure 5.13

13.Do you have to wait for a long time for your turn during the PE lessons?
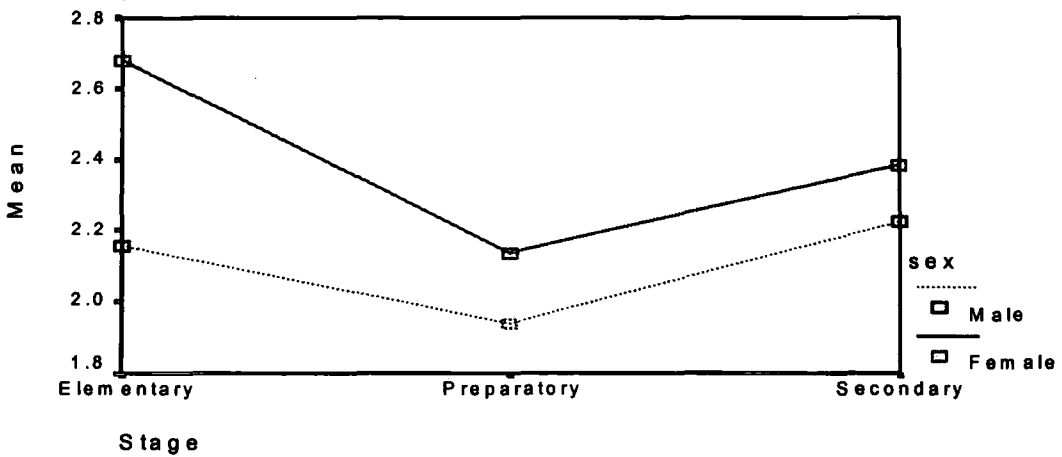
In general, there was a significant difference in pupils' responses in terms of gender (F = 98.568, df = 1, 2397, P< 0.001). Female pupils seem to wait for a longer time for their turn during the PE lessons than males. There is also a significant difference in the responses with respect to the stages (F = 60.728, df = 2, 2397, P< 0.001) (Appendix O: Table 27); however, it is only the preparatory stage which shows a significance on the post hoc test (Appendix O: Diagram 39). The significant interaction (F= 17.166, df = 2, 2397, P< 0.001) seems to result from female being particularly positive at the elementary stage compared to males. Elementary stage pupils seem to wait for a longer time in comparison to preparatory stage pupils who waited, in turn, longer in the secondary stage compared to the preparatory (Figure 5.13).

Table 5.118: Q14 Does your PE teacher show you how to do activities correctly when you make a mistake?

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	39 5.9	106 16.1	514 78.0	2.7	659
	Female	43 11.9	162 44.9	156 43.2	2.3	361
Column Total	N %	82 8.0	268 26.3	670 65.7	2.58	1020
Preparatory	Male	38 10.9	50 14.3	261 74.8	2.6	349
	Female	51 14.0	79 21.7	234 64.3	2.5	364
Column Total	N %	89 12.5	129 18.1	495 69.4	2.57	713
Secondary	Male	208 59.3	80 22.8	63 17.9	1.6	351
	Female	185 58.0	94 29.5	40 12.5	1.6	319
Column Total	N %	393 58.7	174 26.0	103 15.4	1.57	670

Gender	Mean
Male	2.41
Female	2.14

Figure 5.14

14. Does your PE teacher show you how to do activities correctly when you make a mistake?
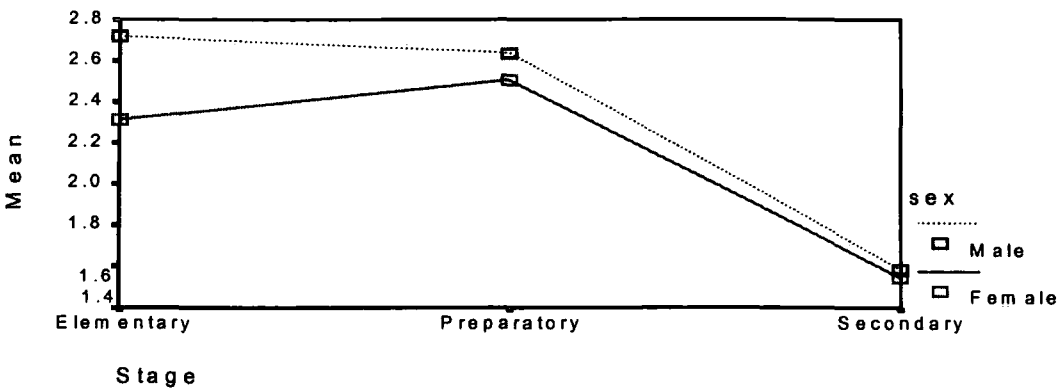
Overall, there was a significant difference in pupils' answers in relation to gender ($F = 47.278$, $df = 1, 2397$, $P< 0.001$). Male pupils were happier with the way in which PE teachers corrected their mistakes than females. Also, there is a significant difference in pupils' answers with respect to the stages ($F = 495.457$, $df = 2, 2397$, $P< 0.001$) (Appendix O: Table 28); however, it is only preparatory stage which shows significance on the post hoc test (Appendix O: Diagram 40). Again the significant interaction ($F = 16.215$, $df = 2, 2397$, $P< 0.001$) seems mainly due to the differences shown between the sexes at the elementary level. Pupils in elementary and preparatory stages were more

positive than the secondary stage. Figure 5.14 indicates that male and female pupils had almost the same perceptions with regard to how PE teachers corrected their mistakes during the lesson across the stages. Regarding the secondary stage, it could be that teachers do not often correct students' mistakes because they feel that students are almost mature and know how to correct their mistakes at this age or it could be that the teachers did not give enough attention to this issue.

Table 5.119: Q15 Does your PE teacher listen to you when you have something to say?

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	37 5.6	152 23.1	470 71.3	2.7	659
	Female	8 2.2	37 10.2	316 87.5	2.9	361
Column Total	N %	45 4.4	189 18.5	786 77.1	2.73	1020
Preparatory	Male	46 13.2	84 24.1	219 62.8	2.5	349
	Female	54 14.8	133 36.5	177 48.6	2.3	364
Column Total	N %	100 14.0	217 30.4	396 55.5	2.42	713
Secondary	Male	39 11.1	134 38.2	178 50.7	2.4	351
	Female	18 5.6	134 42.0	167 52.4	2.4	319
Column Total	N %	57 8.5	268 40.0	345 51.5	2.43	670

Gender	Mean
Male	2.55
Female	2.56

Figure 5.15

15. Does your PE teacher listen to you when you have something to say?
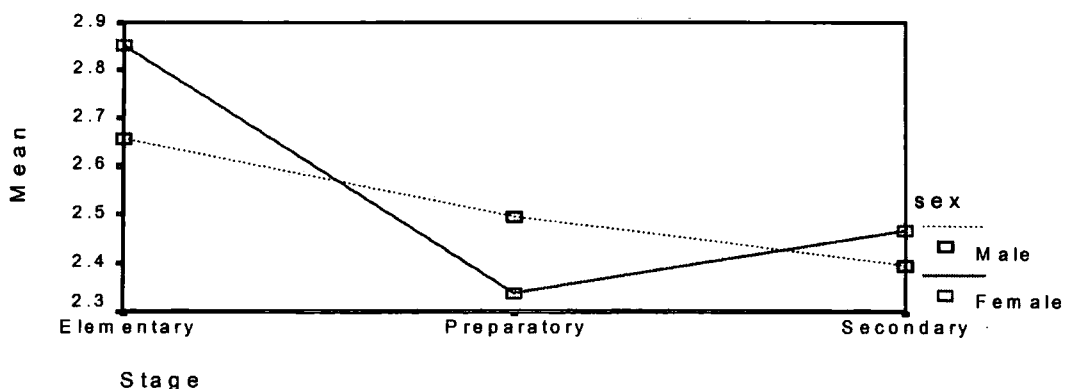
Generally, there was no significant difference in the answers provided by pupils in terms of gender (F = 1.943, df = 1, 2397, P = .163, NS). However, there was a significant difference in respondents' answers with regard to the stages (F = 78.821, df = 2, 2397, P< 0.001) (Appendix O: Table 29) with the preparatory stage showing a

significant difference on the post hoc test (Appendix O: Diagram 41). The significant interaction (F = 16.431, df = 2, 2397, P< 0.001) creates a somewhat confusing picture. The perception is that PE teachers listen to pupils more when they are younger. Figure 5.15 indicates that male pupils were less satisfied with the way teachers listened to them when they became older; female pupils were less satisfied in the preparatory stage. The reason why the teachers listened to pupils more at elementary stage could be that the pupils at this stage were very young and had no real experience of PE which made the teachers listen to them more than pupils at the preparatory and secondary stages.

Table 5.120: Q.16 Do you participate in the PE lessons?

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	19 2.9	74 11.2	566 85.9	2.8	659
	Female	7 1.9	50 13.9	304 84.2	2.8	361
Column Total	N %	26 2.5	124 12.2	870 85.3	2.8	1020
Preparatory	Male	2 .6	70 20.1	277 79.4	2.8	349
	Female	23 6.3	215 59.1	126 34.6	2.3	364
Column Total	N %	25 3.5	285 40.0	403 56.5	2.5	713
Secondary	Male	9 2.6	79 22.5	263 74.9	2.8	351
	Female	72 22.6	155 48.6	92 28.8	2.1	319
Column Total	N %	81 12.1	234 34.9	355 53.0	2.4	670

Gender	Mean
Male	2.8
Female	2.4

Figure 5.16
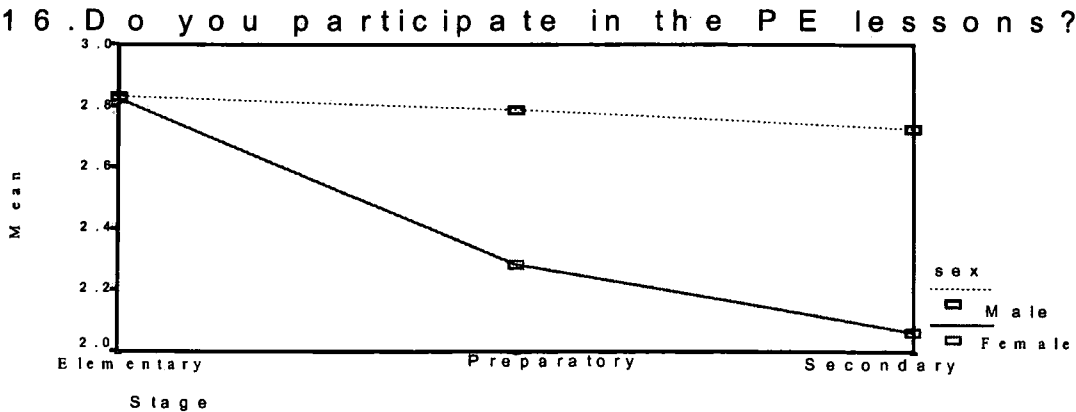
16. Do you participate in the PE lessons?

Overall, there was a significant difference between the respondents' answers with respect to gender (F = 329.364, df = 1, 2397, P< 0.001) (Appendix O: Table 30). Male pupils were more positive than females in participating in PE lessons. There is also a

significant difference between the stages (F = 150.232, df = 2, 2397, P< 0.001) (Appendix O: Table 30), with all stages being significantly different from other stages because of females (Appendix O: Diagram 42). There was a significant interaction between gender and stages (F = 90.879, df = 2, 2397, P< 0.001). Pupils, especially females, in the elementary stage are more positive than those in preparatory stage who were again more positive than secondary stage. Figure 5.16 shows that male pupils did not change in their participation in PE lessons over the three stages, whereas female pupils showed a consistent decline in their participation.

Having considered the views of children and their PE teachers, the next section will explain the children opinions of the quality of delivery of the programme.

5.5.2 Pupils' Views of PE Sports and Games

In this section, children were provided with 6 questions in which they were asked to indicate how often they practised each of these activities. Tables show the data broken down by gender and stage.

Table 5.122: Q17 Which of the following activities does your teacher often let you play? (Football)*

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	19 2.9	199 30.2	441 66.9	2.6	659
Preparatory	Male	13 3.7	57 16.3	279 79.9	2.8	349
Secondary	Male	27 7.7	28 8.0	296 84.3	2.8	351
Column Total	N %	59 4.3	284 20.9	1016 74.8	2.7	1359 100.0

* This subject is only delivered to male students in the public schools

Figure 5.17
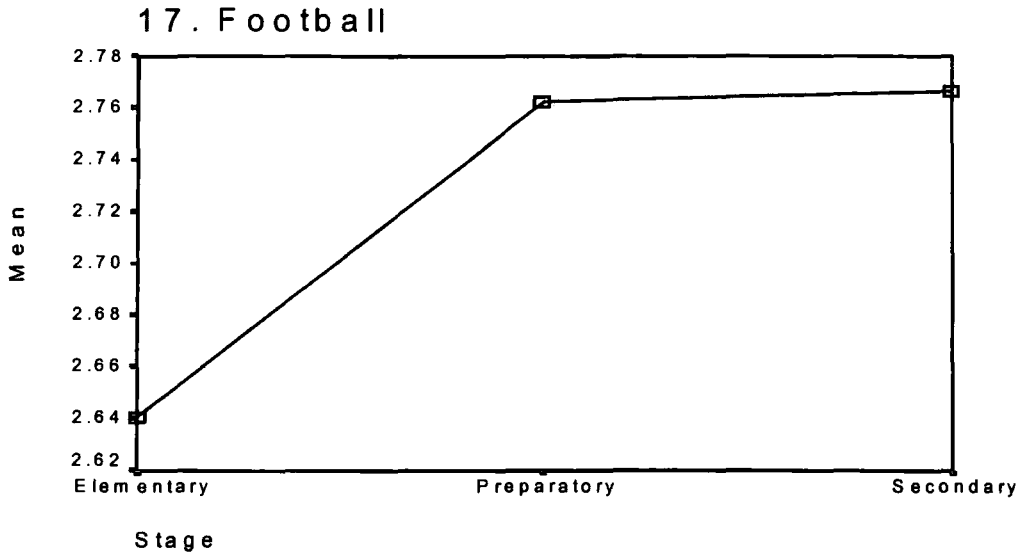
17. Football

Male pupils indicated that their PE teachers gave them a chance to play football more often when they became older. There is a significant difference in the answers of the respondents regarding the stages (F = 8.933, df = 2, 2397, P< 0.001) (Appendix O: Table 31), only the elementary stage shows significant difference on the post hoc test (Appendix O: Diagram 43).

Table 5.122: Q18 Which of the following activities does your teacher often let you play? (Basketball)

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	148 22.5	375 56.9	136 20.6	2.0	659
	Female	48 13.3	174 48.2	139 38.5	2.2	361
Column Total	N %	196 19.2	549 53.8	275 27.0	2.08	1020
Preparatory	Male	31 8.9	59 16.9	259 74.2	2.7	349
	Female	205 56.3	105 28.8	54 14.8	1.6	364
Column Total	N %	236 33.1	164 23.0	313 43.9	2.11	713
Secondary	Male	50 14.2	82 23.4	219 62.4	2.5	351
	Female	92 28.8	148 46.4	79 24.8	2.2	319
Column Total	N %	142 21.2	230 34.3	298 44.5	2.23	670

Gender	Mean
Male	2.28
Female	1.93

Figure 5.18
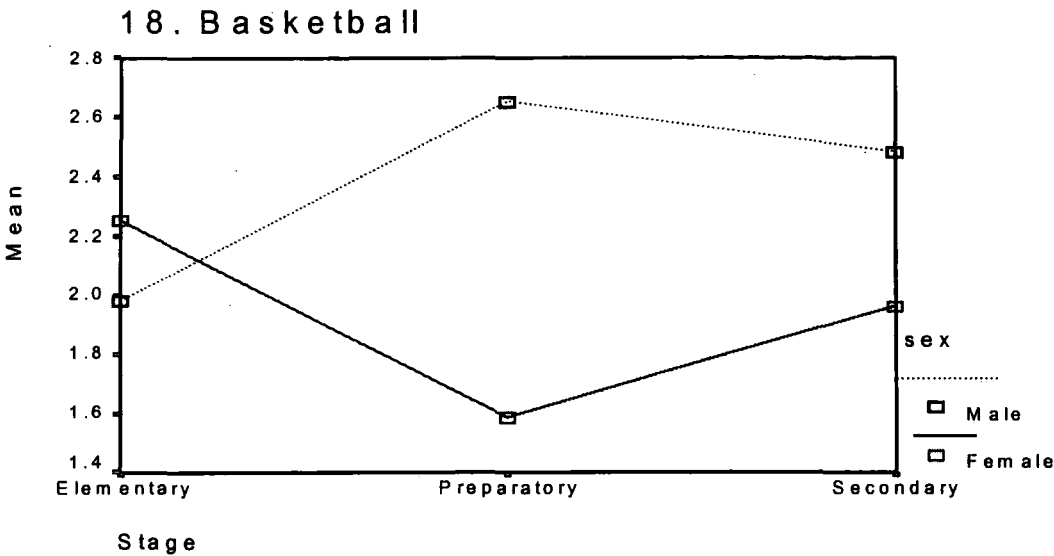
18. Basketball

In general, there was a significant difference in the responses of pupils with regard to gender (F = 709, df = 1, 2397, P< 0.001). Female pupils seem to play basketball more often in the elementary stage, whereas male pupils appear to play more often in preparatory and secondary stages. There is also a significant difference in participants' answers regarding the stages (F = 5.231, df = 2, 2397, P< 0.001) (Appendix O: Table 32); however, it is only secondary stage pupils who showed significance on the post hoc test (Appendix O: Diagram 44). There was a significant interaction (F = 195.317, df = 2, 2397, P< 0.001) between gender and stages. Male pupils seem to play more often in the preparatory and secondary stages, whereas female pupils used to play basketball more often in the elementary stage (Figure 5.18).

Table 5.123: Q19 Which of the following activities does your teacher often let you play? (Handball)

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	254 38.5	264 40.1	141 21.4	1.8	659
	Female	74 20.5	168 46.5	119 33.0	2.1	361
Column Total	N %	328 32.2	432 42.4	260 25.5	1.93	1020
Preparatory	Male	94 26.9	167 47.9	88 25.2	2.0	349
	Female	72 19.8	161 44.2	131 36.0	2.2	364
Column Total	N %	166 23.3	328 46.0	219 30.7	2.07	713
Secondary	Male	129 36.8	131 37.3	91 25.9	2.0	351
	Female	68 21.3	141 44.2	110 34.5	2.1	319
Column Total	N %	197 29.4	272 40.6	201 30.0	2.01	670

Gender	Mean
Male	1.88
Female	2.14

Figure 5.19
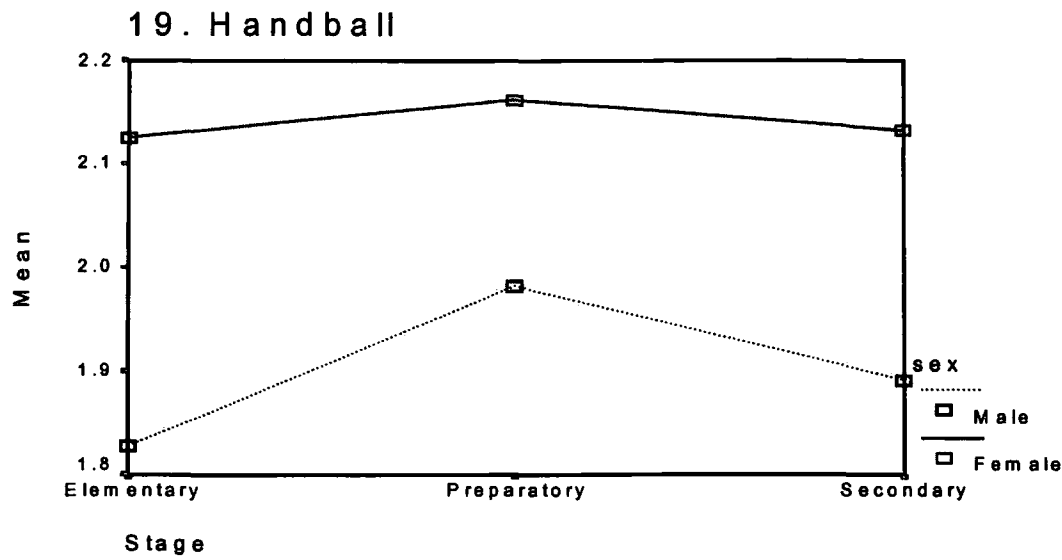
19. Handball

Overall, there was a significant difference in pupils' answers in terms of gender (F = 58.203, df = 1, 2397, P< 0.001). Female pupils seem to play handball more often than males across the three stages. Also, there was a significant difference between pupils' responses in relation to the stages (F = 3.371, df = 2, 2397, P< 0.001) (Appendix O: Table 33): the elementary stage is different from preparatory stage on the post hoc test (Appendix O: Diagram 45), and pupils seem to play more often in the preparatory stage. There in no significant interaction (F = 1.249, df = 2, 2397, P = .287, NS). Figure 5.19 shows that female pupils changed very little in their perceptions over the three stages whereas males show a slight increase in preparatory and secondary stages over elementary stage.

Table 5.124: Q20 Which of the following activities does your teacher often let you play? (Volleyball)

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	226 34.3	290 44.0	143 21.7	1.9	659
	Female	110 30.5	138 38.2	113 31.3	2.0	361
Column Total	N %	336 32.9	428 42.0	256 25.1	1.92	1020
Preparatory	Male	182 52.1	127 36.4	40 11.5	1.6	349
	Female	128 35.3	160 44.1	75 20.7	1.9	364
Column Total	N %	310 43.5	287 40.3	115 16.2	1.73	713
Secondary	Male	260 74.1	69 19.7	22 6.3	1.3	351
	Female	107 33.5	147 46.1	65 20.4	1.9	319
Column Total	N %	367 54.8	216 32.2	87 13.0	1.58	670

Gender	Mean
Male	1.66
Female	1.91

Figure 5.20
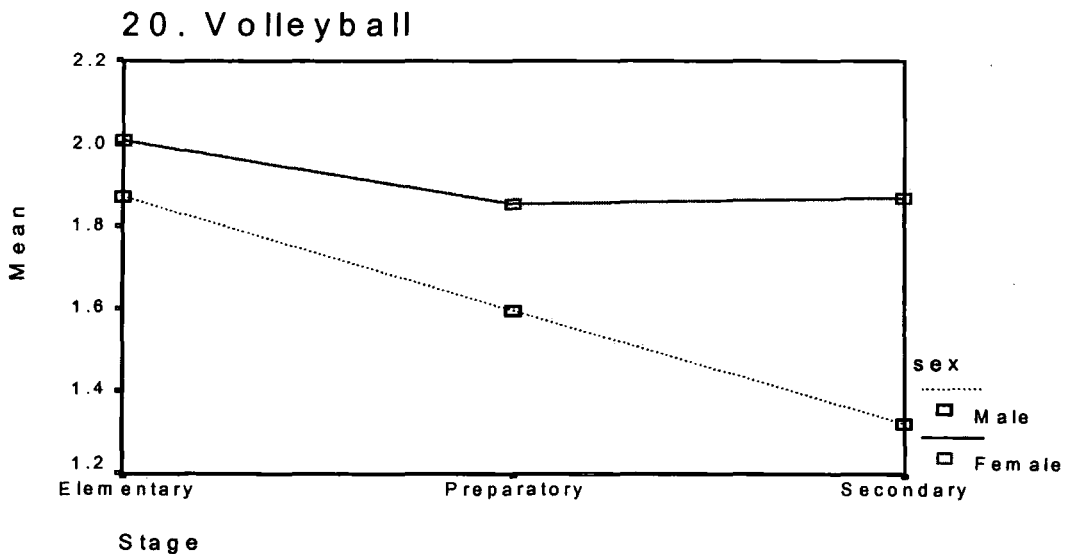
20. Volleyball

In general, there was a significant difference in pupils' answers as far as gender is concerned (F = 108.833, df = 1, 2396, P< 0.001). Female pupils played volleyball across the stages more often than males. Also, there is a significant difference in the answers of pupils in terms of the stages (F = 48.064, df = 2, 2396, P< 0.001) (Appendix O: Table 34), all stages being significantly different to all the other stages (Appendix O: Diagram 46). Pupils in the elementary stage used to play volleyball more often than preparatory and secondary stage pupils. The significant interaction (16.380, df = 2, 2396, P< 0.001) indicates that female pupils changed very little in their responses over the three stages whereas male pupils showed a consistent decline in their responses.

Table 5.125: Q21 Which of the following activities does your teacher often let you play? (Gymnastics)

Stage	Gender	Never	Sometimes	Always	Mean	Row Total
		n %	n %	n %		
Elementary	Male	120 18.2	342 51.9	197 29.9	2.1	659
	Female	218 60.4	143 39.6	- -	1.4	361
Column Total	N %	338 33.1	485 47.5	197 19.3	1.86	1020
Preparatory	Male	134 38.4	171 49.0	44 12.6	1.7	349
	Female	364 100.0	- -	- -	1.0	364
Column Total	N %	498 69.8	171 24.0	44 6.2	1.36	713
Secondary	Male	109 31.1	174 49.6	68 19.4	1.9	351
	Female	227 71.2	72 22.6	20 6.3	1.4	319
Column Total	N %	336 50.1	246 36.7	88 13.1	1.63	670

Gender	Mean
Male	1.96
Female	1.24

Figure 5.21
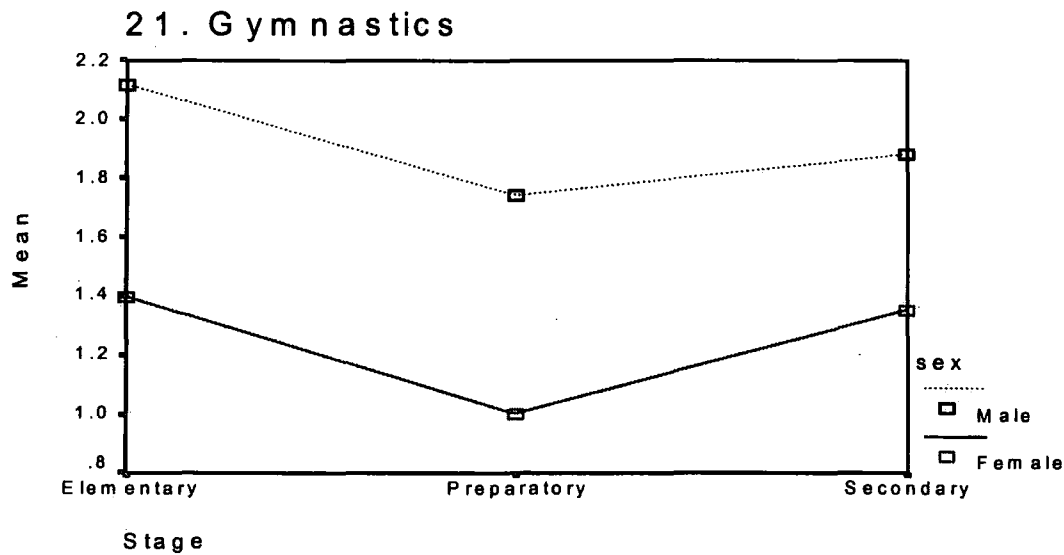
21. Gymnastics

Overall, there was a significant difference in pupils' responses with respect to gender ($F = 720.084$, $df = 1, 2397$, $P< 0.001$). Male pupils seem to be given more chances than females to practice gymnastics across the three stages. There is also a significant difference in their responses in terms of all the stages ($F = 86.767$, $df = 2, 2397$, $P< 0.001$) (Appendix O: Table 35), all stages being significantly different to all the other stages (Appendix O: Diagram 47). The significant interaction ($F = 6.754$, $df = 2, 2397$, $P< 0.001$) points out that both male and female pupils seem to be given more opportunity to practice gymnastics in the elementary stage and least in the preparatory stage (Figure 5.21).

Table 5.126: Q 22 Which of the following activities does your teacher often let you play? (Athletics)

Stage	Gender	Never n %	Sometimes n %	Always n %	Mean	Row Total
Elementary	Male	129 19.6	249 37.8	281 42.6	2.2	659
	Female	255 70.6	104 28.8	2 .6	1.3	361
Column Total	N %	384 37.6	353 34.6	283 27.7	1.90	1020
Preparatory	Male	165 47.3	119 34.1	65 18.6	1.7	349
	Female	254 69.8	110 30.2	- -	1.3	364
Column Total	N %	419 58.8	229 32.1	65 9.1	1.50	713
Secondary	Male	284 80.9	44 12.5	23 6.6	1.3	351
	Female	254 79.6	65 20.4	- -	1.2	319
Column Total	N %	538 80.3	109 16.3	23 3.4	1.23	670

Gender	Mean
Male	1.85
Female	1.60

Figure 5.22
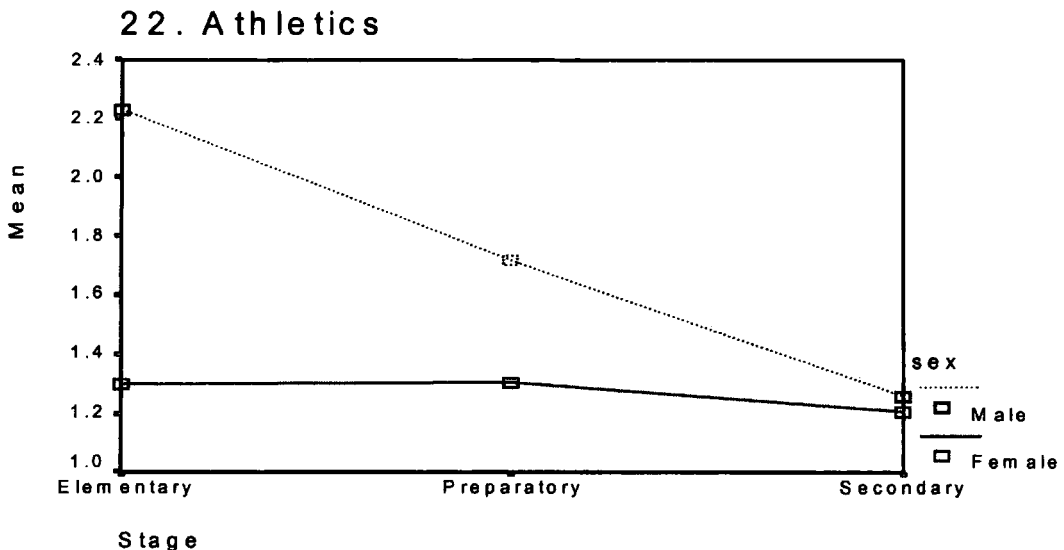
22. Athletics

Generally, there was a significant difference in the responses provided by pupils in terms of gender (F = 327.428, df = 1, 2397, P< 0.001). Male pupils had more chances to practice athletics than female across the three levels. There is also a significant difference in their answers with respect to the stages (F = 149.519, df = 2, 2397, P< 0.001) (Appendix O: Table 36), all stages being significantly different to all the other stages (Appendix O: Diagram 48). Male pupils appear to practice this sport more in the elementary stage compared to the other two stages. The significant interaction (F = 104.296, df = 2, 2397, P< 0.001) shows that female pupils had little opportunity to practice this sport across the three stages.

Looking at the mean values for the activities which the pupils most often played, one can observe from Table 5.128 that male pupils had the opportunity to play basketball and gymnastics most often whereas female pupils had the opportunity to play handball, basketball and volleyball most often.

Table 5.127   Mean value for the activities which the pupils most often play

Activities	Male Mean	Female Mean
Football	2.7	-
Basketball	2.3	1.9
Handball	1.9	2.1
Volleyball	1.7	1.9
Gymnastics	2.0	1.2
Athletics	1.9	1.3

5.6 Summary

This chapter has focused on the analysis of the qualitative data pertaining to the main groups (lecturers, inspectors, teachers and students) and pupils. Overall, there was a general satisfaction about the programme. However, there was some issues which needed reconsideration by the people who are in charge of the programme. For example, the respondents requested that some new courses should be included in the programme such as First Aid and Sports Nutrition. Moreover, lecturers and inspectors were more satisfied in their responses than teachers and students to most categories of question. Regarding pupils, they were generally satisfied with their PE teachers and PE content. It was obvious that the pupils at the primary level were more satisfied with their PE teachers and the subject than pupils of other stages. Also, the data showed that preparatory female pupils were the least satisfied group with regard to PE teacher and PE subject.

The next chapter will analyse the qualitative data in an attempt to provide in depth analysis of issues around the programme from the main groups (lecturers, inspectors, teachers and students).

Chapter Six

Qualitative data

The aim of the chapter is to explore further the views and opinions of the respondents with regard to PEITTP. The qualitative data gathered by means of interviews with lecturers, inspectors, teachers and students are analysed, in order to provide in-depth and rich data, and to support and complement the results elicited from the questionnaires

The method of analysis used in this chapter is as follows:

1. Respondents' views and perceptions are classified in terms of the main themes of the study: 'Preparation Courses', 'Teaching Skills', 'Teaching Practice', 'Resources, Staffing & Access, and Structure of the Course', 'Attainment of the PED's Objectives' and 'Professional Activities of PE Teachers.'

2. The responses are dealt with as they pertain to the four different groups: lecturers, inspectors, teachers and students. It should be noted that the first 12 interview questions are identical for all four groups, but in certain limited cases, additional items have been added (Appendix I.2). The theme of 'Resources, Staffing & Access, and Structure of the Course' is explored in relation only to the relevant groups (lecturers, teachers and students). Likewise, the theme of 'Attainment of the PED's Objectives' is examined as it pertains to lecturers only. In addition, the theme of 'Professional Activities of the PE teachers' is only applicable to inspectors and thus the analysis, only pertains to this group.

3. A cross-checking of quantitative and qualitative data is also provided to identify patterns of similarity and/or difference.

6.1 Preparation Courses (University, Faculty and Professional Courses)

This section provides an analysis of the respondents' opinions with respect to each of the eight items pertaining to the Preparation Courses.

6.1.1 Suitability of Credit Hours Required for the Preparation of PE Teachers

The findings appear to indicate that there was a considerable amount of consistency in the responses that lecturers and inspectors provided in both the questionnaires and interviews. The analysis of the questionnaires revealed that the majority of the lecturers and inspectors were of the view that the number of credit hours to prepare PE teachers was either appropriate (Lecturers: 42.9%, Inspectors: 50.0%) or should increase (Lecturers: 57.1%, Inspectors: 42.9%); the interviews generally demonstrated a similar response pattern. For example, one lecturer pointed out:

> The number of these courses needs to be increased. I mean that Professional Courses are few in comparison to the overall number because they don't exceed 60% of the total number of hours required for graduation.
>
> (Interview 18)

Similarly, one of the inspectors stated that:

> They need to increase because the number of Professional Courses in contrast with the University and Faculty Requirements is limited and doesn't go beyond 60%. So, the number of Professional Courses has to be increased.
>
> (Interview 22)

Another lecturer stated:

> The number is appropriate and comprehensive in that these courses cover most of what is required for the preparation of PE teachers.
>
> (Interview 20)

Likewise, an inspector agreed:

> The credit hours contain most of the courses necessary for the preparation of PE teachers.
>
> (Interview 25)

As far as the students were concerned, their questionnaire responses revealed that their answers generally expressed the view that the total number of credit hours to prepare PE teachers was either appropriate (38.7%) or should be decreased (61.3%). The interviews with students suggested a similar response trend, stating, for example that:

> There are so many of them [courses] and some of them were useless. We need to focus more on the Professional Courses because they are the ones that qualify PE students to become teachers; also, we need to reduce University and Faculty Requirements since they are useless.
>
> (Interview 13)

I think that the credit hours (138) are appropriate because they contain all
the courses that are necessary for an effective preparation of physical
education teachers.

(Interview 17)

These different views may be due to the following reasons. First, lecturers and
inspectors are concerned about the accomplishment of certain specified objectives and
with the teaching of a certain substantial amount of the curriculum. However, they may
not be as sensitive to the burden students have to endure with regard to the workload of
all courses. Second, lecturers and inspectors are in the position of delivering, whereas
students and teachers, who were once students, are in the position of receiving. It is
obvious that receivers usually feel more pressure on them, especially since students are
required to sit exams for every course at the end of every academic term. Finally,
students and teachers might think that some of these credit hours are not beneficial or
useful to the real teaching situation and to pupils' needs.

With regard to teachers, it seems that the answers provided in the questionnaires were
largely inconsistent with the answers given in the interviews. The questionnaires
showed that about a third (30.6%) of these respondents felt that the number of these
courses should decrease, over half (53.0%) claimed the number should increase and the
minority (16.4%) thought they were appropriate. However, all interviewees perceived
the total number of credit hours to be appropriate in the preparation of PE teachers, for
example:

...the programme comprises most of the courses necessary for the
preparation of PE teachers and they're almost comprehensive.

(Teacher, interview 1)

It is interesting to note that the teachers responded differently in the interview compared
to their answers in the questionnaire. The possible reasons for this will be examined
later in the discussion chapter.

6.1.2 Course Effectiveness in the PE Preparation Programme

a) University Requirements

The findings from the questionnaires indicated that the respondents generally had
favourable views of the University Requirements which they described as effective, the
only exception to this being teachers and students, whose answers were almost equally
divided between 'Effective' and 'Ineffective'. From the interview data, it is clear that

the responses of lecturers, inspectors and students were largely consistent with the findings from the questionnaires.

With respect to the lecturers, the findings from the questionnaires and the interviews confirm that, whereas the respondents were generally of the view that the University Requirements were effective (78.5%), there were no responses that identified these courses as ineffective in the questionnaires or in the interview. A similar pattern of responses in the questionnaires and interviews can be observed in the case of the inspectors. While most of the inspectors (64.3%) often perceived the University Requirements as effective, relatively few (14.3%) stated that these were not effective. Students' questionnaire responses were in agreement with those they provided in the interviews in that in both cases their answers ranged from 'Effective' (51.6%) and 'Ineffective' (45.2%). For example, one student stated:

> These [University Requirements] are very effective because there are foundation courses which everyone needs, whether working in the field of teaching or otherwise; they have a great effect.
>
> (Interview 15)

Another student who had a negative view commented:

> They are very general courses and they are not linked to the preparation of PE teachers. Also, the delivery and the content of most of these courses are not suitable.
>
> (Interview 16)

In contrast, however, teachers displayed a different response trend as there was a sharp discrepancy between the answers they provided in the questionnaires and those they offered in the interviews. With respect to the questionnaires, it is evident that teachers were divided in terms of perceiving University Requirements as effective (47.0%) or not effective (40.3%). However, the interviews revealed that all of the teachers regarded these courses as effective:

> These mainly comprise courses that are good and important in preparing PE teachers; they provide general information that will be useful to them in the future.
>
> (Interview 2)

The lecturers and inspectors had a more positive view with regard to this question than the teachers and students, as was mentioned in Chapter Five, question 2.2. Teachers, as was the case in question 6.1, were not consistent in their responses to the questionnaire and the interview. This could be for a number of different reasons. First, it might be that

the teachers, for cultural reasons, as mentioned in Chapter Four, section, 4.3, are not used to expressing their opinions frankly; they have a tendency to say what is socially and culturally acceptable. Another reason could be the smaller number (12) of teachers interviewed. Such a small cohort may have skewed the interview findings.

b) Faculty Requirements

The findings showed that the questionnaire answers from the half of the lecturers (50.0%) and the majority of the inspectors (92.9%) and students (77.5%) were in agreement with those provided in the interviews – confirming the perceived effectiveness of these courses.

One of the inspectors expressed a view that might well represent others' opinions:

> Faculty requirements comprise important courses which are essential parts of specialisation, for example, Developmental Psychology is a very important course for the teachers because it gives them ways of dealing with pupils of different ages.
>
> (Interview 23)

Similarly, accounts by students asserted that Faculty Requirements are:

> Effective as they directly related to specialisation and significantly help in the preparation of PE teachers.
>
> (Interview 15)

In contrast to the findings from the questionnaires, where it was seen that almost a third of the teachers (30.6%) regarded these courses as 'Ineffective' or 'Not effective at all', the interviews with teachers suggested that there was a general tendency as to view Faculty Requirements as 'Effective'; this was clear in such statements as the following:

> Faculty Requirements contain courses that are useful and important in the preparation of PE teachers.
>
> (Interview 2)

Another teacher had this to say:

> Faculty Requirements are effective from the point of view of general knowledge. These courses are necessary in dealing with students.
>
> (Interview 10)

Overall, it can be seen that respondents' were of the opinion that faculty requirements were generally effective. Here again, however, one can observe the same pattern where-

by the lecturers and the inspectors seemed to be more satisfied with the faculty courses than the teachers and students.

c) Professional Courses

Generally, the respondents' answers in the questionnaire were in agreement with those provided in the interviews. The responses gathered from the questionnaires demonstrated that the majority of the students (96.8%) and inspectors (85.7%) described the Professional Courses as effective. Interviews with the students and inspectors also revealed similar results. Instances of such positive attitudes were as follows:

> Most of the courses are useful in the preparation of PE teachers.
> (Student, interview 16)

> Professional Courses are generally helpful in preparing student teachers for the PE profession.
> (Inspector, interview 22)

However, lecturers and teachers offered answers that were distributed between the two options of 'Effective' (Teachers: 73.9%, Lecturers: 57.2%) and 'Ineffective' (Teachers: 17.9%, Lecturers: 21.4%), in the questionnaires and interviews, as can be seen in the statements below:

> The Professional Courses are effective because they are useful to teachers and contain the core courses.
> (Teacher, interview 3)

> They are not effective because there are some courses that are necessary but are not included in the Professional Courses like First Aid. Moreover, the content of most Professional Courses is not suitable. There are also some courses that I think are not important such as Recreation and Swimming for girls because they are taught theoretically instead of being taught practically.
> (Teacher, interview 6)

Similar responses were provided by the lecturers, stating:

> Professional Courses are very effective since these are the core courses for the preparation of PE teachers. Also, they contain most of the necessary courses that are needed for the preparation of PE teachers. However, there are some courses which their content need to be revised.
> (Interview 18)

> These courses are not effective because many courses need to be revised like Foundation and Curriculum of PE and some other courses need to be added to make the programme more effective like First Aid and Physical Therapy.
> (Intervie21)

It is obvious from the respondents' answers that there is an overall satisfaction with the Professional Courses. However, it is interesting to note that 21.4% of the lecturers perceived these courses to be ineffective. This will be discussed later in the discussion chapter.

6.1.3 Course Importance in the PE Preparation Programme

a) *University Requirements*

Overall, the findings from the questionnaires indicated agreement with the respondents' answers provided in the interviews. This is especially the case with the lecturers and inspectors; it is evident from the questionnaire data that the majority of these respondents (78.5% and 85.7%, respectively) perceived the University Requirements as 'Important' or 'Very important' in the preparation of PE teachers. Likewise, interviews with the two groups yielded similar responses. As is pointed out by one lecturer:

> University Requirements are important because they help teachers from the point of view of general knowledge and overall preparation of teachers.
>
> (Interview 19)

The same opinion was given by an inspector who claimed:

> They are helpful somehow in the overall preparation of PE teachers.
>
> (Interview 23)

Similarly, students demonstrated a consistency of response in their answers to the questionnaire and the interview; however, there was a divide in their answers in terms of considering University Requirements as 'Important' or 'Not important'. According to one student:

> They will help the teachers to acquire enough general knowledge.
>
> (Interview 15)

However, another had this to say:

> These courses are not important since the PE teacher may teach in a good way without these courses. I also took these courses during the academic year, for example Islamic culture and Arabic; so, they do not affect or add anything to the specialisation of PE.
>
> (Interview 16)

However, teachers' responses revealed a rather different trend. The questionnaire data indicated that 44.0% perceived these courses to be 'Not important,' and yet the findings from the interview data suggest that all the teachers interviewed regarded the courses as important, for example:

> These requirements are really useful in the teacher's full preparation.
> (Interview 4)

It appears that the lecturers and inspectors were more satisfied with these courses than were the teachers and students. The reason might be that the lecturers and inspectors, based on their experiences, believed that these courses would help in the total preparation of PE teachers whereas the teachers and students did not. Regarding the teachers, one can observe that their responses in the questionnaire were different to those they provided in the interview.

b) Faculty Requirements

On the whole, there appears to be a large degree of consistency in the respondents' answers. The data showed that, as far as the questionnaires and the interviews were concerned, lecturers, inspectors and students generally perceived the Faculty Requirements as 'Important' and 'Very important'. For example, as was shown in the presentation of the quantitative data (Chapter Five), 90.3% of the students and 71.4% of both lecturers and inspectors viewed these courses as important. The interviews further confirmed this response tendency, for none of these respondents regarded the courses as unimportant. The views expressed by the three groups confirm that:

> These courses help in preparing teachers from an educational perspective. There are also courses that enable teachers to deal with students and know about their personalities like Educational and developmental Psychology for example.
> (Lecturer, interview 18)

> They are important especially Educational Psychology and IT courses because they are very useful in the field of teaching.
> (Inspector, interview 23)

> They are very useful in preparing the teacher considering their educational and psychological contents. For example, in the Developmental Psychology course we learned how the people go through different physical, psychological, and emotional changes as they grow up.
>
> (Student, interview 14)

With respect to teacher respondents, it can be seen that there is some inconsistency in terms of the responses to the questionnaire and interview procedures. Thus, while teachers' questionnaire answers were divided between 'Important' and 'Very important' (61.9%) and 'Not important' and 'Not important at all' (22.4%), the interviews revealed that none of these respondents perceived the courses as 'Not important':

> Faculty Requirement courses are essential from a pedagogical point of view in preparing students since the teacher will deal with students and, therefore, he has to know how to deal with each student.
>
> (Interview 11)

c) Professional Courses

Of all the items pertaining to 'The preparation courses, i.e. University, Faculty and Professional Courses', the present item (Professional Courses) received a unanimously positive response in both the questionnaires and the interviews. It is evident that, even with some reservations, all of the respondents from the four groups considered Professional Courses to be important in the preparation of the PE teachers. For example, they stated:

> These courses are the basis for preparing PE teachers, but what is required of the PED is a revision of the content of some of these courses, delete or add new courses to be updated with new issues related to PE.
>
> (Lecturer, interview 20)

> They are of utmost importance because they are the foundation for the specialisation of PE.
>
> (Inspector, interview 22)

> They are the basis for the preparation programme, so those in charge should give more importance to these courses and should continually update them in order to keep pace with modern developments in the field.
>
> (Teacher, interview 2)

> These are the most important courses which the programme depends on to prepare PE teachers.
>
> (Student, interview 16)

It is apparent that the respondents felt that the most important courses were the Professional Courses in the preparation of the PE teachers.

6.1.4 Level of PE Graduates' Attainment in Their Specialisation

The analysis of the interview data reveals that the responses of the lecturers and inspectors in the questionnaires were consistent with the answers they provided in the interviews. These respondents were generally of the opinion that the level of PE

graduates was 'Satisfactory' or 'Good'. None of the inspectors and only one out of fourteen lecturers described the level as 'Weak' in the questionnaire and none of them at all considered it to be 'Weak' in the interview. The interviews with these two groups yielded the following perceptions:

> I think that the level of students is generally good because most of them are players in national teams.
>
> (Lecturer, interview 21)

> I think the level of the students is good as a result of the high quality preparation of student teachers by the PED. Also, they are good because I've worked with most of them ... they liked their jobs and ... were excited about it.
>
> (Inspector, interview 24)

> The level of students is satisfactory because most of them play at national level and are generally fit and athletic.
>
> (Lecturer, interview 19)

> It is satisfactory because the PED provides a good and comprehensive programme for the specialisation of PE.
>
> (Inspector, interview 22)

On the other hand, it can be noted that the questionnaire responses of teachers and students were in disagreement with the views they expressed in the interviews. While about a fifth of the teachers and students stated that the level of graduates was 'Weak' in the questionnaires, they indicated in the interviews that the level of the graduates was good:

> The student is well-prepared in the department, and the courses offered are generally regarded as good in preparing PE teachers.
>
> (Student, interview 13)

However, this was also qualified with:

> Good but we hope to reach better levels in preparing PE teachers.
>
> (Teacher, interview 2)

It can be seen that the same issue emerges throughout this chapter: that is, the teachers provided different responses in the questionnaire compared to the interview. They usually gave more negative views in the questionnaire than in the interview. As stated earlier, this might be for cultural reasons.

6.1.5 Professional Courses' Contribution to the PE Teaching Profession

Once again, there appears to be a large degree of consistency in the lecturers' and inspectors' answers provided in both the questionnaires and interviews. For example, it is evident that the questionnaire as well as the interview answers given by lecturers and inspectors were in agreement that Professional Courses contributed enough to the preparation of students for the teaching profession. However, despite general agreement, some respondents also pointed out limitations:

> The programme is good but some courses should be dropped from the programme, for example, Fencing, Boxing & Wrestling and Swimming for females, so that the programme becomes more effective.
> (Lecturer, interview 18)

> The preparation is good, but not as desired since no emphasis is laid on Teaching Skills by the PED. Also, the teaching methods offered are different from those used in schools.
> (Inspector, interview 25)

Similarly, teachers also displayed consistent answers in the questionnaire and the interview in that their views were distributed across the three options relating to agreement and disagreement opinions. One teacher agreed that:

> The programme contains most of the courses which are necessary for the preparation of PE teachers.
> (Interview 1)

However, another, who disagreed, stated that:

> There are some courses that are necessary but are not included in the Professional Courses like First Aid and Sport Nutrition. Also, the content of most of the Professional Courses is not suitable. Moreover, some lecturers in the PED teach many courses despite some of these courses being not related to their area of specialisation.
> (Interview 11)

However, students' questionnaire responses indicated a certain amount of inconsistency with regard to the answers they provided in the interviews. The analysis of the questionnaire data revealed that whereas about one fifth of the students surveyed disagreed that Professional Courses contributed enough to student preparation for the teaching profession, all those interviewed expressed their approval, for example:

> I think that the preparation programme in the department generally contains all the courses essential and necessary for the preparation of good PE teachers.
> (Interview 17)

233

Again, students responded more positively in the interview as compared with the questionnaire.

