

## **The Effects of Applied Studies and Micro-Teaching on The Student's Performances from Physical Education Graduates in Sultan Qaboos University**

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### **Abstract:**

This paper deals with the effects of applied studies and Micro-teaching on physical education student's performances from graduate's perspective. Study population number of physical education graduated who are known in different position in the field of physical education in Oman some are lecturer some are inspector and physical education teacher in ministry of education in Oman and last year student who finished study applied studies and micro teaching. The sample consisted from 100 graduated from physical education. Descriptive methods were used as well as develop a questionnaire was designed, consisting of 29 items distributed among three domains. The reliability and validity of the questionnaire were then

established, means and standard deviation were calculated.

The results indicated that the main difficulties stem from a number of factor, including the gap between theory and practice, and the assessment of the performance of student teachers based on just one visit by the university professors, among others.

The study concludes by recommending a revision to the curricula of university courses to meet field demands, and adopt more variation in the supervision and assessment methods.

**Keywords:** Applied studies, Micro teaching, Physical Education. Physical education Graduates, Performances.

### **Aims of the Study:**

The aim of this study was to measure the effects of applied studies and Micro-teaching

on physical education student's performances from graduate's perspective.

As the applied studies work together with micro-teaching for develop the student teacher performances in physical education.

Study population number of physical education graduates who are known in different position in the field of physical education in Oman some are lecturer some are inspector and physical education teacher in ministry of education in Oman and last year student who finished study applied studies and micro teaching. The sample consisted from 100 graduated from physical education. The reason for including graduates who are known in different position is to give a wider view of the physical education around the country to see how their feedback throw their different position hoping to get a clear review on applied studies and micro-teaching in physical education training. This research has combined between the applied

studies and micro-teaching as well with the teacher performances.

### **The Importance of this Study:**

The significant of the study the feedback comes from graduates prospective in applied studies and micro teaching and how its work effectively on student performance. This research has combined between the applied studies and micro-teaching as well with the teacher performance in physical education.

Also for butter understand of the relationship in the two element of the study the applied studies and micro-teaching as well with the teacher performance in physical education.

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

In order to provide a depth data from the physical education graduates of the effect of applied studies and Micro-teaching on physical education student's performances in physical education, a questionnaire was conducted. De Vaus, 1996, suggested that the questionnaire is a very common

method of collecting data in social research, while Wiersma (1986: 179) defined the questionnaire as “a list of questions or statements to which the individual is asked to respond in writing; the response may range from a checkmark to an extensive written statement.” Similarly, Gay (2000: 280) defined the questionnaire as a tool for gathering “standardized quantifiable information from all members of a population or sample.” To clarify, the survey will consist of scaled responses and open-ended questions. The data collected from the survey will be analysed using specialized computer software (SPSS). It is appreciated that differences will emerge between the responses of all female PE participants in Oman with varying levels of experience, and therefore, the questionnaire will be designed to allow for testing via ANOVA.

### **Literature Review:**

Applied Studies and Micro-teaching and student performance in physical education:

Applied Studies and Micro teaching become one of the strong elements that improve student performance to become teacher. Stakeholders who are involve in teacher preservice programme consider applied studies and micro teaching in physical education as very important factor that must give attention and time that reflect on student performance AL Sinani, Y. (2013). There tends to be a notion within this hemisphere that the physical, psychological and social characteristics of students in Oman are different. However, Lindebrugh (1978) and the Omani National Curriculum (1995) highlight much similarity between the students in the United Kingdom and Oman AL Sinani, Y. (2013). From the researcher point view much of befits can appear on student teacher performance led to a deep understanding for learner physiological

characteristics, and Social characteristics in physical education, as Lindebrugh (1978) has outlined the physical, social and physiological characteristics as including:

Physical growth rate is relatively slow. Boys and girls at this age reach their full physical maturity. Girls show a slight growth in their heights when they are 15; most of them reach their full height by 16. Girls show a very slight growth in height after 17. Boys weight and height are greater than the girls', and continue until 18, and 19. At this age, their understanding of the physical changes they go through increases AL Sinani, Y. (2014).

An improved muscular and nervous co-ordination. A tendency towards independent thinking and behaviour, a feeling of equality with older people. Gender appeal develops. Sexual maturity. Different mental abilities mature, individual differences appear, artistic, cultural, and sport aptitudes unravelled and a desire for excellence in sport AL Sinani, Y. & El Shourbagi, S (2014).

An inclination towards discovering their environment, taking risks, Mobility, and unprompted speech. Inclination for group parties, team games especially where the two sexes are involved. Need for play, rest, relaxation and proper nutrition. Need for active exercise with colleagues. Need for the adequate general culture, and practical skills, along with the social skills necessary for life.

#### Physiological Characteristics

Distinguishing physical marks in both male and female students. Developmental growth in the muscles of the trunk, chest, and legs AL Sinani, Y. & El Shourbagi, S (2014). Males who are also characterised by their height and weight. Female's muscles are softer and more flexible. A high level of muscular and nervous co-ordination. High acquisition rate of motor skills. Female's potential activity is less than males. Social characteristics:

Males are inclined towards games, which require a high level of energy. Females prefer entertaining activities, which are less risky.