6.1.6 Importance of the Practical and Theoretical Professional Courses to the Preparation of PE Teachers

a) Lecturers

The findings from the questionnaires showed that these respondents viewed Dance, Teaching Practice, Methods of Teaching PE, Exercise & Gymnastics, Sports Injury, Sports Training, and Track & Field as the most important courses. The least important courses were Swimming, Principles of Statistics, Introduction to Sociology, Fencing and Boxing & Wrestling. The interview data revealed a similar pattern of responses to that of the questionnaires. Teaching Practice, Sports Training, Sports Injury, Measurement & Evaluation of PE, as well as Sport Psychology, were regarded as the most important by the interviewees. On the other hand, Boxing & Wrestling, Fencing, Swimming, Foundation and Curriculum of PE, Principles of Statistics and Introduction to Sociology were viewed as the least important. One lecturer commented:

> Courses that are not very important like Fencing, Swimming, Foundation and Curriculum of Physical Education, Statistics, Sociology, Boxing & Wrestling. For example, Fencing and Boxing & Wrestling are not included in the curriculum of the Ministry of Education and Higher Education. Also, there is no specialist in the department to teach them. As far as female students are concerned, Swimming is taught theoretically, and they don't benefit from these courses, because there is no swimming pool; it should therefore be dropped until a pool is built in the women's building. Regarding the Foundation and Curriculum of Physical Education, the content is old and the course book is very old and of no use nowadays. Regarding Statistics and Sociology, neither are related to specialisation in PE, and they should therefore be replaced by other courses.
>
> (Interview 19)

She went on to refer to what she considered to be the most important courses:

> The other practical and theoretical courses are the most important Professional Courses because they contribute mostly to the preparation of PE teachers. For example, Teaching Practice and Methods of Teaching PE were very important because on those courses we learned how to teach and we learned most of the Teaching Skills.
>
> (Interview 19)

b) Inspectors

In the analysis of the questionnaire data, it was concluded that Teaching Practice, Track & Field, Basketball, Handball and Volleyball were perceived to be the most important

by the inspectors. Racquetball, Boxing & Wrestling and Fencing were considered the least important. The interviews revealed that Teaching Practice and Methods of Teaching PE were viewed as the most important course for inspectors; Swimming, Boxing & Wrestling and Fencing were perceived to be the least important. The inspectors provided similar answers in their responses to the questionnaires and interviews with respect to the most/least important courses.

c) Teachers

The findings from the questionnaires suggested that these respondents considered Sports Training, Teaching Practice, Football and Methods of Teaching PE to be the most important courses. Boxing & Wrestling, Fencing, Introduction to Sociology, and Recreation were perceived as the least important ones. The findings from the interviews showed that the teachers were consistent in the responses that they provided in both the questionnaires and the interviews. Sport Training and Teaching Practice were the most important for teacher interviewees. On the other hand, Statistics, Boxing & Wrestling, Fencing, General Biology, Human Physiology, Introduction to Sociology, Recreation, Foundation & Curriculum of PE, and Racquetball were viewed to be the least important. According to one teacher:

> Most of the courses in the programme are important and their content is good. For instance, Sports Training was a good course because in it we had learned different approaches to coaching and training pupils.
> (Interview 1)

Later in the interview, however, she argued that:

> There are some courses such as Statistics, Fencing, Boxing & Wrestling, which I think are generally not very important, so students do not benefit from Statistics because PE teachers do not evaluate students. Concerning Fencing, Boxing & Wrestling, we don't benefit from these courses because they are not taught in school and aren't part of the curriculum.
> (Interview 1)

d) Students

The analysis of the findings from the questionnaire data demonstrated that student respondents viewed Teaching Practice, Methods of Teaching PE, Football, Basketball and Sports Training to be the most important courses. The least important courses for these respondents were Boxing & Wrestling, Introduction to Sociology, Fencing and Principles of Statistics. The interview data revealed that the respondents provided a

similar pattern of responses in their answers to both the questionnaires and the interviews. They indicated that the Methods of Teaching PE, Sports Injury, Teaching Practice and Sports Training were the most important courses. Fencing, Boxing & Wrestling, Introduction to Sociology, Adapted PE, Recreation, Principles of Statistics and Foundation Curriculum of PE were viewed to be the least important by students.

The responses of the four groups indicated that there was considerable consistency in the way they perceived the most/least important Practical and Theoretical Professional Courses in the PED. Overall, the respondents of the four groups considered the following to be the most important courses; these are presented in order of importance.

1) Teaching Practice,

2) Methods of Teaching PE and

3) Sports Training.

In contrast, however, the courses, which were perceived as least important by the respondents were:

1) Boxing and Wrestling,

2) Fencing,

3) Principles of Statistics and

4) Introduction to Sociology.

6.1.7. Courses Suggested for Inclusion in the Programme

In the analysis of the questionnaires, the open-ended item revealed that the courses suggested for inclusion by the four groups were, mainly, First Aid and Sport Nutrition.

The responses from the interviews indicated that the interviewees of the four groups suggested the same two courses, First Aid and Sport Nutrition, to be included in the programme.

The respondents' answers to the questionnaires and interviews were similar. The following statements by the respondents illustrate this:

> First Aid and Sport Nutrition…they are essential for teachers as they are required to know about ways of treating students in cases of accident and injury.
>
> (Lecturer, interview 19)

> First Aid and Sport Nutrition are very important courses for teachers. For example, First Aid is important because the teacher has to know how to

> treat the students when they get injured. Sport Nutrition gives the teacher a chance to understand, for example, what is the full component of the full nutrition.
>
> (Inspector, interview 23)

> I think courses like First Aid and Sport Nutrition and Application of IT in Sport should be part of the programme because these courses are crucial for teachers in the way that they can help pupils when they get injured or when they need to be aware of appropriate nutrition. The Application of IT in Sport is a very important course because nowadays there are many PE programmes such as measurement and evaluation in PE for students, which are available on software; so we need to know how to use these programmes by using IT services.
>
> (Teacher, interview 12)

> I believe that First Aid and Sport Nutrition should become part of the PE programme because these subjects are very important for the PE teacher when dealing with pupils.
>
> (Student, interview 14)

It is important to note that all groups indicated that First Aid and Sport Nutrition should be included in the Programme because of its importance to the teachers when dealing with pupils.

6.1.8 Suitability of the Programme in Teaching Different Levels of PE

The findings from the questionnaire data were not consistent with the results drawn from the interviews. While, the respondents' answers, especially teachers' and students', in the questionnaires ranged between suitable for 'Primary', 'Preparatory' and 'For all levels' (Chapter Five, Table 5.42), the interviews indicated that all of the lecturers, inspectors, teachers and students reported that the programme was suitable for all levels:

> The preparation programme in the PED aims to prepare PE teachers for all levels. There are also no big differences in the Ministry's Curricula regarding all levels; so, the preparation programme is suitable for all different levels.
>
> (Lecturer, interview 18)

> The preparation programme is general and therefore it prepares teachers to teach at different levels.
>
> (Inspector, interview 23)

> All necessary courses are available for different levels without exception.
>
> (Teacher, interview 2)

> The PED prepares teachers for all different levels, and there is no specialisation for individual levels.
>
> (Student, interview 15)

237

It is interesting to compare the answers which the respondents provided in the questionnaires to those revealed in the interviews regarding this question. These differences will be discussed later in the following discussion chapter.

6.2 Teaching skills

The Effectiveness of the Preparation Which Students Receive in the PED in Terms of Teaching Skills

Respondents were asked to evaluate the way in which the PED prepared students in terms of Teaching Skills. The findings from the questionnaires displayed considerable consistency with the results of the interviews. In the analysis of the findings from the questionnaires, it was concluded that the respondents from the four groups generally ranked the following four Teaching Skills as the highest and thought that they had been prepared well in them; these items are presented in order of importance as follows:

- making good use of facilities and equipment
- managing time and making good use of it
- providing appropriate instructional activities to accomplish goals and objectives
- using a wide range of teaching styles and strategies.

Conversely, the following Teaching Skills appear to have scored the lowest by the respondents. Although they indicated that they were 'Satisfied' with the following Teaching Skills; these items are presented in order of increasing importance as follows:

- planning class activity carefully and well in advance
- designing and implementing extra-curricular activities
- using a wide range of instructional materials
- mastering adequate knowledge of the course that the teacher will teach.

From the interview data, it appears that the respondents were of the view that their preparation in Teaching Skills was generally seen to be 'Satisfactory' or 'Good'. For instance, in answer to the question: What do you think of the effectiveness of the development of the following skills in the PED? Why?, the interviewees replied as follows:

> Good ... especially the item concerned with time management and
> making good use of it, because we do a lot of practice on this, especially
> during Practical Professional Courses.
>
> (Lecturer, interview 19)

238

> In general students' performance is good in these skills because they
> learn these skills in the Department of Curricula through the courses of
> Teaching Methods and Teaching Practice. This is especially the case with
> 'Make good use of facilities and equipment' and 'Use a wide range of
> teaching styles and strategies'. I think they have been given a sufficient
> time during Teaching Practice to develop these skills.
>
> (Inspector, interview 22)

> Generally satisfactory in most of these skills, for example 'Manage
> time and make good use of it' and 'Provide appropriate instructional
> activities to accomplish goals and objectives'. The reason is that
> supervisors and the Methodology Lecturers concentrated a lot on these
> skills during the Method of PE course and Teaching Practice courses,
> which helped us to develop these skills.
>
> (Teacher, interview 11)

However, when asked to specify examples of the least effective Teaching Skills, only two of the teachers and one student in the interview indicated that they were poorly prepared in these Teaching Skills, as shown below:

> The PED does not care about Teaching Skills and does not focus on them
> at all. These skills are taught to students through Teaching Practice
> Courses and in the Methods of Teaching PE course alone, and these
> courses are too few to cover these skills. Moreover, there are some skills
> that we didn't develop very well during Teaching Practice, for example,
> using a wide range of instructional materials. The reason is that we didn't
> use videos or pictures, for example, as an illustration means for pupils
> during PE lessons is because no one asked the teachers to use them.
>
> (Teacher, interview 4)

> In general I think they are poor in these skills because they are not well-
> prepared in the PED and most of the lecturers in the department do not
> focus on Teaching Skills in Practical Courses. Rather, students develop
> most of these Teaching Skills in five courses only; these are Teaching
> Practice courses (four courses) and Methods of Teaching PE course (one
> course), and these are therefore not enough. In addition to this, students
> didn't focus on some of these skills during Teaching Practice. For
> example, we haven't been taught how to use a wide range of instructional
> materials.
>
> (Student, interview 15)

It should be noted that the respondents were generally satisfied with students' preparation in Teaching Skills. Only a few respondents, especially teachers and students, were not satisfied with the way that the PED handled the issue of Teaching Skills. Moreover, it is evident that some of the teachers and students revealed in the interview that they were mainly taught these Teaching Skills in the Department of Curricula through Teaching Practice courses and the Methods of Teaching PE course. This issue will be commented on in the discussion chapter.

6.3 Teaching Practice

6.3.1. Effectiveness of the Teaching Practice Programme

The findings from the questionnaires displayed consistency with the interview responses, except for the teachers'. The majority of lecturers (92.9%), inspectors (100.0%), teachers (77.7%) and students (93.6%) were of the opinion that Teaching Practice was 'Quite effective', 'Mostly effective' or 'Very effective' in training student teachers in Teaching Skills and getting them used to real teaching situations. Reports by the respondents in the interview yielded the same perceptions, even with minor reservations, for instance:

> Supervisors in the Department of Curricula, I think, work closely with students during Teaching Practice, but I also think that more time should be devoted to Teaching Practice, specially, the continuous Teaching Practice, in order to increase the benefit of Teaching Practice.
>
> (Lecturer, interview 18)

> Through Teaching Practice it is possible to prepare students for dealing with pupils and the school administration. Without Teaching Practice the teacher won't know his duties and responsibilities.
>
> (Inspector, interview 22)

> Teaching Practice is generally good in developing students' basic skills and training them on how to deal with real teaching.
>
> (Teacher, interview 3)

> Students learn most of the Teaching Skills through Teaching Practice and the supervisors were very helpful in this regard; so, this is why the effectiveness of Teaching Practice is evident and significant.
>
> (Student, interview 14)

However, 22.4% of the teachers indicated in their answers to the questionnaires that Teaching Practice was 'Not effective' or 'Not effective at all' in training student teachers to become familiar with real teaching situations although none of them expressed this view in the interviews. Overall, it appears that the respondents believed that Teaching Practice was effective in preparing students for teaching and familiarising them with real teaching situations.

6.3.2. Micro-Teaching Classes

On the whole, the results drawn from the questionnaire and interview data showed that there was once again consistency in the respondents' answers. The respondents were generally of the view that these classes were important, with only teachers being inconsistent in the responses they provided between the questionnaire and the interview.

While a small portion (26.1%) stated that micro-teaching classes were 'Of little importance' or 'Not important at all' in the questionnaires, the interview data showed that all of the teachers believed that micro-teaching classes were 'Important' or 'Very important'. However, both types of data indicated a tendency to perceive micro-teaching classes to be important in the preparation of PE teachers. The following interview data gives the following examples:

> Micro-teaching classes are very important since the student can be more confident practising teaching in front of her peers at the university without pupils being present. So when she goes to teach in school, she feels more confident.
> (Lecturer, interview 18)

> They are very important in order to overcome the fear of confrontation and to avoid weaknesses in teaching.
> (Inspector, interview 25)

> Through these micro-teaching classes the students can overcome feelings of the fear of facing pupils. This breeds self-confidence and makes the students learn, for example, the correct way of standing in front of pupils.
> (Teacher, interview 3)

One can observe the same pattern of responses emerging throughout this chapter in that the teachers seem to be the least satisfied group. Teachers' responses were more positive in the interviews than questionnaires.

6.3.3. Experience of Teaching all Three Levels (Elementary, Preparatory and Secondary)

It should be noted here that student teachers teach only in the primary and preparatory levels during Teaching Practice. The findings from the analysis of the questionnaire data revealed that all of lecturers (100.0%) and inspectors (100.0%) and the majority of teachers (73.1%) and students (90.3%) were of the opinion that experience of teaching at all three levels would be 'Important' or 'Very important' for student teachers in their Teaching Practice. The qualitative interview data yielded comments by the respondents in support of these perceptions, giving the following reasons:

> The student can deal with different age groups and can therefore adapt herself to any age group when she becomes a teacher after graduation.
> (Lecturer, interview 19)

> The student gains experience in how to deal with pupils at each level and also to know about the problems that relate to each level.
> (Inspector, interview 23)

> The student becomes familiar with teaching at all levels and gets to know
> of the problems associated with each of these levels and can, therefore,
> find appropriate solutions.
>
> (Student, interview 13)

However, with regard to teachers, the questionnaire answers were not consistent with the views the respondents expressed in the interviews. Thus, while 73.1% viewed experience of teaching at different levels as 'Important' or 'Very important', a lower rate of 24.7% stated that it was 'Of little importance' or 'Not important'. Conversely, the interviews showed that all the teachers who were interviewed perceived such experience as important:

> Students may teach in one of these levels in the future and, therefore, it is
> necessary to know about the circumstances and problems of each level in
> advance to come to terms with real situations.
>
> (Interview 6)

Generally, the respondents considered teaching at all levels during Teaching Practice to be important.

6.4 Resources, Staffing & Access, and Structure of the Course

At the outset, it should be noted that this dimension was applicable to three groups only: lecturers, teachers and students. Therefore, the data analysis provided in this section pertains to these respondents and not to all groups. This question will be considered under three subheadings:

a) Resources

b) Staffing and Access

c) Structure of the course

The interviewees were asked the following question in regard to these three aspects:

I: Which Resources, Staffing and Access and Structure of the Course do you think are good and which need some improvement? Why?

a) Resources

The findings demonstrated that the conclusions drawn from the questionnaire data were consistent with the results achieved from the interviews. Thus, it is clear that the questionnaire data (Appendix O: Table 11) revealed that the majority of the respondents

viewed the provision of an indoor hall, swimming pool and outdoor playgrounds in positive terms. In this respect, a female teacher indicated in the interview:

> The indoor hall is very good because it includes all essential play areas
> (i.e. Basketball, Handball and Volleyball). Also, it is air-conditioned.
>
> (Interview 1)

A male student had a positive view about the outdoor playgrounds:

> The outdoor playgrounds are good and well taken care of. They are
> well equipped and lighting is very good.
>
> (Interview 13)

Another male student was very satisfied with the swimming pool and had this to say:

> The swimming pool is very good and it's well-designed and there's also a
> pool for diving which is excellent by any standards.
>
> (interview 14)

In contrast, the findings from the questionnaire data indicated that the respondents were least satisfied with the following facilities: 'Storing facilities for sport equipment specific to the PED', 'Lockers in the sport facilities complex' and 'The availability of specialised books, periodicals and related materials in the University library' (Appendix O: Table 11). Likewise, the interviews indicated a similar response pattern, as can be seen from interviews with the respondents:

> The PED doesn't have a storage facility... this causes a lot of problems
> for us since we have to use other department's storage facilities. Last
> year, one of our lecturer had a dispute with one of the female officers
> from the Faculty of Students' Affairs which we use their
> storage...consequently, they did not allow us to use our equipment.
> Therefore, we could not teach the female students any practical courses
> for about a week.
>
> (Lecturer, interview 18)

> The lockers in the sport facilities complex are not available. Due to this
> problem, we often lose our belongings because we can't find a secure
> place to put our belongings.
>
> (Student, interview 15)

> The books are old and out of date. Also, there aren't enough books in the
> library.
>
> (Teacher, interview 12)

> Books are old and rather limited in number.
>
> (Student, interview 14)

243

However, it should be noted that the swimming pool is only available in the males' section, whereas the indoor hall is only available in the females' section. In this regard, a female teacher complained:

> The swimming pool is not available and this is why the course is taught theoretically. I think this course should be cancelled until a swimming pool is built in the women's section.
>
> (Interview 3)

In a similar vein, a male teacher pointed out:

> The indoor hall is not available, which still causes a major problem for male students and male lecturers, because of the hot weather for most of the year. Therefore, the university has to provide an indoor hall for the PED in the males' section, so students can work in better conditions.
>
> (interview 7)

It is clear from the respondents' answers that they were not satisfied with some of the available resources such as specialised books. Also, they indicated that the unavailability of some other resources (e.g. provision of an indoor hall in the males' section) was not creating a good or convenient learning atmosphere. The author will examine this matter in more detail in the discussion chapter.

b) Staffing & Access

Overall, the analysis of the findings demonstrated that with respect to 'Tutors' academic advice to students during course registration', the findings from the questionnaires were consistent with those of the interviews, especially as far as the lecturers were concerned. Over 90.0% of the lecturers perceived that the tutor's academic advice to their students was 'Satisfactory', 'Good' or 'Very good'. The interview answers also indicated a similar response pattern as follow:

> The advice is good ... every lecturer has a certain number of students to advise during the course registration, which makes it easy for students and lecturers. However, new lecturers, who come from countries like Egypt, face some difficulty with registration system because they have no idea about the registration system applied at Qatar University. I think there should training sessions for these new lecturers to familiarise them with the [registration] system.
>
> (Interview 20)

Teachers' and students' answers provided in the questionnaires were similar to those in the interviews. Their responses were ranged between 'Poor' and 'Good'. The questionnaire data showed that 38.1% of the teachers and 32.3% of the students considered tutors' academic advice to be 'Poor' and 61.9% of the teachers and 67.7% of

the students claimed it was 'Satisfactory', 'Good' or 'Very good'. The interview data revealed a similar pattern of responses. Most of the teachers and students thought that the tutors' advice was good:

> Because lecturers are fair, taking good care of students and they help them a lot when they need help during course registration. Some of them go with the students to the registrars office if any student has any problem.
>
> (Teacher, interview 2)

> Because each lecturer has a small number of students to advise and therefore there is no difficulty in advising them.
>
> (Student, interview 13)

Only a few thought that the advice was very poor:

> Because there is no systematic way provided by the lecturers for course registration. Every lecturer has his own advice. Also, most of the lecturers come from countries which have different course registration systems. Therefore, when they come to this university, they don't know how to help the students during course registration.
>
> (Teacher, interview 1)

> Because the lecturers' favour some female students during course registration and allowing them additional classes. In addition, some of them don't have any idea about course registration and therefore, mislead the students and let them register for some courses which they shouldn't take. As a consequence of this advice, some courses will not be counted for students.
>
> (Student, interview 16)

Regarding "Relationships between students and lecturers in the PED", the respondents' questionnaire data were in agreement with the answers provided in the interviews. In both cases, the lecturers and students generally viewed the relationship between lecturers and students to be 'Satisfactory' or 'Good'.

> Every lecturer knows all the students in the department and the relationship, therefore, is a good one.
>
> (Lecturer, interview 18)

> The relationship between students and lecturers is good because lecturers in the department know every student due to the limited number of students, which facilitates academic advising.
>
> (Student, interview 15)

The teachers' responses in the questionnaires were consistent with their answers in the interviews, and ranged between 'Good' and 'Poor'. The questionnaire data revealed that 50.7% of the teachers considered the relationship to be 'Satisfactory', 'Good' or 'Very good' and 49.2% of the teachers considered it to be 'Poor' or 'Very poor'. The

interview data revealed that their responses were equally divided between favourable and unfavourable perceptions. Some respondents thought of the relationship as good:

> Because there are few lecturers and few students in the department, the relationship will be usually good.
>
> (Interview 6)

While for others, this was not the case:

> The relation is only confined to the classroom.
>
> (interview 9)

It is interesting to note that the teachers did not change their responses in the interviews in regard to this question.

The questionnaire data also revealed that 'Appropriateness of office hours' was often viewed by the majority of the lecturers and students as 'Satisfactory' or 'Good', which is in agreement with the interview results. Accounts by the respondents, for example, confirmed that this area was rated as good for the following reasons:

> Each lecturer has certain office hours in which he has to be available for students. So the lecturers are usually available during these office hours. There is only one problem during office hours...that there is only one office for all of the PE lecturers which sometimes discourage the students to come and ask. Also, we do not have any office in the females' section which make it very difficult for us to meet the female students.
>
> (Lecturer, interview 21)

> Most of the lecturers are available during office hours and help us with any enquiries but sometimes it is embarrassing to go and ask the lecturer because all of them are in one office...there is no privacy.
>
> (Student, interview 13)

However, teachers' responses were distributed between 'Good' and 'Poor'. The questionnaire data indicated that 64.2% of the teachers considered the appropriateness of office hours to be 'Poor' or 'Very poor' and 35.8% considered it to be 'Satisfactory', 'Good' or 'Very good', which is consistent with the interview results. Accounts by the teachers, for instance, confirmed:

> It's poor because a lot of lecturers, especially male lecturers, don't have offices in the females' section which would make it difficult for both to meet during the office hours. Also, some of the lecturers don't pay any attention to students when they want to discuss studies during these office hours.
>
> (Interview 6)

> It's good because the lecturers are always available in their offices during office hours and help the students as much as they can.
>
> (Interview 10)

With regard to the item 'The relationship between the PED and the schools where students practise their teaching', it is evident that the opinions expressed by lecturers, teachers and students in the questionnaires were consistent with those provided in the interviews, in that they perceived this relationship as 'Poor' or 'Very Poor':

> The relationship is very poor because lecturers in the department don't visit schools, as they are not in charge of Teaching Practice.
>
> (Student, interview 14)

> It is poor because lecturers don't attend Teaching Practice and therefore have no relationships with the administration of these schools.
>
> (Lecturer, interview 18)

It is evident from the respondents' answers to the questionnaires and interviews that they were generally satisfied with the Staffing and Access items. The lecturers seemed to be most satisfied with these, whereas the teachers seemed to be the least satisfied group. The reason why the teachers appeared to be the least satisfied group will be commented on in the discussion chapter.

c) Structure of the Course

Regarding 'Suitability of the time of day allocated to the Practical Professional Courses', the lecturers' questionnaire data were in agreement with the answers provided in the interviews. In both cases, the lecturers viewed the suitability to be 'Satisfactory', 'Good' or 'Very good'. For example one of the lecturers stated:

> It is good because the majority of the Practical Professional Courses are taught in the morning.
>
> (Interview 18)

Examining the findings from the questionnaires, it is evident that the teachers' and students' answers with regard to this item were scattered along the three scales for 'Good', 'Satisfactory' or 'Poor'. The interview data also revealed a similar response pattern amongst the interviewees. Hence, the views of the respondents ranged from 'I think the time is suitable (Teacher, interview 1),' to 'the time allocated to the Professional Courses is not really suitable' (Teacher, interview 11).

The reasons they provided included the following: "because of the heat, these are scheduled in the morning" (Teacher, interview 1) and "sometimes the courses are taught in midday when it's very hot" (Teacher, interview 11).

With respect to 'The number of the Professional Courses', the questionnaire data indicated that the majority of the lecturers (85.7%) thought that the amount was 'Satisfactory' or 'Good'. Moreover, the lecturers' answers in the interviews were similar to these in the questionnaires. Interview answers indicated that all lecturers believed that the amount was 'Satisfactory' or 'Good'. The respondents provided some reasons for why they believed the number was 'Good':

> The programme comprises all of the important courses for preparing PE teachers.
>
> (Interview 20)

or 'Satisfactory' because:

> It contains most of the necessary courses for the preparation of PE teachers.
>
> (Interview 18)

With respect to the teachers and the students, the questionnaire data indicated that most of the teachers (65.6%) and some of the students (25.8%) were less satisfied with "The amount of Professional Courses". However, the findings from the interviews showed different patterns of response; while over half of the teachers and a quarter of the students indicated in their responses to the questionnaires that they perceived the amount of the Professional Courses to be 'Poor' or 'Very poor', all of them indicated in the interviews that the amount of Professional Courses was either 'Satisfactory' or 'Good'. By way of example, the responses included the following:

> It is satisfactory, but I think the department should increase the number of Professional Courses and reduce the number of some Faculty and University Requirements.
>
> (Teacher, interview 6)

> It is good because Professional Courses contain most of the subjects which are necessary to prepare a good PE teacher.
>
> (Student, interview 15)

Again, the teachers and students seemed less satisfied with the Structure of the Course than the lecturers. Moreover, variation is evident in the teachers' and students' answers between the questionnaire and interview. Once again, one can observe that the teachers

were more positive in their answers in the interviews compared to their responses in the questionnaires. This could be due to cultural reasons, as mentioned earlier in this chapter.

6.5 Professional Activities of PE Teachers

The theme of professional activities pertains to the group of inspectors only. The findings show that there is a great deal of consistency between the inspectors' answers provided in the questionnaires and their responses in the interviews. In general, there appears to be a general trend among inspectors to be satisfied with all the six different items concerning the professional activities of the PE teachers. Accounts reported from inspectors who were interviewed confirmed this:

> Teachers are very good at this [maintaining appropriate professional conduct and appearance] since this is part of the teacher's evaluation by the Administration of PE in the Ministry of Education.
>
> (Interview 23)

> 'Establishing co-operative relations with colleagues and other support personnel in the school' is good. PE teachers are normally assigned administrative tasks like school assembly. Therefore, they build good relationships with teachers of other subjects.
>
> (Interview 24)

It seems that the inspectors were generally satisfied with the professional activities of the PE teachers who graduated from Qatar University. Inspectors are the only group that deals with the graduates of the PED at Qatar University and therefore, it is perhaps not surprising they give a good feedback about them.

6.6 Attainment of the PED's Objectives

This question, which applies to the group of lecturers exclusively, encompassed five objectives. The analysis of the data demonstrates that there is a great deal of consistency in terms of the findings from the lecturers' questionnaire and interview data as far as the following items are concerned:

1. "Preparation of the PE teachers to teach at various educational levels in Qatar",

2. "Preparation of PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth" and

3. "Educational qualification, continuous training and supervision of all those

concerned in the education profession in relation to sport and physical education."

It is clear that lecturers generally tend to view the department's achievement of objectives 2 and 3 to be 'Poor'. As some interviewees observed:

> Concerning the objectives relating to scientific and practical preparation of trained specialists, I think this objective is not achievable because the department hasn't prepared specialists (for example, physiotherapists) since its inception. The only task of the department is to prepare PE teachers. I think this objective is simply borrowed from other institutions without modification.
>
> (Interview 19)

> There's no educational plan for continuous training for all those working in the field of sport, because this item in itself is not realistic. I have been here for many years and never seen such training.
>
> (Interview 21)

With regard to objective 1, the results appear to indicate that lecturers tend to perceive the achievement of this objective as being 'Good' or 'Very Good'. Reports by the lecturers interviewed included the following:

> I think the most important objective the department has achieved is the preparation of PE teachers for all different levels, because you can see that many of the PE teachers who have graduated from this department now teach in different levels of public schools.
>
> (Interview 18)

The final two objectives are as follows:

4. "Spreading sport awareness in society via organisation of scientific meetings, sport tournaments and media discussion" and

5. "Conducting studies and research which may be of benefit for the amelioration of sport and physical education in the state of Qatar through co-operation with research centres within and outside Qatar University"

The achievement of objectives 4 and 5 was regarded by the majority of the lecturers as being 'Satisfactory' or 'Good' in the questionnaires, but a rather different response was observed in the interviews where the respondents stated that the achievement of these two objectives was rather 'Poor'. For instance, one lecturer stated:

> In terms of spreading sports awareness in society via organisation of scientific meetings, the department hasn't been successful in accomplishing this objective. For example, lecturers' involvement outside the university is scarce and if there is any [meeting outside the University], it will be on an individual basis.
>
> (Interview 20)

Another stated:

> The department itself is not very effective in accomplishing objectives
> such as conducting studies and research. The department is self-enclosed
> and the research is done by individual lecturer for promotion purposes,
> and there's no research by the department to serve society's needs.
>
> (Interview 18)

Evidently, lecturers appeared to be very satisfied with the achievement of the "Preparation of the PE teachers to teach at various educational levels in Qatar", and satisfied to a lesser degree with following two objectives:

- "Spreading sport awareness in society via organisation of scientific meetings, sport tournaments and media discussion," and

- "Conducting studies and research which may be of benefit for the amelioration of sport and physical education in the state of Qatar through co-operation with research centres within and outside Qatar University."

However, they were dissatisfied with the achievement of the following two objectives:

- "Educational qualification, continuous training and supervision of all those concerned in the education profession in relation to sport and physical education," and

- "Preparation of PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth."

6.7 Summary

Having adopted both quantitative and qualitative methods and analysed the data from each, the same as well as alternative emerging issues have been highlighted to varying degrees by each method. The respondents, especially, teachers and students, provided more negative views in their responses through the questionnaire than the interview. Alternatively, the different methods also complemented each other allowing the exploration of certain aspects in greater detail e.g. when the lecturers were asked about their opinion of the achievement of the department's goals and objectives, they were provided with a scale ranged from very good - very poor. Therefore, it was difficult to know why they considered it to be good or poor. However, through the interview method it was possible to clarify why they held that opinion.

The next chapter will discuss the findings related to the lecturers, inspectors, teachers and students and subsequently these associated with the pupils.

Chapter Seven
Discussion of the Findings

This chapter provides a discussion of the results of the questionnaires and interviews together with a review of the research methods utilised in this investigation. The discussion of the results is broken down into two parts, and covers:

1. the data relating to lecturers, inspectors, teachers, and PE students
2. the pupils' data.

The findings will be discussed in the same order adopted in the analysis of the data, starting with the Preparation Courses, Teaching Skills and Teaching Practice. The questionnaire items that were not covered in the interviews are discussed under the appropriate theme.

7.1 Discussion of the Data Pertaining to Lecturers, Inspectors, Teachers and PE Students

7.1.1 Preparation Courses

It should be noted that questions 1-8 on this theme were included in the questionnaire and interview instruments and were given to all four groups (lecturers, inspectors, teachers and students). Questions 9-14 were included in the questionnaire method only and confined to three groups (lecturers, teachers and students), whereas, questions 15 and 16 were included in the questionnaire instrument and were restricted to inspectors only.

7.1.1.1 Suitability of the Credit Hours Required for the Preparation of the PE Teachers

The data analysis of the questionnaires demonstrated that there was a general feeling among the lecturers and inspectors that the number of existing credit hours (138) was either appropriate or should increase. The same respondents' answers in the interviews confirmed this position.

The respondents viewed the number of credit hours pertaining to University and Faculty Requirements to be excessive but thought that the number of Professional Courses

might be increased, because of the low proportion of Professional Courses in the overall number of credit hours scheduled in the PE programme. The analysis of the data also revealed that the majority of lecturers and inspectors appeared to be more satisfied with the number of these courses than the students were.

The overall responses of lecturers and inspectors could be accounted for by the fact that a substantial number of PE lecturers and inspectors came from educational backgrounds other than that of Qatar. All the lecturers and most of the inspectors held qualifications from universities other than Qatar University, and their experience at these could have influenced their responses. For example, due to the location of the department at Qatar University in the Faculty of Education the influence of "educational" courses and provision are significantly greater than in Egypt or Jordan where the PE is located in the Faculty of PE. Consequently the emphasis in each is different. Additionally, the experience they have of teaching and inspecting in countries such as Egypt, Jordan, UK and the USA, etc. might have a bearing on the state of affairs in the PED at Qatar University. Indeed, the system of education in a certain country is bound to reflect the specificities of that particular country and also the social and cultural beliefs of its society.

Interestingly, teachers were positive in their responses to the questionnaires, some being of the same opinion, as the final-year students, who wanted to decrease the number of credit hours, and others concurring with the lecturers and inspectors on the need to increase the number of credit hours. However, their pattern of responses in the interviews showed that they considered the total number of credit hours to be appropriate. Reasons for the teachers' varying answers in the questionnaire and interview were suggested earlier (Chapter Six, section, 6.1).

In contrast, the students' responses to the questionnaires and interviews were either that credit hours should decrease, or that the amount was appropriate. Many students maintained that University and Faculty Requirements needed to decrease since they generally lacked practical value and because there were too many of them. Here, it can be stated that most of the students displayed discontent and dissatisfaction with regard to the number of University and Faculty Requirements, almost certainly because these courses were not perceived to relate, in a direct way, to their area of specialisation.

There could be a number of reasons for the disparity of views between the lecturers, inspectors and some of the teachers on the one hand, and the students on the other hand. Firstly, lecturers and inspectors are concerned with the accomplishment of certain specified objectives and with the teaching of a certain amount of the curriculum. They may well not be sensitive to the entire workload of the students. Secondly, lecturers and inspectors are in the position of delivering, whereas students and teachers (former students) are in the position of receiving. It could be argued that receivers usually feel a greater pressure, especially since students are required to sit exams for every course at the end of every academic term. The students demonstrated a tendency to complain about the workload assigned and this explains their common request for the reduction of credit hours. It could also be argued that students usually do not understand which courses would be useful for their future career and, therefore, if the courses were not linked directly to their specialisation, they would perceive it as unimportant. Finally, teachers might think that some of these credit hours are not beneficial or useful to the real teaching situation and to pupils' needs.

Regarding the Preparation Courses, most of the respondents expressed a desire for more credit hours to be added to the programme. This is consistent with studies by Razik (1981), Hajaj and Alshaik (1984) and Pooumpai (1985), who also suggested that there should be a greater time allocation to Professional Courses.

7.1.1.2 Course Effectiveness in the PE Preparation Programme

In Chapter Five (section 5.4.1.1), the researcher noted that most of the respondents generally perceived University, Faculty and Professional Requirement courses as 'Effective'. Firstly, as far as University Requirements were concerned, it appears that these courses are important because they: "are useful in terms of teachers' general knowledge"(lecturer, interview 18) and "contain elements that are essential for the preparation of PE teachers" (Inspector, interview 25). The findings of this study are consistent with results found by Razik (1981), who indicated that lecturers and graduates were satisfied with University Requirements.

It is interesting to note that just over a third of the teachers and students claimed that university requirements were 'Ineffective', which might be explained by respondents' perceptions that these were not essential in the preparation of PE teachers. The reason for this difference could be due to the fact that the lecturers and inspectors were more

experienced than teachers and students regarding what would be helpful in the overall preparation of the PE teachers. Students were the least satisfied group with 45.2% of them stating that these courses were not effective. The students' negative views could be attributed to their inability to relate these courses to Professional Courses. As an example, in Chapter Six, one of the students indicated that these courses were "not linked to the preparation of PE teachers" (Interview 16). It could also be that students thought that the delivery and the content of the University Requirements were not suitable.

Teachers were once again not consistent in their answers between the questionnaires and the interviews. While the questionnaire data indicated that 47% considered the University Requirements to be ineffective, the interviews showed that all of them considered these courses to be effective. It could be either that the low number of respondents interviewed skewed this response or that cultural reasons (to give the answers that they thought might please the interviewer) were responsible for the change.

Secondly, with regards to Faculty Requirements, it was shown in both the questionnaires and interviews that the majority of all groups perceived these requirements to be effective. Again, teachers' responses in the questionnaires were different to those that they provided in the interview. While the questionnaire data revealed that 30.6% of the teachers regarded these courses as ineffective, the interview responses indicated that all of them considered the courses to be effective. It could be that the positive view supporting Faculty Requirements might have been due to the importance and relevance of these courses to the Professional Courses. For example, it was shown (Chapter Six, section 6.1), that the respondents claimed that these courses were very important because they included, for example, Educational Psychology which they thought was very important for dealing with pupils.

Thirdly, on the basis of the analysis of the questionnaires and interviews, it is clear that the respondents were generally satisfied with the Professional Courses offered by the PED at Qatar University. The overall favourable attitudes of the respondents with regard to the Professional Requirements was almost certainly due to the essential part these requirements play in the preparation of PE teachers. The interviews revealed that without Professional Courses, a good preparation for PE teachers would hardly be possible.

However, it is interesting to discover that some of the lecturers (21.4%) and teachers (17.9%) believed that these courses were not effective. It could be that they thought the number of the Professional Courses was inadequate, or that there were some essential courses that were not included, which rendered the programme ineffective. Also, it could be argued that teachers were in a better position to judge these courses critically having formerly been students in the department; they knew the courses that were most relevant.

The findings of this study support the conclusions of Hajaj and Alshaik (1984), who indicated that the majority of the respondents agreed upon the effectiveness of the Professional Requirements.

7.1.1.3 Course Importance in the PE Preparation Programme

The analysis of the data demonstrated that the responses to this question were similar to those regarding the effectiveness of University Requirements. Respondents generally considered these courses to be 'Important'. This may have been because these courses aim to equip student teachers with a general knowledge base and enable them to acquire the skills which they will need in their future lives as PE teachers.

Again, one can see that teachers and students were less positive in their answers to this question than lecturers and inspectors. Over a third of the teachers and students thought that University Requirements were not important. It could be claimed that some of them believed that they could teach PE "...in a good way without these courses" (Interview 13) and that these courses were not directly linked to their specialisation. Moreover, it can be seen that teachers' responses revealed a different trend across the two methods. Questionnaire data indicated that over 40% perceived these courses to be unimportant, whereas the findings from the interview data appear to suggest that all the teachers interviewed regarded the courses as important.

The respondents asserted that, overall, Faculty Requirements were regarded to be important in the preparation of PE teachers. They suggested that the Faculty Requirement Courses, such as Educational and Developmental Psychology and IT, were crucial and that these requirements included educational courses necessary to the teacher's relationships with students, specifically psychology. Teachers were more positive in their answers to the interviews than the questionnaires. This could be due to the cultural reason in which the respondents give the answers that they thought might

please the interviewer (Bulmer and Warwick, 1993) or it could be that the low number of respondents interviewed skewed this response, as was mentioned in section 7.1.1.2 of this chapter.

With regard to Professional Requirements, the respondents' judgements were almost certainly based on the all-encompassing nature of these courses, for as some pointed out, these "are comprehensive in the preparation of the PE teachers" (Teacher, interview 7). The Professional Courses were regarded as core subjects, and therefore had great value attached to them by the respondents.

In comparing the responses of the two proceeding sections pertaining to the effectiveness and importance of University, Faculty and Professional Requirements, it can be concluded that:

1. the respondents who viewed the courses within the preparation programme as 'Not effective' also stated that these courses were 'Not important', particularly teachers and students;

2. teachers and students seemed to be less satisfied with University and Faculty Requirements;

3. with respect to the effectiveness of the Professional Requirements, lecturers and teachers appeared to be less satisfied than inspectors and students.

It should be noted that the findings relating to 2 and 3 are similar to the results obtained from Hajaj and Alshaik's (1984) study.

7.1.1.4 Level of PE Graduates' Attainment in their Specialisation

The analysis of the questionnaire and interview data shows that the respondents in general viewed graduates' attainment in their specialisation as 'Good'. The findings of this study concur with the conclusions reached by Brown (1980) and Pooumpai (1985), who indicated that the graduates felt that the programme adequately prepared them academically and professionally. However, the questionnaires revealed that teachers and students were less satisfied with graduates' attainment than lecturers and inspectors. The respondents' positive perceptions might be justified on the grounds that, as some maintained, teachers were originally sportsmen and players in national teams; hence, they were viewed as good teachers, as were the teachers "who liked their jobs and who were excited about them."

However, the reasons for some of the teachers and students in the questionnaire data indicating that graduates' attainment in their specialisation was 'Weak' could be that the content of the Professional Courses was not suitable and the number of courses was not adequate.

This item was followed by an open-ended question asking for further details. The respondents considered the level of the PE graduates to be 'Weak' for the following reasons:

- teaching methods were too 'traditional'
- the number of the Professional Courses was inadequate
- some students in the department were not sufficiently qualified to join the PED
- some students entered this department without any interest in PE, because it was much easier for them to find a job after graduation compared to other departments
- most of the Professional Courses in the department were taught theoretically.

The respondents clearly highlighted some interesting reasons for the perceived low levels of attainment of the graduates. PE graduates join the work force right after graduation, unlike graduates of other departments, due to the shortage of the number of the PE teachers in the Ministry of Education. As a consequence, there is an increasingly high demand for PE graduates in Qatar to cover the shortage, especially given the governments attempt to nationalise the work force in the country. This might be taken to reflect some kind of feeling among the respondents that they would have secure jobs after graduation regardless of how much effort they put into studying.

7.1.1.5 Professional Courses' Contribution to the PE Teaching Profession

As addressed above (Chapter Six, section 6.1), the responses revealed that there was a general consensus among lecturers, inspectors and students that the Professional Courses contributed to the preparation of students for the teaching profession. The responses indicated that the preparation programme in the PED generally contained all the subjects that were essential for the preparation of good PE teachers.

Teachers, however, appear to be the least satisfied (31.4%). This is clearly illustrated in the following statement by a male teacher:

> The number of the lecturers in the department is few; each lecturer teaches many courses that are sometimes not relevant to his area of specialisation. ... for example, there was one lecturer who taught most of the Practical Courses and sometimes didn't know the basic rules of certain games. This made him embarrassed in front of his students.
>
> (Interview 7)

It could be argued that some of the teachers held these negative views because, as PE teachers, they were in a position to critically judge the programme. The quotation above highlights two problems:

1. there were too few lecturers in the PED, and

2. there were some lecturers who taught many courses despite some courses being outside their area of specialisation.

85.7% of the lecturers and 77.4% of the students believed that the Professional Courses dealt with topics that were relevant to the teaching process. However, 72.4% of the teachers and 57.1% of inspectors disagreed with this view. The negative view held by the inspectors and teachers could be due to the fact that these two groups work more closely with schools and pupils; therefore, they know exactly whether or not these Professional Courses would be relevant to the teaching process.

70.1% of the teachers, 67.7% of the students and 85.7% of the inspectors believed that the Professional Courses paid insufficient attention to Teaching Skills. However, 78.6% of the lecturers disagreed with this view. It could be argued that inspectors', teachers' and students' answers were more realistic because they visited schools and therefore, they were able to tell if the Professional Courses were sufficiently oriented to Teaching Skills. On the other hand, the positive view that the lecturers held is probably because they deliver these courses.

The majority of the teachers and students and approximately fifty percent of inspectors thought that the traditional teaching methodologies of the academic staff did not offer good examples for the students to follow. It could be argued that these respondents thought that the lecturers were using a traditional style (teacher centred approach), which did not offer good teaching examples.

In responding to the open question relating to these areas, the respondents offered the following reasons for the Professional Courses' failure to contribute to the preparation of the students for the teaching profession:

        □   more importance was given to Theoretical than Practical Courses

- some courses were redundant and did not benefit the students after graduation in the teaching profession
- there was a lack of co-ordination between the PED at Qatar University and Administration of PE in the Ministry of Education in the area of curriculum design and teaching methodologies
- the number of Professional Courses was inadequate.

The results of this study are in agreement with the studies of Hajaj and Alshaik (1984), who found that the respondents felt that the Theoretical Professional Courses should be decreased and that the number of the Professional Courses was not adequate.

7.1.1.6 Importance of the Professional Preparation Courses to the PE Teaching Profession

In analysing the data, the respondents' answers have been ranked, in order of importance. The most important courses were:

1. Teaching Practice
2. Sports Training
3. Football
4. Methods of Teaching PE
5. Exercise & Gymnastics
6. Sports Injury.

However, the courses that were perceived in order of the least important were:

1. Boxing & Wrestling
2. Fencing
3. Introduction to Sociology
4. Principles of Statistics
5. Recreation
6. Racquetball

It can be seen from the above that courses such as Teaching Practice and Methods of Teaching PE are important. The responses show that students learn most of their Teaching Skills from these courses. The results of this study are in accord with the studies of Brown (1980), Kelley (1983), Moore (1995) and Mulla-Abdullah (1998), who indicated that students considered Teaching Practice to be the most important courses in the programme. Additionally, Sports Training was also regarded as

important, because this course is useful for teaching students the skills required for the training of pupils, as well as different coaching methods.

It could be that the respondents perceived some of these courses to be unimportant, either because they had no place in the PE curricula of the Ministry of Education (i.e. Boxing and Wrestling, and Fencing), or as with Introduction to Sociology, because they did not have any connection to the specialisation of PE. On the basis of this, the respondents claimed that these less relevant courses should be omitted from the programme, since they were of little benefit to students. Swimming was perceived, particularly by the female respondents, as not important because they did not have a swimming pool and, therefore, had to take these courses theoretically despite the availability of the swimming pool in the men's section. For cultural reasons, as were explored in Chapter Two (section, 2.2 and 2.3.2), female students could not practice swimming in the males' section. AL-Sawi and Darwish (1991) and Mulla-Abdullah (1998) arrived at the same conclusion in their analysis of the responses to Swimming.

The Recreation course was also considered less important because:

> It was a theoretical course since, as a female students and for cultural reasons, they were not allowed to go on fieldtrips although this was part of the requirement of the course. So, I think this course should be dropped from the female students' programme.
>
> (Teacher, interview 2)

The result of this study in relation to the Recreation course is consistent with the study of Mulla-Abdullah (1995) who found that graduates perceived the Principles of Recreation to be among the least important courses.

7.1.1.7 Courses Suggested for Inclusion in the Programme

The respondents from the four different groups suggested various courses that they thought should be included in the PE programme. For example, First Aid and Sport Nutrition courses were proposed by the respondents from all four groups, because they saw knowledge of First Aid as crucial for handling pupils in cases of injury. The knowledge of nutrition would help them in knowing how to advice the students, for instance, of proper diet, reducing weight or issues related to healthy food.

Another course that was put forward by the teachers was the Application of IT in Sport.

IT plays a significant role of every discipline of education, including PE. Therefore, the teachers believed that the PE programme should provide this course for its students to teach them how to use software materials in their area of specialisation and how to use the internet as a research tool in order to keep them updated with field of PE.

7.1.1.8 Suitability of the Programme in Teaching Different Levels of PE

The findings from the questionnaire and interview data revealed that there was a general tendency among the majority of the respondents to perceive the programme as suitable for all the different levels. Unlike the education system in the UK where PE aims to prepare teachers for specific levels, the PE programme at Qatar University prepares PE teachers for all levels at the same time without a need for different programmes for each.

The answers of the respondents who perceived the programme to be suitable for the primary or preparatory stage could be understood in terms of Teaching Practice, through which student teachers learn first hand what teaching is like. Their experience, however, is limited to the elementary and preparatory stages. The characteristics of teaching at secondary level are different from those of the two previous stages. Students at this stage are more mature and approaching the age of adulthood. So, their physical and psychological needs are different than pupils at elementary and preparatory stages. Therefore, they need to be treated as a mature people at this stage. Moreover, students in the secondary stage have already had experience of PE in the two previous stages of education: elementary and preparatory. Therefore, teaching secondary school students requires a more focused and comprehensive approach than in the preceding stages. Perhaps this could entail more challenges for the teacher.

The reasons why the respondents considered that the programme was not suitable for the teaching of PE at this level could be due to the fact that student teachers do not practise teaching at this level. It could also be that because there were no real PE teaching lessons at this level due to the fact that students do not usually participate in the PE lessons, as it is not an assessed subject, they considered it to be unsuitable for this level. Again, one can observe that the respondents' answers to the questionnaires differed from those to the interviews. Their responses to the questionnaire were scattered between it being suitable for 'Primary', 'Preparatory' and 'For all levels,' whereas their answers in the interviews concluded it was suitable 'For all levels.'

7.1.1.9 Overlap Between the Various Professional Courses

The analysis of the questionnaire data revealed that teachers and students generally thought there was some overlap between the Professional Courses offered in the programme. This might be because there are many subjects in the Professional Courses which have more than one course (for example, Track and Field).

It is interesting to note that the lecturers' responses were varied with regard to this question. While 57.1% thought that there was no overlap in these courses, 28.5% considered that there was 'Quite a lot' or 'A great deal.' It would appear quite natural and logical to argue that, normally, those who deliver the courses may express greater satisfaction with the courses than the recipients as the deliverers may feel greater ownership and perhaps be rather protective, especially if the deliverers have planned and written the courses. The responses therefore bear some subjectivity. However, students and teachers were in a better position than lecturers to tell if there was any overlap between the professional Courses because they had taken all courses whereas the lecturers only know about the courses which they deliver or plan. They may be a lot more objective in their responses, especially, considering that they were not involved in the preparation of the courses.

7.1.1.10 Relevance between What is Taught in the PED and What is Taught in Schools

The findings from this item demonstrated that teachers and students were, for the most part, of the opinion that there was either some or little relevance between what was taught in the PED and what was taught in schools. It could be argued that the responses of students and teachers were based on their perception that lecturers had little knowledge with regard to what was taking place in schools. Lecturers, by contrast, perceived that there was more relevance. In general, lecturers do not visit schools; therefore, they are often not aware of the real situation in schools. 71.4% of lecturers, 92.5% of the teachers and 93.5% of the students mentioned this as a potential problem (Appendix N: Table 25).

Another reason offered by the respondents was a lack of "effective communication channels between the PED at Qatar University and the Administration of PE in the Ministry of Education and Higher Education." This was supported by 92.5% of the teachers, 87.1% of the students and 57.1% of the lecturers (Appendix N: Table 25). The

results of this study concur with those of Hajaj and Alshaik (1984), who indicated that there was a lack of knowledge of what was taking place in schools among academic staff. The respondents provided other reasons which they felt were applicable:

- "Strict adherence to the school syllabus is a factor preventing teachers from applying in the classroom what they have learnt at the university"
- "The lack of follow up of PE graduates by the PED", and
- "Lecturers do not visit schools to find out the obstacles which PE teachers face because they are not in charge of the Teaching Practice programme."

It appears that most of the reasons given by the respondents for the lack of the relevance between what is taught in the PED and what is taught in schools are due to the fact that the lecturers do not visit schools to find out about the teaching and learning of PE. Again, one can observe that the respondents re-emphasised the necessity of visiting the schools by the lecturers.

7.1.1.11 Teaching Methods Most Widely Used

As indicated in Chapter Five (section 5.4.2, Q2.17), the respondents demonstrated a general tendency to view lecturing as the most widely used teaching method and discussion as the least used in the PED. This is consistent with the results found by Razik (1981) and Hajaj and Alshaik (1984), who reported that most of the participants in their studies asserted that lecturing was the teaching method most widely used in the Faculty of Education at Qatar University. The respondents' dissatisfaction with lecturing as the most prevalent teaching method reflects a genuine tendency towards rejecting teacher-centred approaches which are based on the ideology that the teacher is the only source of knowledge and that the learner is just a receiver. Even if we consider the respondents' answers to the open-ended question regarding any other methods they thought were used in the department, their answers were very general rather than specific: for example, 'Practical methods' and 'Exploration and self-learning methods'.

7.1.1.12 Assessment Types Used to Evaluate Students' Performance

The analysis of assessment types revealed that, according to teachers and students, essay tests were the most commonly used, followed by objective tests and research projects. This is in agreement with the findings of Hajaj and Alshaik (1984), who reported that essay testing, followed by objective testing, were the most common types of assessment. Conversely, lecturers stated that classroom discussion was the most widely

used type of assessment. Research projects, classroom discussion and oral tests were also cited by some of the respondents as assessment procedures employed in class. It is evident that there were contradictions between the responses of the teachers and students on the one hand and the lecturers on the other. It could be claimed that teachers' and students' responses reflected the assessment types that were actually used in the PED, whereas, lecturers' responses reflected what they believed was taking place.

The answers to the open-ended question pertaining to other types of assessment used in class indicated "Problem-solving techniques," "Practical tests," "Attendance," "Presentation of papers," and "Evaluation of skill levels."

The respondents' views on the importance of using each of these types of assessments were elicited through the following question.

7.1.1.13 The Importance of the Different Assessment Types in Assessing Students' Performance

The findings confirmed that, in general, the most important types of assessment were classroom discussion, objective tests and oral tests (Chapter Five, Table 5.74). Furthermore, considering the answers of the lecturers, teachers and students with regard to "a) the most widely used," and "b) the most important type of assessment," one can observe that there were some differences in the choices made. While the teachers and students indicated that essays and then objective tests were the assessment types most used and the lecturers pointed out classroom discussion and then the objective tests, all three groups perceived classroom discussion and essay tests to be the most important types of assessments for evaluating students' performance. It may be concluded that the teachers and students wanted the lecturers to assess them more by classroom discussion in particular. This could be the type they felt most content with, especially since classroom discussion offers opportunities for students to be together and learn from each other, and this is something individual work does not provide. This is a much more 'benign' approach and easier for students as they do not need to prepare for a formal test or exam such as an essay test but it is very difficult to assess. Classroom discussions also enable students to develop multiple skills; for instance, they help students share ideas and develop critical thinking skills such as having multiple perspectives and respecting others' points of views. This is in addition to working as a team which is particularly useful in helping students overcome feelings of anxiety, fear and/or timidity.

266

7.1.1.14 Evaluation Procedures

The results from this item (Chapter Five, Table 5.84) revealed that students and teachers were generally of the view that the lecturers failed to give students an opportunity to evaluate courses formally, or that this was offered only in a few courses. By contrast, over half of the lecturers (57.1%) thought students were offered the opportunity to evaluate some of the courses.

The respondents were further asked to indicate the evaluation procedure used, and the results showed that discussion and general written opinions were the two procedures most often used. Teachers and students stated that there was no systematic and clear way of evaluating the programme courses. The importance of evaluation as a crucial prerequisite for the growth and development of a programme is highlighted by many researchers (Regan and Shepherd, 1977; Morrison, 1993).

7.1.1.15 Inspectors' Evaluation of the PEITTP at Qatar University

On the basis of the results obtained from this questionnaire item, it was shown that the inspectors had generally positive views of the PEITTP (Chapter Five, Table 5.99). In fact, the inspectors are the only group who monitor and inspect the PE teachers, including the PE teachers who graduated from Qatar University. Therefore, being satisfied with the PE teachers who graduated from Qatar University means that the PED generally has an effective programme.

7.1.1.16 Inspectors' Evaluation of Teachers' Knowledge of Subject Matter and Performance Regarding Sports and Games

The analysis of the findings from this item demonstrated that, in general, inspectors maintained that the teachers' knowledge of their subject matter was good. The data also indicated positive views among the inspectors regarding teachers' performance in sports and games. Over 70% of inspectors considered the teachers' knowledge of subject matter and the performance of teachers regarding sports and games to be 'Good' or 'Very good'. The inspectors' feedback is considered to be very crucial for the improvement of the PE programme at Qatar University since they are the only group which evaluates the PE teachers. The inspectors have direct contact with the PE teachers since a prerequisite of their evaluation of the teachers is that they should have a sound knowledge of the course, the syllabus, the curriculum, the teaching process and the

teachers themselves. As such, it could be argued here that their judgement of teachers' preparation in the PED as generally solid may be a good reflection of the real situation.

7.1.2 Teaching skills

It should be noted that this aspect was included in the questionnaire and interview instruments and was provided to all four groups (lecturers, inspectors, teachers and students).

7.1.2.1 The Effectiveness of the Preparation Which Students Receive in the PED in Terms of Teaching Skills

This aspect was concerned with the extent to which the PED prepared teachers to teach certain skills. Thirteen possible skill categories were presented to all groups who were asked to indicate the level of preparation which students received in the department in each of the teaching skills.

The analysis of the data indicated that there was a tendency to view Teaching Skills positively. The respondents generally stated that the preparation in these skills was 'Satisfactory' or 'Good' (Appendix O, Table 4).

Al-Ghamdi (1992) and Mulla-Abdullah (1998) reached the same conclusions in their studies in which they pointed out that the graduates perceived the overall quality of Teaching Skills to be good. The respondents seemed to be satisfied with the Teaching Skills, which they claimed to acquire mainly in Teaching Practice Courses:

> Generally their [students'] performance is effective because they develop
> most of these skills in their Teaching Practice.
>
> (Student, interview 13)

However, the respondents complained that the PED did not pay enough attention to Teaching Skills through the Professional Courses.

Positive responses were not always evident given that the analysis of the questionnaires and interviews showed that a minority of respondents viewed the preparation in these skills to be poor, especially teachers and students. For instance, 26.2% of the teachers specified the skill of "Use a wide range of instructional materials" and 35.1% highlighted "Plan class activity carefully and well in advance" as being poor in the preparation of student teachers. In addition, 32.3% of the students selected "Master

adequate knowledge of the course he will teach" and 16.1% indicated "Design and implement extra-curricular activities" as being poor. It seems from the responses of the teachers and students that they had not been given a chance to develop all these skills equally. For example, the teachers mentioned that they did not use a wide range of instructional materials during Teaching Practice because "No one asked the teachers to use them" (Teacher, interview 5). Also, Some of the students complained that supervisors did not focus on the skill of how to design and implement extra-curricular activities, and this didn't help them master this skill. The reason why the supervisors did not pay enough attention to these skills could be that they thought these were not as important as other skills. However, it could also be contended that the supervisors simply did not have a chance to cover such skills. Perhaps some skills were prioritised more than others, which may in turn justify the decision to focus on particular areas that were deemed of urgent necessity.

7.1.3 Teaching Practice

7.1.3.1 Effectiveness of the Teaching Practice Programme

Both the questionnaire and interview data demonstrated that Teaching Practice was viewed as effective but more time allocation was needed for the Teaching Practice and more co-ordination necessary between the PED at Qatar University and the Administration of PE in the Ministry of Education. Teaching Practice was seen as important because student teachers gain experience of dealing with different age groups, pupils with mixed ability and classes with large numbers of pupils. This was also confirmed by the responses to the open-ended questionnaire item.

The results achieved here were consistent with the findings from studies evaluating the physical education programme in the State of Iowa by Foraker (1995) and Badran and Deeb (1980) which evidenced that the participants were generally satisfied with Teaching Practice, but again requested more time.

There were a number of important issues which the respondents raised in respect to Teaching Practice Many of the respondents, especially the lecturers and the teachers, indicated that the continuous Teaching Practice, which is about one continuous month, was seen as insufficient. They suggested that it would be a benefit for the student teachers if this could be extended to the whole three-month semester.

Secondly, the respondents felt that the Teaching Practice would be more effective if there was more co-ordination between the PED at Qatar University and the Administration of PE in the Ministry of Education and Higher Education; if the people from the two institutions could work together more closely, this could help in providing a better programme benefiting all parties.

Thirdly, the students felt that they should be treated more professionally during Teaching Practice, in order to give them greater confidence in their ability to teach. This is in line with Paese and Zinkgraf's (1991) study where it was found that students were treated as students rather than as teachers who were about to enter the world of teaching.

Finally, the teachers indicated that during Teaching Practice, student teachers should teach in a variety of schools with differing levels of facilities, in order to adapt to every situation. The reason behind this could be that student teachers were assigned only to the schools with good facilities, rather than being exposed to different teaching situations. If this was the case, there may be good reason for this. For example, student teachers may not be able to cope well in early stages of training with schools which have poor facilities but at the final stages they might be assigned to schools with different facilities in order to equip them with different teaching experiences. It is my own view that students should have hands on experience of all different school contexts regardless of the type of facilities that are available, because later in their lives student teachers could end up teaching in any one of these contexts after graduation.

7.1.3.2 Appropriate Procedures to Increase the Effectiveness of Teaching Practice

This question was included in the questionnaire instrument only. The findings confirmed that teachers (76.2%) and students (74.2%) felt that supervision should be carried out by PE specialists in the Department of Curricula and Methodology. It should be noted that, at the time of conducting this research, these supervisors were in charge of Teaching Practice.

However, the lecturers and inspectors thought that Teaching Practice would be more effective if they could be in charge. It could be that these two groups believed that they had more experience of Teaching Practice than the supervisors whose sole job consisted of supervising student teachers. The lecturers were in charge of the rest of the programme and the inspectors were responsible for the inspection of all the PE teachers

in the Ministry of Education. It could be claimed that the Teaching Practice would become more effective if the lecturers and inspectors could co-operate and work as a team in which they could share and exchange experiences with supervisors. This team work would certainly benefit the student teachers.

It was also observed that the teachers and inspectors (i.e. 50.5% and 57.1%, respectively) felt that students should spend a whole semester teaching in schools under the supervision of a team of inspectors.

7.1.3.3 Micro-teaching Classes

Respondents generally displayed positive perceptions of micro-teaching classes that they regarded to be of importance in the PE preparation programme. This response pattern appeared to reflect students' feelings that these classes enabled them to become "familiar with teaching and therefore to overcome feelings of fear and failure" (Teacher, interview1). Micro-teaching classes give student teachers a chance to practise teaching in front of their peers at the university prior to Teaching Practice in schools. The students can learn about their strengths and weaknesses through the feedback from their classmates.

7.1.3.4 Experience of Teaching at all Three Levels (Elementary, Preparatory, Secondary)

The findings from the analysis of the questionnaire and interview data revealed that experience of teaching different levels, in the respondents' opinions, was generally regarded as 'Important'. Surprisingly, about a quarter of the teachers stated that such experience was 'Of little importance' or 'Not important at all'.

On the one hand, the overall response was that it would be useful to have experience of different age groups, especially since each has its own characteristics. The respondents suggested that student teachers might in the future be assigned to any one of these levels to teach; therefore, they needed to know about the specific features of each level in order to be ready to confront the problems and difficulties that could arise from such situations. On the other hand, 24.7% of the teachers regarded the teaching of all different levels to be unimportant. It could be that the reason why the teachers considered teaching at secondary level to be unimportant was due to the fact there were no real PE classes in the sense of classes that follow a specific form and have a precise

271

syllabus. In other words, students at this level usually do not participate in the PE lessons as it was not a subject that was assessed in their studies. There was a tendency and a misconception as well among the students that only that which is assessed needs to be learnt and therefore that which is not part of assessment does not necessarily require the effort of learning or studying.

It is surprising that student teachers teach only at primary and preparatory levels during Teaching Practice, whereas when they become PE teachers, they could be assigned to teach at all levels including secondary level. In most of the teacher preparation programmes, teachers are prepared either for primary or secondary levels as the case in the UK or USA. Based on that, student teachers will teach at that particular level during their Teaching Practice in order to understand the characteristics of that particular level. In the case of the PED at Qatar University, this might lead to serious problems because some of the students will be assigned to teach at secondary level without any prior experience. Therefore, the PED should reconsider this position and try to find solutions for it.

In answering the open-ended questionnaire items the respondents' opinions identified strengths and weaknesses as follows:

a) Strengths
1. Students are trained to acclimatise to the school environment.
2. Students are prepared for teaching and being integrated into school life.
3. Students are helped to replace feelings of apprehension with a sense of self-confidence.
4. Good relationships are established between the students the school community.

b) Weaknesses
1. There is a clash between the timing of the schools and Teaching Practice in the university courses.

2. Too little time is allocated to Teaching Practice.
3. Student teachers do not participate in extra mural activities.

One point to be raised here is that the student teachers felt overwhelmed during the final course of the Teaching Practice because the schedule of the Teaching Practice usually clashed with other courses which the students had to attend during the same time. This problem would result in students scoring low grades in the Teaching Practice and other

courses because of not being given a chance to attend all classes. It is evident that there was no co-ordination between these groups (PED, Department of Curricula at Qatar University and the Administration of PE in the Ministry of Education) due to lack of communication, as was mentioned earlier in this chapter (7.1.1.5). This has led to serious problems such as the timing of these courses, which need to be addressed urgently by those in charge of the PED.

The results of this study are in accord with that of Al-Sawi and Darwish (1991), in which the respondents indicated that there should be more time allocation for Teaching Practice.

7.1.3.5 The Extent to Which the Methods of Teaching PE Course and Teaching Practice Courses Complement Each Other

The analysis of this questionnaire item demonstrated that students and to a lesser degree, teachers were mainly of the view that the 'Methods of Teaching PE Course' and 'Teaching Practice Courses' complemented each other. Here, it should be noted that earlier in the discussion of Teaching Practice, it was said that the respondents were satisfied with the courses and tended to view them as generally effective. It could be argued that there was a good co-ordination between the lecturers and supervisors in the Department of Curricula which led the participant to arrive at this positive view. Students are able to apply what they have learnt to their Teaching Practice courses. This shows some consistency with Hajaj and Alshaik's (1984) study, whose findings showed that most of the participants thought that the 'Methods of Teaching PE course' and the 'Teaching Practice courses' complemented each other.

7.1.3.6 The Extent to Which the Agreement in Techniques Between P.E Methodology Lecturers and Teaching Practice Supervisors exists

The results from questionnaire data further revealed a positive response trend regarding this item. About 79.9% of the teachers and 77.5% of the students thought that there was agreement over the techniques used. However, 20.1% of the teachers and 22.5% of the students claimed that this agreement over techniques was limited or not in evidence. This could be taken to imply that in the main there is co-ordination between the supervisors and PE Methodology lecturers. Again, this is consistent with the results of a study conducted by Hajaj and Alshaik (1984) where the majority of participants stated

that there was some agreement between PE Methodology lecturers and supervisors with regard to how and what they teach.

7.1.4 Suggestions

This aspect was included in the questionnaire instrument only. The participants from all four groups (lecturers, inspectors, teachers and students) were given a list of six different suggestions and asked to decide whether the items provided were 'Good' or 'Poor' in terms of improving the PE programme. The decisions made by the respondents were that all items were 'Good'. Relying on the mean rank, the items which occupied the highest positions in the participants' opinions are as follow.

Firstly, the suggestion that scored the highest was that of 'Closer contact between the PED at Qatar University and the Administration of PE in the Ministry of Education and Higher Education to co-ordinate their programmes.' It could be contended here that there was a lack of contact between the two already in evidence, and this might be the reason why the respondents prioritised this suggestion. Participants clearly indicated that communication between the PED and the Administration of PE in the Ministry of Education and Higher Education was not effective, as indicated by 92.5% of the teachers, 87.1% of the students and 57.1% of the lecturers (Appendix O: Table 7). The lack of contact could be due to the fact that the lecturers and inspectors are not in charge of Teaching Practice and that each department runs its programme separately, allowing no chance to meet together. The issue of the lack of communication seems to be one of the major obstacles which the participants felt hindered the effectiveness of the PE programme. Communication at all levels of hierarchy both within the department and among the various departments at the university should be examined. Similarly, there needs to be effective and transparent communication with the Department of Curricula and Methodology and the Ministry of Education as a whole. In fact, Communication is a very useful tool in coordinating and sharing views and ideas of interest to all those concerned. Problems can be solved and resolutions can be reached via clear communication.

'Establishing higher education in PE in the state of Qatar' occupied the second highest position. It was clear that there was some willingness among the respondents to specialise and pursue further study and research in physical education at Qatar University. No postgraduate courses are currently offered in any specialisation at Qatar

University. There are plans under way to establish Master's Degree programmes in some areas of specialisation that will be implemented in the near future.

The item that was graded third by the respondents was 'Establishing a laboratory specific to the PED to teach Exercise Physiology and Biomechanics.' A characteristic of the course Exercise Physiology and Biomechanics is that it relies heavily on theoretical input. Lecturers do not use laboratory-based practical teaching because no laboratory is available. This lack would hinder students from learning effectively. In recent years, the Anatomy course was delivered to students theoretically without even seeing a skeleton. Al-Ghamdi (1992) reached similar conclusions when he reported his participants' comments that the availability of PED laboratories were essential. The absence of a laboratory almost certainly directed the participants' choice of this item.

Furthermore, the following three items were perceived to be 'Good' by the respondents:

1. "Conducting regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme"

2. "Establishing a graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvements" and

3. "Conducting an ongoing evaluation of the department's programme implementation and outcomes in order to improve the programme."

At the time of the research, there was no rigorous, systematic or regular evaluation of the programme and the respondents clearly felt that evaluation should be an essential part of the programme.

7.1.5 Resources, Staffing & Access and Structure of the Course

Nineteen items were presented to the respondents on this theme. These were included in the questionnaire and interview instruments and were provided to three groups (lecturers, teachers and students).

The analysis revealed that the respondents generally perceived the PED's Resources, Staffing & Access, and Structure of the Course as 'Good'. However, whilst there was general approval, there were also areas of concern.

7.1.5.1 Resources

As far as Resources were concerned, it appears that the respondents had concerns about the 'Availability of specialised books, periodicals and related materials in the university library,' 'Provision of storage facilities for sport equipment specific to the PED,' and 'Provision of lockers in the sport facilities complex.' It may be that one of the problems facing the PED is lack of up to date print materials in the main university library. This is the only library available at Qatar University, and most of the books and periodicals specific to PE in the library stacks are indeed old and outdated, as indicated by many of the interviewees.

Moreover, the storage facilities for sports equipment specific to the PED were generally said to unavailable or at least 'Very poor'. In the females' section, the PED keeps their sports equipment in the storage area that belongs to the Faculty of Students Activities and is located in the indoor hall. There is no storage facility in the males' section. Each lecturer has to put some of the equipment in his office in order to solve the problem. The department has tried many times to obtain their own storage facilities but has not succeeded.

In addition, the number of lockers available for PE students on the university campus is rather limited. This forces students to leave their personal belongings in insecure areas on campus premises and results in loss of property. This problem is mirrored in findings of investigations carried out by Gilbert (1985) and Chang (1995) in which the respondents expressed their dissatisfaction with the facilities and equipment provided for them.

In contrast, in considering facilities, the provision of 'Indoor hall', 'Swimming pool' and 'Outdoor playgrounds' was perceived to be 'Good'. Perhaps this is due to the excellent condition of these facilities as noted by the interviewees. For example, the indoor hall in the women's building is fully equipped with state-of-the-art materials and is air-conditioned. Likewise, the swimming pool located in the men's building is also of an excellent standard, contains eight lanes and has a diving pool that is up to Olympic standards. The pool also contains a fitness section and other related facilities.

7.1.5.2 Staffing and Access

With regard to Staffing & Access, it was also concluded that 'Tutors' academic advice to students during course registration' and 'Relationships between students and lecturers in the PED' were considered to be 'Good' by the majority of lecturers and about two thirds of the teachers and students. One reason that was often quoted by the respondents in the interviews was the small number of PE students in the department. This, according to these respondents, made it easier for the lecturers to organise and deliver advice to the few students allocated to them. Some teachers and students thought that the 'Tutor's academic advice to their students during their course registration' was poor, and this could have been due to the fact that most of the lecturers come from countries that have different course registration systems; therefore, they do not know how to help the students during course registration. In fact, as was mentioned by the lecturers in the interviews, the university does not provide any induction or training sessions for the new lecturers who come from other countries, to familiarise them with the registration system at Qatar University. This position certainly embarrasses the lecturers and might also create an atmosphere in which the students could not trust the lecturers' advice. McDonald's (1978) study of the professional preparation programme in physical education at Towson State University showed similar findings. Some of his respondents indicated that there was a need for improvement in advice and guidance procedures, as well as development of a department placement service for undergraduates.

The majority of the respondents, except for the teachers, perceived the 'Appropriateness of office hours' as 'Satisfactory' or 'Good'. However, about two thirds of the teachers perceived the appropriateness to be 'Poor' or 'Very poor'. Moreover, female students also complained about the inappropriateness of office hours because lecturers' offices were located in the men's building. Lack of such offices in the females' buildings was a cause of unease and discontent amongst females, particularly since these students not only found it difficult to visit lecturers' offices, but were not even allowed to enter the men's building due to cultural reasons. Male students, who perceived the office hours to be poor, mentioned that there was only one office for the PE lecturers allocated in the men's building. This position certainly hinders students in meeting their lecturers to discuss both academic and personal issues.

Also, all the respondents of the three groups perceived the 'Relationship between the PED and the schools where students practised their teaching' to be 'Poor' or 'Very

poor'. The reason behind this dissatisfaction was that the lecturers rarely visited the schools. They are therefore unable to monitor the progress of their graduates and identify problems facing these new teachers. Again, as was mentioned earlier in this chapter (section, 7.1.3.4), the lack of communication seems to be one of the major problems throughout this investigation.

7.1.5.3 Structure of the Course

The responses regarding the Structure of the Course also yielded diverse views regarding the 'Suitability of the time of day allocated to some Practical Professional Courses'. 35% of the teachers and 51.6% of the students tended to perceive the time of classes as 'Poor'. It may be argued that this is mainly because of the very hot weather in Qatar for most of the year. As was pointed out by Behbehani (1992):

> As a country in which there are climatic extremes (e.g. high/low temperatures, desert sand storms etc.), the dangers of the lack of adequate indoor provision are obvious and many classes are cancelled.
> (Cited in Hardman and Marshall, 2000, p. 217)

This in turn is in agreement with Chang's (1995) study of college students in Taiwan where the researcher found that students were not satisfied with class schedules.

On the basis of the preceding discussion, the researcher was able to draw the following conclusions:

1. while there was an overall satisfaction with the Resources, Staffing & Access and Structure of the Course, there were some concerns about the availability of certain resources and facilities,

2. lecturers seemed to be more satisfied with the Resources, Staffing & Access and Structure of the Course than were students and teachers, which might be due to the fact that they are the deliverers of the programme, a point that is discussed earlier (section 7.1.1.9).

7.1.6 Professional Activities of PE Teachers

This aspect was presented to the inspectors only. In the analysis of the questionnaire data, it was clear that inspectors were generally satisfied with the professional activities of the PE teachers. It is a policy of the Ministry of Education and Higher Education to assign an inspector to evaluate and monitor a number of teachers according to certain

criteria (Ministry of Education, 1988). For this, inspectors use the Teacher Evaluation Checklist (Appendix P) which includes such items as time management, adherence to sportswear, and teaching skills. The fact that they are responsible for the evaluation of teaching performance with regard to professional activities could be the reason behind inspectors' satisfaction with these.

The results of this study were in agreement with those of Al-Ghamdi's (1992) study in which the inspectors were satisfied with the professional activities of PE teachers.

7.1.7 Attainment of the PED's Objectives

This theme, which consisted of 5 items, was presented to the lecturers only. As was said earlier in Chapter Six (section 6.6) the findings revealed that lecturers perceived 'The preparation of PE teachers to teach at various educational levels in Qatar' as the most achievable objective (92.8%). In fact, the number of PE teachers who graduated from the PED at Qatar University and who taught physical education in various schools at all levels was high considering the distribution of PE teachers in the State of Qatar.

The least achievable objectives were noted as follows:

1. "Preparation of PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth" (7.1%), and

2. "Educational qualification, continuous training and supervision of all those concerned in the education profession in relation to sports and physical education" (7.1%).

It could, therefore, be argued that these two objectives are not achievable since the PED does not have any special programme to prepare specialists to undertake duties of supervision or administration. Its only task is to prepare PE teachers to teach at various levels. Additionally, the department has also not implemented any in-service training sessions or other professional developments concerned with sport and physical education. This is in agreement with the interview data where the respondents stated that there was no continuous training for all those working in the field of sport. Undoubtedly, training and professional development play a crucial role in the growth of an organisation and are a very important part of the ongoing development of teaching and learning at all levels of education. The reason why objective 2 was unachievable

could be due to the shortage of lecturers in the department. As was mentioned in Chapter Five, because of this problem, the department hired part-time instructors from the Ministry of Education.

7.2 Discussion of the Data Pertaining to Pupils

The discussion in the following section focuses on the data accumulated from pupils' questionnaires. It is essential that the pupils' perceptions were gathered in order to provide an alternative dimension to inform the evaluation. Of course this once again highlights the potential issues around the cultural and religious context in Qatar. However, it remained essential in order to facilitate the "democratic" evaluation framework that pupils' opinions were not only sought but employed in the thesis. The main objective behind exploring pupils' views was to gain some insight into how the pupils perceived the PE teachers, who graduated from the PED at Qatar University, and the programme they received. The data will be discussed within two main dimensions: pupils' perceptions of PE teachers and their perceptions of PE activities.

At the outset, it needs to be stated that no interviews were conducted with the pupils. As was stated in Chapter Four (section 4.4), it was not possible to interview pupils for cultural reasons since the researcher could not have access to schools for female students. Furthermore, the researcher was cautious of pupils' inclinations to give the answers that they thought might please the interviewer (Bulmer and Warwick, 1993). More importantly, it was not possible to choose a representative sample, even of 10%, given that the overall number of primary, preparatory and secondary pupils selected for the questionnaire distribution, based on stratified sampling, was 2,457 out of the whole population of 30,999.

7.2.1 Pupils' Perceptions of PE Teachers and PE Lessons

The pupils were presented with 16 items in which they were asked for their perceptions of their PE teachers and PE lessons, using a three-point Likert scale. These questions will be discussed in the following section.

The response to: "Q1. Do you like PE lessons?" revealed a general positive attitude to the subject. This could be due to teachers' individual skills and ability to make their subject attractive. As was suggested by Mason (1995b),

> Perhaps the most important thing which motivates children to do sport is
> if they enjoy it – if it's 'fun'. As in the rest of life, if we enjoy doing
> something, we are likely to want to do more of it. But we are more likely
> to enjoy something if we feel successful at it.
>
> (p. 29)

It was shown in Chapter Five (Figure 5.1) that male pupils liked PE lessons more than female pupils at all levels. This could be for the cultural reason that physical education or sport was seen by females to be male dominated. It might also be argued that girls often become 'turned off' sport because it is in contrast with the image of femininity (Scraton, 1986). Also, it was evident that females tended to dislike PE lessons as they become older. This could be attributed to the age of puberty when females may disengage from sports. This finding was in agreement with a study carried out by Abd-Ali (1985) which showed a sharp decline in interest in PE by female students at the preparatory and secondary stages.

Second question dealt with the issue of whether or not the PE teacher takes pupils to the playground on time. It appears that there was no significant difference between male and female pupils but there was a significant difference in terms of the level of education: secondary pupils were more positive than elementary or preparatory pupils. The findings suggest that pupils generally agreed that their teachers were either 'always' or 'sometimes' punctual. It could be argued that punctuality was good since this was one item on which teachers were always evaluated by inspectors. This is clearly indicated in the evaluation checklist issued by the Ministry of Education and Higher education (Appendix P).

Question three pertains to sportswear. It appears that male pupils, more than their female counterparts, thought their PE teachers adhered to appropriate sportswear. Interestingly, there was a large degree of discrepancy between male and female preparatory school pupils. Here again, culture might play a major part, in that the Qatari culture does not encourage women to become PE teachers. So, it may be that female PE teachers, as students' answers revealed, did not wear appropriate clothing. It is not deemed very appropriate for a woman to be dressed in a way that shows her body contours as in the case of sportswear. Loose garments are viewed as more culturally acceptable.

Information was also sought as to whether or not their PE teachers encouraged and motivated them during the lesson? The findings were generally positive, and analysis of

the data showed that there was no significant difference in terms of gender, but, once again, there was a significant difference with respect to stages. Pupils at the elementary stage indicated that they were more motivated by their PE teachers than pupils at the preparatory or secondary stages. It is interesting to observe that female pupils at the preparatory level were the least satisfied group. This negative view may relate to culture and/or age and issues around puberty.

The importance of teacher encouragement has been stressed in research literature, because as research has proven, teachers' encouragement and support is required to promote students' learning and achievement in class. Good and Brophy (1994) stated that "students need both ample opportunities to learn and steady encouragement and support of their learning efforts. ... The teacher should be a patient, encouraging person who supports students' learning efforts" (p. 215), a view that is also advocated by Kyriacou (1995).

Pupils were also asked to indicate whether or not they liked their PE teacher. The overall response trend confirmed pupils' positive views of their PE teachers. This positive attitude, however, seems to decline over the stages. In other words, pupils at the elementary stage indicated that they liked their PE teachers more than the pupils at the preparatory or secondary stages. Again, preparatory female pupils were the least satisfied group in this respect. The results of this study are dissimilar to those of Williams (1993), where it was revealed that the girls had more positive attitudes toward PE teachers.

Pupils were further asked: "Is your PE teacher helpful and kind?" In the analysis of the data it appeared that male pupils perceived the PE teachers to be friendly, more than did female pupils, especially at the preparatory level. It is possible that the views expressed by the preparatory female participants in the present study were due to similar factors. In their study of school children's reactions vis-à-vis their PE teachers, Shropshire *et al.* (1997) came up with different conclusion in which they found that "the girls perceived the PE teacher as more helpful and kind" (p. 30). Moreover, another research conducted by Luke and Sinclair (1991) showed that the teachers' behaviour towards students was one of the most important factors that impacted students' attitudes towards PE.

Question seven was related to variation of lessons. The findings indicated a satisfaction amongst students. Female pupils were more positive than males in thinking that PE

teachers varied the lessons. Secondary male pupils were the least satisfied group. The reason behind this could be that PE teachers only provided activities of which they had a secure knowledge and ignored other activities. It also might be that pupils wanted more activities to be included in the PE curricula that would suit their age. Undoubtedly, diversity in the use of class activities has been shown to play a significant part in students' learning. In a study undertaken by Williams (1996), the results indicated that some pupils "reported dislike of specific teaching behaviours such as teachers who spent an excessive amount of time talking or teachers who repeated information or failed to make practising relevant or progressive" (p. 28). There is evidence from the research literature which confirms that use of a range of activities in class may enhance the learning process. Kyriacou (1995) stated that the "teacher should use a variety of appropriate learning activities to foster pupil learning" (p. 10). According to the PE curricula of the Ministry of Education (1989), giving the students a variety of activities is considered one of the components which leads to a successful PE lesson.

Question eight examined whether teachers asked questions during lessons. Female pupils across the three stages were more positive in thinking that the PE teachers did ask questions. One can observe the same pattern as in the previous item where pupils seem to be more satisfied at the primary stage compared to preparatory and secondary stages. The reason for their responses could be that pupils at this stage were more concerned about their PE teachers and did not want to upset them. It could also be that PE teachers at this stage were more active than PE teachers at other stages due to the participation of most of pupils in the PE lessons. It could further be that the primary stage constitutes the very first real contact with PE for many, and consequently things are more positively viewed than at later stages. By way of example, pupils would probably hold a favourable attitude to the PE course as a whole and the PE teachers too. Kyriacou (1995), suggested that "questioning skills are also central to the repertoire of effective teaching" (p. 37). This stresses the importance of questions for students because they foster and enhance their learning.

When asked whether or not they listened and did what their PE teacher asked them to do, pupils' responses revealed that, generally, they listened to their teachers. An interesting response pattern, however, emerged: female pupils appeared to listen to their teachers less than male pupils. One explanation might be that female pupils were not interested in their classes and were perhaps bored. This is particularly important because

of the work of Kyriacou (1995) on misbehaviour demonstrated that the main causes of misbehaviour in the classroom were:

- boredom
- prolonged mental effort
- inability to do the work
- low academic self-esteem
- poor attitudes (p. 82-83).

According to Kyriacou (*ibid.*), the types of pupil misbehaviour most frequently cited by teachers are:

- not paying attention to the teacher
- not getting on with the work required
- being noisy
- excessive talk or talking out of turn (pp. 81-82).

Question ten centred upon knowledge of names. The analysis of the data revealed that students generally confirmed that their teachers remembered their names. Male pupils thought that their PE teacher knew their names more than female pupils. There is evidence from the research literature which suggests that learning and using pupils' names can help the teacher to develop a personal relationship with the pupils (Kyriacou, 1995; Burden, 1995; Raffini, 1996). Dörnyei (2001b) stated that the degree of closeness – an example of which is addressing students by their names – between teachers and their students has a bearing on students' learning in class:

> Cumulative results from several studies indicate that teachers' verbal and non-verbal immediacy behaviours that reduce the distance between teacher and students (e.g. addressing students by name, using humour, moving around in the class, including personal topics and examples) may impact [on] levels of learning.
>
> (p. 36)

Pupils were further asked whether they understood the PE teacher's instructions? Respondents generally stated that they did. Again, male pupils were more satisfied with the instructions of PE teachers than female pupils. The reason could be that, because male pupils in the cultural setting of Qatar have a better understanding of games and sports in general. Preparatory female pupils were the least satisfied group with respect to this question. Researchers stress the value of clarity and simplicity of instructions given by teachers to their students. By way of example, Kyriacou (1995) stated that "the instructions should by and large try to be clear, grammatically simple, explicit, make good use of examples, define any technical terms and, most importantly, not go on for too long" (p. 37).

Question twelve related to fun and enjoyment. Male pupils at the preparatory stage were more satisfied with the way their PE teacher ran the lessons and made it fun and enjoyable compared to females. Again, it seems that the pupils had more fun at the elementary stage than at the other stages and that preparatory female pupils were the least satisfied group. Physical education teachers, according to Placek (1983), often report that one of their major goals is to make PE classes an enjoyable experience for their students. Similarly, Mason (1995a) stated that one of the factors which affect children's participation in PE is "children's levels of interest and enjoyment in sports) (p. 113).

Pupils were asked whether they had to wait for a long time for their turn during the PE lessons? The results revealed an interesting pattern of responses. It appears that female students had to wait for their turn a lot longer than their male counterparts did, especially at elementary stage. Although there is no empirical evidence in the available literature in support of this conclusion, one could probably claim that this might be because female teachers did not use proper teaching methods specifically directed to students' needs. Otherwise, it may be stipulated that the teachers did not have enough sports equipment, e.g. balls or rackets, which caused the delay. As was mentioned earlier, waiting could cause boredom and boredom would lead the pupils to ignore the lesson and not to pay enough attention to their teachers.

Question fourteen examined whether PE teachers showed their pupils how to do activities correctly when they made a mistake. There was general satisfaction with the way teachers corrected pupils' mistakes, although males were more satisfied than females. Also, teachers seem to correct students' mistakes more at elementary stage than at the other two stages. The reason for this could be that these pupils had less knowledge about the rules and regulations of the games and, therefore, needed more teacher attention. Feedback from the teachers is essential in fostering students' learning. As Dörnyei (2001a) stated, "Teachers should provide *feedback* that increases the students' capability of and confidence in obtaining the goal" (p. 84) and, further that "it is the *feedback* you give your students... that has the most salient role in bringing about changes in their learning behaviours" (Dörnyei, *ibid.*, p. 122). The researcher then comments on the value of immediate feedback:

> Feedback that is made promptly available is far more effective than
> delayed feedback because in the former case the learner has an 'on-

line' awareness of his/her progress.

(Dörnyei, 2001a, pp.124)

The pupils were asked whether the PE teacher listened to them when they had something to say? There was a general perception that the pupils were satisfied with regard to this question. Once again, PE teachers seemed to listen more to pupils at the elementary stage, and female pupils at the preparatory stage were the least satisfied group. It is crucial for students to feel that their teachers pay personal attention to what they say; this can help them to realise that their participation and contribution in class is appreciated. According to Wlodkowski (1986): listening to a person is "The way we listen tells learners more than anything else how much consideration we are really giving them" (p. 28).

Related to this, the researcher asked the respondents in Q16: "Do you participate in the PE lessons?" It should be noted here, as was mentioned in Chapter Two (section 2.3.2), that PE is not a compulsory and not an assessed subject at all levels of public schools in Qatar. This can have significant consequences particularly since students are more inclined to focus more on and be concerned with that which is assessed. They seem to be interested in the subjects on which they will ultimately be evaluated and those that are not assessed appear to attract less interest (see section 7.1.3.4).

From the students' responses, it appears that males had a tendency to participate in their PE lessons more than their female counterparts. Male pupils did not change in their level of participation in PE lessons over the three stages, whereas female pupils showed a consistent decline in their participation as they became older. This is in agreement with the results of other research (Van Wersch *et al.,* 1992). Mason (1995a, 1995b) has shown in his study that there was a sharp decline in interest in PE for female students after the age of 14 years. A study undertaken in a national survey of "Young people and sport in England" concluded that female students lose interest in PE as they become older. This tendency may be exacerbated by cultural factors in the case of the present study, as mentioned earlier.

In addition, pubertal body changes may result in feelings of shyness or even embarrassment in some cases, and this might somehow explain the inclination among females to be less interested in physical education during the preparatory and/or secondary stages. This is also consistent with the results of Mason (1995a), Armstrong and Welsman (1997), Shropshire *et al.* (1997) and Krouscas (2000). Also, Qatari culture

in which there are certain specific roles for women in the society has its own effect on the degree of participation by females in PE. A place where a woman will be required to wear tight clothes that reveal parts of her body was deemed totally inappropriate. This is especially the case given that the best place for women was thought by the traditional culture of Qatari society to be their home. For those women who work outside of home there are certain jobs that are regarded socially acceptable for a woman including teaching.

It could be stated here that for physiological reasons together with local cultural values, there is not much encouragement for girls to participate in their PE lessons. At the primary stage, not much difference was observed between male and female students' responses. However, at the secondary stage, the gap is considerably marked. As was indicated in a study carried out by Abd-Ali (1985), the level of participation of the female students in the PE lessons was much less than that of the males at the preparatory and secondary levels.

It can be seen from Table 7.1 that of the 16 questions, male pupils were more positive in ten items.

Table 7.1: Pupils' response trend with regard to their perceptions of PE teachers and PE lessons

Question item	Gender	Level
1	M>F	Elementary
2	M=F	-
3	M>F	-
4	M=F	-
5	M>F	Elementary
6	M>F	Elementary
7	F>M	-
8	F>M	-
9	M>F	Elementary
10	M>F	Elementary
11	M>F	Elementary
12	M>F	Elementary
13	F>M	Elementary
14	M>F	Elementary and Preparatory
15	M=F	Elementary
16	M>F	Elementary

The table shows, for example, that with regard to Q1 males were more positive than their female counterparts. This could be for cultural belief that sports are a male activity. Interestingly, for many of the items concerned with PE teachers and PE lessons, it appears that female preparatory pupils seem to be less satisfied than other pupils of different levels including males at the same level. For example, with respect to items 2,

3 and 4, females in the preparatory stage were the least satisfied of all. Additionally, the data analysis reveals that elementary school pupils seem to be more satisfied with the PE teachers and PE lessons. The findings also revealed that, overall, pupils had positive views of the PE teachers and PE lessons.

Two general observations can be made here. First, with regard to gender, it seems that female pupils, especially at the preparatory stage, had less positive views towards PE which could be for the reasons suggested above. Second, with regard to level, elementary stage pupils also held attitudes that were generally positive, which could be due to the fact that pupils are more active at this stage and their energies can be channelled into PE activities.

7.2.2 Pupils' Views of PE Sports and Games

This section will discuss whether the PE teachers provide the students with balanced activities.

On the basis of the findings, it is evident that female pupils played handball and volleyball more often than males. Conversely, male pupils played basketball, gymnastics and athletics more than females. This raises the issue of the unequal opportunities offered to the pupils. Table 7.2 illustrates that male pupils were given more chances to practice some activities than the female pupils and vice versa. The reason for this is certainly has to do with the lack of balance in sessions which the Administration of PE sets for each level and each gender. For example, the PE curriculum indicated that there should be 17 sessions of athletics for secondary male students and 6 session for females. Also, it gave more chances for preparatory male students to practise gymnastics than females: 11 sessions and 4 sessions respectively.

Thus, it can be argued that the PE curriculum itself is biased towards male students which again indicates how the culture impacts on the PE curriculum in Qatar.

Table 7.2:   Mean value for the activities which the pupils most often play

Activities	Male	Female
	Mean	Mean
Football	2.7	-
Basketball	2.3	1.9
Handball	1.9	2.1
Volleyball	1.7	1.9
Gymnastics	2.0	1.2
Athletics	1.9	1.3

In terms of level, Table 7.3 shows that elementary pupils were given the opportunity to play gymnastics and athletics more often than pupils in the preparatory and secondary stages. It should be noted here that the curriculum of the Ministry of Education and Higher Education specifies that football is only reserved for male pupils. This again concerns cultural values which dictate certain games for a particular gender. Table 7.3 shows the pupils' response trend in terms of gender and level.

Table 7.3: Pupils' respond trend in regard to pupils' perceptions of PE lessons

Sports & games	Gender	Level
Basketball	M>F	Preparatory and Secondary
Handball	F>M	Preparatory
Volleyball	F>M	-
Gymnastics	M>F	Elementary
Athletics	M>F	Elementary

It seems that there was a contradiction between the time which was given to each activity. For example, the curriculum states that female students at the preparatory level should be given almost the same chances as males to practise gymnastics. Yet, in reality, they were not given any chance to practice this activity.

Another example concerns athletics. According to the same curriculum, female students should be given more chance to practise athletics than the males at preparatory levels (14 sessions for females and 11 for males during the school year). However, one can observe that male students were given more chance to practise athletics at this level. This contradiction could be because the teachers were not adhering to the curriculum or because the female students did not want to participate in either gymnastics or athletics for reasons suggested earlier (section, 7.2.1). As was mentioned earlier, it appears that the Administration of PE in the Ministry of Education is not paying enough attention to the issue of balance activities regarding gender and levels. There is no justification in the PE curricula as to why a particular gender, for example, receives more sessions in some activities than the other gender. This could be interpreted in different ways. For example, a possible reason might be that the people who planned the PE curricula might not have been well qualified or simply not aware of the importance of this. It may just as well be that this was a random decision that cannot be justified on scientific, scholastic or academic grounds.

With respect to football, one can observe that it was provided to male pupils only. Here, it appears that cultural values and traditional norms again come into play. There are

specific preconceived ideas and stereotypes determined by the society towards the nature of sports men and women practise.

The data indicates that caution must be applied in interpreting results where sufficient parameters have not been allowed for (e.g. stage of pupils). In many cases there were very little overall differences between males and females. However, when the various stages are taken into account, clear patterns emerge. A typical example is shown in Figure 5.3 where the substantial increase in negative responses given by preparatory school female pupils balances the more positive female results shown at the elementary and secondary stages. Looking at many of the figures, one can see a very negative response shown by females at the preparatory stage in relation to PE lessons when compared to males or to females at elementary and secondary stages.

Generally, it can be observed that pupils' perceptions of PE teachers and PE lessons revolved around certain trends that can be reiterated here as a way of summing up this section. First, there was a general tendency among both male and female pupils in the early stages of education, notably at the primary stage, to hold positive attitudes towards their PE teachers and PE lessons. This study supports the research conducted by Hopwood and Carrington (1994), which showed that boys and girls at the elementary stage are equally interested in school PE. This could be attributed to the lack or absence of 'cultural awareness' in the early years. At this stage pupils are active; they take in many concepts and imitate what they are shown without questioning. It could also be due to the lack of reasoned judgement since these are pupils of a very young age.

The analysis of the data showed that both male and female pupils at the preparatory and secondary stages tend to take less positive views towards the PE teachers and PE lessons. This could be attributed to the development of 'cultural awareness' in these pupils. As they grow older, pupils begin to acquire a sense of self consciousness and they start to abstain from imitating because they are at a stage where they think they should have their own independent identity. This explains why pupils at the secondary and preparatory stages expressed less positive attitudes towards PE teachers and sports and games.

Regarding the female pupils' less positive views about PE teachers and PE lessons, it should be noted that much of the responsibility for this trend lies with the cultural norms of the society which assign certain roles to boys and other roles to girls. As they grow

up, girls tend to be more conservative in their dress, behaviour and sometimes even in their speech than boys. Parents also place some social pressure on the type of physical education offered to their daughters in schools because they are worried that their daughters may sustain injuries that could affect their future marital lives. This is not to deny a more general growing trend to stress the importance of PE for health purposes especially among girls and women. However, there arises a need for compromise whereby the cultural conventions and the need for PE in the curriculum could be reconciled in a mutually acceptable way.

Chapter Eight

Findings, Conclusions and Recommendations

This chapter summarises the findings obtained from the analysis of the questionnaire and interview data. It also provides some recommendations for the improvement of the physical education programme at Qatar University.

8.1 Summary of the Findings:

The findings from the study are categorised and summarised in the following sections:

8.1.1 Findings Related to the Review of the of Literature

From the review of the relevant literature, it may be concluded that evaluation plays a significant part in any programme and it is crucial for its growth and development. Considerable research has been conducted on programme evaluation in general and the evaluation of physical education programmes in particular. However, it seems that, with regard to the UK, there is a marked scarcity of individual research into the evaluation of physical education programmes in higher education. Available published studies are often confined to those implemented by state organisations such as conducted in the UK by the Quality Assurance Agency (QAA) and OFSTED.

8.1.2 Findings Related to the Preparation Courses (University, Faculty and Professional Courses)

The results revealed that there was, in general, satisfaction with the University, Faculty and Professional Requirements, which were viewed in the main as effective and important. Regarding University and Faculty Requirements, the lecturers and inspectors were more satisfied with these courses than were the teachers and students. In general, the participants were more satisfied with Professional Requirements which the majority felt should be increased, than with University and Faculty Requirements, which the students believed should be decreased.

The respondents generally felt that the overall level, which the PE graduates attained in their specialisation, was seen to be 'Satisfactory' or 'Good.' The participants, except for about third of the teachers, felt that the Professional Courses contributed

292

appropriately to the preparation of students for the teaching profession. However, the majority of the teachers and inspectors indicated that these courses often dealt with topics that were not relevant to the teaching process and the majority of participants, other than lecturers, indicated that the Professional Courses did not pay enough attention to Teaching Skills.

The analysis of the data revealed that the Professional Courses the participants perceived to be the most important were Teaching Practice, Sports Training, Football, Methods of Teaching PE, Exercise and Gymnastics, and Sports Injuries. The least important Professional Courses, on the other hand, were Racquetball, Recreation, Principles of Statistics, Introduction to Sociology, Fencing, and Boxing & Wrestling. Overall, respondents felt that the number of Professional Courses should be increased. There was a general feeling among the respondents that the programme should include some new courses, such as First Aid, Sport Nutrition, Sport Sociology and Application of IT in Sport.

The majority of the respondents indicated that the programme was suitable for teaching PE at all levels. A minority of the respondents claimed that the programme was suitable for only primary or preparatory levels.

A certain overlap among the various Professional Courses was highlighted. It was also found that there was little diversification in the use of teaching methods. Indeed, it is evident that lecturing was the most widely used method and that the essay test was the assessment most often used to evaluate the students' performance. Moreover, the majority of the teachers and students maintained that they were not given any chance to evaluate any of the Professional Courses and that there were no systematic procedures to evaluate these courses.

8.1.3 Findings Related to Teaching Skills

There was a strong indication amongst the respondents that Teaching Skills were effective in the preparation of PE student teachers. This conclusion is in agreement with other research by Al-Ghamdi (1992) and Mulla-Abdullah (1998), where respondents' rating of Teaching Skills ranged from 'Satisfactory' to 'Good'. However, the respondents, especially teachers and students, indicated that they acquired most of these skills through Methods of Teaching PE, and Teaching Practice courses. The participants

generally pointed out that Professional Courses did not really tap the core of Teaching Skills and were therefore not appropriately directed at Teaching Skills.