Attraction towards the other sex and an interest in neatness and excellence. Integration with the group and a display of loyalty. An admiration of outstanding colleagues both academically and in sport. Seeks recognition of the group. Bravery and initiative. Pride. Independence from the family and childhood restrictions AL Sinani, Y. & El Shourbagi, S (2014). Less rebellious, and more balanced behaviour. The Omani National Curriculum (1995) added the psychological traits as:

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

### **Result and Dissuasion of the Study:**

In order to reach in depth understanding of this study there are two ways in which the teaching studies are applied. Firstly, each

student “teaches” a lesson to her peers and a lecturer. Feedback is given on her performance. However, each student has just one opportunity during a semester to undertake this exercise. Secondly, small groups of students (6-8) accompany a lecturer to a school where they take it in turns each to teach a lesson to a class of children. Over one semester an individual student would typically teach 10 to 12 lessons.

The following list relates to the participants’ evaluation of the aspects of applied studies and micro-teaching, where they responded to statements on a 5 point scale of agreement. Indicated with each individual score is the rank order associated with the score within the particular group questioned.

5 = strongly agree

4 = quite agree

3 = partially agree

2 = do not agree

1 = strongly do not agree

Table: 6.27 Level of agreement with statements concerning aspects of Applied Studies.

Comment	Students	Teachers from the Ministry of Education	A day of applied studies is stressful	Rank and Mean for applied studies is sufficient	Rank and Mean for applied studies is sufficient	Overall Rank	The applied studies give a true picture of the real situation all over the regions of the Sultanate.	10 3.56	13 3.07	1
	Rank and Mean	Rank and Mean	Rank and Mean	Rank and Mean	Rank and Mean	Rank and Mean	Supervision of applied studies should be assigned to officials	14 2.65	12 3.19	8 3
A fair evaluation of applied studies gives an incentive for students to be creative	1 4.54	1 4.43	1 4.74	7 3.80	1 4.54	1 4.54	A day of applied studies is stressful	15 2.58	15 2.67	1 2
The program gives the student confidence to teach in elementary and secondary schools	2 4.50	6 3.82	7 3.40	3 4.29	2 4.29	2 4.29	There is little general consensus across the board although students, teachers and lecturers do not consider the applied studies day to day particularly stressful experience, while the inspectors were more inclined to think it would be the same groups also consider that the course does not represent a true picture of the varying situations across the different regions of Oman, but the inspectors were more optimistic.	8 3.73	14 2.75	1 2
The Micro teaching program allows students the chance to try out particular lessons	7 3.77	3 4.20	3 4.25	10 3.57	3 4.25	3 4.25				
The objectives of applied studies are clear to students and teachers	4 4.12	4 4.15	4 4.25	15 2.62	4 4.15	4 4.15				
The period for applied studies should be increased	13 2.88	2 4.31	14 4.25	8 3.76	5 4.30	5 4.30				
The program gives you the experience to use the raw materials available in local environment as teaching apparatus	5 3.92	10 3.26	5 3.75	6 4.30	10 3.26	10 3.26				
There is an effective relationship between the syllabus and teaching methods section and the Ministry of education	11 3.54	11 3.26	11 3.90	1 4.70	7 3.54	7 3.54				
The applied studies program gives the student the skills to prepare physical education plans	6 3.85	5 3.85	9 3.25	9 3.57	8 3.57	8 3.57				
It is fair that the supervisor of applied studies is a teacher of the syllabus and teaching methods section.	10 3.35	9 3.34	9 3.50	9 4.00	9 3.34	9 3.34				
Micro teaching is an introduction to what happens at schools	9 3.69	7 3.70	10 3.00	10 3.38	10 3.38	10 3.38				
The program of applied studies gives some indication as to what happens in school	3 4.19	8 3.57	12 2.75	14 2.90	14 2.90	14 2.90				

delivering the Applied Studies course and the Ministry of Education.

The apparent contradictions between, for example, students' views on the need for more time on Applied Studies given in the questionnaires, other respondent groups and their own interview data, might be explained in terms of the complexity of Applied Studies. Interviews indicated greater clarity, suggesting it was the placing and frequency of Applied Studies that needed improving rather than just "more time".

In an open ended question, the respondents were asked to give their views as to the strengths and weaknesses of the PEITTP at SQU. Recurrent comments were identified and are tabulated below along with the number of times that the particular type of comment was made and the percentage of respondents in the group that this number represents.