8.1.4 Findings Related to Teaching Practice

Overall, the findings showed that Teaching Practice was the most important part of the programme. The views of the respondents showed that Teaching Practice was generally perceived to be effective in the preparation programme. The teachers and students were satisfied with the way that Teaching Practice was organised. They generally tended to think that supervision should be assigned to specialists in the Department of Curricula and Methodology, which was the case during the field work. However, there were indications that the time devoted to Teaching Practice was simply insufficient. The majority of the respondents called for more time allocation to Teaching Practice. In addition, the participants, especially the teachers and the students, pointed out that student-teachers were not treated professionally by the school administration during Teaching Practice. This study also found that the majority of the lecturers and the teachers felt that the Teaching Practice did not allow student-teachers to fully integrate into the school life. Additionally, the participants also pointed out that there was a sharp conflict between the timing of Teaching Practice in schools and the courses they were taking in the PED at Qatar University, which compelled them to skip some classes, as they reported. Moreover, there was a feeling of unease regarding the clash between what students learnt at the university and what they teach in schools. This was in the main attributed to lack of coordination.

The majority of the participants thought that it would be a good idea if the student-teachers could teach at all three levels (primary, preparatory and secondary). Likewise, most of the teachers and students considered the following aspects of Teaching Practice to be 'Good':
- "Relationship between student-teachers and the physical education teacher(s) where they practised their student teaching",
- "Relationship between the college supervisors and the school(s) where they practised their teaching",
- "Relationship between student-teachers and college supervisors during teaching practice2,
- "College supervisors' advice to student teachers during Teaching Practice",
- "Overall quality of the experience of Teaching Practice at Qatar University", and

▪ "The equipment and facilities in the school(s) where they practised their student teaching."

8.1.5 Findings Related to Resources, Staffing & Access, and Structure of the Course

Overall, the respondents displayed general satisfaction with the resources available in the PED. However, male students indicated the need to have an indoor hall in their section, whereas female students called for the provision of a swimming pool in theirs. Moreover, teachers and students were not satisfied with the 'Provision of specialised books in the main library', 'Provision of lockers in the sport facilities complex' and the 'Provision of storage facilities and equipment specific to the PED'. A similar response trend applies to Staffing & Access with which they were generally satisfied.

However, teachers and, to a lesser degree, students were the least satisfied with most of the items. For example, teachers, students and lecturers perceived the 'Relationships between the PED and the schools where student practised their teaching' to be 'Very Poor'. Also, the majority of teachers indicated that the 'Effectiveness of office hours' was 'Poor' or 'Very poor'. Female participants overall claimed that office hours were not of great use to them. They complained that lecturers' offices were located in the males' section, which made it inconvenient for female students to arrange for appointments and meet their lecturers in a section that was predominantly male. Moreover, offices are shared by a number of lecturers, which made it difficult for both male and female students to speak freely in the presence of other lecturers.

Regarding the Structure of the Course, generally, respondents were satisfied with this area. Yet, it seemed that over a third of the teachers and the students considered the 'Suitability of the time of day allocated to some Practical Professional Courses' to be 'Poor' or 'Very poor'. In addition, over 50% of the teachers and students were not satisfied with 'Four contact hours being counted as two in practical Professional Courses'.

8.1.6 Findings Related to the Professional Activities of the PE Teachers

Very positive attitudes were held by the inspectors in regard to the professional activities of the PE teachers, especially as far as 'Maintaining appropriate professional conduct and appearance' was concerned.

8.1.7 Findings Related to the Objectives of the PED

Looking through all five items which encompassed the PED's objectives, it is evident that the respondents were very pleased with the "Preparation of PE teachers to teach the various levels of education." The majority of the respondents were also satisfied with the achievement of the following objectives:

- "Spreading sport awareness in society via organisation of scientific meetings, sport tournaments and media discussion" and
- "Conducting studies and research which may be of benefit for the amelioration of sport and physical education in the State of Qatar through co-operation with research centres within and outside Qatar University."

However, the majority of the lecturers considered the achievement of the following two objectives to be 'Poor' or 'Very poor':

- "Educational qualifications, continuous training and supervision of all those concerned in the education profession in relation to sport and physical education," and
- "Preparation of PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth."

8.1.8 Findings Related to Pupils

Overall, the pupils displayed general satisfaction with the PE and the PE teachers. The pupils in the primary level were more satisfied with the PE contents, as well as the PE teachers than the pupils at other levels. Increasing with age the pupils disengaged from the PE lessons with females at preparatory level being least satisfied with both the PE content and PE teachers.

8.2 Recommendations

A number of important recommendations that are presented below arise from the review of the relevant literature and the analysis of the questionnaire and interview data.

8.2.1 Recommendation Related to the Four Groups (Lecturers, Inspectors, Teachers and Students)

8.2.1.1 Recommendations Related to Preparation Courses

1. The number of Professional Courses was considered to be rather limited and concerns were voiced in favour of increasing the number of these courses. It is important that the number of such courses should increase and that the number of University and Faculty Requirements should be decreased so as to maximise the benefits for all concerned. For example, First Aid and Sport Nutrition may be included due to their importance in the programme. Another alternative being that some Professional Courses could be merged in order to address similarities of content as in Gymnastics.

2. It is evident from the findings of the study that there were negative views relating to the effectiveness and importance of the University and Faculty Requirements. The PED should raise students' awareness of the importance of these requirements as well as relating these courses to teaching context. One way of doing this would be to write the objectives of each course clearly and distribute them to the students at the beginning of each course and relate these objectives to the teaching process. Also, it would be possible for the lecturers in the PED to explain to their students how the University and Faculty courses are important for their future careers.

3. Certain Professional Courses were deemed to be not important, e.g. Racquetball, Recreation, Principles of Statistics, Introduction to Sociology, Fencing and Boxing & Wrestling. Their inclusion in the PED should be reconsidered and modified. These courses should be updated and should be made more useful to students. To give an example here, Swimming courses for the females should either be omitted from the list or delivered practically to them.

4. Certain courses need to be added to the PE programme including First Aid, Sport Nutrition. Incorporating some of these courses would contribute to the enrichment of the programme.

5. Lecturers in the PED should introduce different methods of teaching in order to make the courses more appealing and productive at the same time. For instance, group discussion can be particularly useful in promoting independent learning skills among students. This would enable teachers to become role models and good examples for

their students. In so doing, students learn to act independently and acquire critical thinking skills.

6. Because the data indicated that there were no formal procedures by which to evaluate the preparation programme (e.g. Professional Courses, staff and facilities), Qatar University, as well as the PED, should strive to implement systematic and on-going evaluation in order to revise and improve the programmes. By way of example, the university could seek the advice of specialists and consultants in this regard in order to establish adequate measures of evaluation that would contribute to the improvement of the programme as a whole. Also, the Faculty of Education could devise and implement a questionnaire, for example, to find out how the lecturers are delivering these courses and how satisfied students are about the programme.

8.2.1.2 Recommendations Related to Teaching Skills

1. The PED needs to review their planning so that they can be more effective in the preparation of PE teachers. In addition, more attention should be given to Teaching Skills by the lecturers who teach the Professional Courses. Teaching Skills should mainly be taught through the Practical Professional Courses.

2. In order to bridge the gap between the preparation programme courses and the reality of daily life in the public schools, the PED should comprehensively examine the Teaching Skills needed by the PE teachers through meetings with PE supervisors in the Department of Curricula at Qatar University, PE inspectors in the Ministry of Education, lecturers in the PED and some graduates.

8.2.1.3 Recommendations Related to Teaching Practice

1. With regard to Teaching Practice, the findings demonstrated that the respondents were in favour of the three different levels being delivered by student teachers during Teaching Practice, to enable them to gain more experience and to familiarise them with the characteristics of each level. The current practice shows that during Teaching Practice, student teachers teach at elementary and preparatory levels only. Moreover, there is a need for student teachers to be exposed to different teaching situations instead of being assigned only to schools with good facilities.

2. Better co-ordination between the PED and the Administration of PE in the Ministry of Education and Higher Education was also highlighted with respect to the benefits of

such co-ordination in terms of lesson planning and course co-ordination. An area where co-ordination would be particularly significant and useful would be the revision of curricula and objectives of both programmes so as to meet the learning outcomes specified for the programme. Regular meetings are therefore needed to coordinate programmes and to exchange expertise.

3. The respondents expressed unease vis-à-vis the amount of time devoted to Teaching Practice, especially the continuous Teaching Practice course, which they thought was insufficient. Therefore, more time needs to be allocated to Teaching Practice to allow students more training in order to strengthen their Teaching Skills. Respondents also believed that faculty training before actual school teaching was insufficient. Therefore, consideration needs to be given to these two elements. That is, the people in charge should exert every possible effort to give extra time to Teaching Practice and to give more time to the implementation of faculty training.

4. Because lecturers in the PED are not in charge of Teaching Practice, it is important that they attend Teaching Practice in order to overcome the resultant shortcomings and learn how the relevant curriculum could be implemented.

5. The university should allow some flexibility in assigning students to schools for a whole month without their having to attend regular classes at the university.

6. Attitudes towards PE student teachers by school administrators need to be modified with a more professional approach employed.

8.2.1.4 Recommendations Related to Resources, Staffing & Access, and Structure of the Course

1. With respect to the resources available, some concerns were expressed highlighting the need to update the specialised books, periodicals and related materials. A sports hall for men, a swimming pool for women, lockers and storage facilities for both men and women in the department also require serious consideration by the university.

2. Regarding Staffing and Access, there is an urgent need for induction or training sessions for new lecturers who come from countries which have different registration systems, to familiarise them with the system at Qatar University. In addition, the PED should be provided with more offices, especially in the females' section, in order to make better use of office hours.

3. With respect to the Structure of the Course, due to the specific characteristics of the hot weather in the State of Qatar, students indicated discontent with the timing of some practical courses. It was demonstrated that these courses were scheduled during the day when it was too hot for students to successfully practice the activities they involved. Therefore, it is imperative that practical courses should be scheduled early in the mornings, or indoor halls should be built in the males' section to protect lecturers and students from the torrid and oppressive heat.

8.2.1.5 Recommendation Related to the Objectives of the PED

The existing objectives of the PED need to be revisited and revised. Some of these objectives are realistic in that they are fully implemented in the department. However, others are either partially achieved or not feasible at all. Thus, new objectives need to be put in place to keep pace with modern developments and innovations in the field of physical education.

8.2.1.6 Recommendations Related to Suggestions

The respondents proposed various other measures which they saw as essential for the improvement of the PEITTP. For instance, it was suggested that a higher education programme of physical education should be offered in Qatar for those interested in pursuing further study and research in this area. Likewise, there were arguments in favour of a graduate society that meets annually and that discusses issues of relevance to PE students. Additionally, it was pointed out that an emphasis needs to be placed on an ongoing evaluation of the PED's programme implementation and outcomes and a regular periodic follow-up for students during their studies, in order to enhance the effectiveness of the PE programme. The respondents also indicated that the PED should establish a laboratory in order to teach courses such as Physiology and Biomechanics in a more practical way.

8.2.1.7 General Recommendations

1. The University should increase the number of lecturers in the PED and try to select them on the basis of diverse sub-specialisations in the field of PE in order to solve the current problem that some of the lecturers teach courses for which they are not qualified.

2. The entrance and selection procedures should be revised to admit only students who have interest and have good backgrounds in PE.

3. The PED should perform a follow-up of its graduates to establish the shortcomings of their preparation.

4. The PED should start providing graduate studies to meet the demands of the teachers and others.

5. The PED should provide in-service programmes and workshops in the diverse areas of PE.

8.2.2. Recommendations Related to Pupils

1. With regard to pupils, the Ministry of Education and Higher Education need to reconsider the way in which the objectives specific to PE are designed. These objectives need to be redefined in order to provide measurable outcomes.

2. It should be noted here that there is a need for the Administration of PE in the Ministry of Education to create a more balanced programme where both males and females are accorded equal opportunities to play football, basketball, handball, volleyball, athletics as well as gymnastics. In so doing, the Administration of PE will be able to foster more positive attitudes towards all the different areas of PE.

3. The PED and the Administration of PE in the Ministry of Education should work together to increase society's awareness of the importance of PE for both males and females through the media and other suitable channels.

4. There is a need for in-depth studies with various age groups to examine sources of enjoyment in PE.

8.3 Limitations of the Study

One of the limitations of the present study is that it did not make use of alternative data collection techniques. For example, gathering data by means of observation instruments could yield rich qualitative data that could support the interviews. However, it was not feasible to resort to such observations in this study for cultural reasons and because of

the time devoted to fieldwork. Being a male means that it is not possible to have access to female participants.

Similarly, employing semi-structured or loose interviews would prove very useful in gathering in-depth data, perhaps richer than that collected via structured interviews. Here again, this was not possible, because the cultural values in Qatar do not permit males to interview females.

In addition, there could be some statistical weaknesses as far as the lecturers and inspectors are concerned, because the total number (14 and 14 respectively) within the whole population is rather small.

8.4 Implications for Further Research

In conducting this study, the researcher faced some difficulties related, in the main, to the specific culture of Qatari society. Firstly, as was stated above, there was the problem of male-female interviewing. For individual research, such as a PhD, when investigating students' views and opinions regarding the PE programme in Qatar, it may be necessary for a male researcher to focus on male respondents and/or for a female researcher to study female respondents.

Confining the research to one specific area, such as Professional Courses or resources, should be encouraged, to overcome some of the difficulties associated with a comprehensive study such as the present work.

Other aspects that impact on the effectiveness of the PED's programme should be explored in order to gain further insight into how procedures operate in the department. For example, future research could investigate issues connected with the administration and finance of the department.

Moreover, more research is required to probe the reasons behind the reluctance of girls to participate in a more effective way, especially in the preparatory stage of education in Qatar. Further qualitative research could better investigate the relevant factors in depth.

Notwithstanding, the above areas which have been highlighted for further research, it is hoped that the present study has produced a valuable contribution to the research and literature on PEITTP.

8.5 Summary

This section summarises the main issues raised from the findings and recommendations of this study. Firstly, there was a general satisfaction with the programme by all the respondents. However, there was some concern about some of the courses that are taught in the programme such as University, Educational and Professional courses. For instance, the respondents, mainly students and teachers, requested that the University and Educational courses should be reduced in number and in return more Professional courses should be offered in the programme. Respondents thought that the Professional courses should be increased even though they already occupy 60% of the total courses. Furthermore, the respondents indicated that some new courses should be included in the programme such as First Aid and Sports Nutrition because these courses were deemed important for the teachers in their practical delivery of PE in terms of safety and well-being. Moreover, they suggested that some of the Professional courses should be revised or dropped altogether. For example, Swimming courses for the female students should be delivered practically and not just theoretically, trying to find a swimming pool which is strictly used by females outside the university might be one solution. However, their remains a cultural opposition and tension in doing this. The outcome will likely be that it is dropped from the curriculum.

The people who are in charge of the programme should exert every effort to extend their evaluation and revision of the programme on an ongoing and regular basis, conducting more research about the programme to increasingly generate a needs assessment. This should take the form of more "democratic" involvement of all stake holders in this kind of process. As part of this development it is clear that the PED should improve its facilities and resources in order to reinforce the curricula development and enhancement of the overall learning process.

One of the major findings of this study was that there was a lack of cooperation between the PED at Qatar University and the Administration of PE in the Ministry of Education. Therefore, the PED need to develop a stronger partnership and relationship with other departments both inside and outside of the university. For example, more collaborative work between the PED at Qatar University and the Administration of PE in the Ministry of Education will help facilitate more cohesion between the curricula demands enforced by government policy in schools and that provided in the curricula to train teachers.

The PED at Qatar University must take the initiative to positively promote PE in Qatari society through the media and attempt to demonstrate much more how participation in PE enhances general and specific health. By doing so, the reputation and status of PE in the State of Qatar will be enhanced.

Regarding pupils, there are many issues which need reconsideration. Firstly, PE in the public schools in the State of Qatar is not formally assessed, the implications of which are poor attendance and attainment of pupils as they feel it does not contribute to their academic profile. Therefore, PE has a relatively low status among pupils in comparison to other subjects. In order to overcome this, the Administration of PE should exert every effort to make PE contribute to the academic profile of every pupil, raising the awareness of people in charge of curriculum development of the importance of PE with regard to promoting the physical, social, psychological and emotional aspects of a child's health.

Secondly, the PE curriculum is biased toward male pupils due to the nature of the culture (male dominated society) which again raises the issue of equity of access and opportunity. For example, football in the curriculum is confined to male pupils only. This issue needs to be urgently addressed and a chance for equality of opportunity should be provided. Also, it was found that as the pupils got older, they increasingly disengaged from PE lessons and that especially preparatory female pupils were the most dissatisfied group in terms of liking the PE teachers and PE lessons in which they were involved. These issues have to be recognised, more research has to be conducted involving the pupils –giving them an even greater "voice" in these studies in order to find out in greater detail what are the problems and how they can be resolved.

Cultural, social and traditional issues proved to be very strong barriers in facilitating female pupils' participation in the PE lessons and sport. In partnership with the Administration of PE in the Ministry of Education, the PED needs to research and teach ways in which the cultural and social context can be evolved in an entirely positive manner to incorporate greater female participation and increase motivation generally in regards to physical activity. This will come through the university curricula, the media and government policy each informing the other and providing a coherent message.

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Appendix A
Key Terms

Final Year PE Students: Students in the PE Department at Qatar University who were in their final year of study and who had just completed teaching practice courses.

Inspectors: The people working for the Department of Physical Education in the Ministry of Education and Higher Education to assess the performance of the PE teachers in public schools.

Lecturers: the faculty members who are in charge of teaching in the Department of Physical Education at Qatar University either on a full time or a part time basis.

Preparation Courses: Total courses (138 credit hours) which the students must finish in order to obtain the Bachelor Degree in Physical Education.

Professional Activities of the PE Teachers: Activities practiced by PE teachers in school voluntarily or as part of their duties.

Professional Courses: Courses offered by the Department of physical Education to furnish students with a variety of knowledge and skills in the field of physical education.

Resources, Staffing and Access and Structure of the Course: This concerns the availability of materials, equipment, access and other necessary requirements needed for the success of the PE programme.

Teachers: People who were studying in the Department of PE at Qatar University and who completed PEITTP requirements and obtained a Bachelor of Arts in Physical Education and are currently working as PE teachers.

Teaching Practice: Students' involvement in teaching in public schools during their third and fourth years of the programme. It consists of four courses in which two courses (two credit hours for each course) are taken in the third year and the other two courses in the fourth year. The first course involves observation in schools and micro-classmate teaching at the University. The second and third courses involve actual teaching in schools of one day a week. The fourth course involves a whole month teaching in schools.

Teaching skills: Important pedagogical skills required for effective teaching in physical education such as planning competencies, management and organisation competencies, presentation competencies, motivation competencies and competency in teaching.

Appendix B

The components of the questionnaires

1) P. *Lecturer's questionnaire.*

This questionnaire contains seven different parts summarised as:

- part one deals with the respondents' personal data and includes six items.
- part two is concerned with professional preparation courses in the Department of Physical Education and contains twenty different items.
- the third part focuses on physical education teaching practice, where thirteen items are presented.
- in part four the focus is on student teaching practice, containing eight items.
- part five is concerned with resources, staffing & access and structure of course; this part includes one single item, covering nineteen different elements.
- in part six, the focus is on objectives of the Department of Physical Education and comprises one item covering five elements.
- part seven deals with general suggestions and includes one item covering six elements.

2) *Inspector's questionnaire .*

This questionnaire contains six parts.

- the first part tackles personal data and contains five items.
- part two is concerned with physical education professional courses; it includes fifteen items.
- in the third part, emphasis is laid on physical education teaching skills; this part contains one item comprising thirteen elements.
- part four covers teaching practice and contains eight different elements.
- part five is about professional activities of the physical education teacher. This contains one item made up of six elements.
- part six deals with general suggestions containing one item which covers six elements.

3) *teacher's /Graduate's questionnaire.*

This questionnaire contains six parts sketched below.

- in the first part respondents are asked to provide personal data. Seven different items are included here.
- in part two they are asked to respond to twenty four different items relating to physical education professional courses.
- part three focuses on physical education teaching skills and contains one item made up of thirteen elements.
- in part four, emphasis is laid on teaching practice and covers eleven items.
- part five is concerned with resources, staffing & access and Structure of course and comprises one item covering nineteen elements.
- finally, the sixth part covers general suggestions and includes one item containing six elements.

4) *Final year PE student's questionnaire*

This questionnaire comprises six different parts which are described below.

- the first part is concerned with the personal data of the respondents and contains six elements.
- part two deals with physical education professional courses and covers twenty four elements.
- the third part is about physical education teaching skills and contains one item covering thirteen elements.
- part four focuses on teaching practice and contains eleven items.
- part five covers resources, staffing & access and structure of course and comprises one item covering nineteen elements.
- part six includes general suggestions comprising one item made up of six different elements.

Appendix C
The Main Questionnaires
(Lecturers, Inspectors, Teachers, and Students)

February 1998

Dear PE Lecturer,

This questionnaire is part of a research study which aims to evaluate the Physical Education Initial Teacher Training Programme (**PEITTP**) in the Physical Education Department of Qatar University in the State of Qatar.

This study is considered important for the advancement and improvement of the Physical Education programme. As a faculty member, you may contribute significantly to this evaluation by providing your judgement of how well the programme of training at Qatar University prepares the student to become a Physical Education teacher in Qatar.

Your honest and accurate answers will be greatly appreciated. Please answer all the questions as indicated. Your answers will be treated as confidential and no individual will be identified in the research. Note also that the answers will not be used for any purpose other than the research.

Your participation is completely voluntary; you may stop at any time before or during the response. If you have any comments to add please do not hesitate to do so. Your comments on the questionnaire will be of great help.

The researcher
Ahmed Al-Emadi
University of Durham
School of Education
Durham, UK.

Instructions: For each of the following questions please place a tick [√] in the box which best describes your response option.

Part I: Personal data

1. Gender: ☐ Male ☐ Female

2. Age category:

☐ 30-39 ☐ 40-49 ☐ 50 and over

3. Please specify the highest degree which you hold:

☐ Bachelor's degree ☐ Master's degree ☐ Ph.D.

4. Years of teaching in the Physical Education Department at Qatar University :

☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20+

5. What is your current position in the Department of Physical Education?

☐ Teacher ☐ Associate professor ☐ Professor ☐ Part time instructor

6. What is your nationality?

☐ Qatari ☐ Non Qatari

Part II: Preparation Courses

1. Which of the following statements best describes your view of the number of credit hours (Currently 138 credit hours required) to prepare the PE teacher:

☐ The number must increase ☐ This number is appropriate ☐ The number must decrease

2. The PE Department courses are classified into:
   a) **University requirements** (24 credit hours)
   b) **Faculty requirements** (38 credit hours)
   c) **Professional requirements + professional auxiliary requirements** (76 credit hours)

Please specify the degree of effectiveness of these courses in achieving the objectives of the PE teacher preparation programme according to the following scales.

1. Not effective at all   2. Ineffective   3. Undecided   4. Effective   5. Very effective

The courses	Effectiveness				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

3. The PE Department courses are classified into:
   a) **University requirements** (24 credit hours)
   b) **Faculty requirements** (38 credit hours)
   c) **Professional requirements + professional auxiliary requirements** (76 credit hours)

Please specify the degree of importance of these courses in achieving the objectives of the PE teacher preparation programme according to the following scales.

1. Not important at all   2. Unimportant   3. Undecided   4. Important   5. Very Important

The courses	Importance				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

4. What is your opinion of the overall level which the PE graduate attains in his/her specialisation?

☐ Excellent   ☐ Good   ☐ Satisfactory   ☐ Weak   ☐ Very weak

5. Depending on your answer to question (4) above, which of the following reasons might apply?

   5.A. The level of the students in the department is

   ☐ Weak from the beginning   ☐ Good from the beginning

   5.B. The content of the Professional Courses given to the students is:

   ☐ Unsuitable   ☐ Suitable

6. If there are any other reasons, please specify them below:

   a) ....

   b) ....

7. Do you agree that Professional Courses in their present state contribute enough to the preparation of the student for the teaching profession?

☐ Strongly agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly disagree

8. Depending on your answer to question (7) above, which of the following statements might apply?

8.A. The number of the Professional Courses is:
☐ Too many
☐ Appropriate

8.B. Professional Courses deal with the topics that are:
☐ Not relevant to the teaching process
☐ Relevant to the teaching process

8.C. Professional Courses:
☐ Do not pay enough attention to teaching skills
☐ Pay enough attention to teaching skills

8.D. The teaching methodologies of the academic staff:
☐ Do not give good example for the students to follow
☐ Give good example for the students to follow

9. If there are any other reasons, please specify them below:

a) ....
b) ....

10. Please indicate the degree of importance of each of the following PE Professional Courses to the preparation of P. E. teachers.

1. Not important at all   2. Largely unimportant   3. Of some importance   4. Important   5.Very important

A. Practical Professional Courses	1	2	3	4	5
1.Teaching practice					
2.Track and field					
3.Exercise and gymnastics					
4.Fencing					
5.Swimming					
6.Football (males)					
7.Basketball					
8.Handball					
9.Volleyball					
10.Racquetball					
11.Boxing and wrestling (males)					
12.Dance (females)					
B. Theoretical Professional Courses	1	2	3	4	5
1.Methods of teaching Physical Education					
2.Foundation and curriculum of Physical Education					
3.Sports training					
4.Biomechanics					
5.Administration of PE					
6.Adapted PE					
7.Measurement & evaluation in PE					
8.Recreation					
9.Sports injury					
10.Sports psychology					
11.Exercise physiology					
12.General biology					
13.Human anatomy					
14.Human physiology					
15.Principles of statistics					
16.Introduction to sociology					

11. Which other courses not on the list, if any, do you think should be added?

a) ....

b) ....

c) ....

12. In your opinion, which level is the programme most suitable for the teaching of PE?

☐ Primary   ☐ Preparatory   ☐ Secondary   ☐ All of the above   ☐ None of the above

13. Overlap among the various professional courses is:

☐ A great deal   ☐ Quite a lot   ☐ Some   ☐ A little   ☐ None

14. Relevance between what is taught in the Department and what is actually taught in schools is :

☐ A great deal   ☐ Quite a lot   ☐ Some   ☐ A little   ☐ None

15. Depending on your answer to question (14) above, what do you think the reasons might be?

      15.A. The effective communication channels between the Department of Physical Education at Qatar University and the Physical Education Administration in the Ministry of Education:

          ☐ Not exist/Absent   ☐ Exists

      15.B. knowledge of what is taking place in schools among the academic staff in the Department:

          ☐ Not exist/Lack   ☐ Exists

      15.C. The procedures which teachers learnt in the Department which they apply to Schools are:

          ☐ Bureaucratic   ☐ Effective policies and procedures

16. If there are any other reasons, please specify them below:
     a) ....
     b) ....

17. Which of the following teaching methods do you use most often? You may tick more than one choice.

   ☐ Lecture   ☐ Discussion   ☐ Dictation

18. If there are any other methods, please specify them below:

     a) ....

     b) ....

19. How often do you use the following types of assessment to evaluate students' performance?

Assessment type	Always	Often	Some times	Very rarely	Never
1. Essay tests					
2. Objective tests					
3. Oral tests					
4. Research projects					
5. Classroom discussion					

20. If you use any other assessment types, please list them below:

     a) ....
     b) ....

21. What is your opinion about the importance of using the following assessment types in assessing the student?

Assessment type	Very Important	Important	Of some Importance	Largely Unimportant	Not Important at all
1. Essay tests					
2. Objective tests					
3. Oral tests					
4. Research projects					
5. Classroom discussion					

22. Indicate in how many Professional Courses did the Department give students the opportunity to evaluate ?

☐ In every course ☐ In a lot of courses ☐ In some courses ☐ In a few courses ☐ In no course(s)

23. Place a tick [√] opposite any of the following evaluation procedures which you use; you may tick more than one option.

1. Evaluation in the form of a questionnaire	
2. Evaluation in the form of a checklist	
3. Evaluation through discussion	
4. Evaluation in the form of general written opinions	
5. I haven't given them a chance to evaluate the courses	

24. If you use any other evaluation techniques, please specify them:

a) ....
b) ....

Part III: Acquiring Appropriate Teaching Skills

1. Please indicate how effective is the preparation which students receive in the PE Department in each of the skills listed below.

1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very good

Skills	1	2	3	4	5
1.Formulate instructional goals and objectives					
2.Provide appropriate instructional activities to accomplish goals and objectives					
3.Use a wide range of teaching styles and strategies					
4.Use a wide range of instructional materials					
5.Construct an appropriate lesson plan					
6.Plan class activity carefully and well in advance					
7.Design and implement extra-curricular activities					
8.Manage time appropriately and make good use of it					
9.Make good use of facilities and equipment					
10.Work with students of different abilities within the same class					
11.Relate learning materials to the total learning experience of the individual					
12.Handle problems of discipline inside and outside class					
13.Master adequate knowledge of the subject he will teach					

Part IV: The Value and Experience of Teaching Practice

1. In your opinion how effective is the programme of Teaching Practice in accomplishing the aim of training students in teaching skills and getting them used to real teaching situations?

☐ Very effective   ☐ Mostly effective   ☐ Quite effective   ☐ Not effective   ☐ Not effective at all

2. Depending on your answer to question (1) above, what do you think the reasons might be?

      2.a). Time devoted to the continuous Teaching Practice is:

                ☐ Insufficient   ☐ Sufficient

      2.b). Faculty training before actual school teaching is:

                ☐ Inadequate   ☐ Adequate

      2.c). The instructions of both Methodology lecturers and Teaching Practice supervisors which given to the students are:

                ☐ Contradictory   ☐ Coherent

      2.d). The support which the student-teachers receive from the school administration during Teaching Practice is:

                ☐ Ineffective   ☐ Effective

      2.e). Teaching Practice:

            ☐ Does not allow student teachers to fully integrate into the school life

            ☐ Allow student teachers to fully integrate into the school life

3. If there are any other reasons, please specify them below:

    a) ....

    b) ....

4. What do you think is the appropriate procedure to increase the effectiveness of Teaching Practice? You may tick more than one option.

	Yes	No
1. Supervision should be assigned to academic staff in the Department of Physical Education		
2. Supervision should be assigned to specialists in the Department of Curricula and Methodology		
3. Supervision should be assigned to inspectors in the Ministry of Education		
4. More time should be allocated to Teaching Practice		
5. Students should spend a whole semester teaching in schools under the supervision of a team of inspectors		
6. The programme should be revised so as to ensure that each supervisor has only a few students to supervise		
7. The graduate student should be treated as a probationer for a year		

5. Please note below any suggestions for enhancing the effectiveness of Teaching Practice.

    a) ....

    b) ....

6. To what extent do you think that micro-teaching classes are important before getting students to teach in school?

☐Very important   ☐ Important   ☐ Of some importance   ☐ Of little importance   ☐ Not important at all

7. To what extent do you think that experience of all levels (Elementary, Preparatory and Secondary) is important for students in their Teaching Practice?

☐Very important   ☐ Important   ☐ Of some importance   ☐ Of little importance   ☐ Not important at all

8. Overall, what are the strengths and weaknesses of Teaching Practice?

<u>Strengths</u>:   <u>Weaknesses:</u>

a) .... a)..

b) .... b)..

c) .... c)..

Part V: Resources, Staffing & Access, and Structure of Course

1.   In terms of the three areas listed below (*Resources, Staffing & Access* and *Structure of Course*), how would you evaluate each statement with regard to the PE programme?

N. Not available   1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very god

A. Resources	N	1	2	3	4	5
1. Availability of specialised books, periodicals and related materials in the university library.						
2. Availability of specialised books in the Department in the right time						
3. Provision of storage facilities for sport equipment specific to the Department.						
4. Provision of lockers in the sport facilities complex.						
5. Provision of indoor hall.						
6. Provision of outdoor playgrounds.						
7. Provision of swimming pool.						
8. The suitability of the distance between students' parking areas and the lecture rooms.						
9. The suitability of the distance between the playgrounds or indoor hall and the lecture rooms.						
B. Staffing & Access	N	1	2	3	4	5
1. Tutors' academic advice to their students during their course registration.						
2. Relationships between students and lecturers in the PED.						
3. Access to tutors.						
4. Relationship between the Department of PE and the school(s) where students practise their teaching.						
5. Appropriateness of office hours.						
6. The amount of the demands expected from students by teaching staff						
C. Structure of the Course	N	1	2	3	4	5
1. The link between Department courses and courses outside the Department.						
2. Suitability of the time of teaching of some Practical Professional Courses.						
3. The amount of the courses.						
4. Four hours counting as two in Practical Professional Courses.						

Part VI: Goals and Objectives of the Department

1. Please indicate your view of the Department's achievement of each of the following goals.

| 1. Very poor | 2. Poor | 3. Satisfactory | 4. Good | | 5.Very good | | |

Goals	1	2	3	4	5
1. Preparation of Physical Education teachers to teach at various educational levels in Qatar					
2 Preparation PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth.					
3. Educational qualification, continuous training and supervision of all those concerned with the education profession in relation to sports and physical education					
4. Spreading sport awareness in society via organisation of academic meetings, sport tournaments and media discussions					
5. Conducting studies and research which may be of benefit for the amelioration of sport and physical education in the State of Qatar through co-operation with research centres within and outside Qatar University					

Part VII: General Suggestions

1. Do you consider the following suggestions in relation to the PEITTP at Qatar University to be good or poor?

| 1. Very poor | 2. Poor | 3. Satisfactory | 4. Good | | 5. Very good | | |

General suggestions	1	2	3	4	5
1. Conducting a regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme.					
2. Establishing a graduate society which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement.					
3. Conducting an ongoing evaluation of the department's programme goals, programme implementation, and outcomes in order to improve the programme.					
4. Establishing higher education in PE in the State of Qatar.					
5. Establishing a laboratory specific to the PE Department to teach exercise physiology and biomechanics, for example.					
6. Closer contact between the Department of Physical Education at Qatar University and the Department of Physical Education in the Ministry of Education to co-ordinate their programmes.					

2. Please write down any further suggestions, which may improve the PEITTP:

a) ....

b) ....

Thank you very much for your help and co-operation

February 1998

Dear PE Inspector,

This questionnaire is part of a research study which aims to evaluate the Physical Education Initial Teacher Training Programme (PEITTP) in the Physical Education Department of Qatar University in the State of Qatar.

This study is considered important for the advancement and improvement of the Physical Education programme. As an inspector, you may contribute significantly to this evaluation by providing your judgement of how well the programme of training at Qatar University prepares the student to become a Physical Education teacher in Qatar.

Your honest and accurate answers will be greatly appreciated. Please answer all the questions as indicated. Your answers will be treated as confidential and no individual will be identified in the research. Note also that the answers will not be used for any purpose other than the research.

Your participation is completely voluntary; you may stop at any time before or during the response. If you have any comments to add please do not hesitate to do so. Your comments on the questionnaire will be of great help.

The researcher
Ahmed Al-Emadi
University of Durham
School of Education
Durham, UK.

Instructions: For each of the following questions please place a tick [√] in the box which best describes your response option.

Part I: Personal data

1. Gender: □ Male   □ Female

2. Age category:

☐ 26-35   ☐ 36-45   ☐ Over 45

3. Please specify the highest degree which you hold:

☐ Bachelor's degree   ☐ Master's degree   ☐ Ph.D. degree

4. How long have you been working as a PE inspector in the Ministry of Education in Qatar?

☐ 1-5   ☐ 6-10   ☐ 11-15   ☐ 16-20   ☐ 20+

5. Place of your graduation :

☐ Qatar University   ☐ Other [specify]: ....

Part II: Professional Preparation Courses

1. Which of the following statements best describes your view of the number of credit hours (Currently 138 credit hours required) preparing the PE teacher:

☐ The number must increase   ☐ This number is appropriate   ☐ The number must decrease

2. The PE Department courses are classified into:
   a) University requirements (24 credit hours)
   b) Faculty requirements (38 credit hours)
   c) Professional requirements + professional auxiliary requirements (76 credit hours)

Please specify the degree of effectiveness of these courses in achieving the objectives of the PE Teacher preparation programme according to the following scales.

1. Not effective at all   2. Ineffective   3. Undecided   4. Effective   5. Very effective

Requirements	Effectiveness				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

3. **The PE Department courses are classified into:**
   a) **University requirements** (24 credit hours)
   b) **Faculty requirements** (38 credit hours)
   c) **Professional requirements + professional auxiliary requirements** (76 credit hours)

Please specify the degree of importance of these courses in achieving the objectives of the PE Teacher preparation programme according to the following scales.

1. Not important at all   2. Unimportant   3. Undecided   4. Important   5. Very Important

Requirements	Importance				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

4. **What is your opinion of the overall level which the P. E. graduate attains in his/her specialisation?**

   ☐ Excellent   ☐ Good   ☐ Satisfactory   ☐ Weak   ☐ Very weak

5. **Depending on your answer to question (4) above, which of the following reasons might apply?**

   5.a). The level of the students in the department is:
   ☐ Weak from the beginning   ☐ Good from the beginning

   5.b). The content of the professional courses given to the students is:
   ☐ Unsuitable   ☐ Suitable

6. **If there are any other reasons, please specify them below:**
   a) ....
   b) ....

7. **Do you agree that professional courses in their present state contribute enough to the preparation of the student for the teaching profession?**

   ☐ Strongly agree   ☐ Agree   ☐ Undecided   ☐ Disagree   ☐ Strongly disagree

8. **Depending on your answer to question (7) above, which of the following statements might apply?**

   8.a). The number of the Professional Courses is:

   ☐ Too many

   ☐ Appropriate

   8.b). Professional Courses deal with the topics that are:

☐ Not relevant to the teaching process

☐ Relevant to the teaching process

8.c). Professional Courses:

☐ Do not pay enough attention to teaching skills

☐ Pay enough attention to teaching skills

8.d). The teaching methodologies of the academic staff:

☐ Do not give good example for the students to follow

☐ Give good example for the students to follow

9. **If there are any other reasons, please specify them below:**
   a) ....
   b) ....

10. **Please indicate the degree of importance of each of the following PE professional courses in preparing students for the teaching profession.**

1. Not important at all   2. Largely unimportant   3. Of some importance   4. Important   5. Very important

A. Practical Professional Courses	1	2	3	4	5
1.Teaching practice					
2.Track and field					
3.Exercise and gymnastics					
4.Fencing					
5.Swimming					
6.Football (males)					
7.Basketball					
8.Handball					
9.Volleyball					
10.Racquetball					
11.Boxing and wrestling (males)					
12.Dance (females)					
B. Theoretical Professional Courses	1	2	3	4	5
1.Methods of teaching Physical Education					
2.Foundation and curriculum of Physical Education					
3.Sports training					
4.Biomechanics					
5.Administration of PE					
6.Adapted PE					
7.Measurement & evaluation in PE					
8.Recreation					
9.Sports injury					
10.Sports psychology					
11.Exercise physiology					
12.General biology					
13.Human anatomy					
14.Human physiology					
15.Principles of statistics					
16.Introduction to sociology					

11. Which other courses not on the list, if any, do you think should be added?

a) ....

b) ....

c) ....

12. In your opinion, for which level is the programme most suitable for the teaching of PE?

☐ Primary ☐ Preparatory ☐ Secondary ☐ All of the above ☐ None of the above

13. On the basis of your experience with PE teachers, who graduated from Qatar University, whom you are working with, how would you evaluate the PEITTP at Qatar University?

☐ Very good ☐ Good ☐ Satisfactory ☐ Poor ☐ Very poor

14. How would you evaluate teachers' knowledge of subject matter?

☐ Very good ☐ Good ☐ Satisfactory ☐ Poor ☐ Very poor

15. How would you evaluate the Physical Education teachers' performance with respect to sports and games?

	Very good	Good	Satisfactory	Poor	Very poor
1. Individual Sports					
2. Team Games					

Part III: Acquiring Appropriate Teaching Skills

Please indicate how effective is the preparation which students receive in the P. E. Department in each of the skills listed below.

1. Very poor	2. Poor	3. Satisfactory	4. Good	5. Very Good

Skills	1	2	3	4	5
1.formulate instructional goals and objectives					
2.provide appropriate instructional activities to accomplish goals and objectives					
3.use a wide range of teaching styles and strategies					
4.use a wide range of instructional materials					
5.construct an appropriate lesson plan					
6.plan class activity carefully and well in advance					
7.design and implement extra-curricular activities					
8.manage time appropriately and make good use of it					
9.make good use of facilities and equipment					
10.work with students of different abilities within the same class					
11.relate learning materials to the total learning experience of the individual					
12.handle problems of discipline inside and outside class					
13.master adequate knowledge of the subject they will teach					

Part IV: The Value and Experience of Teaching Practice

1. **In your opinion how effective is the programme of Teaching Practice in accomplishing the aim of training students in teaching skills and getting them used to real teaching situations?**

☐ Very effective   ☐ Mostly effective   ☐ Quite effective   ☐ Not effective   ☐ Not effective at all

2. **Depending on your answer to question (1) above, what do you think the reasons might be?**

      2.a). Time devoted to the continuous Teaching Practice is:

                 ☐ Insufficient   ☐ Sufficient

      2.b). Faculty training before actual school teaching is:

                 ☐ Inadequate   ☐ Adequate

      2.c). The instructions of both Methodology lecturers and Teaching Practice supervisors which given to the students are:

                 ☐ Contradictory   ☐ Coherent

      2.d). The support which the student-teachers receive from the school administration during Teaching Practice is:

                 ☐ Ineffective   ☐ Effective

      2.e). Teaching Practice:

                 ☐ Does not allow student teachers to fully integrate into the school life

                 ☐ Allow student teachers to fully integrate into the school life

3. **If there are any other reasons, please specify them below:**

    a) ....

    b) ....

4. **What do you think is the appropriate procedure to increase the effectiveness of Teaching Practice? You may tick more than one option.**

	Yes	No
1.Supervision should be assigned to academic staff in the Department of Physical Education		
2. Supervision should be assigned to specialists in the Department of Curricula and Methodology		
3. Supervision should be assigned to inspectors in the Ministry of Education		
4. More time should be allocated to Teaching Practice		
5. Students should spend a whole semester teaching in school(s) under the supervision of a team of inspectors		
6. The programme should be revised so as to ensure that each supervisor has only a few students to supervise		
7. The graduate student should be treated as a probationer for a year		

5. Please note below any suggestions for enhancing the effectiveness of Teaching Practice.

a) ....

b) ....

6. To what extent do you think that micro -teaching classes are important before getting students to teach in school?

☐Very important ☐ Important ☐ Of some importance ☐ Of little importance ☐ Not important at all

7. To what extent do you think that experience of all levels (Elementary, Preparatory and Secondary) is important for students in their teaching practice?

☐ Very important ☐ Important ☐ Of some importance ☐ Of little importance ☐ Not important at all

8. Overall, what are the strengths and weaknesses of Teaching Practice?

<u>**Strengths**</u>:

a) ....

b) ....

c) ....

<u>**Weaknesses:**</u>

a) ....

b) ....

c) ....

Part V: Professional Activities of PE Teachers

1. **On the basis of your general observations, how would you evaluate the professional activities of PE teachers with whom you are working?**

1. Very poor	2. Poor	3. Satisfactory	4 .Good	5.Very good

Professional Activities	1	2	3	4	5
1. Seeking active involvement with students outside the classroom setting					
2. Receptive to 'promising' new ideas or approaches to teaching					
3. Assuming a leadership role within the informal social structure of the school					
4. Establishing co-operative relations with colleagues and other support personnel in the school					
5. Completing professional assignments and responsibilities in a competent and dependable manner					
6. Maintaining appropriate professional conduct and appearance					

Part VII: General Suggestions

1. **Do you consider the following suggestions in relation to the PEITTP at Qatar University to be good or poor?**

1. Very poor   2 Poor   3. Satisfactory   4. Good   5. Very good

General suggestions:	1	2	3	4	5
1. Conducting a regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme.					
2. Establishing a graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the Department's improvement.					
3. Conducting an ongoing evaluation of the Department's programme goals, programme implementation, and outcomes in order to improve the programme					
4. Establishing higher education in P.E. in the State of Qatar.					
5. Establishing a laboratory specific to the P.E. Department to teach exercise physiology and biomechanics, for example.					
6. Closer contact between the Department of Physical Education at Qatar University and the Department of Physical Education in the Ministry of Education to co- ordinate their programmes.					

2. Please write down any further suggestions, which may improve the PEITTP:

a) ....

b) ....

Thank you very much for your help and co-operation

February 1998

Dear PE Teacher,

This questionnaire is part of a research study which aims to evaluate the Physical Education Initial Teacher Training Programme (**PEITTP**) in the Physical Education Department of Qatar University in the State of Qatar.

This study is considered important for the advancement and improvement of the Physical Education programme. As a teacher, you may contribute significantly to this evaluation by providing your judgement of how well the programme of training at Qatar University prepares the student to become a Physical Education teacher in Qatar.

Your honest and accurate answers will be greatly appreciated. Please answer all the questions as indicated. Your answers will be treated as confidential and no individual will be identified in the research. Note also that the answers will not be used for any purpose other than the research.

Your participation is completely voluntary; you may stop at any time before or during the response. If you have any comments to add please do not hesitate to do so. Your comments on the questionnaire will be of great help.

The researcher
Ahmed Al-Emadi
University of Durham
School of Education
Durham, UK.

<u>**Instructions:**</u> For each of the following questions please place a tick [√] in the box which best describes your response option.

Part I: Personal data

1. Gender: □ Male   □ Female

2. Age category:

□ 20-25   □ 26-30   □ Over 30

3. Prior to entrance to the Physical Education Department, were you a transfer or non-transfer Student?

□ Transfer   □ Non-transfer

4. Please give the reasons why you joined the Physical Education Department?
a) ....
b) ....
c) ....

5. Upon graduation, what was your GPA (Grade Point Average)?

□ Excellent   □ Very good   □ Good   □ Pass

6. Which level do you currently teach?

□ Primary   □ Preparatory   □ Secondary

7. How many years did you spend in the Physical Education Department before you graduated?

□ 4 years   □ 5 years   □ More than 5 years

Part II: Preparation Courses

1. Which of the following statements best describes your view of the number of credit hours (Currently 138 credit hours required) to prepare the PE teacher:

☐ The number must increase   ☐ This number is appropriate   ☐ The number must decrease

2. The PE Department courses are classified into:
  a) University requirements (24 credit hours)
  b) Faculty requirements (38 credit hours)
  c) Professional requirements + professional auxiliary requirements (76 credit hours)

Please specify the degree of effectiveness of these courses in achieving the objectives of the PE teacher preparation programme according to the following scales.

1. Not effective at all   2. Ineffective   3. Undecided   4. Effective   5. Very effective

The courses	Effectiveness				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

3. The PE Department courses are classified into:
  a) University requirements (24 credit hours)
  b) Faculty requirements (38 credit hours)
  c) Professional requirements + professional auxiliary requirements (76 credit hours)

Please specify the degree of importance of these courses in achieving the objectives of the PE teacher preparation programme according to the following scales.

1. Not important at all   2. Unimportant   3. Undecided   4. Important   5. Very Important

The courses	Importance				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

4. What is your opinion of the overall level which the P. E. graduate attains in his/her specialisation?

☐ Excellent   ☐ Good   ☐ Satisfactory   ☐ Weak   ☐ Very weak

5. Depending on your answer to question (4) above, which of the following reasons might apply?

    5.a). The level of the students in the department is:
       ☐ Weak from the beginning   ☐ Good from the beginning

    5.b). The content of the Professional Courses given to the students is:
       ☐ Unsuitable   ☐ Suitable

6. If there are any other reasons, please specify them below:

a) ....

b) ....

7. Do you agree that Professional Courses in their present state contribute enough to the preparation of the student for the teaching profession?

☐ Strongly agree   ☐ Agree   ☐ Undecided   ☐ Disagree   ☐ Strongly disagree

8. Depending on your answer to question (7) above, which of the following statements might apply?

     8.a). The number of the Professional Courses is:
        ☐ Too many
        ☐ Appropriate

     8.b). Professional Courses deal with the topics that are:
        ☐ Not relevant to the teaching process
        ☐ Relevant to the teaching process

     8.c). Professional Courses:
        ☐ Do not pay enough attention to teaching skills
        ☐ Pay enough attention to teaching skills

     8.d). The teaching methodologies of the academic staff:
        ☐ Do not give good example for the students to follow
        ☐ Give good example for the students to follow

9. If there are any other reasons, please specify them below:

     a) ....
     b) ....

10. Please indicate the degree of importance of each of the following PE Professional Courses to the preparation of PE teachers

1. Not important at all   2. Largely unimportant   3. Of some importance   4. Important   5. Very important

A. Practical Professional Courses	1	2	3	4	5
1.Teaching practice					
2.Track and field					
3.Exercise and gymnastics					
4.Fencing					
5.Swimming					
6.Football (males)					
7.Basketball					
8.Handball					
9.Volleyball					
10.Racquetball					
11.Boxing and wrestling (males)					
12.Dance (females)					
B. Theoretical Professional Courses	1	2	3	4	5
1.Methods of teaching Physical Education					
2.Foundation and curriculum of Physical Education					
3.Sports training					
4.Biomechanics					
5.Administration of PE					
6.Adapted PE					
7.Measurement & evaluation in PE					
8.Recreation					
9.Sports injury					
10.Sports psychology					
11.Exercise physiology					
12.General biology					
13.Human anatomy					
14.Human physiology					
15.Principles of statistics					
16.Introduction to sociology					

11. Which other courses not on the list, if any, do you think should be added?

a) ....

b) ....

c) ....

12. Which level is the programme most suitable for the teaching of PE?

☐ Primary   ☐ Preparatory   ☐ Secondary   ☐ All of the above   ☐ None of the above

13. Overlap among the various professional courses is:

☐ A great deal   ☐ Quite a lot   ☐ Some   ☐ A little   ☐ None

14. Relevance between what is taught in the Department and what is actually taught in schools is :

☐ A great deal   ☐ Quite a lot   ☐ Some   ☐ A little   ☐ None

15. Depending on your answer to question (14) above, what do you think the reasons might be?

    15.a). The effective communication channels between the Department of Physical Education at Qatar University and the Physical Education Administration in the Ministry of Education:

        ☐ Not exist/Absent   ☐ Exists

    15.b). knowledge of what is taking place in schools among the academic staff in the Department:

        ☐ Not exist/Lack   ☐ Exists

    15.c). The procedures which teachers learnt in the Department which they apply to schools are:

        ☐ Bureaucratic   ☐ Effective policies and procedures

16. If there are any other reasons, please specify them below:
    a) ....
    c) ....

17. Which of the following teaching methods used most often? You may tick more than one choice.

    ☐ Lecture   ☐ Discussion   ☐ Dictation

18. If there are any other methods, please specify them below:

    a) ....
    b) ....

19. How often were the following types of assessment used to evaluate students' performance?

Assessment type	Always	Often	Some times	Very rarely	Never
1. Essay tests					
2. Objective tests					
3. Oral tests					
4. Research projects					
5. Classroom discussion					

20. If there are any other assessment types which was used, please list them below:

    a) ....
    b) ....

21. What is your opinion about the importance of using the following assessment types in assessing the student?

Technique	Very Important	Important	Of some importance	Largely Unimportant	Not important at all
1. Essay tests					
2. Objective tests					
3. Oral tests					
4. Research projects					
5. Classroom discussion					

22. Indicate in how many Professional Courses you were given a chance to evaluate?

☐ In every course ☐ In a lot of courses ☐ In some courses ☐ In a few courses ☐ In no course(s)

23. Place a tick [√] opposite any of the following evaluation procedures which you think was used; you may tick more than one option.

1. evaluation in the form of a questionnaire	
2. evaluation in the form of a checklist	
3. evaluation through discussion	
4. evaluation in the form of general written opinions	
5. I haven't been given a chance to evaluate the courses	

24. If you use any other evaluation techniques, please specify them:

a) ....

b) ....

Part III: Acquiring Appropriate Teaching Skills

1. Please indicate how effective is the preparation which you received in the PE Department in each of the skills listed below.

      1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very good

Skills	1	2	3	4	5
1.Formulate instructional goals and objectives					
2.Provide appropriate instructional activities to accomplish goals and objectives					
3.use a wide range of teaching styles and strategies					
4.use a wide range of instructional materials					
5.Construct an appropriate lesson plan					
6.Plan class activity carefully and well in advance					
7.Design and implement extra-curricular activities					
8.Manage time appropriately and make good use of it					
9.Make good use of facilities and equipment					
10.Work with students of different abilities within the same class					
11.Relate learning materials to the total learning experience of the individual					
12.Handle problems of discipline inside and outside class					
13.Master adequate knowledge of the subject you are teaching					

Part IV: The Value and Experience of Teaching Practice

1. In your opinion how effective is the programme of Teaching Practice in accomplishing the aim of training students in teaching skills and getting them used to real teaching situations?

☐ Very effective   ☐ Mostly effective   ☐ Quite effective   ☐Not effective   ☐ Not effective at all

2. Depending on your answer to question (1) above, what do you think the reasons might be?

2.a) Time devoted to the continuous Teaching Practice is:

☐ Insufficient   ☐ Sufficient

2.b) Faculty training before actual school teaching is:

☐ Inadequate   ☐ Adequate

2.c) The instructions of both Methodology lecturers and Teaching Practice supervisors which given to the students are:

☐ Contradictory   ☐ Coherent

2.d) The support which the student-teachers receive from the school administration during Teaching Practice is:

☐ Ineffective   ☐ Effective

2.e) Teaching Practice:

☐ Does not allow student teachers to fully integrate into the school life

☐ Allow student teachers to fully integrate into the school life

3. If there are any other reasons, please specify them below:

a) ………………………………………………………………………………………..

b) ………………………………………………………………………………………

4. What do you think is the appropriate procedure to increase the effectiveness of Teaching Practice? You may tick more than one option.

	Yes	No
1. Supervision should be assigned to academic staff in the Department of Physical Education		
2. Supervision should be assigned to specialists in the Department of Curricula and Methodology		
3. Supervision should be assigned to inspectors in the Ministry of Education		
4. More time should be allocated to Teaching Practice		
5. Students should spend a whole semester teaching in schools under the supervision of a team of inspectors		
6. The programme should be revised so as to ensure that each supervisor has only a few students to supervise		
7. The graduate student should be treated as a probationer for a year		

5. Please note below any suggestions for enhancing the effectiveness of Teaching Practice.

   a) ....

   b) ....

   c) ....

6. To what extent do you think that micro -teaching classes are important before getting students to teach in school?

☐ Very important ☐ Important ☐ Of some importance ☐ Of little importance ☐ Not important at all

7. To what extent do you think that experience of all levels (Elementary, Preparatory and Secondary) is important for students in their Teaching Practice?

☐Very important ☐ Important ☐ Of some importance ☐ Of little importance ☐ Not important at all

8. Overall, what were the strengths and weaknesses of Teaching Practice?

<u>Strengths</u>:

   a) ....

   b) ....

   c) ....

<u>Weaknesses:</u>

   a) ....

   b) ....

   c) ....

9. To what extent do the Methods of Teaching PE course and Teaching Practice courses complement each other?

☐ To a great extent ☐ To some extent ☐ To an average extent ☐ To a limited extent ☐ None at all

10. To what extent does agreement in techniques between PE Methodology lecturers and Teaching Practice supervisors exist?

☐ To a great extent ☐ To some extent ☐ To an average extent ☐ To a limited extent ☐ None at all

11. How would you evaluate each of the following aspects with regard to Teaching Practice?

1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very good

	1	2	3	4	5
Relationship between student-teachers and college supervisors during Teaching Practice					
College supervisors' advice to student teachers during Teaching Practice					
Relationship between the college supervisors and the school(s) where you practised your teaching.					
Relationship between student teachers and physical education teacher(s) in the school(s) where you practised your teaching					
The equipment and facilities in the school(s) where you practised your teaching					
Overall quality of the experience of Teaching Practice at Qatar University					
Assistance you received from the Department of Curricula during student Teaching Practice					

Part V: Resources, Staffing & Access, and Structure of Course

1. In terms of the three areas listed below (*Resources, Staffing & Access* and *Structure of Course*), how would you evaluate each statement with regard to the PE programme?

N. Not available   1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very good

A. Resources	N	1	2	3	4	5
1. Availability of specialised books, periodicals and related materials in the university library.						
2. Availability of specialised books in the Department in the right time						
3. Provision of storage facilities for sport equipment specific to the department.						
4. Provision of lockers in the sport facilities complex.						
5. Provision of indoor hall.						
6. Provision of outdoor playgrounds.						
7. Provision of swimming pool.						
8. The suitability of the distance between students' parking areas and the lecture rooms.						
9. The suitability of the distance between the playgrounds or indoor hall and the lecture rooms.						
B. Staffing & Access	N	1	2	3	4	5
1. Tutors' academic advice to their students during their course registration.						
2. Relationships between students and lecturers in the PED.						
3. Access to tutors.						
4. Relationship between the Department of PE and the school(s) where students practise their teaching.						
5. Appropriateness of office hours.						
6. The amount of the demands expected from students by teaching staff						
C. Structure of the Course	N	1	2	3	4	5
1. The link between Department courses and courses outside the Department.						
2. Suitability of the time of teaching of some Practical Professional Courses.						
3. The amount of the courses.						
4. Four hours counting as two in Practical Professional Courses.						

Part VI: General Suggestions

1. **Do you consider the following suggestions in relation to the PEITTP at Qatar University to be good or poor?**

1. Poor   2. Very poor   3. Satisfactory   4. Good   5. Very good

General suggestions	1	2	3	4	5
1. Conducting a regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme.					
2. Establishing a graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement.					
3. Conducting an ongoing evaluation of the Department's programme goals, programme implementation, and outcomes in order to improve the programme					
4. Establishing higher education in PE in the State of Qatar.					
5. Establishing a laboratory specific to the PE Department to teach exercise physiology and biomechanics, for example.					
6. Closer contact between the Department of Physical Education at Qatar University and the Department of Physical Education in the Ministry of Education and Higher Education to co- ordinate their programmes.					

2. Please write down any further suggestions, which may improve the PEITTP:

     a) ....

     b) ....

Thank you very much for your help and co-operation

February 1998

Dear PE Student,

This questionnaire is part of a research study which aims to evaluate the Physical
Education Initial Teacher Training Programme (**PEITTP**) in the Physical Education
Department of Qatar University in the State of Qatar.

This study is considered important for the advancement and improvement of the Physical
Education programme. As a student, you may contribute significantly to this evaluation by
providing your judgement of how well the programme of training at Qatar University
prepares the student to become a Physical Education teacher in Qatar.

Your honest and accurate answers will be greatly appreciated. Please answer all the
questions as indicated. Your answers will be treated as confidential and no individual will
be identified in the research. Note also that the answers will not be used for any purpose
other than the research.

Your participation is completely voluntary; you may stop at any time before or during the
response. If you have any comments to add please do not hesitate to do so. Your comments
on the questionnaire will be of great help.

The researcher
Ahmed Al-Emadi
University of Durham
School of Education
Durham, UK.

Instructions: For each of the following questions please place a tick [√] in the box which best describes your response option.

Part I: Personal data

1. Gender: ☐ Male   ☐ Female

2. Age category:

☐ 20-22   ☐ 23-25   ☐ Over 25

3. Prior to entrance to the Physical Education Department, were you a transfer or non-transfer student?

☐ Transfer   ☐ Non-transfer

4. Please give the reasons why you joined the Physical Education Department?
a) ....
b) ....
c) ....

5. What is GPA (Grade Point Average) which you have accumulated so far?

☐ Excellent   ☐ Very good   ☐ Good   ☐ Pass

6. Which level do you currently teach?

☐ Primary   ☐ Preparatory   ☐ Secondary

Part II: Preparation Courses

1. Which of the following statements best describes your view of the number of credit hours (Currently 138 credit hours required) to prepare the PE teacher:

☐ The number must increase   ☐ This number is appropriate   ☐ The number must decrease

2. The PE Department courses are classified into:
   a) University requirements (24 credit hours)
   b) Faculty requirements (38 credit hours)
   c) Professional requirements + professional auxiliary requirements (76 credit hours)

Please specify the degree of effectiveness of these courses in achieving the objectives of the PE teacher preparation programme according to the following scales.

1. Not effective at all   2. Ineffective   3. Undecided   4. Effective   5. Very effective

Requirements	Effectiveness				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

3. The PE Department courses are classified into:
   a) University requirements (24 credit hours)
   b) Faculty requirements (38 credit hours)
   c) Professional requirements + professional auxiliary requirements (76 credit hours)

Please specify the degree of importance of these courses in achieving the objectives of the PE teacher preparation programme according to the following scales.

1. Not important all   2. Unimportant   3. Undecided   4. Important   5. Very Important

Requirements	Importance				
	1	2	3	4	5
University Requirements					
Faculty Requirements					
Professional Requirements					

4. What is your opinion of the overall level which the P. E. graduate attains in his/her specialisation?

☐ Excellent   ☐ Good   ☐ Satisfactory   ☐ Weak   ☐ Very weak

5.   Depending on your answer to question (4) above, which of the following reasons might apply?

   5.a). The level of the students in the department is:

      ☐ Weak from the beginning   ☐ Good from the beginning

   5.b).   The content of the Professional Courses given to the students is:

      ☐ Unsuitable   ☐ Suitable

6. If there are any other reasons, please specify them below:

   a) ....
   b) ....

7. Do you agree that Professional Courses in their present state contribute enough to the preparation of the student for the teaching profession?

☐ Strongly agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly disagree

8. Depending on your answer to question (7) above, which of the following statements might apply?

8.a). The number of the Professional Courses is:
☐ Too many
☐ Appropriate

8.b). Professional Courses deal with the topics that are:
☐ Not relevant to the teaching process
☐ Relevant to the teaching process

8.c). Professional Courses:
☐ Do not pay enough attention to teaching skills
☐ Pay enough attention to teaching skills

8.d). The teaching methodologies of the academic staff:
☐ Do not give good example for the students to follow
☐ Give good example for the students to follow

9. If there are any other reasons, please specify them below:

a) ....

b) ....

10. Please indicate the degree of importance of each of the following PE Professional Courses to the preparation of PE teachers.

1. Not important at all   2. Largely unimportant   3. Undecided   4. Important   5. Very important

A. Practical Professional Courses	1	2	3	4	5
1.Teaching practice					
2.Track and field					
3.Exercise and gymnastics					
4.Fencing					
5.Swimming					
6.Football (males)					
7.Basketball					
8.Handball					
9.Volleyball					
10.Racquetball					
11.Boxing and wrestling (males)					
12.Dance (females)					
B. Theoretical Professional Courses	1	2	3	4	5
1.Methods of teaching Physical Education					
2.Foundation and curriculum of PE					
3.Sports training					
4.Biomechanics					
5.Administration of PE					
6.Adapted PE					
7.Measurement & evaluation in PE					
8.Recreation					
9.Sports injury					
10.Sports psychology					
11.Exercise physiology					
12.General biology					
13.Human anatomy					
14.Human physiology					
15.Principles of statistics					
16.Introduction to sociology					

11. Which other courses not on the list, if any, do you think should be added?

a) ....

b) ....

c) ....

12. Which level is the programme most suitable for the teaching of PE?

☐ Primary   ☐ Preparatory   ☐ Secondary   ☐ All of the above   ☐ None of the above

13. Overlap among the various professional courses is:

☐ A great deal   ☐ Quite a lot   ☐ Some   ☐ A little   ☐ None

14. Relevance between what is taught in the Department and what is actually taught in schools is :

☐ A great deal   ☐ Quite a lot   ☐ Some   ☐ A little   ☐ None

15. Depending on your answer to question (14) above, what do you think the reasons might be?

15.a). The effective communication channels between the Department of Physical Education at Qatar University and the Physical Education Administration in the Ministry of Education:

    ☐ Not exist/Absent   ☐ Exists

15.b). knowledge of what is taking place in schools among the academic staff in the Department:

    ☐ Not exist/Lack   ☐ Exists

15.c). The procedures which teachers learnt in the Department which they apply to Schools are:

    ☐ Bureaucratic   ☐ Effective policies and procedures

16. If there are any other reasons, please specify them below:
    a) ………………………………………………………………………………………..
    b) ………………………………………………………………………………………..

17. Which of the following teaching methods are used most often by the lecturers? You may tick more than one choice.

    ☐ Lecture   ☐ Discussion   ☐ Dictation

18. If there are any other methods, please specify them below:
    a) ………… ..……………………………………………………………………………
    b) …………………………………………………………………………………………

19. How often do the faculty use the following types of assessment to evaluate students' performance?

Assessment type	Always	Often	Some times	Very rarely	Never
1. Essay tests					
2. Objective tests					
3. Oral tests					
4. Research projects					
5. Classroom discussion					

20. If there are any other assessment types which was used, please list them below:
    a)………………………………………………………………………………………………
    b)………………………………………………………………………………………………

21. What is your opinion about the importance of using the following assessment types in assessing the student?

Assessment type	Very Important	Important	Of some Importance	Largely Unimportant	Not important at all
1. Essay tests					
2. Objective tests					
3. Oral tests					
4. Research projects					
5. Classroom discussion					

22. Indicate in how many Professional Courses you were given a chance to evaluate?

☐ In every course   ☐ In a lot of courses   ☐ In some courses   ☐ In a few courses   ☐ In no course(s)

23. Place a tick [√] opposite any of the following evaluation procedures which are used by the lecturers; you may tick more than one option.

1. Evaluation in the form of a questionnaire	
2. Evaluation in the form of a checklist	
3. Evaluation through discussion	
4. Evaluation in the form of general written opinions	
5. I haven't been given a chance to evaluate the courses	

24. If you use any other evaluation techniques, please specify them:

a) ……………………………………………………………………………………………

b) ……………………………………………………………………………………………

Part III: Acquiring Appropriate Teaching Skills

Please indicate how effective is the preparation which students receive in the PE Department in each of the skills listed below.

1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very good

Skills	1	2	3	4	5
1.Formulate instructional goals and objectives					
2.Provide appropriate instructional activities to accomplish goals and objectives					
3.Use a wide range of teaching styles and strategies					
4.Use a wide range of instructional materials					
5.Construct an appropriate lesson plan					
6.Plan class activity carefully and well in advance					
7.Design and implement extra-curricular activities					
8.Manage time appropriately and make good use of it					
9.Make good use of facilities and equipment					
10.Work with students of different abilities within the same class					
11.Relate learning materials to the total learning experience of the individual					
12.Handle problems of discipline inside and outside class					
13.Master adequate knowledge of the subject you will teach					

Part IV: The Value and Experience of Teaching Practice

1. In your opinion how effective is the programme of Teaching Practice in accomplishing the aim of training students in teaching skills and getting them used to real teaching situations?

☐ Very effective   ☐ Mostly effective   ☐ Quite effective   ☐ Not effective   ☐ Not effective at all

2. Depending on your answer to question (1) above, what do you think the reasons might be?

      2.a). Time devoted to the continuous Teaching Practice is:

          ☐ Insufficient   ☐ Sufficient

      2.b). Faculty training before actual school teaching is:

          ☐ Inadequate   ☐ Adequate

      2.c). The instructions of both Methodology lecturers and Teaching Practice supervisors which given to the students are:

          ☐ Contradictory   ☐ Coherent

      2.d). The support which the student-teachers receive from the school administration during Teaching Practice is:

          ☐ Ineffective   ☐ Effective

      2.e). Teaching Practice:

          ☐ Does not allow student teachers to fully integrate into the school life

          ☐ Allow student teachers to fully integrate into the school life

3. If there are any other reasons, please specify them below:

    a) ....

    b) ....

4. What do you think is the appropriate procedure to increase the effectiveness of Teaching Practice? You may tick more than one option.

	Yes	No
1. Supervision should be assigned to academic staff in the Department of Physical Education		
2. Supervision should be assigned to specialists in the Department of Curricula and Methodology		
3. Supervision should be assigned to inspectors in the Ministry of Education		
4. More time should be allocated to Teaching Practice		
5. Students should spend a whole semester teaching in schools under the supervision of a team of inspectors		
6. The programme should be revised so as to ensure that each supervisor has only a few students to supervise		
7. The graduate student should be treated as a probationer for a year		

5. Please note below any suggestions for enhancing the effectiveness of Teaching Practice.

    a)..

    b)..

6. To what extent do you think that micro -teaching classes are important before getting students to teach in school?

☐ Very important   ☐ Important   ☐ Of some importance   ☐ Of little importance   ☐ Not important at all

7. To what extent do you think that experience of all levels (Elementary, Preparatory and Secondary) is important for students in their Teaching Practice?

☐Very important ☐ Important ☐ Of some importance ☐ Of little importance ☐ Not important at all

8. Overall, what are the strengths and weaknesses of Teaching Practice?

	<u>Strengths</u>:	<u>Weaknesses:</u>
a)	....	a)...
b)	....	b)...
c)	....	c)...

9. To what extent do the Methods of Teaching PE course and Teaching Practice courses complement each other?

☐ To a great extent ☐ To some extent ☐ To an average extent ☐ To a limited extent ☐ None at all

10. To what extent does agreement in techniques between PE Methodology lecturers and Teaching Practice supervisors exist?

☐ To a great extent ☐ To some extent ☐ To an average extent ☐ To a limited extent ☐ None at all

11. How would you evaluate each of the following statements with regard to Teaching Practice?

1. Very poor	2. Poor	3. Satisfactory	4. Good	5.Very good

Items	1	2	3	4	5
1. Relationship between student-teachers and college supervisors during Teaching Practice					
2. College supervisors' advice to student teachers during Teaching Practice					
3. Relationship between the college supervisors and the school(s) where you Practised your teaching.					
4. Relationship between student teachers and physical education teacher(s) in the school(s) where you practised your student teaching					
5. The equipment and facilities in the school(s) where you practised your teaching					
6. Overall quality of the experience of Teaching Practice at Qatar University					
7. Assistance you received from the Department of Curricula during student Teaching Practice					

Part V: Resources, Staffing & Access, and Structure of Course

1. In terms of the three areas listed below (*Resources, Staffing & Access* and *Structure of Course*), how would you evaluate each statement with regard to the PE programme?

N. Not available   1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very good

A. Resources	N	1	2	3	4	5
1. Availability of specialised books, periodicals and related materials in the university library.						
2. Availability of specialised books in the department in the right time						
3. Provision of storage facilities for sport equipment specific to the Department.						
4. Provision of lockers in the sport facilities complex.						
5. Provision of indoor hall.						
6. Provision of outdoor playgrounds.						
7. Provision of swimming pool.						
8. The suitability of the distance between the student parking areas and the lecture rooms						
9. The suitability of the distance between the playgrounds or indoor halls and the lecture rooms.						
B. Staffing & Access	N	1	2	3	4	5
1. Tutors' academic advice to their students during their course registration.						
2. Relationships between students and lecturers in the PED.						
3. Access to tutors.						
4. Relationship between the Department of PE and the school(s) where students practise their teaching.						
5. Appropriateness of office hours.						
6. The amount of the demands expected from students by teaching staff						
C. Structure of the Course	N	1	2	3	4	5
1. The link between Department courses and courses outside the Department.						
2. Suitability of the time of teaching of some Practical Professional Courses.						
3. The amount of the courses.						
4. Four hours counting as two in practical Professional Courses.						

Part VI: General Suggestions

1. **Do you consider the following suggestions in relation to the PEITTP at Qatar University to be good or poor?**

1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very good

General suggestions	1	2	3	4	5
1. Conducting a regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme.					
2. Establishing a graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the department's improvement.					
3. Conducting an ongoing evaluation of the Department's programme goals, programme implementation, and outcomes in order to improve the programme.					
4. Establishing higher education in PE in the State of Qatar.					
5. Establishing a laboratory specific to the PE Department to teach exercise physiology and biomechanics, for example.					
6. Closer contact between the Department of Physical Education at Qatar University and the Department of Physical Education in the Ministry of Education and Higher Education to co- ordinate their programmes.					

2. **Please write down any further suggestions, which may improve the PEITTP:**

      a) ....

      b) ....

Thank you very much for your help and co-operation

Appendix D
Pupils' Questionnaires
(Elementary, Preparatory, and Secondary Stages)

Please place a tick [√] against the correct answer.

1. Gender:

☐ Boy   ☐ Girl

2. Class :

3 ☐   4 ☐   5 ☐   6 ☐

Example:

	Always	Sometimes	Never
Do you like watching TV.	☐ ☺	☐ 😐	☐ ☹

Is your classroom clean.	☐ ☺	☐ 😐	☐ ☹

About P. E. lessons:

	Always	Sometimes	Never
1. Do you like PE lessons?	☐ ☺	☐ 😐	☐ ☹
2. Does your PE teacher come to take you to the playground on time?	☐ ☺	☐ 😐	☐ ☹
3. Does your PE teacher dress in sports wear?	☐ ☺	☐ 😐	☐ ☹
4. Does the P.E teacher encourage you?	☐ ☺	☐ 😐	☐ ☹
5. Do you like the PE teacher?	☐ ☺	☐ 😐	☐ ☹
6. Is your PE teacher helpful and kind?	☐ ☺	☐ 😐	☐ ☹

	Always	Sometimes	Never
7. My teacher lets me play a lot of different games?	☐ ☺	☐ 😐	☐ ☹
8. Does the PE teacher ask you Questions during the lesson?	☐ ☺	☐ 😐	☐ ☹
9. Do you listen and do what the PE teacher asks you to do?	☐ ☺	☐ 😐	☐ ☹
10. Does your PE teacher know your name?	☐ ☺	☐ 😐	☐ ☹
11. Do you understand your PE teacher's instructions?	☐ ☺	☐ 😐	☐ ☹
12. Does your PE teacher make lesson fun and enjoyable?	☐ ☺	☐ 😐	☐☹
13. I have to wait a lot for my turn during PE lessons	☐ ☺	☐ 😐	☐ ☹
14. Does your PE teacher show you how to do activities correctly when you make a mistake?	☐ ☺	☐ 😐	☐ ☹
15. Does the PE teacher listen to you when you have something to say?	☐ ☺	☐ 😐	☐ ☹
16. Do you participate in the PE lessons?	☐ ☺	☐ 😐	☐ ☹

About the Activities

Which of the following activities does your teacher often let you play?

	Always	Sometimes	Never
17. Football	☐ ☺	☐ 😐	☐ ☹
18. Basketball	☐ ☺	☐ 😐	☐ ☹
19. Handball	☐ ☺	☐ 😐	☐ ☹
20. Volleyball	☐ ☺	☐ 😐	☐ ☹
21. Gymnastics	☐ ☺	☐ 😐	☐ ☹
22. Athletics	☐ ☺	☐ 😐	☐ ☹

Thank You!! ☺

February 1998

Dear Student,

This questionnaire is part of a research study which aims to evaluate the Physical Education Department at Qatar University.

This study is important for the improvement of the physical education programme. As a student, you may contribute to this study by providing your view about the physical education lessons and physical education teachers at your school.

Your honest and accurate answers will be greatly appreciated. Please, answer all the questions as indicated. Your answers will be treated as confidential and no individual will be identified in the research. Note also that answers will not be used for any purpose other than the research.

Your participation is completely voluntary; you may stop at any time before or during the response.

The researcher
Ahmed AL-Emadi
University of Durham
School of Education
Durham, UK.

Please place a tick [✓] against the correct answer.

1. Gender:

| ☐ Male | | ☐ Female |

2. Class :

| ☐1 | | ☐2 | | ☐3 |

Example:

Please tick the box which applies

	Always	Sometimes	Never
Do you like watching TV.	☐	☐	☐

About the P. E. lessons:

	Always	Sometimes	Never
1. Do you like PE lessons?	☐	☐	☐
2. Does the PE teacher arrive on time?	☐	☐	☐
3. Does your PE teacher dress in sports wear?	☐	☐	☐
4. Does your PE teacher encourage you?	☐	☐	☐
5. Do you like the PE teacher?	☐	☐	☐

	Always	Sometimes	Never
6. Is your PE teacher friendly?	☐	☐	☐
7. Does the PE teacher use different sports/games during lessons?	☐	☐	☐
8. Does your PE teacher ask you questions about sports/games during lessons?	☐	☐	☐
9. Do you follow your PE teacher's instructions during the lesson?	☐	☐	☐
10. Does your PE teacher know your name?	☐	☐	☐
11. Do you understand your PE teacher easily?	☐	☐	☐
12. Do you your PE teacher make the lessons fun and enjoyable?	☐	☐	☐
13. Do you have to wait for a long time for your turn during the PE lessons?	☐	☐	☐
14. Does your PE teacher show you how to do activities correctly when you make a mistake?	☐	☐	☐
15. Is it easy for you to ask your PE teacher questions during the lesson?	☐	☐	☐

	Always	Sometimes	Never
16. Do you participate in the PE lessons?	☐	☐	☐

About the Activities:

Which of the following activities does your teacher often let you play?

	Always	Sometimes	Never
17. Football	☐	☐	☐
18. Basketball	☐	☐	☐
19. Handball	☐	☐	☐
20. Volleyball	☐	☐	☐
21. Gymnastics	☐	☐	☐
22. Athletics	☐	☐	☐

Thank you for your co-operation

February 1998

Dear Student,

This questionnaire is part of a research study which aims to evaluate the Physical Education Department at Qatar University.

This study is important for the improvement of the physical education programme. As a student, you may contribute to this study by providing your view about the physical education lessons and physical education teachers at your school.

Your honest and accurate answers will be greatly appreciated. Please, answer all the questions as indicated. Your answers will be treated as confidential and no individual will be identified in the research. Note also that answers will not be used for any purpose other than the research.

Your participation is completely voluntary; you may stop at any time before or during the response.

The researcher
Ahmed AL-Emadi
University of Durham
School of Education
Durham, UK.

Please place a tick [✓] in the box corresponding to the correct answer.

1. Gender:

☐ Male   ☐ Female

2. Class :

☐ 1   ☐ 2   ☐ 3

<u>Example:</u>

Please tick the box which applies

	Always	Sometimes	Never
Do you enjoy reading books?	☐	☐	☐

<u>About the P. E. lessons:</u>

	Always	Sometimes	Never
1. Do you like your PE lessons?	☐	☐	☐
2. Is your PE teacher punctual?	☐	☐	☐
3. Does your PE teacher dress in sports wear?	☐	☐	☐
4. Does your PE teacher encourage you?	☐	☐	☐

	Always	Sometimes	Never
5. Do you like your PE teacher?	☐	☐	☐
6. Is your PE teacher a friendly person?	☐	☐	☐
7. Does your PE teacher use different sports/games during the lessons?	☐	☐	☐
8. Does your PE teacher ask you about games/activities you are involved in during the lesson?	☐	☐	☐
9. Do you follow your PE teacher's instructions during the lesson?	☐	☐	☐
10. Does your PE teacher know your name?	☐	☐	☐
11. Do you understand your PE teacher easily?	☐	☐	☐
12. Do you your PE teacher make the lessons fun and enjoyable?	☐	☐	☐
13. Do you have to wait for a long time for your turn during the PE lessons?	☐	☐	☐
14. Does your PE teacher correct your mistakes during the lessons?	☐	☐	☐
15. Is it easy for you to ask your PE teacher questions during the lesson?	☐	☐	☐

	Always	Sometimes	Never
16. Do you participate in the PE lessons?	☐	☐	☐

About the Activities:

Which of the following activities does your teacher often let you play?

	Always	Sometimes	Never
17. Football	☐	☐	☐
18. Basketball	☐	☐	☐
19. Handball	☐	☐	☐
20. Volleyball	☐	☐	☐
21. Gymnastics	☐	☐	☐
22. Track and field	☐	☐	☐

Thank you for your co-operation

Appendix E

Appendix F

Requirement Courses of the Bachelor of PE Programme at Qatar University

The number of credit to be completed is 138. These credits, according to Qatar University student guide (1996c), are divided into:

(1) University Requirements (24 credits); (2) Faculty/ College Requirements (38 credits); (3) PE Professional Requirements (64 credits) and (4) Auxiliary Requirements in PE (12 credits).

1. University Requirements

Course No.	Title	Prerequisite	Credits
ISLM 101	Islamic Culture	-	2
ISLM 424	Islamic Culture	-	2
ARAB 105	Arabic Language (I)	-	2
ARAB 106	Arabic Language (II)	-	2
ENGL 143	English Language (I)	-	3
ENGL 243	English Language (Ii)	-	3
PHED 100	Physical Education	-	0 (none credit) Pass/Fail
General Elective Courses			10*
Total			24

* Students should take these elective courses (10 credit hours) from outside of faculty of education

2. Faculty/College Requirements (38 credits)

These credits are divided into the following:

A. General College Requirements (4 credits)

Course No.	Title	Prerequisite	Credits
ED.T. 325	Computers in Education	-	2
PSY 406	Health Education	-	2
Total			4

B. Elective Courses -within the Faculty of Education- (8 credits) as follow:

- From Educational Foundation Department (ED. F)   (3 credits)

- From Department of Curricula or from Department of Educational
  Technology   (2 credits)

- From Psychology Department (PSY)   (3 credits)

Total	8 credits

C. Educational and Psychological Requirements Courses (26 credits)

Course No.	Title	Prerequisite	Credits
ED.T. 301	Educational Technology	-	2
ED. F. 311	General Foundation of Education	-	3
PSY 230	Developmental Psychology	-	3
ED. F. 408	Educational Administration	ED. F. 311	2
ED. C. 387	Methods of Teaching PE	-	3
ED. F. 400	Foundation of Curriculum	ED. F.311 + PSY312	2
PSY 312	Educational Psychology	-	3
ED. C. 340	Teaching Practice (I)	-	2
ED. C. 342	Teaching Practice (II)	ED. C. 340	2
ED. C. 440	Teaching Practice (III)	ED. C. 341	2
	Teaching Practice (IV)	ED. C. 440	2
Total			26

3. PE Professional Requirements (76 credits)

These courses divided into:

A. Physical Education Theoretical Courses (26 credits)

Course No.	Title	Prerequisite	Credits
PE 300	Foundation & Curriculum of P E	-	2
PE 400	Sports Training	PE 450	3
PE 375	Biomechanics	Zool.106, 107	3
PE 325	Administration of PE	-	3
PE 311	Adapted Physical Education	PE 450, Zool. 106	2
PE 425	Measurement and Evaluation in P E	PSY. 203	3
PE 308	Recreation	PE 300	2
PE 221	Sports Psychology	-	2
PE 450	Exercise Physiology	Zool. 100, 106, 107	3
PE 350	Sports Injuries	PE 450, Zool. 106	
Total			26

B. Physical Education Practical Courses (38 credits)

Course No.	Title	Prerequisite	Credits	
			Female	Male
PE 115	Football & Racketball (I)	-	-	2
PE 215	Football & Racketball (II)	PE 115	-	2
PE 315	Football & Handball	PE 215	-	2
PE 316	Basketball & Handball	PE 315	-	2
PE 317	Basketball & Volleyball(I)	PE 316	-	2
PE 318	Basketball & Volleyball(II)	PE 317	-	2
PE 114	Handball & Racketball (I)	-	2	-
PE 214	Handball & Racketball (II)	PE 114	2	-
PE 314	Handball & Racketball (III)	PE 214	2	-
PE 117	Basketball & Volleyball (I)	-	2	-
PE 317	Basketball & Volleyball (II)	PE 117	2	-
PE 318	Basketball & Volleyball (III)	PE 317	2	-
PE 206	Track and Field (I)	-	2	2
PE 304	Track and Field (II)	PE 206	2	2
PE 305	Track and Field (III)	PE 304	2	2
PE 401	Track and Field (VI)	PE 305	2	2
PE 111	Exercise & Gymnastics (I)	-	2	2
PE 112	Exercise & Gymnastics (II)	PE 111	2	2
PE 203	Exercise & Gymnastics (III)	PE 112	2	2
PE 204	Exercise & Gymnastics (VI)	PE 203	2	2
PE 209	Boxing & Wrestling	-	-	3
PE 213	Fencing	-	3	3
PE 219	Dance	-	3	-
PE 403	Swimming (I)	-	2	2
PE 404	Swimming (II)	PE 403	2	2
Total			**38**	**38**

4. Auxiliary Courses (12 credits)

Course No.	Title	Prerequisite	Credits
Zoology 100	General Biology	-	3
Zoology 106	Human Anatomy	-	2
Zoology 107	Human Physiology	-	2
PSY 203	Principles of Statistics	-	2
Sociology 101	Introduction to Sociology	-	3
Total			**12**

Appendix G

Teachers' Instructions

Guidance in filling the questionnaire:

Step 1:

Go over the example on the board,

Example:

	Always	Sometimes	Never
Do you like watching TV.	□ ☺	□ 😐	□ ☹

Step 2:

Explain what each of the three boxes above represents such that ☺ means '**Always**', 😐 means '**Sometimes**' and ☹ means "**Never**",

Step 3:

Ask pupils to tick or mark the appropriate box, and

Step 4:

Go through each statement and make sure every pupil has finished before going on to the next question.

Thank you very much for your co-operation

Appendix H

STATE OF QATAR

The University of Qatar

بسم الله الرحمن الرحيم
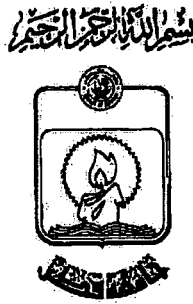
دولة قطر
جامعة قطر

Ref : ....

Date : 1st March 1998

TO WHOM IT MAY CONCERN

This is to certify that the Arabic translation of the questionnaire on "Programme Evaluation of Physical Education Initial Teacher Education Programme", submitted by Mr. Ahmed Al-Emadi, is true and valid.

This certificate has been issued upon his request.

Approved by
Professor Muhammad Saleem Munla

Chairman, Department of English
and Modern European Languages

Appendix I

Interview Questions for Lecturers, Inspectors, Teachers and Students

Lecturer Interview Questions

1. What do you think of the number of credit hours (currently 138 credit hours) required to prepare the PE teacher? Why?

2. To what extent are the following requirements effective in achieving the objectives of the PE teacher preparation programme? Why?

    a) University Requirements (24 credit hours)
    b) Faculty Requirements (38 credit hours)
    c) Professional Requirements (76 credit hours)

3. How important of these requirements for the achievement of the objectives of the PE teacher preparation programme? Why?

    a) University Requirements (24 credit hours)
    b) Faculty Requirements (38 credit hours)
    c) Professional Requirements (76 credit hours)

4. What is your opinion of the overall level which the PE graduate attains in his/her specialisation? Why?

5. Do you agree that Professional Courses in their present state contribute enough to the preparation of students for the teaching profession? Why?

6. Which Professional Courses, do you think, are the most/least important to the PE teaching profession? Why?

7. Are there any courses which you think should be included in the programme? Why?

8. For which level is the programme most suitable in the teaching of PE? Why?

9. What do you think of the effectiveness of the development of the following skills in the PED? Why?

1. Very poor	2. Poor	3. Satisfactory	4. Good	5. Very good

Teaching Skills	1	2	3	4	5
1.Formulate instructional goals and objectives					
2.Provide appropriate instructional activities to accomplish goals and objectives					
3.Use a wide range of teaching styles and strategies					
4.Use a wide range of instructional materials					
5.Construct an appropriate lesson plan					
6.Plan class activity carefully and well in advance					
7.Design and implement extra-curricular activities					
8.Manage time appropriately and make good use of it					
9.Make good use of facilities and equipment					
10.Work with students of different abilities within the same class					
11.Relate learning materials to the total learning experience of the individual					
12.Handle problems of discipline inside and outside class					
13.Master adequate knowledge of the subject he will teach					

10. How effective is the Teaching Practice programme in accomplishing the aim of training student teachers in Teaching Skills and getting them used to real teaching situations? Why?

11. Do you think that micro-teaching classes are important before getting students to teach in school? Why?

12. Do you think that experience of all levels (Elementary, Preparatory and secondary) is important for student teachers in their Teaching Practice? Why?

13. How would you evaluate each of the following statements with regard to the PE programme? Why?

N. Not available   1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very god

A. Resources	N	1	2	3	4	5
1. Availability of specialised books, periodicals and related materials in the university library.						
2. Provision of storing facilities for sport equipment specific to the department.						
3. Provision of lockers in the sport facilities complex.						
4. Provision of indoor hall.						
5. Provision of outdoor playgrounds.						
6. Provision of swimming pool.						
B. Staffing & Access	N	1	2	3	4	5
1. Tutors' academic advice to their students during their course registration.						
2. Relationships between students and lecturers in the PED.						
3. Relationship between the PED and the school(s) where students practise their teaching.						
4. Appropriateness of office hours.						
C. Structure of the Course	N	1	2	3	4	5
1. Suitability of the time of teaching of some Practical Professional Courses.						
2. The amount of the courses.						

14. Please indicate your view of the department's achievement of each of the following goals.

1. Very poor   2. Poor   3. Satisfactory   4. Good   5.Very good

Goals	1	2	3	4	5
1. Preparation of physical education teachers to teach at various educational levels in Qatar					
2 Preparation PE specialists scientifically and practically to undertake duties of supervision, administration and training in the field of sports in institutions of education and youth.					
3. Educational qualification, continuous training and supervision of all those concerned with the education profession in relation to sports and physical education					
4. Spreading sport awareness in society via organisation of academic meetings, sport tournaments and media discussions					
5. Conducting studies and research which may be of benefit for the amelioration of sport and physical education in the State of Qatar through co-operation with research centres within and outside Qatar University					

Inspector Interview Questions

1. What do you think of the number of credit hours (currently 138 credit hours) required to prepare the PE teacher? Why?

2. To what extent are the following requirements effective in achieving the objectives of the PE teacher preparation programme? Why?

   a) University Requirements (24 credit hours)
   b) Faculty Requirements (38 credit hours)
   c) Professional Requirements (76 credit hours)

3. How important of these requirements for the achievement of the objectives of the PE teacher preparation programme? Why?

   a) University Requirements (24 credit hours)
   b) Faculty Requirements (38 credit hours)
   c) Professional Requirements (76 credit hours)

4. What is your opinion of the overall level which the PE graduate attains in his/her specialisation? Why?

5. Do you agree that Professional Courses in their present state contribute enough to the preparation of students for the teaching profession? Why?

6. Which Professional Courses, do you think, are the most/least important to the PE teaching profession? Why?

7. Are there any courses which you think should be included in the programme? Why?

8. For which level is the programme most suitable in the teaching of PE? Why?

9. What do you think of the effectiveness of the development of the following skills in the PE? Why?

| 1. Very poor | 2. Poor | 3. Satisfactory | 4. Good | 5. Very good |

Teaching Skills	1	2	3	4	5
1.Formulate instructional goals and objectives					
2.Provide appropriate instructional activities to accomplish goals and objectives					
3.Use a wide range of teaching styles and strategies					
4.Use a wide range of instructional materials					
5.Construct an appropriate lesson plan					
6.Plan class activity carefully and well in advance					
7.Design and implement extra-curricular activities					
8.Manage time appropriately and make good use of it					
9.Make good use of facilities and equipment					
10.Work with students of different abilities within the same class					
11.Relate learning materials to the total learning experience of the individual					
12.Handle problems of discipline inside and outside class					
13.Master adequate knowledge of the subject he will teach					

10. How effective is the Teaching Practice programme in accomplishing the aim of training student teachers in Teaching Skills and getting them used to real teaching situations? Why?

11. Do you think that micro-teaching classes are important before getting students to teach in school? Why?

12. Do you think that experience of all levels (Elementary, Preparatory and secondary) is important for student teachers in their Teaching Practice? Why?

13. How would you evaluate the Professional Activities of PE teachers, who graduated from Qatar University, with whom you have worked? Why?

1. Very poor   2. Poor   3. Satisfactory   4 .Good   5.Very good

Professional Activities	1	2	3	4	5
1. Seeking active involvement with students outside the classroom setting					
2. Receptive to 'promising' new ideas or approaches to teaching					
3. Assuming a leadership role within the informal social structure of the school					
4. Establishing co-operative relations with colleagues and other support personnel in the school					
5. Completing professional assignments and responsibilities in a competent and dependable manner					
6. Maintaining appropriate professional conduct and appearance					

Teacher Interview Questions

1. What do you think of the number of credit hours (currently 138 credit hours) required to prepare the PE teacher? Why?

2. To what extent are the following requirements effective in achieving the objectives of the PE teacher preparation programme? Why?

    a) University Requirements (24 credit hours)
    b) Faculty Requirements (38 credit hours)
    c) Professional Requirements (76 credit hours)

3. How important of these requirements for the achievement of the objectives of the PE teacher preparation programme? Why?

    a) University Requirements (24 credit hours)
    b) Faculty Requirements (38 credit hours)
    c) Professional Requirements (76 credit hours)

4. What is your opinion of the overall level which the PE graduate attains in his/her specialisation? Why?

5. Do you agree that Professional Courses in their present state contribute enough to the preparation of students for the teaching profession? Why?

6. Which Professional Courses, do you think, are the most/least important to the PE teaching profession? Why?

7. Are there any courses which you think should be included in the programme? Why?

8. For which level is the programme most suitable in the teaching of PE? Why?

9. What do you think of the effectiveness of the development of the following skills in the PE? Why?

1. Very poor	2. Poor	3. Satisfactory	4. Good	5. Very good

Teaching Skills	1	2	3	4	5
1.Formulate instructional goals and objectives					
2.Provide appropriate instructional activities to accomplish goals and objectives					
3.Use a wide range of teaching styles and strategies					
4.Use a wide range of instructional materials					
5.Construct an appropriate lesson plan					
6.Plan class activity carefully and well in advance					
7.Design and implement extra-curricular activities					
8.Manage time appropriately and make good use of it					
9.Make good use of facilities and equipment					
10.Work with students of different abilities within the same class					
11.Relate learning materials to the total learning experience of the individual					
12.Handle problems of discipline inside and outside class					
13.Master adequate knowledge of the subject he will teach					

10. How effective is the Teaching Practice programme in accomplishing the aim of training student teachers in Teaching Skills and getting them used to real teaching situations? Why?

11. Do you think that micro-teaching classes are important before getting students to teach in school? Why?

12. Do you think that experience of all levels (Elementary, Preparatory and secondary) is important for student teachers in their Teaching Practice? Why?

13. How would you evaluate each of the following statements with regard to the PE programme? Why?

N. Not available   1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very god

A. Resources	N	1	2	3	4	5
1. Availability of specialised books, periodicals and related materials in the university library.						
2. Provision of storing facilities for sport equipment specific to the department.						
3. Provision of lockers in the sport facilities complex.						
4. Provision of indoor hall.						
5. Provision of outdoor playgrounds.						
6. Provision of swimming pool.						
B. Staffing & Access	N	1	2	3	4	5
1. Tutors' academic advice to their students during their course registration.						
2. Relationships between students and lecturers in the PED.						
3. Relationship between the PED and the school(s) where students practise their teaching.						
4. Appropriateness of office hours.						
C. Structure of the Course	N	1	2	3	4	5
1. Suitability of the time of teaching of some Practical Professional Courses.						
2. The amount of the courses.						

Student Interview Questions

1. **What do you think of the number of credit hours (currently 138 credit hours) required to prepare the PE teacher? Why?**

2. **To what extent are the following requirements effective in achieving the objectives of the PE teacher preparation programme? Why?**

 a) **University Requirements** (24 credit hours)
 b) **Faculty Requirements** (38 credit hours)
 c) **Professional Requirements** (76 credit hours)

3. **How important of these requirements for the achievement of the objectives of the PE teacher preparation programme? Why?**

 a) **University Requirements** (24 credit hours)
 b) **Faculty Requirements** (38 credit hours)
 c) **Professional Requirements** (76 credit hours)

4. **What is your opinion of the overall level which the PE graduate attains in his/her specialisation? Why?**

5. **Do you agree that Professional Courses in their present state contribute enough to the preparation of students for the teaching profession? Why?**

6. **Which Professional Courses, do you think, are the most/least important to the PE teaching profession? Why?**

7. **Are there any courses which you think should be included in the programme? Why?**

8. **For which level is the programme most suitable in the teaching of PE? Why?**

9. **What do you think of the effectiveness of the development of the following skills in the PED? Why?**

1. Very poor	2. Poor	3. Satisfactory	4. Good	5. Very good

Teaching Skills	1	2	3	4	5
1.Formulate instructional goals and objectives					
2.Provide appropriate instructional activities to accomplish goals and objectives					
3.Use a wide range of teaching styles and strategies					
4.Use a wide range of instructional materials					
5.Construct an appropriate lesson plan					
6.Plan class activity carefully and well in advance					
7.Design and implement extra-curricular activities					
8.Manage time appropriately and make good use of it					
9.Make good use of facilities and equipment					
10.Work with students of different abilities within the same class					
11.Relate learning materials to the total learning experience of the individual					
12.Handle problems of discipline inside and outside class					
13.Master adequate knowledge of the subject he will teach					

10. How effective is the teaching practice programme in accomplishing the aim of training student teachers in Teaching Skills and getting them used to real teaching situations? Why?

11. Do you think that micro-teaching classes are important before getting students to teach in school? Why?

12. Do you think that experience of all levels (Elementary, Preparatory and secondary) is important for student teachers in their Teaching Practice? Why?

13. How would you evaluate each of the following statements with regard to the PE programme? Why?

N. Not available   1. Very poor   2. Poor   3. Satisfactory   4. Good   5. Very god

A. Resources	N	1	2	3	4	5
1. Availability of specialised books, periodicals and related materials in the university library.						
2. Provision of storing facilities for sport equipment specific to the department.						
3. Provision of lockers in the sport facilities complex.						
4. Provision of indoor hall.						
5. Provision of outdoor playgrounds.						
6. Provision of swimming pool.						
B. Staffing & Access	N	1	2	3	4	5
1. Tutors' academic advice to their students during their course registration.						
2. Relationships between students and lecturers in the PED.						
3. Relationship between the PED and the school(s) where students practise their teaching.						
4. Appropriateness of office hours.						
C. Structure of the Course	N	1	2	3	4	5
1. Suitability of the time of teaching of some Practical Professional Courses.						
2. The amount of the courses.						

Interview sample

Interview (13)

Preliminary data:
Gender: Male
Age: 20-22
Final year student: non-transfer
Grade: Very good
Length of time spent in the Department of PE: 4 years

---

1. What do you think of the number of credit hours (currently 138 hours) required to prepare PE teachers? Why?

There are so many of them [courses] and some of them are useless. We need to focus more on the Professional Courses because they are the ones that qualify PE students to become teachers; also, we need to reduce University and Faculty Requirements since they are useless.

2. To what extent are these courses effective in achieving the objectives of the PE teacher preparation program? Why?

a) University Requirements: not effective at all because these Requirements are useless as far as specialisation is concerned.

b) Faculty Requirements: effective because these Requirements are directly related to specialisation and try to teach student teachers the necessary skills regarding how to deal with students in school

c) Professional Requirements: very effective because the content of these courses is generally good and comprehensive in terms of preparing student teachers.

3. How important are the courses for the achievement of the objectives of the PE teacher preparation programs? Why?

a) University Requirements: these courses, as I said earlier, are not important since the PE teacher may teach in a good way without these courses. I also studied courses such as Islamic Culture and Arabic; so, they are not very important.

b) Faculty Requirements: these courses are important because they contain very important courses such as Developmental and Educational Psychology which help the teachers in dealing with children in schools.

c) Professional Requirements: very important because these courses are considered the basis in the preparation of PE teachers

4. What is your opinion of the overall level which the PE graduate attains in his/her specialisation? Why?

The student is well-prepared in the department, and the courses offered are generally regarded good in preparing PE teachers.

5. Do you agree that Professional Courses in their present state contribute enough to the preparation of students for the teaching profession? Why?