Table: 6.28 Strengths of the course

Response	Student	Teacher
Increases student self confidence	12 46%	75 72%
Accustoms the student to practical life in schools	10 38%	55 53%
Teaches students to deliver the school curriculum and methods of teaching	-	50 48%
It is an opportunity to understand planning for syllabus and lessons	13 50%	26 25%
Indicates the role of teacher in the organizing of a school	15 57%	35 33%
Provides necessary sports equipment.	14 53%	87 83%
Provides sport halls and playground facilities	20 76%	45 43%
Programme develops leadership qualities in students		

From the above table we can see that teachers, lecturers and inspectors cite self-confidence and practical preparation as strengths, but that students are less inclined to say this. The provision of facilities at SQU receives a high number of mentions. The lecturers believe, unsurprisingly, that the students are well prepared to deliver the school physical education curriculum and have the teaching tools necessary. Interestingly this appears to be supported by the teachers. Leadership skills on the other

hand were mentioned by only two respondents (lecturers).

Table: 6.29 Weaknesses of the course

Comments	Student	Teachers	Lecturer	Inspector
The suggested lesson plan format recommended on the PEITT course is not adopted in the schools.	16 62%	75 72%		
Not enough time is given to Applied Studies	20 76%	91 86%	100%	90%
There is not enough feedback given to students in Applied Studies	20 76%	45 43%		30%
There is no effective co-ordination between the SQU and Ministry of Education	18 69%	89 75%		40%
There is no effective cooperation between the PE Department and other departments	23 88%	30 28%	-	15 15%
Since there is usually only one specialist PE teacher in a school the workload is too great	20 76%	90 86%	100%	95%

The need for more time to be spent on Applied Studies recurs here for all groups. Students, and to a lesser extent teacher, comment on the lack of feedback, although this was (unsurprisingly) not mentioned by lecturers. Both students and teachers feel that there is a lack of communication between the departments that deliver the course. Whilst not really a weakness of the course at SQU, teachers and students, having spent time in the schools during their training, consider

that the job of the specialist physical education teacher is pressurized due to their isolation and high workload in individual

The results of this study supports that of El Enadi (2003) in Qatar who found familiar games dominated responses on importance of different course elements. Areas considered of less importance included those with which respondents were least familiar and are not in the national curriculum, which could

explain the lack of popularity, or the narrow outlook of the potential of the University curriculum. Lecturers did comment that students needed exposure to wider sporting activities than those of the school curriculum to equip them more fully both personally and professionally. Experiential learning of less familiar activities can broaden the understanding of students and make them more physically literate. Students can be short-sighted and pragmatic about their



needs, believing that all they require to know about are the activities prescribed in the national curriculum. I also think this problem is compounded by the limited nature of school physical education curriculum interpretation AL Sinani, Y. et. al (2013)., poor facilities in the schools and inadequate availability of resources. All these factors currently constrain the potential of the subject in terms of its potential in the schools, which appears to impact on attitudes to breadth of learning amongst students Al-Maamari, S. & AL Sinani, Y. (2014). (who have most recently left the schools).

Supporting the work of Razik (1981) in Qatar, Moor (1995) in Livingstone USA, and Mulla Abdullah (1998) in Bahrain, the majority of respondents identified the need for more time on Applied or Professional studies and ranked this area the highest in terms of courses offered in Education. Here the application of subject specific knowledge

is undertaken in micro-teaching or school-based situations where students have the chance to learn about teaching through experience. Like students in the study of Badran and Deeb (1980) in Kuwait, these students identified the need for more time in learning the skills of teaching children in the real situation, across age groups and in different regions. In this study Applied studies was ranked as the most effective area in Education Studies:

1. Applied studies
2. Teaching methods
3. Educational studies
4. Childhood studies and educational objectives
5. Assessment in education
6. Applied studies
7. Teaching methods
8. Educational studies

9. Childhood studies and educational objectives

10. Assessment in education

And the least effective:

1. Administration and Educational planning
2. Optional educational subjects
3. Principles of childhood studies
4. Educational system in Oman and the GCC states
5. Introduction to educational science.

It is heartening to have the students indicate such a high level of commitment to their future careers in teaching physical education, considering that the reason given by over half the students for “choosing” physical education as their specialism was the relatively low entry requirement rather than a desire to teach physical education. Yet there is much to be improved and comments asking for more continuity of experience, greater

diversity of schools and more contact with the real situation are all helpful in this study.

### **Conclusion:**

Since in all categories there was strong consensus between students, lecturers, inspectors and teachers in terms of rank-ordering of most and least effective elements of the programme AL Sinani, Y. & Al Rawahi, N.Y. (2012) Al-Sinani, Y. et. Al (2012), my question is ‘why has nothing been done to improve the weakest areas?’ I suggest this is because there is no mechanism for promoting regular review and improvement of the programme and therefore there is a tendency to retain the ‘status quo’. If well-managed and monitored in follow-up, evaluation can be a powerful tool to develop and improve practice (Weiss 1997).

Improve Applied Studies in terms of more school-based training, continuity of experience through all four years and more ‘hands-on’ opportunities in diverse types of

schools. PETE research shows the significance of attention given to school-based practice in other parts of the world. The limited amount available at SQU has been severely criticised by all respondents.

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