Strongly agree because I think that the preparation programme in the department is generally adequate and contains all the courses that are essential and necessary for the preparation of good PE teachers.

6. Which Professional Courses, do you think, are the most/least important to the PE teaching profession? Why?

I think that most courses are important in the department, especially Teaching Practice and Sports Training, but there are some courses that are not important at all such as Fencing and Boxing and Wrestling. This is because the teacher doesn't benefit from them since they are not part of the curriculum of the Ministry of Education & Higher Education. Also, there are no facilities to teach these courses in the right way at the university. With regard to Introduction to Sociology, I think it's not very important because it doesn't serve specialisation and the content of this course is far away from the reality of education.

7. Are there any courses which you think should be included? Why?

I think the programme, as I mentioned earlier, is very good and contains all necessary courses but in my opinion, only two courses should be added to the programme. These are Sport Nutrition and First Aid because these two courses are important for the teachers when dealing with pupils at school. So I think these two courses should be included in the programme to make it more effective.

8. For which level is the program most suitable in the teaching of PE? Why?

All levels because the preparation programme in the department aims to prepare PE teachers for all levels. There are also no big differences in the Ministry's curricula regarding all levels; so the preparation programme is suitable for all different levels.

9. What do you think of the effectiveness of the development of the following skills in the PED? Why?

Generally satisfactory in most of these skills, for example 'Manage time and make good use of it' and 'Provide appropriate instructional activities to accomplish goals and objectives'. The reason is that supervisors and the Methodology Lecturers concentrated a lot on these skills during the Method of PE course and Teaching Practice courses, which helped us to develop these skills.

10. How effective is the Teaching Practice Programme in accomplishing the aim of training student teachers in Teaching Skills and getting them used to real teaching situations? Why?

Very effective because through the courses of Teaching Practice students learn most of the teaching skills and different teaching methods; but I hope if they could extend the period of the continuous Teaching Practice because it is not adequate.

11. Do you think that micro-teaching classes are important before getting students to teach in school? Why?

Very important because the student teacher gets rid of fear and anxiety and learns self-confidence before real contact with students.

12. Do you think that experience of all three levels is important for student-teachers in their Teaching Practice? Why?

It is very important because the student becomes familiar with teaching at all levels and gets to know of the problems associated with each of these levels and can, therefore, find appropriate solutions.

13. How would you evaluate each of the following statements with regard to the PE programme (Resources, Staffing and Access and Structure of the Courses)? Why?

Resources:

- availability of specialised books, periodicals and related materials in the university library:

it is poor because books are old and rather limited in number

- provision of storage facilities for sport equipment specific to the department:

there is no storage and the lecturers keep the equipment in their offices. Therefore, each lecturer has a bit of the equipment, which is scattered in different places.

- provision of lockers in the sport facilities complex:

not available because we leave our belongings in teachers' offices or in our cars since there are no lockers to store these belongings.

- provision of indoor hall:

not available and this causes major difficulties for students and teachers due to the hot weather throughout the year, and all practical courses, therefore, take place in external outdoor playgrounds.

- provision of outdoor playgrounds:

the outdoor playgrounds are good and well taken care of. They are well equipped and lighting is very good.

- provision of a swimming pool:

very good even if it's not covered; however, it is excellent and serves its purpose

Staffing and Access:

- academic advice to students during their course registration:

it is good because each lecturer has a small number of students to advise and therefore there is no difficulty in advising them. In addition, the lecturers in the department are very helpful and kind.

- relationship between students and lecturers:

good because of the limited number of students in the department, and this makes it easy for teachers to know each student individually.

- relationship between the PED and the schools where students practise their teaching:

not available because the lecturers in the PED do not attend Teaching Practice and therefore, they do not visit schools.

- appropriateness of office hours:

it is good because most of the lecturers are available during office hours and help us with any enquiries but sometimes it is embarrassing to go and ask the lecturer because all of them are in one office…there is no privacy.

Structure of the Courses:

- suitability of the time of teaching some Practical Professional Courses:

it is very poor because some lectures take place at times of torrid heat even at 10 a.m. and this is due to the hot weather of Qatar. In April and May, the weather gets very hot indeed and students therefore cannot put up with the heat.

- The amount of the Professional Courses:

I think the number is good because the Professional Courses are comprehensive and include all necessary courses for preparing PE teachers.

بسم الله الرحمن الرحيم

السيد وكيل الوزارة المساعد للشئون التعليمية المحترم

السلام عليكم ورحمة الله

الرجاء من سيادتكم الايعاز لمن يلزم نحو اصدار تصريح بتطبيق الاستبانات مع اجراء بعض المقابلات وذلك على معلمي ومدرسي التربية الرياضية من خريجي جامعة قطر (بنين/بنات) بالاضافة الى تطبيق الاستبانة على المراحل التعليمية الثلاث للبنين والبنات.

وبلغ لكم جزيل الشكر والامتنان

مقدم الطلب
أحمد العمادي

طالب دراسات عليا/بريطانيا
/فبراير/٩٨

السيد مدير ادارة التربية الرياضية المحترم
يرجى مساعدة الباحث في تطبيق
.... مع الشكر

٢/٢

Appendix K

بسم الله الرحمن الرحيم

المؤقر
السيد وكيل الوزارة المساعد للشئون الثقافية
السلام عليكم ورحمة الله وبركاته وبعد،

الموضوع: طلب تمديد مدة التطبيق الميداني

الرجاء من سيادتكم الموافقة على تمديد مدة التطبيق الميداني نظراً لكثرة عدد الاستبانات المطلوب تطبيقها (تقريباً 3000 استبانه). بالإضافة إلى المقابلات التي لابد من إجراءها. وبما أن المدة المحددة قد شارفت على الانتهاء(من 98.1.27—98.4.27) وهي مدة لا تكفي لإتمام المطلوب وذلك بسبب مصادفة إجازة العيدين خلال الفترة المذكورة، لذلك أرجو من سيادتكم التكرم بتمديد مدة التطبيق الميداني لشهرين إضافيين (98.6.27)

وتقبلوا منا جزيل الشكر والامتنان

مقدمه: أحمد العمادي

طالب دراسات عليا
جامعة درم – بريطانيا

395

Appendix L

بسم الله الرحمن الرحيم

الرقم : ب.ع
التاريخ : ١٤١٩/٧/٩هـ
الموافق : ٥ / / ١٩٩٨م

السيد/ أحمد العمادي   المحترم
الدوحة ص.ب (١٣٠٣٣٥)

السلام عليكم ورحمة الله وبركاته ... وبعد ،،،
بالإشارة إلى طلبك على التمديد للبحث الميداني لشهرين إضافيين ..
نفيدك بالموافقة على ذلك شريطة وقف المخصصات الشهرية المقررة لك في مقر
البعثة خلال هذه المدة الإضافية مع استمرار صرف الرواتب الوظيفية ، علماً بأن
المدة الإضافية ستنتهي بتاريخ (١٩٩٨/٦/٢٧م).

وتقبلوا تحياتنا ،،،

علي راشد القاطو
مدير إدارة البعثات بالنيابة

Appendix M

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بسم الله الرحمن الرحيم

الرقم : ش.ت
التاريخ : / ١٤١٨هـ
الموافق : ١٩٩٨/٣/٢٦م

الآنسة/ د. مساعدة مدير ادارة التربية الرياضية   المحترمة

ادارة التربية الرياضية

السلام عليكم ورحمة الله وبركاته ،

يرجى السماح لزوجة الباحث الاستاذ / احمد العمادي بمساعدته في توزيع وتعبئة استبانته

وذلك بمقابلتها لموجهات ومدرسات التربية الرياضية وسوف تقوم بالاتصال بكم للتنسيق

معكم . ولكم الشكر .

والسلام عليكم ورحمة الله وبركاته ،،،

د. محمد عبد الله قطبة
مساعد الوكيل للشئون التعليمية

- لرئاسة التعليم الثانوي   بنات
- لرئاسة التعليم الاعدادي   بنات
- لرئاسة التعليم الابتدائي   بنات
  لرئاسة التعليم النموذجي   بنات

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397

Appendix N

Table (1.A): Critical Difference for Multiple Comparison Among Four Groups

Comparison	Value
Teachers & Students	29.367
Teachers & Lecturers	41.388
Teachers & Inspectors	41.388
Students & Inspectors	47.448
Students & Lecturers	47.448
Inspectors & Lecturers	55.694

Table (1.B): Critical Difference for Multiple Comparison Among Three Groups

Comparison	Value
Teachers & Students	24.723
Teachers & lecturers	34.842
Students & Lecturers	39.944

Table (2): Distribution of K-W of Some Variables According to the Evaluation of Lecturers , Students , Teachers & Inspectors.

Variable	Group	N		The Number must decrease	The Number is appropriate	The Number must increase	Mean Rank	K-W	Sig.	Difference of Mean Rank					
										1-2	1-3	1-4	2-3	2-4	3-4
1. Q2.1 Which of the following statements best describes your view of the number of credit hours (Currently 138 credit hours required) to prepare the PE teacher :The number must increase, This number is appropriate or The number must decrease	Teachers	134	F %	41 30.6	22 16.4	71 53.0	103.45	29.532	.000	51.55*	19.26	5.98	70.81*	57.53*	13.28
	Students	31	F %	19 61.3	12 38.7	- -	51.90								
	Lecturers	14	F %	- -	6 42.9	8 57.1	122.71								
	Inspectors	14	F %	1 7.1	7 50.0	6 42.9	109.43								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4
* Differences Mean Rank are sig. At .05

Table (3): Distribution of K-W of Some Variables According to the Evaluation of Lecturers , Students , Teachers & Inspectors.

Variable	Group	N		Not effective at all	In-effective	Un-decided	Effective	Very effective	Mean Rank	K-W	Sig.	1-2	1-3	1-4	2-3	2-4	3-4
												Difference of Mean Rank					
Q2.2.1 Please specify the degree of effectiveness of University Requirements courses in achieving the objectives of the PE teacher preparation programme according to the following scales.	Teachers	134	F	8	46	17	52	11	92.57	10.594	.014	3.54	33.93	35.00	37.47	38.54	1.07
			%	6.00	34.3	12.7	38.8	8.2									
	Students	31	F	6	8	1	13	3	89.03								
			%	19.4	25.8	3.2	41.9	9.7									
	Lecturers	14	F	-	-	3	10	1	126.50								
			%	-	-	21.4	71.4	7.1									
	Inspectors	14	F	-	2	3	4	5	127.57								
			%	-	14.3	21.4	28.6	35.7									
Q2.2.2 Please specify the degree of effectiveness of Faculty Requirements courses in achieving the objectives of the PE Teacher preparation programme according to the following scales.	Teachers	134	F	3	38	12	59	22	90.55	8.222	.042	25.5	5.52	26.95	19.98	1.45	21.43
			%	2.2	28.4	9.0	44.0	16.4									
	Students	31	F	-	4	3	14	10	116.05								
			%	-	12.9	9.7	45.2	32.3									
	Lecturers	14	F	-	1	6	4	3	96.07								
			%	-	7.1	42.9	28.6	21.4									
	Inspectors	14	F	-	-	1	11	2	117.50								
			%	-	-	7.1	78.6	14.3									
Q2.2. 3 Please specify the degree of effectiveness of Professional Requirements courses in achieving the objectives of the PE teacher preparation programme according to the following scales.	Teachers	134	F	9	15	11	23	76	94.63	10.971	.012	25.11	25.17	2.26	50.28*	22.85	27.43
			%	6.7	11.2	8.2	17.2	56.7									
	Students	31	F	-	1	-	6	24	119.74								
			%	-	3.2	-	19.4	77.4									
	Lecturers	14	F	-	3	3	4	4	69.46								
			%	-	21.4	21.4	28.6	28.6									
	Inspectors	14	F	-	-	2	5	7	96.89								
			%	-	-	14.3	35.7	50.0									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (4): Distribution of K-W of Some Variables According to the Evaluation of Lecturers , Students , Teachers & Inspectors.

Variable	Group	N		Not impor-tant at all	Un-import ant	Unde-cided	Impor-tant	Very impor-tant	Mean Rank	K-W	Sig.	Difference of Mean Rank 1-2	1-3	1-4	2-3	2-4	3-4
Q2.3.1 Please specify the degree of importance of University Requirements courses in achieving the objectives of the PE teacher preparation programme according to the following scales.	Teachers	134	F %	14 10.4	45 33.6	17 12.7	45 33.6	13 9.7	89.70	12.642	.005	9.87	37.09	41.27	27.22	31.4	4.18
	Students	31	F %	4 12.9	8 25.8	3 9.7	10 32.3	6 19.4	99.69								
	Lecturers	14	F %	- -	- -	3 21.4	10 71.4	1 7.1	126.86								
	Inspectors	14	F %	- -	1 7.1	1 7.1	10 71.4	2 14.3	131.07								
Q2.3.2 Please specify the degree of importance of Faculty Requirements courses in achieving the objectives of the PE teacher preparation programme according to the following scales.	Teachers	134	F %	9 6.7	21 15.7	21 15.7	59 44.0	24 17.9	85.86	20.750	.000	37.96*	23.93	45.6*	14.03	7.64	21.67
	Students	31	F %	- -	1 3.2	2 6.5	15 48.4	13 41.9	123.82								
	Lecturers	14	F %	- -	- -	4 28.6	5 35.7	5 35.7	109.79								
	Inspectors	14	F %	- -	- -	1 7.1	6 42.9	7 50.0	131.46								
Q2.3.3 Please specify the degree of importance of Professional Requirements courses in achieving the objectives of the PE teacher preparation programme according to the following scales.	Teachers	134	F %	- -	- -	- -	16 11.9	118 88.1	95.04	2.333	.506	'	'	'	'	'	'
	Students	31	F %	- -	- -	- -	1 3.2	30 96.8	103.40								
	Lecturers	14	F %	- -	- -	1 7.1	- -	13 92.9	98.96								
	Inspectors	14	F %	- -	- -	- -	1 7.1	13 92.9	99.64								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

401

Table (5): Distribution of K-W of Some Variables According to the Evaluation of Lecturers , Students , Teachers & Inspectors.

Variable	Group	N		Very weak	Weak	Satisfactory	Good	Excellent	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.4 What is your opinion of the overall level which the PE graduate attains in his/her specialisation?	Teachers	134	F	-	27	38	57	12	94.04	3.586	.310						
			%	-	20.1	28.4	42.5	9.0									
	Students	31	F	-	7	5	16	3	100.32			،	،	،	،	،	،
			%	-	22.6	16.1	51.6	9.7									
	lecturers	14	F	-	1	6	7	-	93.89								
			%	-	7.1	42.9	50.0	-									
	Inspectors	14	F	-	-	3	10	1	121.07								
			%	-	-	21.4	71.4	7.1									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (6) : Distribution of K-W of Some Variables According to the Evaluation of Lecturers , Students , Teachers & Inspectors.

Variable	Group	N		Weak	Good	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q2.5.A The level of the students in the department is good/weak from the beginning with regard to their physical skills	Teachers	134	F	51	83	104.77	15.065	.002	16.19	45.98*	25.31	29.79	9.12	20.67
			%	38.1	61.9									
	Students	31	F	17	14	85.58								
			%	54.8	45.2									
	Lecturers	14	F	12	2	58.79								
			%	85.7	14.3									
	Inspectors	14	F	9	5	79.46								
			%	64.3	35.7									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

403

Table (7): Distribution of K-W of Some Variables According to the Evaluation of Lecturers , Students , Teachers Inspectors.

Variable	Group	N		Unsuitable	Suitable	Mean Rank	K-W	Sig.	Difference Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q2.5.B The content of the professional courses given to the students is unsuitable/suitable	Teachers	134	F %	80 59.7	54 40.3	99.11	9.325	.025	7.76	9.36	36.93	17.12	44.69	27.57
	Students	31	F %	21 67.7	10 32.3	106.87								
	Lecturers	14	F %	7 50.0	7 50.0	89.75								
	Inspectors	14	F %	3 21.4	11 78.6	62.18								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

404

Table (8): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Strongly Disagree	Disagree	Undecided	Agree	Strongly agree	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.7 Do you agree that professional courses in their present state contribute enough to the preparation of the student for the teaching profession?	Teachers	134	F	4	38	62	28	2	82.60	34.722	.000	42.84*	65.04*	38.58	22.2	4.26	26.46
			%	3.0	28.4	46.3	20.9	1.5									
	Students	31	F	-	5	6	16	4	125.44								
			%	-	16.1	19.4	51.6	12.9									
	Lecturers	14	F	-	-	2	11	1	147.64								
			%	-	-	14.3	78.6	7.1									
	Inspectors	14	F	-	1	5	8	-	121.18								
			%	-	7.1	35.7	57.1	-									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

405

Table (9): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N	Frequency Percentage	Too many courses	The number is Appropriate	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q2.8.A Depending on your answer to ques.(7) above, what might be the reason? (Too many professional courses/ the number of professional courses is appropriate)	Teachers	134	n %	86 64.2	48 35.8	108.43	25.445	.000	33.91*	34.36	48.14*	.45	14.23	13.78
	Students	31	n %	9 29.0	22 71.0	74.52								
	Lecturers	14	n %	4 28.6	10 71.4	74.07								
	Inspectors	14	n %	2 14.3	12 85.7	60.29								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

406

Table (10): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N	Frequency Percentage	Not Relevant	Relevant	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q2.8.B Depending on your answer to ques.(7) above, what might be the reason? (Professional courses deal with topics that are not really relevant/ really relevant to the teaching process)	Teachers	134	n %	97 72.4	37 27.6	109.85	38.337	.000	48.06*	56.06*	14.71	8.00	33.35	41.35
	Students	31	n %	7 22.6	24 .77.4	61.79								
	Lecturers	14	n %	2 14.3	12 85.7	53.79								
	inspectors	14	n %	8 57.1	6 42.9	95.14								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (11): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N	Frequency Percentage	Pay Attention	Do not Pay Attention	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q2.8.C Depending on your answer to ques.(7) above, what might be the reason? (Professional courses do not pay enough attention/pay enough attention to teaching skills)	Teachers	134	n %	40 29.9	94 70.1	99.69	15.971	.001	2.32	47.01*	15.02	44.69	17.34	62.03*
	Students	31	n %	10 32.3	21 67.7	97.37								
	Lecturers	14	n %	11 78.6	3 21.4	52.68								
	Inspectors	14	n %	2 14.3	12 85.7	114.71								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (12): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N	Frequency Percentage	Give Good Example	Do Not Give Good Example	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q2.8.D Depending on your answer to ques.(7) above, what might be the reason? (The teaching methodologies of the academic staff do not give/give good examples for the students to follow)	Teachers	134	n %	29 21.6	105 78.4	102.62	35.433	.000	8.43	61.83*	34.26	70.26*	42.69	27.57
	Students	31	n %	4 12.9	27 87.1	111.05								
	Lecturers	14	n %	12 85.7	2 14.3	40.79								
	Inspectors	14	n %	8 57.1	6 42.9	68.36								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (13): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Practical profession courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.1 Teaching practice	Teachers	134	F	-	2	3	22	107	93.07	6.015	.111	-	-	-	-	-	-
			%	-	1.5	2.2	16.4	79.9									
	Students	31	F	-	-	1	2	28	102.98								
			%	-	-	3.2	6.5	90.3									
	Lecturers	14	F	-	-	-	1	13	105.82								
			%	-	-	-	7.1	92.9									
	Inspectors	14	F	-	-	-	-	14	112.50								
			%	-	-	-	-	100.0									
Q2.10.2 Track and field	Teachers	134	F	2	9	15	33	75	89.70	12.386	.006	15.30	29.37	37.41	14.07	22.11	8.04
			%	1.5	6.7	11.2	24.6	56.0									
	Students	31	F	-	1	-	9	21	105.00								
			%	-	3.2	-	29.0	67.7									
	Lecturers	14	F	-	-	1	1	12	119.07								
			%	-	-	7.1	7.1	85.7									
	Inspectors	14	F	-	-	-	1	13	127.11								
			%	-	-	-	7.1	92.9									
Q2.10.3 Exercise and gymnastics	Teachers	134	F	3	4	23	28	76	88.40	17.718	.001	17.66	36.81	42.60*	19.15	24.94	5.79
			%	2.2	3.0	17.2	20.9	56.7									
	Students	31	F	-	1	-	8	22	106.06								
			%	-	3.2	-	25.8	71.0									
	lecturers	14	F	-	-	-	1	13	125.21								
			%	-	-	-	7.1	92.9									
	Inspectors	14	F	-	-	-	-	14	131.00								
			%	-	-	-	-	100.0									

410

Cont. Table (13): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Practical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	Difference of Mean Rank 1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.4 Fencing	Teachers	134	F	30	23	53	18	10	95.10	13.950	.003	18.34	34.29	32.47	52.63*	50.81*	1.82
			%	22.4	17.2	39.6	13.4	7.5									
	Students	31	F	12	7	6	4	2	76.76								
			%	38.7	22.6	19.4	12.9	6.5									
	Lecturers	14	F	-	5	1	3	5	129.39								
			%	-	35.7	7.1	21.4	35.7									
	Inspectors	14	F	2	1	4	2	5	127.57								
			%	14.3	7.1	28.6	14.3	35.7									
Q2.10.5 Swimming	Teachers	134	F	4	10	31	39	50	100.31	13.040	.005	30.76*	3.99	26.44	26.77	57.2*	30.43
			%	3.00	7.5	23.1	29.1	37.3									
	Students	31	F	12	4	3	2	10	69.55								
			%	38.7	12.9	9.7	6.5	32.3									
	Lecturers	14	F	5	-	1	-	8	96.32								
			%	35.7	-	7.1	-	57.1									
	Inspectors	14	F	1	1	-	2	10	126.75								
			%	7.1	7.1	-	14.3	71.4									
Q2.10.6 Football (males)	Teachers	58	F	3	-	2	12	41	39.95	2.498	.476	'	'	'	'	'	'
			%	5.2	-	3.4	20.7	70.7									
	Students	9	F	-	-	1	-	8	46.83								
			%	-	-	11.1	-	88.9									
	Lecturers	9	F	-	-	1	-	8	46.83								
			%	-	-	11.1	-	88.9									
	Inspectors	7	F	-	-	-	1	6	46.57								
			%	-	-	-	14.3	85.7									

Cont. Table (13): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Practical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.7 Basketball	Teachers	134	F	15	4	23	19	73	87.66	17.325	.001	25.26	32.80	40.02	7.54	14.76	7.22
			%	11.2	3.00	17.2	14.2	54.5									
	Students	31	F	-	-	1	7	23	112.92								
			%	-	-	3.2	22.6	74.2									
	Lecturers	14	F	-	-	1	1	12	120.46								
			%	-	-	7.1	7.1	85.7									
	Inspectors	14	F	-	-	-	1	13	127.68								
			%	-	-	-	7.1	92.9									
Q2.10.8 Handball	Teachers	134	F	4	7	30	17	76	89.27	13.346	.004	17.26	30.44	37.91	13.18	20.65	7.47
			%	3.00	5.2	22.4	12.7	56.7									
	Students	31	F	-	-	2	8	21	106.53								
			%	-	-	6.5	25.8	67.7									
	Lecturers	14	F	-	-	1	1	12	119.71								
			%	-	-	7.1	7.1	85.7									
	Inspectors	14	F	-	-	-	1	13	127.18								
			%	-	-	-	7.1	92.9									
Q2.10.9 Volleyball	Teachers	134	F	2	23	16	21	72	88.28	15.864	.001	20.57	33.79	40.90	13.22	20.33	7.11
			%	1.5	17.2	11.9	15.7	53.7									
	Students	31	F	-	-	2	8	21	108.85								
			%	-	-	6.5	25.8	67.7									
	Lecturers	14	F	-	-	1	1	12	122.07								
			%	-	-	7.1	7.1	85.7									
	Inspectors	14	F	-	-	-	1	13	129.18								
			%	-	-	-	7.1	92.9									

412

Cont. Table (13):Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Practical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.10 Racquetball	Teachers	134	F	22	26	28	26	32	88.06	17.966	.000	16.52	59.87*	26.80	43.35	10.28	33.07
			%	16.4	19.4	20.9	19.4	23.9									
	Students	31	F	3	5	4	9	10	104.58								
			%	9.7	16.1	12.9	29.0	32.3									
	Lecturers	14	F	-	-	1	3	10	147.93								
			%	-	-	7.1	21.4	71.4									
	Inspectors	14	F	1	1	2	5	5	114.86								
			%	7.1	7.1	14.3	35.7	35.7									
Q2.10.11 Boxing and wrestling (males)	Teachers	58	F	28	14	10	3	3	36.85	20.584	.000	3.35	28.65	28.51	32.0	31.86	0.14
			%	48.3	24.1	17.2	5.2	5.2									
	Students	9	F	4	4	1	-	-	33.50								
			%	44.4	44.4	11.1	-	-									
	Lecturers	9	F	-	3	-	2	4	65.50								
			%	-	33.3	-	22.2	44.4									
	Inspectors	7	F	-	1	3	1	2	65.36								
			%	-	14.3	42.9	14.3	28.6									
Q2.10.12 Dance (females)	Teachers	76	F	4	-	8	18	46	53.57	4.651	.199	-	-	-	-	-	-
			%	5.3	-	10.5	23.7	60.5									
	Students	22	F	1	1	3	3	14	53.66								
			%	4.5	4.5	13.6	13.6	63.6									
	Lecturers	5	F	-	-	-	-	5	75.0								
			%	-	-	-	-	100.0									
	Inspectors	7	F	-	-	-	1	6	68.36								
			%	-	-	-	14.3	85.7									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

413

Table (14): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Theoretical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.1 Methods of teaching Physical Education	Teachers	134	F	10	5	5	19	95	91.39	9.690	.021	11.87	22.43	28.61	10.56	16.74	6.18
			%	7.5	3.7	3.7	14.2	70.9									
	Students	31	F	-	-	-	6	25	103.26								
			%	-	-	-	19.4	80.6									
	Lecturers	14	F	-	-	-	1	13	113.82								
			%	-	-	-	7.1	92.9									
	Inspectors	14	F	-	-	-	-	14	120.00								
			%	-	-	-	-	100.0									
Q2.10.2 Foundation and curriculum of Physical Education	Teachers	134	F	12	15	28	38	41	91.28	21.749	.000	6.07	28.93	63.40*	35.00	69.47*	34.47
			%	9.00	11.2	20.9	28.4	30.6									
	Students	31	F	3	4	6	11	7	85.21								
			%	9.7	12.9	19.4	35.5	22.6									
	Lecturers	14	F	-	-	4	2	8	120.21								
			%	-	-	28.6	14.3	57.1									
	Inspectors	14	F	-	-	-	1	13	154.68								
			%	-	-	-	7.1	92.9									
Q2.10.3 Sports training	Teachers	134	F	-	-	-	23	111	101.69	18.265	.000	28.63	17.62	16.31	11.01	44.94	33.93
			%	-	-	-	17.2	82.8									
	Students	31	F	-	-	3	11	17	73.06								
			%	-	-	9.7	35.5	54.8									
	Lecturers	14	F	-	-	-	5	9	84.07								
			%	-	-	-	35.7	64.3									
	Inspectors	14	F	-	-	-	-	14	118.0								
			%	-	-	-	-	100.0									

414

Cont. Table (14): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Theoretical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.4 Biomechanics	Teachers	134	F	17	22	20	33	42	85.37	27.442	.000	21.87	49.27*	62.67*	27.40	40.80	13.40
			%	12.7	16.4	14.9	24.6	31.3									
	Students	31	F	4	2	3	5	17	107.24								
			%	12.9	6.5	9.7	16.1	54.8									
	Lecturers	14	F	-	-	-	4	10	134.64								
			%	-	-	-	28.6	71.4									
	Inspectors	14	F	-	-	-	1	13	148.04								
			%	-	-	-	7.1	92.9									
Q2.10.5 Administration of PE	Teachers	134	F	18	13	12	30	61	90.26	14.280	.003	5.40	41.95*	39.03	36.55	33.63	2.92
			%	13.4	9.7	9.00	22.4	45.5									
	Students	31	F	2	2	3	10	14	95.66								
			%	6.5	6.5	9.7	32.3	45.2									
	Lecturers	14	F	-	-	1	1	12	132.21								
			%	-	-	7.1	7.1	85.7									
	Inspectors	14	F	-	-	-	3	11	129.29								
			%	-	-	-	21.4	78.6									
Q2.10.6 Adapted PE	Teachers	134	F	14	19	23	43	35	85.68	21.078	.000	33.51*	29.89	51.93*	3.62	18.42	22.04
			%	10.4	14.2	17.2	32.1	26.1									
	Students	31	F	2	-	3	10	16	119.19								
			%	6.5	-	9.7	32.3	51.6									
	Lecturers	14	F	-	-	1	8	5	115.57								
			%	-	-	7.1	57.8	35.7									
	Inspectors	14	F	-	-	-	5	9	137.61								
			%	-	-	-	35.7	64.3									

Cont. Table (14): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	1-2	1-3	1-4	2-3	2-4	3-4
Theoretical professional courses																	
Q2.10.7 Measurement & evaluation in PE	Teachers	134	F	16	18	20	47	33	85.67	28.878	.000	17.20	52.90*	65.19*	35.70	47.99*	12.29
			%	11.2	13.4	14.9	35.1	24.6									
	Students	31	F	1	3	6	9	12	102.87								
			%	3.2	9.7	19.4	29.0	38.7									
	Lecturers	14	F	-	-	1	3	10	138.57								
			%	-	-	7.1	21.4	71.4									
	Inspectors	14	F	-	-	-	2	12	150.86								
			%	-	-	-	14.3	85.7									
Q2.10.8 Recreation	Teachers	134	F	19	31	37	29	18	85.56	30.337	.000	15.04	60.44*	63.94*	45.40	48.90*	3.50
			%	14.2	23.1	27.6	21.6	13.4									
	Students	31	F	3	4	10	8	6	100.60								
			%	9.7	12.9	32.3	25.8	19.4									
	Lecturers	14	F	-	-	2	5	7	146.00								
			%	-	-	14.3	35.7	50.0									
	Inspectors	14	F	-	-	1	6	7	149.50								
			%	-	-	7.1	42.9	50.0									
Q2.10.9 Sports injury	Teachers	134	F	8	5	14	24	83	90.85	8.338	.040	15.68	25.94	24.15	10.26	8.47	1.79
			%	6.00	3.7	10.4	17.9	61.9									
	Students	31	F	-	-	1	7	23	106.53								
			%	-	-	3.2	22.6	74.2									
	Lecturers	14	F	-	-	-	2	12	116.79								
			%	-	-	-	14.3	85.7									
	Inspectors	14	F	-	-	1	1	12	115.00								
			%	-	-	7.1	7.1	85.7									

Cont. Table (14): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable Theoretical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.10 Sports psychology	Teachers	134	F %	12 9.00	22 16.4	21 15.7	33 24.6	46 34.3	85.99	22.794	.000	23.16	47.87*	52.65*	24.71	29.49	4.78
	Students	31	F %	- -	3 9.7	1 3.2	13 41.9	14 45.2	109.15								
	Lecturers	14	F %	- -	- -	- -	4 28.6	10 71.4	133.86								
	Inspectors	14	F %	- -	- -	- -	3 21.4	11 78.6	138.64								
Q2.10.11 Exercise physiology	Teachers	134	F %	13 9.7	16 11.9	23 17.2	33 24.6	49 36.6	83.61	30.576	.000	35.86*	52.60*	52.60*	16.74	16.74	0.00
	Students	31	F %	2 6.5	- -	2 6.5	5 16.1	22 71.0	119.47								
	Lecturers	14	F %	- -	- -	- -	2 14.3	12 85.7	136.21								
	Inspectors	14	F %	- -	- -	- -	2 14.3	12 85.7	136.21								
Q2.10.12 General biology	Teachers	134	F %	8 6.00	21 15.7	41 30.6	42 31.3	22 16.4	85.36	28.803	.000	18.61	57.71*	61.57*	39.10	42.96	3.86
	Students	31	F %	5 16.1	2 6.5	6 19.4	4 12.9	14 45.2	103.97								
	Lecturers	14	F %	- -	- -	1 7.1	4 28.6	9 64.3	143.07								
	Inspectors	14	F %	- -	- -	1 7.1	3 21.4	10 71.4	146.93								

Cont. Table (14): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Theoretical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.13 Human anatomy	Teachers	134	F	13	22	19	30	50	87.54	19.929	.000	15.15	48.42*	48.42*	33.27	33.27	0.00
			%	9.7	16.4	14.2	22.4	37.3									
	Students	31	F	3	1	4	8	15	102.69								
			%	9.7	3.2	12.9	25.8	48.4									
	Lecturers	14	F	-	-	-	3	11	135.96								
			%	-	-	-	21.4	78.6									
	Inspectors	14	F	-	-	-	3	11	135.96								
			%	-	-	-	21.4	78.6									
Q2.10.14 Human physiology	Teachers	134	F	8	16	37	39	34	86.10	23.290	.000	20.67	55.61*	48.90*	34.94	28.23	6.71
			%	6.00	11.9	27.6	29.1	25.4									
	Students	31	F	3	3	3	7	15	106.77								
			%	9.7	9.7	9.7	22.6	48.4									
	Lecturers	14	F	-	-	-	4	10	141.71								
			%	-	-	-	28.6	71.4									
	Inspectors	14	F	-	-	2	2	10	135.00								
			%	-	-	14.3	14.3	71.4									
Q2.10.15 Principles of statistics	Teachers	134	F	23	27	35	25	24	93.94	27.042	.000	24.18	51.74*	43.95*	75.92*	68.13*	7.79
			%	17.2	20.1	26.1	18.7	17.9									
	Students	31	F	10	7	8	4	2	69.76								
			%	32.3	22.6	25.8	12.9	6.5									
	Lecturers	14	F	-	-	3	4	7	145.68								
			%	-	-	21.4	28.6	50.0									
	Inspectors	14	F	1	-	1	7	5	137.89								
			%	7.1	-	7.1	50.0	35.7									

Cont. Table (14): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable / Theoretical professional courses	Group	N		Not Important at all	Largely unimportant	Of some Importance	Important	Very important	Mean Rank	K-W	Sig.	Difference of Mean Rank 1-2	1-3	1-4	2-3	2-4	3-4
Q2.10.16 Introduction to sociology	Teachers	134	F	26	27	37	26	18	96.10	31.560	.000	34.89*	43.58*	46.04*	78.47*	80.93*	2.46
			%	19.4	20.1	27.6	19.4	13.4									
	Students	31	F	14	7	7	1	2	61.21								
			%	45.2	22.6	22.6	3.2	6.5									
	Lecturers	14	F	-	-	3	10	1	139.68								
			%	-	-	21.4	71.4	7.1									
	Inspectors	14	F	-	-	3	9	2	142.14								
			%	-	-	21.4	64.3	14.3									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (15): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Primary	Prep-aratory	Secondary	All of the above	None of the above	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q2.12 Which level is the programme most suitable for the teaching of PE?	Teachers	134	F	32	10	22	60	10	95.34	.993	.803	'	'	'	'	'	'
			%	23.9	7.5	16.4	44.8	7.5									
	Students	31	F	3	8	1	18	1	101.98								
			%	9.7	25.8	3.2	58.1	3.2									
	Lecturers	14	F	2	2	-	10	-	106.43								
			%	14.3	14.3	-	71.4	-									
	Inspectors	14	F	3	3	-	8	-	92.39								
			%	21.4	21.4	-	57.1	-									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (16): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q3.1.1 Formulate instructional goals and objectives	Teachers	134	F	13	21	35	42	23	90.86	5.828	.120	'	'	'	'	'	'
			%	9.7	15.7	26.1	31.3	17.2									
	Students	31	F	1	5	4	12	9	111.55								
			%	3.2	16.1	12.9	38.7	29.0									
	Lecturers	14	F	-	1	5	3	5	114.25								
			%	-	7.1	35.7	21.4	35.7									
	Inspectors	14	F	-	-	5	8	1	106.32								
			%	-	-	35.7	57.1	7.1									
Q3.1.2 Provide appropriate instructional activities to accomplish goals and objectives	Teachers	134	F	8	22	35	47	22	91.43	6.494	.090	'	'	'	'	'	'
			%	6.0	16.4	26.1	35.1	16.4									
	Students	31	F	1	2	5	18	5	110.85								
			%	3.2	6.5	16.1	58.1	16.1									
	Lecturers	14	F	-	1	3	5	5	121.36								
			%	-	7.1	21.4	35.7	35.7									
	Inspectors	14	F	-	-	6	8	-	95.29								
			%	-	-	42.9	57.1	-									
Q3.1.3 use a wide range of teaching styles and strategies	Teachers	134	F	8	25	28	45	28	93.77	1.630	.653	'	'	'	'	'	'
			%	6.0	18.7	20.9	33.6	20.9									
	Students	31	F	1	4	7	10	9	105.77								
			%	3.2	12.9	22.6	32.3	29.0									
	Lecturers	14	F	-	-	7	4	3	101.93								
			%	-	-	50.0	28.6	21.4									
	Inspectors	14	F	-	1	3	9	1	103.57								
			%	-	7.1	21.4	64.3	7.1									

Cont. Table (16): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	1-2	1-3	1-4	2-3	2-4	3-4
Q3.1.4 use a wide range of instructional materials	Teachers	134	F	10	25	40	39	20	92.14	3.637	.303	.	.	.	.	.	.
			%	7.5	18.7	29.9	29.1	14.9									
	Students	31	F	2	5	6	9	9	108.56								
			%	6.5	16.1	19.4	29.0	29.0									
	Lecturers	14	F	-	1	7	3	3	104.54								
			%	-	7.1	50.0	21.4	21.4									
	Inspectors	14	F	-	1	4	8	1	110.39								
			%	-	7.1	28.6	57.1	7.1									
Q3.1.5 Construct an appropriate lesson plan	Teachers	134	F	11	24	41	36	22	89.11	9.852	.020	26.57	28.93	43.57*	5.71	8.93	14.64
			%	8.2	17.9	30.6	26.9	16.4									
	Students	31	F	1	3	6	12	9	115.68								
			%	3.2	9.7	19.4	38.7	29.0									
	lecturers	14	F	1	-	5	1	7	121.39								
			%	7.1	-	35.7	7.1	50.0									
	Inspectors	14	F	-	1	3	10	-	106.75								
			%	-	7.1	21.4	71.4	-									
Q3.1.6 Plan class activity carefully and well in advance	Teachers	134	F	15	32	33	30	24	94.17	1.669	.644	.	.	.	.	.	.
			%	11.2	23.9	24.6	22.4	17.9									
	Students	31	F	3	6	8	8	6	100.45								
			%	9.7	19.4	25.8	25.8	19.4									
	Lecturers	14	F	1	-	5	7	1	112.21								
			%	7.1	-	35.7	50.0	7.1									
	Inspectors	14	F	-	3	4	7	-	101.25								
			%	-	21.4	28.6	50.0	-									

Cont. Table (16): Distribution of K-W of Some Variables According to the Evaluation of lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	1-2	1-3	1-4	2-3	2-4	3-4
												Difference of Mean Rank					
Q3.1.7 Design and implement extra-curricular activities	Teachers	134	F	11	18	38	45	22	98.91	3.346	.341	'	'	'	'	'	'
			%	8.2	13.4	28.4	33.6	16.4									
	Students	31	F	4	1	18	4	4	83.42								
			%	12.9	3.2	58.1	12.9	12.9									
	Lecturers	14	F	1	-	7	6	-	112.21								
			%	7.1	-	50.0	42.9	-									
	Inspectors	14	F	1	-	7	6	-	93.54								
			%	7.1	-	50.0	42.9	-									
Q3.1.8 Manage time appropriately and make good use of it	Teachers	134	F	12	20	31	34	37	91.03	5.826	.120	'	'	'	'	'	'
			%	9.0	14.9	23.1	25.4	27.6									
	Students	31	F	1	-	6	18	6	106.97								
			%	3.2	-	19.4	58.1	19.4									
	Lecturers	14	F	-	-	4	6	4	110.64								
			%	-	-	28.6	42.9	28.6									
	Inspectors	14	F	-	-	2	8	4	118.43								
			%	-	-	14.3	57.1	28.6									
Q3.1.9 Make good use of facilities and equipment	Teachers	134	F	14	26	24	37	33	88.49	11.799	.008	33.20*	27.65	16.19	5.55	17.01	11.46
			%	10.4	19.4	17.9	27.6	24.6									
	Students	31	F	-	1	7	9	14	121.69								
			%	-	3.2	22.6	29.0	45.2									
	Lecturers	14	F	-	-	4	5	5	116.14								
			%	-	-	28.6	35.7	35.7									
	Inspectors	14	F	-	-	5	6	3	104.68								
			%	-	-	35.7	42.9	21.4									

Variable	Group	N		Very Poor	Poor	Satisf-actory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q3.1.10 Work with students of different abilities within the same class	Teachers	134	F %	8 6.0	22 16.4	38 28.4	40 29.6	26 19.4	92.57	3.004	.391	ı	ı	ı	ı	ı	ı
	Students	31	F %	- -	5 16.1	6 19.4	12 38.7	8 25.8	108.39								
	Lecturers	14	F %	- -	2 14.3	4 28.6	4 28.6	4 28.6	106.29								
	Inspectors	14	F %	- -	- -	6 42.9	6 42.9	2 14.3	104.93								
Q3.1.11 Relate learning materials to the total learning experience of the individual	Teachers	134	F %	4 3.0	23 17.2	41 30.6	41 30.6	25 18.7	94.02	1.826	.609	ı	ı	ı	ı	ı	ı
	Students	31	F %	3 9.7	- -	12 38.7	10 32.3	6 19.4	99.26								
	Lecturers	14	F %	- -	2 14.3	4 28.6	3 21.4	5 35.7	110.32								
	Inspectors	14	F %	- -	1 7.1	4 28.6	7 50.0	2 14.3	107.18								
Q3.1.12 Handle problems of discipline inside and outside class	Teachers	134	F %	13 9.7	23 17.2	34 25.4	36 26.9	28 20.9	92.15	3.734	.292	ı	ı	ı	ı	ı	ı
	Students	31	F %	- -	6 19.4	5 16.1	12 38.7	8 25.8	108.82								
	Lecturers	14	F %	- -	- -	8 57.1	3 21.4	3 21.4	102.57								
	Inspectors	14	F %	- -	1 7.1	3 21.4	8 57.1	2 14.3	111.71								

Cont. Table (16): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q3.1.13 Master adequate knowledge of the course you will teach	Teachers	134	F	9	15	45	39	26	97.14	1.485	.686	'	'	'	'	'	'
			%	6.7	11.2	33.6	29.1	19.4									
	Students	31	F	4	6	6	10	5	88.58								
			%	12.9	19.4	19.4	32.3	16.1									
	Lecturers	14	F	2	2	2	3	5	104.25								
			%	14.3	14.3	14.3	21.4	35.7									
	Inspectors	14	F	2	-	3	6	3	107.04								
			%	14.3	-	21.4	42.9	21.4									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

425

Table (17): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Not effective at all	Not effective	Quite effective	Mostly effective	Very effective	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q4.1 In your opinion how effective is the programme of Teaching Practice in accomplishing the aim of training students in teaching skills and getting them used to real teaching situations?	Teachers	134	F %	13 9.7	17 12.7	25 18.7	30 22.4	49 36.6	89.09	10.822	.013	32.80*	17.30	19.16	15.50	13.64	1.86
	Students	31	F %	1 3.2	1 3.2	3 9.7	6 19.4	20 64.5	121.89								
	Lecturers	14	F %	- -	1 7.1	2 14.3	5 35.7	6 42.9	106.39								
	Inspectors	14	F %	- -	- -	3 21.4	5 35.7	6 42.9	108.25								

Teachers = 1 Students = 2 Lecturers = 3 Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (18): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N	Frequency Percentage	sufficient	Insufficient	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.A time devoted to the Continuous Teaching Practice is insufficient/sufficient	Teachers	134	n %	51 38.1	83 61.9	105.77	15.671	.001	34.87*	25.31	18.41	9.56	16.46	6.9
	Students	31	n %	23 74.2	8 25.8	70.90								
	Lecturers	14	n %	9 64.3	5 35.7	80.46								
	Inspectors	14	n %	8 57.1	6 42.9	87.36								

427

Cont. Table (18): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers &Inspectors.

Variable	Group	Frequency percentage	Frequency percentage	Adequate	Inadequate	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.B Faculty training before Actual school teaching is Inadequate/adequate	Teachers	134	n %	38 28.4	96 71.6	104.13	16.094	.001	25.55	41.56*	0.20	16.1	25.35	41.36
	Students	31	n %	17 54.8	14 45.2	78.58								
	Lecturers	14	n %	10 71.4	4 28.6	62.57								
	Inspectors	14	n %	4 28.6	10 71.4	103.93								

428

Cont. Table (18): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers &Inspectors.

Variable	Group	N	Frequency Percentage	Coherent	Contradictory	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.C the instructions of both Methodology lecturer and Teaching Practice supervisor which given to the students are Contradictory/coherent	Teachers	134	n %	29 21.6	105 78.4	107.12	28.876	.000	47.60*	13.58	20.48	34.02	27.12	6.90
	Students	31	n %	22 71.0	9 29.0	59.52								
	Lecturers	14	n %	5 35.7	9 64.3	93.54								
	Inspectors	14	n %	6 42.9	8 57.1	86.64								

429

Cont. Table (18): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers &Inspectors.

Variable	Group	N	Frequency Percentage	Effective	Ineffective	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.D.the support which the student-teachers received from the school administration during Teaching Practice is Ineffective/effective	Teachers	134	n %	51 38.1	83 61.9	105.77	22.064	.000	19.3	59.77*	18.41	40.47	.89	41.36
	Students	31	n %	18 58.1	13 41.9	86.47								
	Lecturers	14	n %	14 100.0	- -	46.00								
	Inspectors	14	n %	8 57.1	6 42.9	87.36								

430

Cont. Table (18): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers &Inspectors.

Variable	Group	N	Frequency Percentage	Allow	Does not Allow	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.E. Teaching Practice allows/does not allow student teachers to fully integrate into the school life	Teachers	134	n %	49 36.6	85 63.4	103.21	14.412	.002	33.19*	7.72	19.85	40.91	13.34	27.57
	Students	31	n %	22 71.0	9 29.0	70.02								
	Lecturers	14	n %	4 28.6	10 71.4	110.93								
	Inspectors	14	n %	8 57.1	6 42.9	83.36								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (19): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		No	Yes	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.1 the appropriate procedure to increase the effectiveness of Teaching Practice is (Supervision should be assigned to academic staff in the Department of Physical Education)	Teachers	134	F %	105 78.4	29 21.6	92.88	35.456	.000	2.2	68.73*	6.89	70.93*	4.89	75.82*
	Students	31	F %	25 80.6	6 19.4	90.68								
	Lecturers	14	F %	1 7.1	13 92.9	161.61								
	Inspectors	14	F %	12 58.7	2 14.3	85.79								
Q4.2.2 the appropriate procedure to increase the effectiveness of Teaching Practice is (Supervision should be assigned to specialists in the Department of Curricula and Methodology)	Teachers	134	F %	44 32.8	90 67.2	104.31	37.724	.000	6.79	57.92*	57.92*	64.71*	64.71*	0.00
	Students	31	F %	8 25.8	23 74.2	111.10								
	Lecturers	14	F %	13 92.9	1 7.1	46.39								
	Inspectors	14	F %	13 92.9	1 7.1	46.39								
Q4.2.3 the appropriate procedure to increase the effectiveness of Teaching Practice is (Supervision should be assigned to inspectors in the Ministry of Education)	Teachers	134	F %	119 88.8	15 11.2	93.80	51.243	.000	4.57	10.08	65.02*	6.23	69.59*	75.82*
	Students	31	F %	29 93.5	2 6.5	89.23								
	Lecturers	14	F %	14 100.0	00 00	83.00								
	Inspectors	14	F %	3 21.4	11 78.6	158.82								

432

Variable	Group	N		No	Yes	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.4 the appropriate procedure to increase the effectiveness of Teaching Practice is (More time should be allocated to Teaching Practice)	Teachers	134	F %	66 49.3	68 50.7	100.47	7.007	.072	·	·	·	·	·	·
	Students	31	F %	21 67.7	10 32.3	82.63								
	Lecturers	14	F %	10 71.4	4 28.6	79.07								
	Inspectors	14	F %	5 35.7	9 64.3	113.54								
Q4.2.5 the appropriate procedure to increase the effectiveness of Teaching Practice is (Students should spend a whole semester teaching in schools under the supervision of a team of inspectors)	Teachers	134	F %	65 48.5	69 51.5	101.19	10.849	.013	9.22	42.80*	5.45	33.58	14.67	48.25
	Students	31	F %	18 58.1	13 41.9	91.97								
	Lecturers	14	F %	13 92.9	1 7.1	58.39								
	Inspectors	14	F %	6 42.9	8 57.1	106.64								
Q4.2.6 the appropriate procedure to increase the effectiveness of Teaching Practice is (The programme should be revised so as to ensure that each supervisor has only a few students to supervise)	Teachers	134	F %	90 67.2	44 32.8	101.69	15.005	.002	25.46	24.8	16.56	0.66	42.02	41.36
	Students	31	F %	29 93.5	2 6.5	76.23								
	Lecturers	14	F %	13 92.9	1 7.1	76.89								
	Inspectors	14	F %	7 50.0	7 50.0	181.25								

Cont. Table (19): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		No	Yes	Mean Rank	K-W	Sig.	Difference of Mean Rank					
									1-2	1-3	1-4	2-3	2-4	3-4
Q4.2.7 the appropriate procedure to increase the effectiveness of Teaching Practice is (The graduate student should be treated as a probationer for a year)	Teachers	134	F %	110 82.1	24 17.9	96.78	1.697	.630	'	'	'	'	'	'
	Students	31	F %	27 87.1	4 12.9	91.95								
	Lecturers	14	F %	11 78.6	3 21.4	100.18								
	Inspectors	14	F %	10 71.4	4 28.6	107.07								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

434

Table (20): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N		Not Important At all	Of Little Importance	Of Some Importance	Important	Very Important	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q4.4 To what extent do you think that micro –teaching classes are important before getting students to teach in school?	Teachers	134	F %	19 14.2	16 11.9	12 9.0	31 23.1	56 41.8	86.09	20.940	.000	28.89	48.27*	38.12	19.38	9.23	10.15
	Students	31	F %	- -	1 3.2	3 9.7	7 22.6	20 64.5	114.98								
	Lecturers	14	F %	- -	- -	- -	2 14.3	12 58.7	134.36								
	Inspectors	14	F %	- -	- -	- -	4 28.6	10 71.4	124.21								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

435

Table (21): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers & Inspectors.

Variable	Group	N	Frequency Percentage	Not Important At all	Of Little Importance	Of Some Importance	Important	Very Important	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q4.8 To what extent do you think that experience of all levels (Elementary, Preparatory and secondary) is important for students in their teaching practice?	Teachers	134	F %	23 17.2	10 7.5	3 2.2	27 20.1	71 53.0	89.00	13.437	.004	19.77	25.00	41.50*	5.23	21.73	16.5
	Students	31	F %	- -	1 3.2	2 6.5	7 22.6	21 67.7	108.77								
	Lecturers	14	F %	- -	- -	- -	4 28.6	10 71.4	114.00								
	Inspectors	14	F %	- -	- -	- -	1 7.1	13 92.9	130.50								

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (22): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers &Inspectors.

Variable	Group	N		Very Poor	Poor	Satisf-actory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q6.1.1 Conducting a regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme.	Teachers	134	F	23	7	12	41	51	92.93	9.246	.026	2.88	23.57	38.93	26.45	41.81	15.36
			%	17.2	5.2	9.0	30.6	38.1									
	Students	31	F	1	3	8	9	10	90.05								
			%	3.2	9.7	25.8	29.0	32.3									
	Lecturers	14	F	-	-	3	3	8	116.50								
			%	-	-	21.4	21.4	57.1									
	Inspectors	14	F	-	-	1	3	10	131.86								
			%	-	-	7.1	21.4	71.4									
Q6.1.2 Establishing a graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the Department's improvement.	Teachers	134	F	27	8	12	23	64	90.21	8.625	.035	16.21	28.86	28.86	12.65	12.65	000
			%	20.1	6.0	9.0	17.2	47.8									
	Students	31	F	3	1	3	5	19	106.42								
			%	9.7	3.2	9.7	16.1	61.3									
	Lecturers	14	F	-	2	2	10	-	119.07								
			%	-	14.3	14.3	71.4	-									
	Inspectors	14	F	-	-	2	2	10	119.07								
			%	-	-	14.3	14.3	71.4									
Q6.1.3 Conducting an ongoing evaluation of the Department's programme goals, programme implementation, and outcomes in order to improve the programme	Teachers	134	F	23	12	13	36	50	87.95	16.963	.001	16.5	45.30*	42.91*	28.8	26.41	2.39
			%	17.2	9.0	9.7	26.9	37.3									
	Students	31	F	-	4	6	5	16	104.45								
			%	-	12.9	19.4	16.1	51.6									
	Lecturers	14	F	-	-	1	2	11	133.25								
			%	-	-	7.1	14.3	78.6									
	Inspectors	14	F	-	-	-	4	10	130.86								
			%	-	-	-	28.6	71.4									

437

Table (22): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students, Teachers &Inspectors.

Variable	Group	N		Very Poor	Poor	Satisf-actory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank					
												1-2	1-3	1-4	2-3	2-4	3-4
Q6.1.4 Establishing higher education in PE in the State of Qatar.	Teachers	134	F	24	5	18	11	76	93.10	3.469	.325	'	'	'	'	'	'
			%	17.9	3.7	13.4	8.2	56.7									
	Students	31	F	1	3	3	5	19	103.00								
			%	3.2	9.7	9.7	16.1	61.3									
	Lecturers	14	F	-	1	2	3	8	101.96								
			%	-	7.1	14.3	21.4	57.1									
	Inspectors	14	F	-	-	1	3	10	116.07								
			%	-	-	7.1	21.4	71.4									
Q6.1.5 Establishing a laboratory specific to the PE Department to teach exercise physiology and biomechanics, for example.	Teachers	134	F	23	9	18	21	63	90.52	10.572	.014	8.87	34.84	34.84	25.97	25.97	000
			%	17.2	6.7	13.4	15.7	47.0									
	Students	31	F	1	1	7	7	15	99.39								
			%	3.2	3.2	22.6	22.6	48.4									
	Lecturers	14	F	-	-	-	4	10	125.36								
			%	-	-	-	28.6	71.4									
	Inspectors	14	F	-	-	-	4	10	125.36								
			%	-	-	-	28.6	71.4									
Q6.1.6 Closer contact between the Department of Physical Education at Qatar University and the Department of Physical Education in the Ministry of Education to co- ordinate their programmes.	Teachers	134	F	27	4	8	17	78	91.12	11.718	.008	5.61	31.67	37.02	26.06	31.41	5.35
			%	20.1	3.0	6.0	12.7	58.2									
	Students	31	F	-	1	3	10	17	96.73								
			%	-	3.2	9.7	32.3	54.8									
	Lecturers	14	F	-	-	-	2	12	122.79								
			%	-	-	-	14.3	85.7									
	Inspectors	14	F	-	-	-	1	13	128.14								
			%	-	-	-	7.1	92.9									

Teachers = 1   Students = 2   Lecturers = 3   Inspectors = 4

* Differences Mean Rank are sig. At .05

Table (23): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		None	A little	Some	Quite a lot	A great deal	Mean Rank	K-W	Sig.	Difference of Mean Rank		
												1-2	1-3	2-3
Q213. Overlap among the various professional courses is:	Teachers	134	F	23	33	73	2	3	88.30	7.905	0.019	19.75	22.01	41.76*
			%	17.2	24.6	54.5	1.5	2.2						
	Students	31	F	2	8	14	5	2	108.05					
			%	6.5	25.8	45.2	16.1	6.5						
	Lecturers	14	F	8	2	-	3	1	66.29					
			%	57.1	14.3	-	21.4	7.1						

Teachers = 1 Students = 2 Lecturers = 3

* Differences Mean Rank are sig. At .05

Table (24): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Non	A little	Some	Quite a lot	A great deal	Mean Rank	K-W	Sig.	Difference of Mean Rank		
												1-2	1-3	2-3
Q214. Relevance between what is taught in the Department and what is actually taught in schools is:	Teachers	134	F	15	69	41	9	-	83.70	13.954	0.001	14.24	49.01 *	34.77
			%	11.2	51.5	30.6	6.7	-						
	Students	31	F	4	10	13	2	2	97.94					
			%	12.9	32.3	41.9	6.5	6.5						
	Lecturers	14	F	2	-	5	6	1	132.71					
			%	14.3	-	35.7	42.9	7.1						

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

Table (25): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Not Exist/ Absent	Exists	Mean Rank	K-W	Sig.	Difference of Mean Rank		
									1-2	1-3	2-3
Q215A. Depend. on your answer to quest.(14) above, what do you think the reasons might be? (The effective communication channels between the PED at Qatar Univ. and PE Administration in the Ministry Education:	Teachers	134	F %	124 92.5	10 7.5	93.32	16.023	.000	4.87	31.68	26.81
	Students	31	F %	27 87.1	4 12.9	88.45					
	Lecturers	14	F %	8 57.1	6 42.9	61.64					

Variable	Group	N		Not exist/ Lack	Exists	Mean Rank	K-W	Sig.	Difference of Mean Rank		
									1-2	1-3	2-3
Q215B. Depend. on your answer to ques.(14) above, what do you think the reasons might be? (Knowledge of what is taking place in schools among the academic staff in the Department:	Teachers	134	F %	124 92.5	10 7.5	91.32	7.183	.028	.91	18.89	19.8
	Students	31	F %	29 93.5	2 6.5	92.23					
	Lecturers	14	F %	10 71.4	4 28.6	72.43					

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

441

Cont. Table (25): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Bureaucratic	Effective policies and procedures	Mean Rank	K-W	Sig.	Difference of Mean Rank		
									1-2	1-3	2-3
Q215C. Depend. on your answer to ques.(14) above, what do you think the reasons might be? (The procedures which the teachers apply what they learnt in the Department to the schools are:	Teachers	134	F %	124 92.5	10 7.5	98.32	66.792	.000	13.53	76.43*	62.90*
	Students	31	F %	24 77.4	7 22.6	84.79					
	Lecturers	14	F %	1 7.1	13 92.9	21.89					

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

Table (26): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Lecture	Discussion	Dictation	Mean Rank	K-W	Sig.	Difference of Mean Rank		
										1-2	1-3	2-3
Q2.17 Which of the following teaching methods used most often?	Teachers	134	F	83	17	34	89.21	.330	.848	'	'	'
			%	61.9	12.7	25.4						
	Students	31	F	17	6	8	94.23					
			%	54.8	19.4	25.8						
	Lecturers	14	F	7	7	-	88.25					
			%	50.0	50.0	-						

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

Table (27): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Never	Very rarely	Some-times	Often	Always	Mean Rank	K-W	Sig.	Difference of Mean Rank 1-2	Difference of Mean Rank 1-3	Difference of Mean Rank 2-3
Q2.19.1 How often were the (Essay tests) types of assessment used to evaluate students' performance?	Teachers	134	F	-	-	33	30	71	91.94	4.961	.084	ı	ı	ı
			%	-	-	24.6	22.4	53.0						
	Students	31	F	-	-	4	12	15	93.85					
			%	-	-	12.9	38.7	48.4						
	Lecturers	14	F	-	3	3	4	4	62.89					
			%	-	21.4	21.4	28.6	28.6						
Q2.19.2 How often were the (Objective tests) types of assessment used to evaluate students' performance?	Teachers	134	F	6	23	44	39	22	85.17	6.358	.042	13.39	32.08	18.69
			%	4.5	17.2	32.8	29.1	16.4						
	Students	31	F	-	2	13	9	7	98.56					
			%	-	6.5	41.9	29.0	22.6						
	Lecturers	14	F	-	-	5	3	6	117.25					
			%	-	-	35.7	21.4	42.9						
Q2.19.3 How often were the (Oral tests) types of assessment used to evaluate students' performance?	Teachers	134	F	44	44	30	16	-	85.79	15.106	.001	.08	53.64*	53.56*
			%	32.8	32.8	22.4	11.9	-						
	Students	31	F	5	20	4	2	-	85.87					
			%	16.1	64.5	12.9	6.5	-						
	Lecturers	14	F	-	3	5	4	2	139.43					
			%	-	21.4	35.7	28.6	14.3						

Cont. Table (27): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Never	Very Rarely	Some-times	Often	Always	Mean Rank	K-W	Sig.	Difference of Mean Rank 1-2	1-3	2-3
Q2.19.4 How often were the (Research projects) types of assessment used to evaluate students' performance?	Teachers	134	F %	16 11.9	13 9.7	44 32.8	29 21.6	32 23.9	91.51	.507	.776	٠	٠	٠
	Students	31	F %	1 3.2	4 12.9	15 48.4	8 25.8	3 9.7	84.74					
	Lecturers	14	F %	1 7.1	3 21.4	4 28.6	3 21.4	3 21.4	87.21					
Q2.19.5 How often were the (Classroom discussion) types of assessment used to evaluate students' performance?	Teachers	134	F %	14 10.4	38 28.4	57 42.5	24 17.9	1 .7	83.71	21.058	.000	7.44	64.00*	56.56*
	Students	31	F %	2 6.5	11 35.5	9 29.0	5 16.1	4 12.9	91.15					
	Lecturers	14	F %	- -	2 14.3	- -	4 28.6	8 57.1	147.71					

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

445

Table (28): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Not Important at all	Largely Unimportant	Of Some Important	Important	Very Important	Mean Rank	K-W	Sig.	Difference of Mean Rank		
												1-2	1-3	2-3
Q2.21.1 What is your opinion about the importance of using (Essay tests) in assessing the student?	Teachers	134	F	6	25	44	40	19	88.01	3.127	.209	'	'	'
			%	4.5	18.7	32.8	29.9	14.2						
	Students	31	F	-	7	12	6	6	88.34					
			%	-	22.6	38.7	19.4	19.4						
	Lecturers	14	F	-	2	3	4	5	112.68					
			%	-	14.3	21.4	28.6	35.7						
Q2.21.2 What is your opinion about the importance of using (Objective tests) in assessing the student?	Teachers	134	F	18	16	16	56	28	82.84	11.132	.004	28.14*	29.20	1.06
			%	13.4	11.9	11.9	41.8	20.9						
	Students	31	F	-	1	5	12	13	110.98					
			%	-	3.2	16.1	38.7	41.9						
	Lecturers	14	F	-	-	4	3	7	112.04					
			%	-	-	28.6	21.4	50.0						
Q2.21.3 What is your opinion about the importance of using (Oral tests) in assessing the student?	Teachers	134	F	11	17	30	35	41	92.16	1.082	.582	'	'	'
			%	8.2	12.7	22.4	26.1	30.6						
	Students	31	F	4	4	8	8	7	82.00					
			%	12.9	12.9	25.8	25.8	22.6						
	Lecturers	14	F	1	1	5	4	3	87.00					
			%	7.1	7.1	35.7	28.6	21.4						

Cont. Table (28): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Not Important at all	Largely Unimpo rtant	Of Some Import ant	Import ant	Very Import ant	Mean Rank	K-W	Sig.	Difference of Mean Rank		
												1-2	1-3	2-3
Q2.21.4 What is your opinion about the importance of using (Research projects) in assessing the student?	Teachers	134	F	13	26	35	30	30	91.30	.558	.757	·	·	·
			%	9.7	19.4	56.1	22.4	22.4						
	Students	31	F	4	6	10	5	6	83.84					
			%	12.9	19.4	32.3	16.1	19.4						
	Lecturers	14	F	1	2	5	4	2	91.21					
			%	7.1	4.3	35.7	28.6	14.3						
Q2.21.5 What is your opinion about the importance of using (Classroom discussion) in Assessing the student?	Teachers	134	F	11	3	3	23	94	90.48	2.066	.356	·	·	·
			%	8.2	2.2	2.2	17.2	70.1						
	Students	31	F	-	2	2	4	23	94.53					
			%	-	6.5	6.5	12.9	79.2						
	Lecturers	14	F	-	1	1	5	7	75.36					
			%	-	7.1	7.1	35.7	50.0						

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

Table (29): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		In no course	In a few courses	In some courses	In a lot of courses	In every course	Mean Rank	K-W	Sig.	Difference of Mean Rank		
												1-2	1-3	2-3
Q2.22 Indicate in how many Professional courses you were given a chance to evaluate?	Teachers	134	F	77	20	32	5	-	87.69	13.454	.001	7.08	46.17*	53.25*
			%	57.5	14.9	23.9	3.7	-						
	Students	31	F	19	7	4	1	-	80.61					
			%	61.3	22.6	12.9	3.2	-						
	Lecturers	14	F	2	2	8	2	-	133.86					
			%	14.3	14.3	57.1	14.3	-						

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

448

Table (30): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		No	Yes	Mean Rank	K-W	Sig.	Difference of Mean Rank		
									1-2	1-3	2-3
Q2.23.1 evaluation in the form of a questionnaire	Teachers	134	F %	134 100	- -	87.50	23.154	.000	5.77	19.18	13.41
	Students	31	F %	29 93.5	2 6.5	93.27					
	Lecturers	14	F %	11 78.6	3 21.4	106.68					
Q2.23.2 evaluation in the form of a checklist	Teachers	134	F %	134 100	- -	89.00	7.321	.026	2.89	6.39	3.50
	Students	31	F %	30 96.8	1 3.2	91.89					
	Lecturers	14	F %	13 92.9	1 7.1	95.39					
Q2.23.3 evaluation through discussion	Teachers	134	F %	78 58.2	56 41.8	92.90	2.752	.253	'	'	'
	Students	31	F %	23 74.2	8 25.8	78.60					
	Lecturers	14	F %	9 64.3	5 35.7	87.46					

Cont. Table (30): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		No	Yes	Mean Rank	K-W	Sig.	Difference of Mean Rank		
									1-2	1-3	2-3
Q2.23.4 evaluation in the form of general written opinions	Teachers	134	F %	130 97.0	4 3.00	86.17	14.461	.001	14.65	16.51	1.86
	Students	31	F %	25 80.6	6 19.4	100.82					
	Lecturers	14	F %	11 78.6	3 21.4	102.68					
Q2.23.5 I haven't been given a chance to evaluate the courses	Teachers	134	F %	58 43.3	76 56.7	91.93	7.161	.028	3.42	32.25	35.67
	Students	31	F %	13 41.9	18 58.1	95.35					
	Lecturers	14	F %	11 78.6	3 21.4	59.68					

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

Table (31): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable / Resources	Group	N		Not Available	Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank		
													1-2	1-3	2-3
Q5.1. How you evaluate each statement with regard to the PE programme. (Availability of specialised books and periodicals and related materials in the University library	Teachers	134	F	-	19	37	51	18	9	80.51	19.376	.000	37.38*	38.56*	1.18
			%	-	14.2	27.6	38.1	13.4	6.7						
	Students	31	F	-	1	3	12	8	7	117.89					
			%	-	3.2	9.7	38.7	25.8	22.6						
	Lecturers	14	F	-	-	1	6	6	1	119.07					
			%	-	-	7.1	42.9	42.9	7.1						
Q5.2. How you evaluate each statement with regard to the PE programme. (Availability of specialised books in the department at the right time	Teachers	134	F	-	20	35	35	28	16	86.84	2.258	.323	'	'	'
			%	-	14.9	26.1	26.1	20.9	11.9						
	Students	31	F	-	3	3	12	11	2	101.40					
			%	-	9.7	9.7	38.7	35.5	6.5						
	Lecturers	14	F	-	1	2	7	3	1	95.04					
			%	-	7.1	14.3	50.0	21.4	7.1						
Q5.3. How you evaluate each statement with regard to the PE programme. (Provision of storage facilities for sport equipment specific to the Department	Teachers	134	F	38	70	26	-	-	-	59.21	1.217	.544	'	'	'
			%	-	72.9	27.1	-	-	-						
	Students	31	F	17	12	2	-	-	-	51.79					
			%	-	85.7	14.3	-	-	-						
	Lecturers	14	F	8	4	2	-	-	-	62.83					
			%	-	66.7	33.3	-	-	-						

451

Cont. Table (31): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable / Resources	Group	N		Not Available	Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank		
													1-2	1-3	2-3
Q5.4. How you evaluate each statement with regard to the PE programme. (Provision of lockers in sport facilities complex)	Teachers	134	F	69	48	16	-	-	1	36.38	12.675	.002	7.69	29.52	21.83
			%	-	73.8	24.6	-	-	1.5						
	Students	31	F	24	4	2	1	-	-	44.07					
			%	-	57.1	28.6	14.3	-	-						
	lecturers	14	F	9	-	4	1	-	-	65.90					
			%	-	-	80.0	20.0	-	-						
Q5.5. How you evaluate each statement with regard to the PE programme. (Provision of indoor hall)	Teachers	134	F	58	-	-	14	41	21	45.49	20.694	.000	29.92*	2.41	27.51
			%	-	-	-	18.4	53.9	27.6						
	Students	31	F	9	-	-	-	4	18	75.41					
			%	-	-	-	-	18.2	81.8						
	Lecturers	14	F	9	-	-	-	4	1	47.90					
			%	-	-	-	-	80.0	20.0						
Q5.6. How you evaluate each statement with regard to the PE programme. (provision of outdoor playgrounds)	Teachers	134	F	-	8	13	41	55	17	82.98	13.092	.001	35.21*	11.77	23.44
			%	-	6.0	9.7	30.6	41.0	12.7						
	Students	31	F	-	-	-	5	16	10	118.19					
			%	-	-	-	16.1	51.6	32.3						
	Lecturers	14	F	-	-	-	7	3	4	94.75					
			%	-	-	-	50.0	21.4	28.6						

Cont. Table (31): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable / Resources	Group	N		Not Available	Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank		
													1-2	1-3	2-3
Q5.7. How you evaluate each statement with regard to the PE programme. (Provision of swimming pools)	Teachers	134	F	76	-	-	15	36	7	32.51	21.743	.000	23.49	27.1	3.61
			%	-	-	-	25.9	62.1	12.1						
	Students	31	F	22	-	-	-	3	6	56.00					
			%	-	-	-	-	33.3	66.7						
	Lecturers	14	F	5	-	-	1	-	8	59.61					
			%	-	-	-	11.1	-	88.9						
Q5.8. How you evaluate each statement with regard to the PE programme. (Suitability of distance between the parking area and the lecture rooms	Teachers	134	F	-	65	50	19	-	-	87.57	14.720	.001	7.75	48.22*	55.97*
			%	-	48.5	37.3	14.2	-	-						
	Students	31	F	-	18	9	4	-	-	79.82					
			%	-	58.1	29.0	12.9	-	-						
	Lecturers	14	F	-	1	7	2	-	4	135.79					
			%	-	7.1	50.0	14.3	-	28.6						
Q5.9. How you evaluate each statement with regard to the PE programme. (the suitability of the distance between the playgrounds or indoor hall and the lecture rooms	Teachers	134	F	-	16	27	32	28	31	99.60	22.488	.000	47.5*	17.53	29.97
			%	-	11.9	20.1	23.9	20.9	23.1						
	Students	31	F	-	13	7	10	1	-	52.10					
			%	-	41.9	22.6	32.3	3.2	-						
	Lecturers	14	F	-	-	8	2	3	1	82.07					
			%	-	-	57.1	14.3	21.4	7.1						

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

453

Table (32): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable / Staffing & Access	Group	N		Not Available	Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank		
													1-2	1-3	2-3
Q5.1. How you evaluate each statement with regard to the PE programme. (tutors' academic advice to their students during their course registration)	Teachers	134	F	-	19	32	48	20	15	85.55	7.069	.029	9.16	36.63*	27.47
			%	-	14.2	23.9	35.8	14.9	11.2						
	Students	31	F	-	7	3	9	5	7	94.71					
			%	-	22.6	9.7	29.0	16.1	22.6						
	Lecturers	14	F	-	-	1	5	5	3	122.18					
			%	-	-	7.1	35.7	35.7	21.4						
Q5.2. How you evaluate Each statement with regard to the PE programme. (Relationships between students and lecturers in the PE Department)	Teachers	134	F	-	20	46	43	24	1	77.60	37.150	.000	38.93*	72.29*	33.36
			%	-	14.9	34.3	32.1	17.9	0.7						
	Students	31	F	-	-	4	14	10	3	116.53					
			%	-	-	12.9	45.2	32.3	9.7						
	Lecturers	14	F	-	-	-	3	5	6	149.89					
			%	-	-	-	21.4	35.7	42.9						
Q5.3. How you evaluate each statement with regard to the PE programme. (Access to tutors)	Teachers	134	F	-	27	48	28	27	4	76.98	40.420	.000	40.60*	76.56*	35.96
			%	-	20.1	35.8	20.9	20.1	3.0						
	Students	31	F	-	1	3	13	8	6	117.58					
			%	-	3.2	9.7	41.9	25.8	19.4						
	Lecturers	14	F	-	-	-	1	6	7	153.54					
			%	-	-	-	7.1	42.9	50.0						

454

Cont. Table (32): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable / Staffing & Access	Group	N		Not Available	Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank 1-2	1-3	2-3
Q5.4. How you evaluate each statement with regard to the PE programme.(relationship between PED & school(s) where students practise their teaching)	Teachers	134	F	-	93	41	-	-	-	88.38	2.167	.338	ı	ı	ı
			%	-	69.4	30.6	-	-	-						
	Students	31	F	-	21	10	-	-	-	89.87					
			%	-	67.7	32.3	-	-	-						
	Lecturers	14	F	-	7	7	-	-	-	105.75					
			%	-	50.0	50.0	-	-	-						
Q5.5. How you evaluate Each statement with regard to the PE programme. (appropriateness of office hours)	Teachers	134	F	-	38	48	31	11	6	77.40	33.736	.000	48.89*	52.81*	3.92
			%	-	28.4	35.8	23.1	8.2	4.5						
	Students	31	F	-	-	5	14	10	2	126.29					
			%	-	-	16.1	45.2	32.3	6.5						
	Lecturers	14	F	-	-	2	6	4	2	130.21					
			%	-	-	14.3	42.9	28.6	14.3						
Q5.6. How you evaluate Each statement with regard to the PE programme. (the amount of the demands of teaching staff)	Teachers	134	F	-	12	31	67	15	9	84.49	9.552	.008	14.64	38.01*	23.37
			%	-	9.0	23.1	50.0	11.2	6.7						
	Students	31	F	-	1	3	21	4	2	99.13					
			%	-	3.2	9.7	67.7	12.9	6.5						
	Lecturers	14	F	-	-	-	8	5	1	122.50					
			%	-	-	-	57.1	35.7	7.1						

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

Table (33): Distribution of K-W of Some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable / Structure of the course	Group	N		Not Available	Very Poor	Poor	Satisfactory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank 1-2	1-3	2-3
Q5.1. How you evaluate each statement with regard to the PE programme. (the link between Department courses & courses outside the Department	Teachers	134	F	-	13	31	55	30	5	87.32					
			%	-	9.7	23.1	41.0	22.4	3.7		5.685	.058	'	'	'
	Students	31	F	-	2	6	17	5	1	88.10					
			%	-	6.5	19.4	54.8	16.1	3.2						
	Lecturers	14	F	-	-	-	8	5	1	119.89					
			%	-	-	-	57.1	35.7	7.1						
Q5.2. How you evaluate each statement with regard to the PE programme. (suitability of the time of day allocated to some practical professional courses	Teachers	134	F	-	14	33	50	18	19	89.85					
			%	-	10.4	24.6	37.3	13.4	14.2		13.908	.001	18.17	42.19*	60.36*
	Students	31	F	-	12	4	7	4	4	71.68					
			%	-	38.7	12.9	22.6	12.9	12.9						
	Lecturers	14	F	-	-	-	4	7	3	132.04					
			%	-	-	-	28.6	50.0	21.4						
Q5.3. How you evaluate each statement with regard to the PE programme.(The amount of the professional courses)	Teachers	134	F	-	31	57	33	12	1	78.29					
			%	-	23.1	42.5	24.6	9.0	0.7		29.879	.000	45.58*	48.78*	3.2
	Students	31	F	-	-	8	13	6	4	123.87					
			%	-	-	25.8	41.9	19.4	12.9						
	Lecturers	14	F	-	-	2	9	1	2	127.07					
			%	-	-	14.3	64.3	7.1	14.3						

456

Cont. Table (33): Distribution of K-W of some Variables According to the Evaluation of Lecturers, Students and Teachers.

Variable	Group	N		Not Availa ble	Very Poor	Poor	Satisfa ctory	Good	Very Good	Mean Rank	K-W	Sig.	Difference of Mean Rank		
													1-2	1-3	2-3
Q5.4. How you evaluate each statement with regard to the P.E programme.(four hours counting as two in practical professional courses)	Teachers	134	F	-	28	24	32	26	24	94.23	19.927	.000	38.26*	28.41	66.67*
			%	-	20.9	17.9	23.9	19.4	17.9						
	Students	31	F	-	15	6	7	3	-	55.97					
			%	-	48.4	19.4	22.6	9.7	-						
	Lecturers	14	F	-	-	1	5	5	3	122.64					
			%	-	-	7.1	35.7	35.7	21.4						

Teachers = 1   Students = 2   Lecturers = 3

* Differences Mean Rank are sig. At .05

457

Table (34): The Distribution of Mann- Whitney U For Variables Between the Evaluation of Teachers & Students

Variable	Group	N		None at all	To a limited extent	To an average extent	To some extent	To a great extent	Mean Ranks	Sum of Ranks	M-W	Z	Sig.
Q4.10: To what extent do the Methods of Teaching PE course and Teaching Practice courses complement each other?	Teachers	134	F %	5 3.7	24 17.9	48 35.8	40 29.9	17 12.7	77.27	10354.50	1309.500	-3.333	.001
	Students	31	F %	- -	1 3.2	9 29.0	10 32.3	11 35.5	107.76	3340.50			

Teachers = 1   Students = 2

* Differences Mean Rank are sig. At .05

Table (35): The Distribution of Mann- Whitney U For Variables Between the Evaluation of Teachers & Students

Variable	Group	N		None at all	To a limited extent	To an average extent	To some extent	To a great extent	Mean Ranks	Sum of Ranks	M-W	Z	Sig.
Q4.11 : To what extent does agreement in techniques between PE Methodology teachers and Teaching Practice supervisors exist?	Teachers	134	F %	5 3.7	22 16.4	75 56.0	28 20.9	4 3.0	79.26	10621.50	1576.500	-2.251	.024
	Students	31	F %	4 12.9	3 9.7	7 22.6	11 35.5	6 19.4	99.15	3073.50			

Teachers = 1   Students = 2

  * Differences Mean Rank are sig. At .05

Variable	Group	N		Very poor	Poor	Satisfactory	Good	Very good	Mean Ranks	Sum of Ranks	M-W	Z	Sig.
Q4.12.1 : How would you evaluate each of the following aspects with regard to Teaching Practice (Relationship between student teachers and college supervisors during Teaching practice)	Teachers	134	F %	10 7.5	29 21.6	35 26.1	40 29.9	20 14.9	75.99	10182.00	1137.000	-4.041	.000
	Students	31	F %	2 6.5	2 6.5	- -	13 41.9	14 45.2	113.32	3513.00			
Q4.12.2 : How would you evaluate each of the following aspects with regard to Teaching Practice (College supervisors' advice to student teachers during teaching practice)	Teachers	134	F %	10 7.5	31 23.1	33 24.6	39 29.1	21 15.7	77.21	10345.50	1300.500	-3.327	.001
	Students	31	F %	2 6.5	3 9.7	4 12.9	6 19.4	16 51.6	108.05	3349.50			
Q4.12.3 : How would you evaluate each of the following aspects with regard to Teaching Practice (Relationship between the college supervisors and the school(s) where you Practiced your teaching)	Teachers	134	F %	9 6.7	24 17.9	33 24.6	47 35.1	21 15.7	79.04	10591.00	1546.000	-2.302	.021
	Students	31	F %	2 6.5	1 3.2	5 16.1	15 48.8	8 25.8	100.13	3104.00			
Q4.12.4 : How would you evaluate each of the following aspects with regard to Teaching Practice (Relationship between student teachers and physical education teacher(s)Where you practiced your teaching)	Teachers	134	F %	8 6.0	21 15.7	27 20.1	39 29.1	39 29.1	81.59	10932.50	1887.500	-.817	.414
	Students	31	F %	2 6.5	4 12.9	4 12.9	10 32.3	11 35.5	89.11	2762.50			

Variable	Group	N		Very poor	Poor	Satisfactory	Good	Very good	Mean Ranks	Sum of Ranks	M-W	Z	Sig.
Q4.12.5: How would you evaluate each of the following aspects with regard to Teaching Practice (The equipment and facilities in the school(s) where you practiced your Teaching)	Teachers	134	F %	10 7.5	35 26.1	38 28.4	35 26.1	16 11.9	81.72	10950.00	1905.000	-.740	.459
	Students	31	F %	2 6.5	7 22.6	8 25.8	9 29.0	5 16.1	88.55	2745.00			
Q4.12.6: How would you evaluate each of the following aspects with regard to Teaching Practice (Overall quality of the experience of teaching practice at Qatar University)	Teachers	134	F %	2 1.5	30 22.4	49 36.6	43 32.1	10 7.5	80.91	10842.50	1797.500	-1.228	.219
	Students	31	F %	- -	3 9.7	14 45.2	11 35.5	3 9.7	92.02	2852.50			
Q4.12.7: How would you evaluate each of the following aspects with regard to Teaching Practice (Assistance you received from the Department of Curricula during student Teaching practice)	Teachers	134	F %	12 9.0	38 28.4	48 35.8	26 19.4	10 7.5	80.84	10833.00	1788.000	-1.251	.211
	Students	31	F %	2 6.5	8 25.8	9 29.0	6 19.4	6 19.4	92.32	2862.00			

Teachers = 1   Students = 2
   * Differences Mean Rank are sig. At .05

Table 1   **Q.2.10.A Indicate the degree of importance of each of the following PE Practical Professional Courses to the preparation of PE teachers.**

Item #	Practical professional Courses	Groups	Not important at all	Largely unimportant	Of some importance	Important	Very important	Total	Overall Mean	Overall Rank
1	Teaching practice	Teachers	- -	2 1.5	3 2.2	22 16.4	107 79.9	134 69.4	4.80	1
		Students	- -	- -	1 3.2	2 6.5	28 90.3	31 16.1		
		Lecturers	- -	- -	- -	1 7.1	13 92.9	14 7.3		
		Inspectors	- -	- -	- -	- -	14 100.0	14 7.3		
Total		N %	- -	2 1.0	4 2.1	25 13.0	162 83.9	193 100.0		
6	Football*	Teachers	3 5.2	- -	2 3.4	12 20.7	41 70.7	58 69.9	4.60	2
		Students	- -	- -	1 11.1	- -	8 88.9	9 10.8		
		Lecturers	- -	- -	1 11.1	- -	8 88.9	9 10.8		
		Inspectors	- -	- -	- -	1 14.3	6 85.7	7 8.4		
Total		N %	- -	3 3.6	4 4.8	13 15.7	63 75.9	83 100.0		
3	Exercise and gymnastics	Teachers	3 2.2	4 3.0	23 17.2	28 20.9	76 56.7	134 69.4	4.43	3
		Students	- -	1 3.2	- -	8 25.8	22 71.0	31 16.1		
		Lecturers	- -	- -	- -	1 7.1	13 92.9	14 7.3		
		Inspectors	- -	- -	- -	- -	14 100.0	14 7.3		
Total		N %	3 1.6	5 2.6	23 11.9	37 19.2	125 64.8	193 100.0		

* This course is delivered to male students only

Table 1, continued

Item #	Practical professional Courses	Groups	Not important at all	Largely unimportant	Of some importance	Important	Very important	Total	Overall Mean	Overall Rank
					Values					
2	Track and field	Teachers	2 1.5	9 6.7	15 11.2	33 24.6	75 56.0	134 69.4	4.41	4
		Students	- -	1 3.2	- -	9 29.0	21 67.7	31 16.1		
		Lecturers	- -	- -	1 7.1	1 7.1	12 85.7	14 7.3		
		Inspectors	- -	- -	- -	1 7.1	13 92.9	14 7.3		
Total		N %	2 1.0	10 5.2	16 8.3	44 22.8	121 62.7	193 100.0		
12	Dance*	Teachers	4 5.3	- -	8 10.5	18 23.7	46 60.5	76	4.39	5
		Students	1 4.5	1 4.5	3 13.6	3 13.6	14 63.6	22		
		Lecturers	- -	- -	- -	- -	5 100.0	5		
		Inspectors	- -	- -	- -	1 14.3	6 85.7	7		
Total		N %	5 4.5	1 .9	11 10.0	22 20.0	71 64.5	110 100.0		
8	Handball	Teachers	4 3.0	7 5.2	30 22.4	17 12.7	76 56.7	134 69.4	4.33	6
		Students	- -	- -	2 6.5	8 25.8	21 67.7	31 16.1		
		Lecturers	- -	- -	1 7.1	1 7.1	12 85.7	14 7.3		
		Inspectors	- -	- -	- -	1 7.1	13 92.9	14 7.3		
Total		N %	4 2.1	7 3.6	33 17.1	27 14.0	122 63.2	193 100.0		

* This course is delivered female students only

Table 1, continued

Item #	Practical professional Courses	Groups	Values					Total	Overall Mean	Overall Rank
			Not important at all	Largely unimportant	Of some importance	Important	Very important			
9	Volleyball	Teachers	2 / 1.5	23 / 17.2	16 / 11.9	21 / 15.7	72 / 53.7	134 / 69.4	4.24	7
		Students	- / -	- / -	2 / 6.5	8 / 25.8	21 / 67.7	31 / 16.1		
		Lecturers	- / -	- / -	1 / 7.1	1 / 7.1	12 / 85.7	14 / 7.3		
		Inspectors	- / -	- / -	- / -	1 / 7.1	13 / 92.9	14 / 7.3		
Total		N / %	2 / 1.0	23 / 11.9	19 / 9.8	31 / 16.1	118 / 61.1	193 / 100.0		
7	Basketball	Teachers	15 / 11.2	4 / 3.00	23 / 17.2	19 / 14.2	73 / 54.5	134 / 69.4	4.22	8
		Students	- / -	- / -	1 / 3.2	7 / 22.6	23 / 74.2	31 / 16.1		
		Lecturers	- / -	- / -	1 / 7.1	1 / 7.1	12 / 85.7	14 / 7.3		
		Inspectors	- / -	- / -	- / -	1 / 7.1	13 / 92.9	14 / 7.3		
Total		N / %	15 / 7.7	4 / 2.1	25 / 13.0	28 / 14.5	121 / 62.7	193 / 100.0		
5	Swimming	Teachers	4 / 3.00	10 / 7.5	31 / 23.1	39 / 29.1	50 / 37.3	134 / 69.4	3.73	9
		Students	12 / 38.7	4 / 12.9	3 / 9.7	2 / 6.5	10 / 32.3	31 / 16.1		
		Lecturers	5 / 35.7	- / -	1 / 7.1	- / -	8 / 57.1	14 / 7.3		
		Inspectors	1 / 7.1	1 / 7.1	- / -	2 / 14.3	10 / 71.4	14 / 7.3		
Total		N / %	22 / 11.1	15 / 7.8	35 / 18.1	43 / 22.3	78 / 40.4	193 / 100.0		

Item #	Practical professional Courses	Groups	Values					Total	Overall Mean	Overall Rank
			Not important at all	Largely unimportant	Of some importance	Important	Very important			
10	Racquetball	Teachers	22 16.4	26 19.4	28 20.9	26 19.4	32 23.9	134 69.4	3.38	10
		Students	3 9.7	5 16.1	4 12.9	9 29.0	10 32.3	31 16.1		
		Lecturers	- -	- -	1 7.1	3 21.4	10 71.4	14 7.3		
		Inspectors	1 7.1	1 7.1	2 14.3	5 35.7	5 35.7	14 7.1		
Total		N %	26 13.5	32 16.6	35 18.1	43 22.3	57 29.6	193 100.0		
4	Fencing	Teachers	30 22.4	23 17.2	53 39.6	18 13.4	10 7.5	134 69.4	2.73	11
		Students	12 38.7	7 22.6	6 19.4	4 12.9	2 6.5	31 16.1		
		Lecturers	- -	5 35.7	1 7.1	3 21.4	5 35.7	14 7.3		
		Inspectors	2 14.3	1 7.1	4 28.6	2 14.3	5 35.7	14 7.3		
Total		N %	44 22.8	36 18.7	64 33.2	27 14.0	22 11.4	193 100.0		
11	Boxing and wrestling*	Teachers	28 48.3	14 24.1	10 17.2	3 5.2	3 5.2	58 69.9	2.25	12
		Students	4 44.4	4 44.4	1 11.1	- -	- -	9 10.8		
		Lecturers	- -	3 33.3	- -	2 22.2	4 44.4	9 10.8		
		Inspectors	- -	1 14.3	3 42.9	1 14.3	2 28.6	7 8.4		
Total		N %	32 38.6	22 26.5	14 16.9	6 7.2	9 10.8	83 100.0		

* This course is delivered to male students only

Table 2   **Q.2.10.B Indicate the degree of importance of each of the following PE Theoretical Professional Courses to the preparation of PE teachers.**

Item #	Theoretical Professional Courses	Groups	Values					Total	Overall Mean	Overall Rank
			Not important at all	Largely unimportant	Of some importance	Important	Very important			
3	Sports training	Teachers	- -	- -	- -	23 17.2	111 82.8	134 69.4	4.77	1
		Students	- -	- -	3 9.7	11 35.5	17 54.8	31 16.1		
		Lecturers	- -	- -	- -	5 35.5	9 64.3	14 7.3		
		Inspectors	- -	- -	- -	- -	14 100.0	14 7.3		
Total		N %	- -	- -	3 1.6	39 20.2	151 78.2	193 100.0		
1	Methods of teaching PE	Teachers	10 7.5	5 3.7	5 3.7	19 14.2	95 70.9	134 69.4	4.53	2
		Students	- -	- -	- -	6 19.4	25 80.6	31 16.1		
		Lecturers	- -	- -	- -	1 7.1	13 92.9	14 7.3		
		Inspectors	- -	- -	- -	- -	14 100.0	14 7.3		
Total		N %	10 5.2	5 2.6	5 2.6	26 13.5	147 76.2	193 100.0		
9	Sports injury	Teachers	8 6.0	5 3.7	14 10.4	24 17.9	83 61.9	134 69.4	4.41	3
		Students	- -	- -	1 3.2	7 22.6	23 74.2	31 16.1		
		Lecturers	- -	- -	- -	2 14.3	12 85.7	14 7.3		
		Inspectors	- -	- -	1 7.1	1 7.1	12 85.7	14 7.3		
Total		N %	8 4.1	5 2.6	16 8.3	34 17.6	130 67.4	193 100.0		
11	Exercise physiology	Teachers	13 9.7	16 11.9	23 17.2	33 24.6	49 36.6	134 69.4	3.96	4
		Students	2 6.5	- -	2 6.5	5 16.1	22 71.0	31 16.1		
		Lecturers	- -	- -	- -	2 14.3	12 85.7	14 7.3		
		Inspectors	- -	- -	- -	2 14.3	12 85.7	14 7.3		
Total		N %	15 7.8	16 8.3	25 13.0	42 21.8	95 49.2	193 100.0		

Item #	Theoretical Professional Courses	Groups	Values					Total	Overall Mean	Overall Rank
			Not important at all	Largely unimportant	Of some importance	Important	Very important			
5	Administration of PE	Teachers	18 13.4	13 9.7	12 9.0	30 22.4	61 45.5	134 69.4	3.96	4
		Students	2 6.5	2 6.5	3 9.7	10 32.3	14 45.2	31 16.1		
		Lecturers	- -	- -	1 7.1	1 7.1	12 85.7	14 7.3		
		Inspectors	- -	- -	- -	3 21.4	11 78.6	14 7.3		
Total		N %	20 10.4	15 7.8	16 8.3	44 22.8	98 50.8	193 100.0		
10	Sports psychology	Teachers	12 9.0	22 16.4	21 15.7	33 24.6	46 34.3	134 69.4	3.86	6
		Students	- -	3 9.7	1 3.2	13 41.9	14 45.2	31 16.1		
		Lecturers	- -	- -	- -	4 28.6	10 71.4	14 7.3		
		Inspectors	- -	- -	- -	3 21.4	11 78.6	14 7.3		
Total		N %	12 6.2	25 13.0	22 11.4	53 27.5	81 42.0	193 100.0		
13	Human anatomy	Teachers	13 9.7	22 16.4	19 14.2	30 22.4	50 37.3	134 69.4	3.84	7
		Students	3 9.7	1 3.2	4 12.9	8 25.8	15 48.4	31 16.1		
		Lecturers	- -	- -	- -	3 21.4	11 78.6	14 7.3		
		Inspectors	- -	- -	- -	3 21.4	11 78.6	14 7.3		
Total		N %	16 8.3	23 11.9	23 11.9	44 22.8	87 45.1	193 100.0		

Item #	Theoretical Professional Courses	Groups	Values					Total	Overall Mean	Overall Rank
			Not important at all	Largely unimportant	Of some importance	Important	Very important			
14	Human physiology	Teachers	8 6.0	16 11.9	37 27.6	39 29.1	34 25.4	134 69.4	3.77	8
		Students	3 9.7	3 9.7	3 9.7	7 22.6	15 48.4	31 16.1		
		Lecturers	- -	- -	- -	4 28.6	10 71.4	14 7.3		
		Inspectors	- -	- -	2 14.3	2 14.3	10 71.4	14 7.3		
Total		N %	11 5.7	19 9.8	42 21.8	52 26.9	69 35.8	193 100.0		
6	Adapted PE	Teachers	14 10.4	19 14.2	23 17.2	43 32.1	35 26.1	134 69.4	3.75	9
		Students	2 6.5	- -	3 9.7	10 32.3	16 51.6	31 16.1		
		Lecturers	- -	- -	1 7.1	8 57.8	5 35.7	14 7.3		
		Inspectors	- -	- -	- -	5 35.7	9 64.3	14 7.3		
Total		N %	16 8.3	19 9.8	27 14.0	66 34.2	65 33.7	193 100.0		
4	Biomechanics	Teachers	17 12.7	22 16.4	20 14.9	33 24.6	42 31.3	134 69.4	3.73	10
		Students	4 12.9	2 6.5	3 9.7	5 16.1	17 54.8	31 16.1		
		Lecturers	- -	- -	- -	4 28.6	10 71.4	14 7.3		
		Inspectors	- -	- -	- -	1 7.1	13 92.9	14 7.3		
Total		N %	21 10.9	24 12.4	23 11.9	43 22.3	82 42.5	193 100.0		

Item #	Theoretical Professional Courses	Groups	Not important at all	Largely unimportant	Of some importance	Important	Very important	Total	Overall Mean	Overall Rank
			Values							
7	Measurements and evaluation in PE	Teachers	16 / 11.2	18 / 13.4	20 / 14.9	47 / 35.1	33 / 24.6	134 / 69.4	3.73	10
		Students	1 / 3.2	3 / 9.7	6 / 19.4	9 / 29.0	12 / 38.7	31 / 16.1		
		Lecturers	- / -	- / -	1 / 7.1	3 / 21.4	10 / 71.4	14 / 7.3		
		Inspectors	- / -	- / -	- / -	2 / 14.3	12 / 85.7	14 / 7.3		
Total		N / %	17 / 8.8	21 / 10.9	27 / 14.0	61 / 31.6	67 / 34.7	193 / 100.0		
2	Foundation and curriculum of PE	Teachers	12 / 9.0	15 / 11.2	28 / 20.9	38 / 28.4	41 / 30.6	134 / 69.4	3.73	10
		Students	3 / 9.7	4 / 12.9	6 / 19.4	11 / 35.5	7 / 22.6	31 / 16.1		
		Lecturers	- / -	- / -	4 / 28.6	2 / 14.3	8 / 57.1	14 / 7.3		
		Inspectors	- / -	- / -	- / -	1 / 7.1	13 / 92.9	14 / 7.3		
Total		N / %	15 / 7.8	19 / 9.8	38 / 19.7	52 / 26.9	69 / 35.8	193 / 100.0		
12	General biology	Teachers	8 / 6.0	21 / 15.7	41 / 30.6	42 / 31.3	22 / 16.4	134 / 69.4	3.59	13
		Students	5 / 16.1	2 / 6.5	6 / 19.4	4 / 12.9	14 / 45.2	31 / 16.1		
		Lecturers	- / -	- / -	1 / 7.1	4 / 28.6	9 / 64.3	14 / 7.3		
		Inspectors	- / -	- / -	1 / 7.1	3 / 21.4	10 / 71.4	14 / 7.3		
Total		N / %	13 / 6.7	23 / 11.9	49 / 25.4	53 / 27.5	55 / 28.5			

Item #	Theoretical Professional Courses	Groups	Values					Total	Overall Mean	Overall Rank
			Not important at all	Largely unimportant	Of some importance	Important	Very important			
8	Recreation	Teachers	19 / 14.2	31 / 23.1	37 / 27.6	29 / 21.6	18 / 13.4	134 / 69.4	3.23	14
		Students	3 / 9.7	4 / 12.9	10 / 32.3	8 / 25.8	6 / 19.4	31 / 16.1		
		Lecturers	- / -	- / -	2 / 14.3	5 / 35.7	7 / 50.0	14 / 7.3		
		Inspectors	- / -	- / -	1 / 7.1	6 / 42.9	7 / 50.0	14 / 7.3		
Total		N / %	22 / 11.4	35 / 18.1	50 / 25.9	48 / 24.9	38 / 19.7	193 / 100.0		
15	Principles of statistics	Teachers	23 / 17.2	27 / 20.1	35 / 26.1	25 / 18.7	24 / 17.9	134 / 69.4	3.07	15
		Students	10 / 32.3	7 / 22.6	8 / 25.8	4 / 12.9	2 / 6.5	31 / 16.1		
		Lecturers	- / -	- / -	3 / 21.4	4 / 28.6	7 / 50.0	14 / 7.3		
		Inspectors	1 / 7.1	- / -	1 / 7.1	7 / 50.0	5 / 35.7	14 / 7.3		
Total		N / %	34 / 17.6	34 / 17.6	47 / 24.4	40 / 20.7	38 / 19.7	193 / 100.0		
16	Introduction to sociology	Teachers	26 / 19.4	27 / 20.1	37 / 27.6	26 / 19.4	18 / 13.4	134 / 69.4	2.89	16
		Students	14 / 45.2	7 / 22.6	7 / 22.6	1 / 3.2	2 / 6.5	31 / 16.1		
		Lecturers	- / -	- / -	3 / 21.4	10 / 71.4	1 / 7.1	14 / 7.3		
		Inspectors	- / -	- / -	3 / 21.4	9 / 64.3	2 / 14.3	14 / 7.3		
Total		N / %	40 / 20.7	34 / 17.6	50 / 25.9	46 / 23.8	23 / 11.9	193 / 100.0		

Table.3   The post hoc test for theoretical professional courses

Foundation and Curriculum of PE			
1. Teachers			
2. Students			
3. Lecturers			
4. Inspectors	*	*	
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Biomechanics			
1. Teachers			
2. Students			
3. Lecturers	*		
4. Inspectors	*		
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Administration of PE			
1. Teachers			
2. Students			
3. Lecturers	*		
4. Inspectors			
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Adapted PE			
1. Teachers			
2. Students	*		
3. Lecturers			
4. Inspectors	*		
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Measurement and Evaluation in PE			
1. Teachers			
2. Students			
3. Lecturers	*		
4. Inspectors	*	*	
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Recreation			
1. Teachers			
2. Students			
3. Lecturers	*		
4. Inspectors	*	*	
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Sports Psychology			
1. Teachers			
2. Students	*		
3. Lecturers	*		
4. Inspectors	1. Teachers	2. Students	3. Lecturers	4. Inspectors

* Significant on a post hoc test

Table 3, continued

Exercise Physiology				
1. Teachers				
2. Students	*			
3. Lecturers	*			
4. Inspectors	*			
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

General Biology				
1. Teachers				
2. Students				
3. Lecturers	*			
4. Inspectors	*			
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Human Anatomy				
1. Teachers				
2. Students				
3. Lecturers	*			
4. Inspectors	*			
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Human Physiology				
1. Teachers				
2. Students				
3. Lecturers	*			
4. Inspectors	*			
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Principles of Statistics				
1. Teachers				
2. Students				
3. Lecturers	*	*		
4. Inspectors	*	*		
	1. Teachers	2. Students	3. Lecturers	4. Inspectors

Introduction to Sociology				
1. Teachers				
2. Students	*			
3. Lecturers	*	*		
4. Inspectors	*	*		

* Significant on a post hoc test

Table 4   Q3 Indicate how effective is the preparation which students receive in the department in each of the Teaching Skills listed below.

Item #	Teaching Skills	Groups	Very Poor	Poor	Satisfactory	Good	Very Good	Total	Overall Mean	Overall Rank
8	Manage time and make good use of it	Teachers	12 9.0	20 14.9	31 23.1	34 25.4	37 27.6	134 69.4	3.63	1
		Students	1 3.2	- -	6 19.4	18 58.1	6 19.4	31 16.1		
		Lecturers	- -	- -	4 28.6	6 42.9	4 28.6	14 7.3		
		Inspectors	- -	- -	2 14.3	8 57.1	4 28.6	14 7.3		
Total		N %	13 6.7	20 10.4	43 22.3	66 34.2	51 26.4	193 100.0		
9	Make good use of facilities and equipment	Teachers	14 10.4	26 19.4	24 17.9	37 27.6	33 24.6	134 69.4	3.58	2
		Students	- -	1 3.2	7 22.6	9 29.0	14 45.2	31 16.1		
		Lecturers	- -	- -	4 28.6	5 35.7	5 35.7	14 7.3		
		Inspectors	- -	- -	5 35.7	6 42.9	3 21.4	14 7.3		
Total		N %	14 7.3	27 14.0	40 20.7	57 29.5	55 28.5	193 100.0		
3	Use a wide range of teaching styles and strategies	Teachers	8 6.0	25 18.7	28 20.9	45 33.6	28 20.9	134 69.4	3.53	3
		Students	1 3.2	4 12.9	7 22.6	10 32.3	9 29.0	31 16.1		
		Lecturers	- -	- -	7 50.0	4 28.6	3 21.4	14 7.3		
		Inspectors	- -	1 7.1	3 21.4	9 64.3	1 7.1	14 7.3		
Total		N %	9 4.7	30 15.5	45 23.3	68 35.2	41 21.2	193 100.0		
2	Provide appropriate instructional activities to accomplish goals and objectives	Teachers	8 6.0	22 16.4	35 26.1	47 35.1	22 16.4	134 69.4	3.51	4
		Students	1 3.2	2 6.5	5 16.1	18 58.1	5 16.1	31 16.1		
		Lecturers	- -	1 7.1	3 21.4	5 35.7	5 35.7	14 7.3		
		Inspectors	- -	- -	6 42.9	8 57.1	- -	14 7.3		
Total		N %	9 4.7	25 13.0	49 25.4	78 40.4	32 16.6	193 100.0		

Table 4, continued

Item #	Teaching Skills	Groups	Values					Total	Overall Mean	Overall Rank
			Very Poor	Poor	Satisfactory	Good	Very Good			
10	Work with students of different abilities within the same class	Teachers	8 6.0	22 16.4	38 28.4	40 29.6	26 19.4	134 69.4	3.50	5
		Students	- -	5 16.1	6 19.4	12 38.7	8 25.8	31 16.1		
		Lecturers	- -	2 14.3	4 28.6	4 28.6	4 28.6	14 7.3		
		Inspectors	- -	- -	6 42.9	6 42.9	2 14.3	14 7.3		
Total		N %	8 4.1	29 15.0	54 28.0	62 32.1	40 20.7	193 100.0		
11	Relate learning materials to the total learning experience of the individual	Teachers	4 3.0	23 17.2	41 30.6	41 30.6	25 18.7	134 69.4	3.50	5
		Students	3 9.7	- -	12 38.7	10 32.3	6 19.4	31 16.1		
		Lecturers	- -	2 14.3	4 28.6	3 21.4	5 35.7	14 7.3		
		Inspectors	- -	1 7.1	4 28.6	7 50.0	2 14.3	14 7.3		
Total		N %	7 3.6	26 13.5	61 31.6	61 31.6	38 19.7	193 100.0		
1	Formulate instructional goals and objectives	Teachers	13 9.7	21 15.7	35 26.1	42 31.3	23 17.2	134 69.4	3.45	7
		Students	1 3.2	5 16.1	4 12.9	12 38.7	9 29.0	31 16.1		
		Lecturers	- -	1 7.1	5 35.7	3 21.4	5 35.7	14 7.3		
		Inspectors	- -	- -	5 35.7	8 57.1	1 7.1	14 7.3		
Total		N %	14 7.3	27 14.0	49 25.4	65 33.7	38 19.7	193 100.0		
12	Handle problems of discipline inside and outside class	Teachers	13 9.7	23 17.2	34 25.4	36 26.9	28 20.9	134 69.4	3.44	8
		Students	- -	6 19.4	5 16.1	12 38.7	8 25.8	31 16.1		
		Lecturers	- -	- -	8 57.1	3 21.4	3 21.4	14 7.3		
		Inspectors	- -	1 7.1	3 21.4	8 57.1	2 14.3	14 7.3		
Total		N %	13 6.7	30 15.5	50 25.9	59 30.6	41 21.2	193 100.0		

Item #	Teaching Skills	Groups	Values					Total	Overall Mean	Overall Rank
			Very Poor	Poor	Satisfactory	Good	Very Good			
5	Construct an appropriate lesson plan	Teachers	11 8.2	24 17.9	41 30.6	36 26.9	22 16.4	134 69.4	3.42	9
		Students	1 3.2	3 9.7	6 19.4	12 38.7	9 29.0	31 16.1		
		Lecturers	1 7.1	- -	5 35.7	1 7.1	7 50.0	14 7.3		
		Inspectors	- -	1 7.1	3 21.4	10 71.4	- -	14 7.3		
Total		N %	13 6.7	28 14.5	55 28.5	59 30.6	38 19.7	193 100.0		
13	Master adequate knowledge of the course he/you will teach	Teachers	9 6.7	15 11.2	45 33.6	39 29.1	26 19.4	134 69.4	3.41	10
		Students	4 12.9	6 19.4	6 19.4	10 32.3	5 16.1	31 16.1		
		Lecturers	2 14.3	2 14.3	2 14.3	3 21.4	5 35.7	14 7.3		
		Inspectors	2 14.3	- -	3 21.4	6 42.9	3 21.4	14 7.3		
Total		N %	17 8.8	23 11.9	56 29.0	58 30.1	39 20.2	193 100.0		
4	Use a wide range of instructional materials	Teachers	10 7.5	25 18.7	40 29.9	39 29.1	20 14.9	134 69.4	3.36	11
		Students	2 6.5	5 16.1	6 19.4	9 29.0	9 29.0	31 16.1		
		Lecturers	- -	1 7.1	7 50.0	3 21.4	3 21.4	14 7.3		
		Inspectors	- -	1 7.1	4 28.6	8 57.1	1 7.1	14 7.3		
Total		N %	12 6.2	32 16.6	57 29.5	59 30.6	33 17.1	193 100.0		
7	Design and implement extra curricular activities	Teachers	11 8.2	18 13.4	38 28.4	45 33.6	22 16.4	134 69.4	3.34	12
		Students	4 12.9	1 3.2	18 58.1	4 12.9	4 12.9	31 16.1		
		Lecturers	1 7.1	- -	7 50.0	6 42.9	- -	14 7.3		
		Inspectors	1 7.1	- -	7 50.0	6 42.9	- -	14 7.3		
Total		N %	17 8.8	19 9.8	70 36.3	61 31.6	26 13.5	193 100.0		

Table 4, continued

Item #	Teaching Skills	Groups	Very Poor	Poor	Satisfactory	Good	Very Good	Total	Overall Mean	Overall Rank
					Values					
6	Plan class activity carefully and well in advance	Teachers	15 11.2	32 23.9	33 24.6	30 22.4	24 17.9	134 69.4	3.18	13
		Students	3 9.7	6 19.4	8 25.8	8 25.8	6 19.4	31 16.1		
		Lecturers	1 7.1	- -	5 35.7	7 50.0	1 7.1	14 7.3		
		Inspectors	- -	3 21.4	4 28.6	7 50.0	- -	14 7.3		
Total		N %	19 9.8	41 21.2	50 25.9	52 26.9	31 16.1	193 100.0		

Table.5   Q4.2. What do you think the reason might be?

Variable	Group	Sufficient	Insufficient	Overall Rank	Row Total
		Frequency %	Frequency %		
Q4.2.A time devoted to the continuous Teaching Practice is: Insufficient/sufficient	Teachers	51 38.1	83 61.9	3	134 69.4
	Students	23 74.2	8 25.8		31 16.1
	Lecturers	9 64.3	5 35.7		14 7.3
	Inspectors	8 57.1	6 42.9		14 7.3
Column Total	N %	91 47.2	102 52.8		193 100.0

Variable	Group	Adequate	Inadequate	Overall Rank	Row Total
		Frequency %	Frequency %		
Q4.2.B Faculty training Before actual school Teaching is: Inadequate/adequate	Teachers	38 28.4	96 71.6	2	134 69.4
	Students	17 54.8	14 45.2		31 16.1
	Lecturers	10 71.4	4 28.6		14 7.3
	Inspectors	4 28.6	10 71.4		14 7.3
Column Total	N %	69 35.8	124 64.2		193 100.0

Variable	Group	Coherent	contradictory	Overall Rank	Row Total
		Frequency %	Frequency %		
Q4.2.C The instruction of Both Methodology Lecturers and Teaching Practice Supervisors which Given to the students Are: Contradictory/coherent	Teachers	29 21.6	105 78.4	1	134 69.4
	Students	22 71.0	9 29.0		31 16.1
	Lecturers	5 35.7	9 64.3		14 7.3
	Inspectors	6 42.9	8 57.1		14 7.3
Column Total	N %	62 32.1	131 67.9		193 100.0

Table.5, continued

Variable	Group	Effective	Ineffective	Overall Rank	Row Total
		Frequency %	Frequency %		
Q4.2.D The support which the student-teachers received from the school administration during Teaching Practice is: Ineffective/effective	Teachers	51 38.1	83 61.9	3	134 69.4
	Students	18 58.1	13 41.9		31 16.1
	Lecturers	14 100.0	0 0.0		14 7.3
	Inspectors	8 57.1	6 42.9		14 7.3
Column Total	N %	91 47.2	102 52.8		193 100.0

	Group	Allow	Does not allow	Overall Rank	Row Total
Q4.2.E Teaching Practice allows/does not allow student-teachers to fully integrate into the school life		Frequency %	Frequency %		
	Teachers	49 36.6	85 63.4	3	134 69.4
	Students	22 71.0	9 29.0		31 16.1
	Lecturers	4 28.6	10 71.4		14 7.3
	Inspectors	8 57.1	6 42.9		14 7.3
Column Total	N %	83 43.0	110 57.0		193 100.0

Table 6   Q6.1 How important do you consider the following suggestions in relation to the PEITTP at Qatar University?

Item #	Suggestions	Groups	Values Very Poor	Poor	Satisfactory	Good	Very Good	Total	Overall Mean	Overall Rank
			n, %	n, %	n, %	n, %	n, %			
6.1.6	Closer contact between PED at Qatar University and the Administration of PE in the Ministry of Education to co-ordinate their programmes	Teachers	27 / 20.1	4 / 3.0	8 / 6.0	17 / 12.7	78 / 58.2	134 / 69.4	4.09	1
		Students	- / -	1 / 3.2	3 / 9.7	10 / 32.3	17 / 54.8	31 / 16.1		
		Lecturers	- / -	- / -	- / -	4 / 28.6	10 / 71.4	14 / 7.3		
		Inspectors	- / -	- / -	- / -	1 / 7.1	13 / 92.9	14 / 7.3		
Column Total		N	27	5	11	32	118	193		
		%	14.0	2.6	5.7	16.6	61.1	100.0		
			n, %	n, %	n, %	n, %	n, %			
6.1.4	Establishing higher education in PE in the State of Qatar	Teachers	24 / 17.9	5 / 3.7	18 / 13.4	11 / 8.2	76 / 56.7	134 / 69.4	3.98	2
		Students	1 / 3.2	3 / 9.7	3 / 9.7	5 / 16.1	19 / 61.3	31 / 16.1		
		Lecturers	- / -	1 / 7.1	2 / 14.3	3 / 21.4	8 / 57.1	14 / 7.3		
		Inspectors	- / -	- / -	1 / 7.1	3 / 21.4	10 / 71.4	14 / 7.3		
Column Total		N	25	9	24	22	113	193		
		%	13.0	4.7	12.4	11.4	58.5	100.0		
			n, %	n, %	n, %	n, %	n, %			
6.1.5	Establishing a laboratory specific to the PED to teach exercise physiology and Biomechanics, for example	Teachers	8 / 6.0	25 / 18.7	28 / 20.9	45 / 33.6	28 / 20.9	134 / 69.4	3.90	3
		Students	1 / 3.2	4 / 12.9	7 / 22.6	10 / 32.3	9 / 29.0	31 / 16.1		
		Lecturers	- / -	- / -	7 / 50.0	4 / 28.6	3 / 21.4	14 / 7.3		
		Inspectors	- / -	1 / 7.1	3 / 21.4	9 / 64.3	1 / 7.1	14 / 7.3		
Column Total		N	9	30	45	68	41	193		
		%	4.7	15.5	23.3	35.2	21.2	100.0		

Table 6, continued

Item #	Suggestions	Groups	Very Poor	Poor	Satisfactory	Good	Very Good	Total	Overall Mean	Overall Rank
			n, %	n, %	n, %	n, %	n, %			
6.1.2	Establishing graduate society, which meets annually to discuss recent issues in the profession and to provide suggestions for the Department's improveme-nts	Teachers	27 / 20.1	8 / 6.0	12 / 9.0	23 / 17.2	64 / 47.8	134 / 69.4	3.88	4
		Students	3 / 9.7	1 / 3.2	3 / 9.7	5 / 16.1	19 / 61.3	31 / 16.1		
		Lecturers	- / -	2 / 14.3	2 / 14.3	10 / 71.4	- / -	14 / 7.3		
		Inspectors	- / -	- / -	2 / 14.3	2 / 14.3	10 / 71.4	14 / 7.3		
Column Total		N	30	11	19	40	93	193		
		%	15.5	5.7	9.8	20.7	48.2	100.0		
			n, %	n, %	n, %	n, %	n, %			
6.1.3	Conducting an ongoing evaluation of the Department's programme implementat-ion and outcomes in order to improve the programme	Teachers	23 / 17.2	12 / 9.0	13 / 9.7	36 / 26.9	50 / 37.3	134 / 69.4	3.82	5
		Students	- / -	4 / 12.9	6 / 19.4	5 / 16.1	16 / 51.6	31 / 16.1		
		Lecturers	- / -	- / -	1 / 7.1	2 / 14.3	11 / 78.6	14 / 7.3		
		Inspectors	- / -	- / -	- / -	4 / 28.6	10 / 71.4	14 / 7.3		
Column Total		N	23	16	20	47	87	193		
		%	11.9	8.3	10.4	24.4	45.1	100.0		
			n, %	n, %	n, %	n, %	n, %			
6.1.1	Conducting regular and periodic follow-up for students during their study to evaluate the effectiveness of their preparation programme	Teachers	8 / 6.0	25 / 18.7	28 / 20.9	45 / 33.6	28 / 20.9	134 / 69.4	3.81	6
		Students	1 / 3.2	4 / 12.9	7 / 22.6	10 / 32.3	9 / 29.0	31 / 16.1		
		Lecturers	- / -	- / -	7 / 50.0	4 / 28.6	3 / 21.4	14 / 7.3		
		Inspectors	- / -	1 / 7.1	3 / 21.4	9 / 64.3	1 / 7.1	14 / 7.3		
Column Total		N	9	30	45	68	41	193		
		%	4.7	15.5	23.3	35.2	21.2	100.0		

480

Table.7   **Q2.15 Depending on your answer to Q. 2.14, what do you think the reason might be?**

Variable	Group	Not exist/ Lack	Exists	Overall Rank	Row Total
		Frequency %	Frequency %		
Q2.1.5.B Knowledge of what is taking place in schools among the academic staff in the Department:	Teachers	124 92.5	10 7.5	1	134 74.9
	Students	29 93.5	2 6.5		31 17.3
	Lecturers	10 71.4	4 28.6		14 7.8
Column Total	N %	163 91.1	16 8.9		179 100.0

Variable	Group	Exists	Not exist/ Absent	Overall Rank	Row Total
Q2.1.5.A The effective communication channels between the PED at Qatar University and the Administration of PE in the Ministry of Education:		Frequency %	Frequency %		
	Teachers	10 7.5	124 92.5	2	134 74.9
	Students	4 12.9	27 87.1		31 17.3
	Lecturers	6 42.9	8 57.1		14 7.8
Column Total	N %	20 11.2	159 88.8		179 100.0

Variable	Group	Bureaucratic	Effective policies and procedures	Overall Rank	Row Total
Q4.6.C The procedures which the teachers apply what they learnt in the Department to the schools are:		Frequency %	Frequency %		
	Teachers	124 92.5	10 7.5	3	134 74.9
	Students	24 77.4	7 22.6		31 17.3
	Lecturers	1 7.1	13 92.9		14 7.8
Column Total	N %	149 83.2	30 16.8		179 100.0

Table.8   **Q2.19 How often (do you use /were) the following types of assessment (used) to evaluate students' performance?**

Variable	Group	Never	Very rarely	Sometimes	Often	Always	Overall Rank	Row Total
Q2.19.1 Essay tests	Teachers	- -	- -	33 24.6	30 22.4	71 53.0	1	134 74.9
	Students	- -	- -	4 12.9	12 38.7	15 48.4		31 17.3
	Lecturers	- -	3 21.4	3 21.4	4 28.6	4 28.6		14 7.8
Column Total	N %	- -	3 1.7	40 22.3	46 25.7	90 50.3		179 100.0

	Group	Never	Very rarely	Sometimes	Often	Always	Overall Rank	Row Total
Q2.19.2 Objective tests							2	
	Teachers	6 4.5	23 17.2	44 32.8	39 29.1	22 16.4		134 74.9
	Students	- -	2 6.5	13 41.9	9 29.0	7 22.6		31 17.3
	Lecturers	- -	- -	5 35.7	3 21.4	6 42.9		14 7.8
Column Total	N %	6 3.4	25 14.0	62 34.6	51 28.5	35 19.6		179 100.0

	Group	Never	Very rarely	Sometimes	Often	Always	Overall Rank	Row Total
Q2.19.5 Research projects							3	
	Teachers	16 11.9	13 9.7	44 32.8	29 21.6	32 23.9		134 74.9
	Students	1 3.2	4 12.9	15 48.4	8 25.8	3 9.7		31 17.3
	Lecturers	1 7.1	3 21.4	4 28.6	3 21.4	3 21.4		14 7.8
Column Total	N %	18 10.1	20 11.2	63 35.2	40 22.3	38 21.2		179 100.0

Table 8, continued

Variable	Group	Never	Very rarely	Sometimes	Often	Always	Overall Rank	Row Total
Q2.19.5 Classroom discussion	Teachers	14 10.4	38 28.4	57 42.5	24 17.9	1 .7	4	134 74.9
	Students	2 6.5	11 35.5	9 29.0	5 16.1	4 12.9		31 17.3
	Lecturers	- -	2 14.3	- -	4 28.6	8 57.1		14 7.8
Column Total	N %	16 8.9	51 28.5	66 36.9	33 18.4	13 7.3		179 100.0

	Group	Never	Very rarely	Sometimes	Often	Always	Overall Rank	Row Total
Q2.19.3 Oral tests								
	Teachers	44 32.8	44 32.8	30 22.4	16 11.9	- -	5	134 74.9
	Students	5 16.1	20 64.5	4 12.9	2 6.5	- -		31 17.3
	Lecturers	- -	3 21.4	5 35.7	4 28.6	2 14.3		14 7.8
Column Total	N %	49 27.4	67 37.4	39 21.8	22 12.3	2 1.1		179 100.0

Table.9 **Q2.21 What is your opinion about the importance of using the following techniques in assessing the students?**

Variable	Group	Not important at all	Largely unimportant	Of some importance	Important	Very important	Overall Rank	Row Total
Q2.21.5 Classroom discussion	Teachers	11 8.2	3 2.2	3 2.2	23 17.2	94 70.1	1	134 74.9
	Students	- -	2 6.5	2 6.5	4 12.9	23 79.2		31 17.3
	Lecturers	- -	1 7.1	1 7.1	5 35.7	7 50.0		14 7.8
Column Total	N %	11 6.1	6 3.4	6 3.4	32 17.9	124 69.3		179 100.0

	Group	Not important at all	Largely unimportant	Of some importance	Important	Very important	Overall Rank	Row Total
Q2.21.2 Objective tests	Teachers	18 13.4	16 11.9	16 11.9	56 41.8	28 20.9	2	134 74.9
	Students	- -	1 3.2	5 16.1	12 38.7	13 41.9		31 17.3
	Lecturers	- -	- -	4 28.6	3 21.4	7 50.0		14 7.8
Column Total	N %	18 10.1	17 9.5	25 14.0	71 39.7	48 26.8		179 100.0

	Group	Not important at all	Largely unimportant	Of some importance	Important	Very important	Overall Rank	Row Total
Q2.21.3 Oral tests	Teachers	11 8.2	17 12.7	30 22.4	35 26.1	41 30.6	3	134 74.9
	Students	4 12.9	4 12.9	8 25.8	8 25.8	7 22.6		31 17.3
	Lecturers	1 7.1	1 7.1	5 35.7	4 28.6	3 21.4		14 7.8
Column Total	N %	16 8.9	22 12.3	43 24.0	47 26.3	51 28.5		179 100.0

Table 9, continued

Variable	Group	Not important at all	Largely unimportant	Of some importance	Important	Very important	Overall Rank	Row Total
	Teachers	6 4.5	25 18.7	44 32.8	40 29.9	19 14.2	4	134 74.9
Q2.21.1 Essay tests	Students	- -	7 22.6	12 38.7	6 19.4	6 19.4		31 17.3
	Lecturers	- -	2 14.3	3 21.4	4 28.6	5 35.7		14 7.8
Column Total	N %	6 3.4	34 19.0	59 33.0	50 27.9	30 16.8		179 100.0
	Group	Not important at all	Largely unimportant	Of some importance	Important	Very important	Overall Rank	Row Total
Q2.21.4 Research projects								
	Teachers	13 9.7	26 19.4	35 56.1	30 22.4	30 22.4	5	134 74.9
	Students	4 12.9	6 19.4	10 32.3	5 16.1	6 19.4		31 17.3
	Lecturers	1 7.1	2 4.3	5 35.7	4 28.6	2 14.3		14 7.8
Column Total	N %	18 10.1	34 19.0	50 27.9	39 21.8	38 21.2		179 100.0

485

Table 10   Q 2.23 Place a tick (   ) opposite any of the following procedures which you use/ think was used?

Variable	Group	No	Yes	Overall Rank	Row Total
Q2.23.5 I didn't give Them a chance/ haven't been given a chance to evaluate the course	Teachers	58 43.3	76 56.7		134 74.9
	Students	13 41.9	18 58.1	1	31 17.3
	Lecturers	11 78.6	3 21.4		14 7.8
Column Total	N %	82 45.8	97 54.2		179 100.0

	Group	No	Yes	Overall Rank	Row Total
Q2.23.3 Evaluation through discussion	Teachers	78 58.2	56 41.8		134 74.9
	Students	23 74.2	8 25.8	2	31 17.3
	Lecturers	9 64.3	5 35.7		14 7.8
Column Total	N %	110 61.5	69 38.5		179 100.0

	Group	No	Yes	Overall Rank	Row Total
Q2.23.4 Evaluation in the form of general written opinions	Teachers	130 97.0	4 3.0		134 74.9
	Students	25 80.6	6 19.4	3	31 17.3
	Lecturers	11 78.6	3 21.4		14 7.8
Column Total	N %	166 92.7	13 7.3		179 100.0

Table 10, continued

Variable	Group	No	Yes	Overall Rank	Row Total
Q2.23.1 Evaluation in the form of a questionnaire	Teachers	134 100.0	- -	4	134 74.9
	Students	29 93.5	2 6.5		31 17.3
	Lecturers	11 78.6	3 21.4		14 7.8
Column Total	N %	174 97.2	5 2.8		179 100.0

	Group	No	Yes	Overall Rank	Row Total
Q2.23.2 Evaluation in the form of a checklist	Teachers	134 100	- -	5	134 74.9
	Students	30 96.8	1 3.2		31 17.3
	Lecturers	13 92.9	1 7.1		14 7.8
Column Total	N %	177 98.9	2 1.1		179 100.0

Table 11 **Q.5.A How would you evaluate each of the resources statement with regard to the PE programme.**

Item #	Resources	Group	Not available	Very poor	Poor	Satisfactory	Good	Very good	Total	Overall Mean	Overall Rank
5	Provision of indoor halls	Teachers	(58) -	- -	- -	14 18.4	41 53.9	21 27.6	76 (134) 74.9	4.25	1
		Students	9 -	- -	- -	- -	4 18.2	18 81.8	22 (31) 17.3		
		Lecturers	9 -	- -	- -	- -	4 80.0	1 20.0	5 (14) 7.8		
Total		N %	76 -	- -	- -	14 13.6	49 47.6	40 38.8	179 100.0		
7	Provision of swimm-ing pools	Teachers	76 -	- -	- -	15 25.9	36 62.1	7 12.1	58 (134) 74.9	4.07	2
		Students	22 -	- -	- -	- -	3 33.3	6 66.7	9 (31) 17.3		
		Lecturers	5 -	- -	- -	1 11.1	- -	8 88.9	9 (14) 7.8		
Total		N %	103 -	- -	- -	16 21.1	39 51.3	21 27.6	179 100.0		
6	Provision of outdoor play-grounds	Teachers	- -	8 6.0	13 9.7	41 30.6	55 41.0	17 12.7	134 74.9	3.95	3
		Students	- -	- -	- -	5 16.1	16 51.6	10 32.3	31 17.3		
		Lecturers	- -	- -	- -	7 50.0	3 21.4	4 28.6	14 7.8		
Total		N %	- -	8 4.5	13 7.3	53 29.6	74 41.3	31 17.3	179 100.0		

Table 11, continued

Item #	Resources	Group	Not available	Very poor	Poor	Satisfactory	Good	Very good	Total	Overall Mean	Overall Rank
9	The suit-ability of the distance between the play-grounds or indoor halls and the lecture room	Teachers	-	16	27	32	28	31	134	2.98	4
			-	11.9	20.1	23.9	20.9	23.1	74.9		
		Students	-	13	7	10	1	-	31		
			-	41.9	22.6	32.3	3.2	-	17.3		
		Lecturers	-	-	8	2	3	1	14		
			-	-	57.1	14.3	21.4	7.1	7.8		
Total		N	-	29	42	44	32	32	179		
		%	-	16.2	23.5	24.6	17.9	17.9	100.0		
2	Availa-bility of special-ised books in the Dept. in the right time	Teachers	-	20	35	35	28	16	134	2.96	5
			-	14.9	26.1	26.1	20.9	11.9	74.9		
		Students	-	3	3	12	11	2	31		
			-	9.7	9.7	38.7	35.5	6.5	17.3		
		Lecturers	-	1	2	7	3	1	14		
			-	7.1	14.3	50.0	21.4	7.1	7.8		
Total		N	-	24	40	54	42	19	179		
		%	-	13.4	22.3	30.2	23.5	10.6	100.0		
1	Availa-bility of special-ised books, periodi-cals and related materials in the Univ. library	Teachers	-	19	37	51	18	9	134	2.92	6
			-	14.2	27.6	38.1	13.4	6.7	74.9		
		Students	-	1	3	12	8	7	31		
			-	3.2	9.7	38.7	25.8	22.6	17.3		
		Lecturers	-	-	1	6	6	1	14		
			-	-	7.1	42.9	42.9	7.1	7.8		
Total		N	-	20	41	69	32	17	179		
		%	-	11.2	22.9	38.5	17.9	9.5	100.0		

Table 11, continued

Item #	Resources	Group	Not available	Very poor	Poor	Satisfactory	Good	Very good	Total	Overall Mean	Overall Rank
8	The suit-ability of the dista-nce between the parking areas and the lecture rooms	Teachers	- -	65 48.5	50 37.3	19 14.2	- -	- -	134 74.9	1.74	7
		Students	- -	18 58.1	9 29.0	4 12.9	- -	- -	31 17.3		
		Lecturers	- -	1 7.1	7 50.0	2 14.4	- -	4 28.6	14 7.8		
Total		N %	- -	84 46.9	66 36.9	25 14.0	- -	4 2.2	179 100.0		
4	Provision of lockers in the sport facilities complex	Teachers	69 -	48 73.8	16 24.6	- -	- -	1 1.5	65 (134) 74.9	1.39	8
		Students	24 -	4 57.1	2 28.6	1 14.3	- -	- -	7 (31) 17.3		
		Lecturers	9 -	- -	4 80.0	1 20.0	- -	- -	5 (14) 7.8		
Total		N %	102 -	52 67.5	22 28.6	2 2.6	- -	1 1.3	179 100.0		
3	Provision of storage facilities and equipm-ent specific to the Depart-ment	Teachers	38 -	70 72.9	26 27.1	- -	- -	- -	96 (134) 74.9	1.26	9
		Students	17 -	12 38.7	2 6.5	- -	- -	- -	14 (31) 17.3		
		Lecturers	8 -	4 28.6	2 14.3	- -	- -	- -	6 (14) 7.8		
Total		N %	63 -	86 74.1	30 25.9	- -	- -	- -	179 100.0		

Table 12   **Q.5.B How would you evaluate each of the staffing & access statement with regard to the PE programme.**

Item #	Staffing & Access	Group	Not available	Very poor	Poor	Satisfactory	Good	Very good	Total	Overall Mean	Overall Rank
1	Tutor's academic advice to their students during their course registration	Teachers	- -	19 14.2	32 23.9	48 35.8	20 14.9	15 11.2	134 74.9	2.96	1
		Students	- -	7 22.6	3 9.7	9 29.0	5 16.1	7 22.6	31 17.3		
		Lecturers	- -	- -	1 7.1	5 35.7	5 35.7	3 21.4	14 7.8		
Total		N %	- -	26 14.5	36 20.1	62 34.6	30 16.8	25 14.0	179 100.0		
6	The amount of the of the demands of teaching Staff	Teachers	- -	12 9.0	31 23.1	67 50.0	15 11.2	9 6.7	134 74.9	2.93	2
		Students	- -	1 3.2	3 9.7	21 67.7	4 12.9	2 6.5	31 17.3		
		Lecturers	- -	- -	- -	8 57.1	5 35.7	1 7.1	14 7.8		
Total		N %	- -	13 7.3	34 19.0	96 53.6	24 13.4	12 6.7	179 100.0		
2	Relationships between students and lecturers	Teachers	- -	20 14.9	46 34.3	43 32.1	24 17.9	1 0.7	134 74.9	2.83	3
		Students	- -	- -	4 12.9	14 45.2	10 32.3	3 9.7	31 17.3		
		Lecturers	- -	- -	- -	3 21.4	5 35.7	6 42.9	14 7.8		
Total		N %	- -	20 11.2	50 27.9	60 33.5	39 21.8	10 5.6	179 100.0		

Table 12, continued

Item #	Staffing & Access	Group	Not available	Very poor	Poor	Satisfactory	Good	Very good	Total	Overall Mean	Overall Rank
3	Access to tutors	Teachers	- -	27 20.1	48 35.8	28 20.9	27 20.1	4 3.0	134 74.9	2.82	4
		Students	- -	1 3.2	3 9.7	13 41.9	8 25.8	6 19.4	31 17.3		
		Lecturers	- -	- -	- -	1 7.1	6 42.9	7 50.0	14 7.8		
Total		N %	- -	28 15.6	51 28.5	42 23.5	41 22.9	17 9.5	179 100.0		
5	Appropr-iateness of office hours	Teachers	- -	38 28.4	48 35.8	31 23.1	11 8.2	6 4.5	134 74.9	2.52	5
		Students	- -	- -	5 16.1	14 45.2	10 32.3	2 6.5	31 17.3		
		Lecturers	- -	- -	2 14.3	6 42.9	4 28.6	4 28.6	14 7.8		
Total		N %	- -	29 16.2	42 23.5	44 24.6	32 17.9	32 17.9	179 100.0		
4	Relation-ship between the PED and the schools where students practise their teaching	Teachers	- -	93 69.4	41 30.6	- -	- -	- -	134 74.9	1.32	6
		Students	- -	21 67.7	10 32.3	- -	- -	- -	31 17.3		
		Lecturers	- -	7 50.0	7 50.0	- -	- -	- -	14 7.8		
Total		N %	- -	121 67.6	58 32.4	- -	- -	- -	179 100.0		

Table 13   Q.5.C   How would you evaluate each of the Structure of the course statement with regard to the PE programme.

Item #	Structure of the Course	Group	Not available	Very poor	Poor	Satisfactory	Good	Very good	Total	Overall Mean	Overall Rank
2	Suitability of the time of teaching of some practical professional courses	Teachers	- -	14 10.4	33 24.6	50 37.3	18 13.4	19 14.2	134 74.9	2.96	1
		Students	- -	12 38.7	4 12.9	7 22.6	4 12.9	4 12.9	31 17.3		
		Lecturers	- -	- -	- -	4 28.6	7 50.0	3 21.4	14 7.8		
Total		N %	- -	26 14.5	37 20.7	61 34.1	29 16.2	26 14.5	179 100.0		
1	The link between Dept. courses and courses outside the Dept.	Teachers	- -	13 9.7	31 23.1	55 41.0	30 22.4	5 3.7	134 74.9	2.93	2
		Students	- -	2 6.5	6 19.4	17 54.8	5 16.1	1 3.2	31 17.3		
		Lecturers	- -	- -	- -	8 57.1	5 35.7	1 7.1	14 7.8		
Total		N %	- -	15 8.4	37 20.7	80 44.7	40 22.3	7 3.9	179 100.0		
4	Four hours counting as two in practical professional courses	Teachers	- -	28 20.9	24 17.9	32 23.9	26 19.4	24 17.9	134 74.9	2.84	3
		Students	- -	15 48.4	6 19.4	7 22.6	3 9.7	- -	31 17.3		
		Lecturers	- -	- -	1 7.1	5 35.7	5 35.7	3 21.4	14 7.8		
Total		N %	- -	43 24.0	31 17.3	44 24.6	34 19.0	27 15.1	179 100.0		

493

Table 13, continued

Item #	Structure of the Course	Group	Not available	Very poor	Poor	Satisfactory	Good	Very good	Total	Overall Mean	Overall Rank
3	The amount of the profess-ional courses	Teachers	- -	31 23.1	57 42.5	33 24.6	12 9.0	1 0.7	134 74.9	2.46	4
		Students	- -	- -	8 25.8	13 41.9	6 19.4	4 12.9	31 17.3		
		Lecturers	- -	- -	2 14.3	9 64.3	1 7.1	2 14.3	14 7.8		
Total		N %	- -	31 17.3	67 37.4	55 30.7	19 10.6	7 3.9	179 100.0		

Table.14   **Q4.12**   **How would you evaluate each of the following aspects with regard to teaching practice?**

Variable	Group	Very poor	Poor	Satisfactory	Good	Very good	Overall Rank	Row Total
Q4.12.4 Relationship between student-teachers and the physical education teacher(s) where you practised your student teaching	Teachers	8 6.0	21 15.7	27 20.1	39 29.1	39 29.1	1	134 81.2
	Students	2 6.5	4 12.9	4 12.9	10 32.3	11 35.5		31 18.8
Column Total	N %	14 8.5	46 27.9	57 34.5	32 19.4	16 9.7		165 100.0
Q4.12.3 Relationship between the college supervisors and the school(s) where you practised your teaching	Group	Very poor	Poor	Satisfactory	Good	Very good	Overall Rank	Row Total
							2	
	Teachers	9 6.7	24 17.9	33 24.6	47 35.1	21 15.7		134 81.2
	Students	2 6.5	1 3.2	5 16.1	15 48.8	8 25.8		31 18.8
Column Total	N %	11 6.7	25 15.2	38 23.0	62 37.6	29 17.6		165 100.0
Q.4.12.1. Relationship between studtnt-teachers and college supervisors during teaching practice	Group	Very poor	Poor	Satisfactory	Good	Very good	Overall Rank	Row Total
							3	
	Teachers	10 7.5	29 21.6	35 26.1	40 29.9	20 14.9		134 81.2
	Students	2 6.5	2 6.5	- -	13 41.9	14 45.2		31 18.8
Column Total	N %	12 7.3	31 18.8	35 21.2	53 32.1	34 20.6		165 100.0

495

Table 14, continued

Variable	Group	Very poor	Poor	Satisfactory	Good	Very good	Overall Rank	Row Total
Q4.12.2 College supervisors' advice to student teachers during teaching practice	Teachers	10 7.5	31 23.1	33 24.6	39 29.1	21 15.7	4	134 81.2
	Students	2 6.5	3 9.7	4 12.9	6 19.4	16 51.6		31 18.8
Column Total	N %	12 7.3	34 20.6	37 22.4	45 27.3	37 22.4		165 100.0
Q4.12.6 Overall quality of the experience of teaching practice at Qatar University	Group	Very poor	Poor	Satisfactory	Good	Very good	Overall Rank	Row Total
	Teachers	2 1.5	30 22.4	49 36.6	43 32.1	10 7.5	5	134 81.2
	Students	- -	3 9.7	14 45.2	11 35.5	3 9.7		31 18.8
Column Total	N %	2 1.2	33 20.0	63 38.2	54 32.7	13 7.9		165 100.0
Q4.12.5 The equipment and facilities in the school(s) where you practised your student teaching	Group	Very poor	Poor	Satisfactory	Good	Very good	Overall Rank	Row Total
	Teachers	10 7.5	35 26.1	38 28.4	35 26.1	16 11.9	6	134 81.2
	Students	2 6.5	7 22.6	8 25.8	9 29.0	5 16.1		31 18.8
Column Total	N %	12 7.3	42 25.5	46 27.9	44 26.7	21 12.7		165 100.0

Table 14, continued

Q.4.12.7. Assistance you received from the Department of Curricula during student Teaching Practice	Group	Very poor	Poor	Satisfactory	Good	Very good	Overall Rank	Row Total
							7	
	Teachers	12 9.0	38 28.4	48 35.8	26 19.4	10 7.5		134 81.2
	Students	2 6.5	8 25.8	9 29.0	6 19.4	6 19.4		31 18.8
Column Total	N %	14 8.5	46 27.9	57 34.5	32 19.4	16 9.7		165 100.0

Table 15   Two way ANOVA (Q1. Do you like PE lesson?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	97.475	1	97.475	409.825	.000
Stage	81.104	2	40.552	170.497	.000
Gender* Stage	48.097	2	24.049	101.110	.000
Error	570.116	2397	.238	-	-
Total	17616.000	2403	-	-	-

Diagram 5.27

	1. Elementary	2. Preparatory	3. Secondary
1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table16   Two way ANOVA (Q2. Does the PE teacher take you to the playground on time?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	.534	1	.534	1.525	.217
Stage	5.424	2	2.712	7.738	.000
Gender* Stage	10.868	2	5.434	15.507	.000
Error	839.998	2397	.350	-	-
Total	15055.000	2403	-	-	-

Diagram 5.28

	1. Elementary	2. Preparatory	3. Secondary
1. Elementary			
2. Preparatory			
3. Secondary	*	*	

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 17   Two way ANOVA (Q3. Does the PE teacher dress in sports wear?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	289.465	1	289.465	1182.800	.000
Stage	75.438	2	37.719	154.126	.000
Gender* Stage	107.668	2	53.834	219.974	.000
Error	586.615	2397	.245	-	-
Total	16396.000	2403	-	-	-

Diagram 5.29

1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 18 **Two way ANOVA (Q4. Does your PE teacher encourage you?)**

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	.593	1	.593	1.512	.219
Stage	19.577	2	9.789	24.940	.000
Gender* Stage	39.864	2	19.932	50.784	.000
Error	940.782	2397	.392	-	-
Total	15858.000	2403	-	-	-

Diagram 5.30

1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 19 **Two way ANOVA (Q5. Do you like the PE teacher?)**

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	8.361	1	8.361	27.435	.000
Stage	100.090	2	50.045	164.209	.000
Gender* Stage	52.466	2	26.233	86.077	.000
Error	730.519	2397	.305	-	-
Total	16970.000	2403	-	-	-

Diagram 5.31

1. Elementary			
2. Preparatory	*		
3. Secondary	*		
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 20   Two way ANOVA (Q6. Is your PE teacher helpful and kind?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	13.087	1	13.087	41.096	.000
Stage	75.695	2	37.848	118.853	.000
Gender* Stage	45.685	2	22.843	71.732	.000
Error	763.305	2397	.318	-	-
Total	15725.000	2403	-	-	-

Diagram 5.32

1. Elementary	███████		
2. Preparatory	*	██████	
3. Secondary	*		██████
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 21   Two way ANOVA (Q7 Does the PE teacher often vary the lessons?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	51.285	1	51.285	93.454	.000
Stage	104.811	2	52.406	95.497	.000
Gender* Stage	89.626	2	44.813	81.661	.000
Error	1315.397	2397	.549	-	-
Total	11426.000	2403	-	-	-

Diagram 5.33

1. Elementary	███████		
2. Preparatory	*	██████	
3. Secondary	*	*	██████
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 22   Two way ANOVA (Q8 Does your PE teacher ask you questions during the lessons?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	53.961	1	53.961	100.557	.000
Stage	256.325	2	128.163	238.832	.000
Gender* Stage	20.780	2	10.361	19.361	.000
Error	1286.284	2397	.537	-	-
Total	11342.000	2403	-	-	-

Diagram 5.34

1. Elementary	███████		
2. Preparatory	*	██████	
3. Secondary	*	*	██████
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 23   Two way ANOVA (Q9 Do you listen and do what the PE teacher asks you to do?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	2.786	1	2.786	10.301	.001
Stage	24.221	2	12.110	44.770	.000
Gender* Stage	1.397	2	.699	2.583	.076
Error	684.405	2397	.271	-	-
Total	17805.000	2403	-	-	-

Diagram 5.35

1. Elementary	████		
2. Preparatory	*	████	
3. Secondary	*	*	████
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 24   Two way ANOVA (Q10 Does your PE teacher know your name?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	58.793	1	58.793	95.351	.000
Stage	23.208	2	11.604	18.820	.000
Gender* Stage	15.624	2	7.812	12.669	.000
Error	570.116	2397	.617	-	-
Total	15084.000	2403	-	-	-

Diagram 5.36

1. Elementary	████		
2. Preparatory	*	████	
3. Secondary	*	*	████
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 25   Two way ANOVA (Q11 Do you understand your PE teacher's instructions?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	3.412	1	3.412	9.181	.002
Stage	37.003	2	18.502	49.780	.000
Gender* Stage	3.580	2	1.790	4.816	.008
Error	890.884	2397	.372	-	-
Total	17327.000	2403	-	-	-

Diagram 5.37

1. Elementary	████		
2. Preparatory	*	████	
3. Secondary	*	*	████
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 26 Two way ANOVA (Q12 Does your PE teacher make the lesson fun and enjoyable?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	10.211	1	10.211	31.313	.000
Stage	85.893	2	42.946	131.706	.000
Gender* Stage	46.634	2	23.317	71.507	.000
Error	781.611	2397	.326	-	-
Total	16329.000	2403	-	-	-

Diagram 5.38

	1. Elementary	2. Preparatory	3. Secondary
1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 27 Two way ANOVA (Q13 Do you have to wait for a long time for your turn during the PE lessons?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	48.941	1	48.941	98.568	.000
Stage	60.305	2	30.152	60.728	.000
Gender* Stage	17.047	2	8.523	17.166	.000
Error	1190.156	2397	.497	-	-
Total	13362.000	2403	-	-	-

Diagram 5.39

	1. Elementary	2. Preparatory	3. Secondary
1. Elementary			
2. Preparatory	*		
3. Secondary		*	

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 28 Two way ANOVA (Q14 Does your PE teacher show you how to do activities correctly when you make a mistake?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	21.577	1	21.577	47.278	.000
Stage	452.237	2	226.119	495.457	.000
Gender* Stage	14.801	2	7.400	16.215	.000
Error	1093.952	2397	.456	-	-
Total	14260.000	2403	-	-.	-

Diagram 5.40

	1. Elementary	2. Preparatory	3. Secondary
1. Elementary			
2. Preparatory			
3. Secondary	*	*	

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 29   Two way ANOVA (Q15 Does your PE teacher listen to you when you have something to say?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	.754	1	.754	1.943	.163
Stage	61.147	2	30.573	78.821	.000
Gender* Stage	12.747	2	6.373	16.431	.000
Error	929.753	2397	.388	-	-
Total	16641.000	2403	-	-	-

Diagram 5.41

1. Elementary			
2. Preparatory	*		
3. Secondary	*		
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 30   Two way ANOVA (Q1. Do you participate in the PE lesson?)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	86.665	1	86.665	329.364	.000
Stage	79.061	2	39.531	150.232	.000
Gender* Stage	47.826	2	23.913	90.879	.000
Error	630.723	2397	.263	-	-
Total	17356.000	2403	-	-	-

Diagram 5.42

1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 31   One way ANOVA (Q16 Which of the following activities does your teacher often let you play? (Football)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	-	-	-	-	-
Stage	5.216	2	2.608	8.933	.000
Gender* Stage	-	-	-	-	-
Error	395.870	1356	.292	-	-
Total	10339.000	1359	-	-	-

Diagram 5.43

1. Elementary			
2. Preparatory	*		
3. Secondary	*		
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 32   Two way ANOVA (Q17 Which of the following activities does your teacher often let you play?) (Basketball)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	109.709	1	109.	709	.000
Stage	4.990	2	2.495	5.231	.005
Gender* Stage	186.329	2	93.165	195.317	.000
Error	1143.351	2397	.477	-	-
Total	12320.000	2403	-	-	-

Diagram 5.44

1. Elementary			
2. Preparatory			
3. Secondary	*	*	
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 33   Two way ANOVA (Q18 Which of the following activities does your teacher often let you play? (Handball)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	32.215	1	32.215	58.203	.000
Stage	3.732	2	1.866	3.371	.035
Gender* Stage	1.383	2	.691	1.249	.287
Error	1326.704	2397	.553	-	-
Total	10939.000	2403	-	-	-

Diagram 5.45

1. Elementary			
2. Preparatory	*		
3. Secondary			
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 34   Two way ANOVA (Q19 Which of the following activities does your teacher often let you play? (Volleyball)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	55.783	1	55.783	108.833	.000
Stage	49.271	2	24.636	48.064	.000
Gender* Stage	16.792	2	8.396	16.380	.000
Error	1228.098	2396	.513	-	-
Total	8859.000	2402	-	-	-

Diagram 5.46

1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 35 — Two way ANOVA (Q20 Which of the following activities does your teacher often let you play? (Gymnastics)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	250.553	1	250.553	720.084	.000
Stage	60.381	2	30.191	86.767	.000
Gender* Stage	4.700	2	2.350	6.754	.001
Error	834.036	2397	.348	-	-
Total	7741.000	2403	-	-	-

Diagram 5.47

1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Table 36 — Two way ANOVA (Q 21 Which of the following activities does your teacher often let you play? (Athletics)

Source	Type III sum of squares	Df	Mean square	F	Sig.
Gender	122.586	1	122.586	327.428	.000
Stage	111.957	2	55.978	149.519	.000
Gender* Stage	78.095	2	39.047	104.296	.000
Error	897.414	2397	.374	-	-
Total	7444.000	2403	-	-	-

Diagram 5.48

1. Elementary			
2. Preparatory	*		
3. Secondary	*	*	
	1. Elementary	2. Preparatory	3. Secondary

- The mean difference is significant at .05 level.
* Significant on a post hoc test

Appendix P

Administration of Physical Education Department

Teacher's Evaluation Checklist

Name of the Inspector: _____   Date of Visit:_____

Name of the teacher: _____

Name of the school and the stage: _____

Class: _____   Session: _____

Number of Pupils in class (   )   Participate (   )   Non Participate (   )

Dimensions	Focus of the observation	Rating*				
		EX	VG	G	S	P
Personal and Administrational Dimension	• The relationship with the school environment and the community. • Vitality and setting a good example. • Cooperation with the inspector and the ability to benefit from inspector's instructions					
Planning and execution of the lesson	*Administrational dimension: • Adherence to lesson planning (content and appearance). • Adherence to time and to the curricula. • Adherence to sport dress. • Technical dimension: • Reaching the aim of warming up. • Suitability of the exercises for the lesson and for the age group. • Maintenance of pupil interest and motivation. • Setting and sharing clear targets. • Use of resources (teaching aids and materials). • Plan and ensure continuity and progression of the lesson. • Teacher's movement during the lesson and voice usage. • Cooling down					
Rang of Activities (intramurals and interscholastic activities)	• Intramural activities: • Planning, administrating and organising. • Variation and continuity of the activities. *Interscholastic activities: • Participation of pupils in school teams. • Participation of the PE teacher and cooperation with school administration.					

E= Excellent, VG= Very Good, G= Good, S= Satisfactory and P= Poor.

Signatures:

Inspectors   Teacher   Head Teacher   Head of Inspectors   The Head of the Administration of PE