

## The Status of Physical Education in Jordanian Basic Stage (Grades 1-3) Schools as Reported by Classroom Teachers

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**Abstract:** This study investigated the status of Physical Education in the Basic Stage schools (grades 1-3) in the Northern part of Jordan. The sample of the study consisted of 230 classroom teachers. For the purposes of this study a sixty-two-item questionnaire of 4 likert items was developed. Descriptive statistics (frequency and percentages) were used to analyze the collected data. The results revealed that 34.5% of the basic stage classroom teachers were not familiar with the importance of the implementation of physical education activities. The results also revealed that physical education has a low status regarding its suitability to Basic Stage schools. The study recommended conducting in-service workshops for Basic Stage classroom teachers on how to implement new ideas and methods of implementing physical education classes. (**Key Words:** Physical Education, Classroom Teacher, Basic Stage Education).

### واقع التربية الرياضية المدرسية في المدارس الابتدائية الأردنية من وجهة نظر معلمي الصف

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**ملخص:** تهدف هذه الدراسة إلى التعرف على واقع برنامج التربية الرياضية المدرسية للمرحلة الابتدائية (الصفوف الأول والثاني والثالث) في شمال الأردن. وقد تكون عينة الدراسة من عينة عشوائية ممثلة بلغت 230 معلماً ومعلمة صف. وتوصلت نتائج الدراسة إلى أن 34.5% من معلمي الصف لديهم فهم غامض وعدم ممارسة التربية الرياضية. كما أشارت النتائج إلى أن مادة التربية الرياضية تحظى بمكانة متدنية في الجدول الدراسي، وأن مادة التربية الرياضية في الجدول المدرسي لا تحظى بالاهتمام من قبل معلمي المواد الدراسية الأخرى والإدارة المدرسية. وفي ضوء نتائج الدراسة يوصي الباحثان بضرورة توفير معلم مختص بتدريس التربية الرياضية في كل مدرسة، بحيث يتبادل الخبرات ويساعد معلم الصف على تحقيق الأهداف وتنفيذ محتوى برنامج المهارات الحركية للصفوف الثلاثة الأولى. بالإضافة إلى ضرورة توفير ورش عمل وندوات لمعلمي الصف لمساعدتهم على تدريس مادة التربية الرياضية (الكلمات المفتاحية: التربية الرياضية، معلم الصف، التربية الابتدائية).

**Introduction and Background:** The curricula of the Basic Stage schools revolve, as of necessity, around content and methodology that are well-known to elementary school teachers and administrators (Ministry of Education, 1988). Pre-service and in-service courses and workshops provide teachers with skills, knowledge, and attitudes which influence their lesson plans and the way they teach. Cale (1996) emphasized the importance of adequate teacher education and how in-service training is essential, as is the availability and development of more practical resources which are relevant to national curriculum requirements. Physical education sometimes termed as “a new basic” has increased in status and is unfamiliar to most elementary school teachers.

Physical education has had a long history of development in Jordanian schools. Previously, it has suffered from lack of motivation, absence of curriculum and lack of specialist physical education teachers (Ministry of Youth, 1993). Physical education in Basic Stage schools received a great deal of attention in the first national conference of educational reform in 1987 in Jordan. A new physical education guideline for

teachers has been designed and introduced to Basic Stage schools. The time allotted to teach physical education in elementary schools was increased by two lessons per week (Ministry of Education, 1992).

The goal of the physical education programme in Jordanian Basic Stage schools was mainly to provide a variety of motor activities to help all students age 6, 7, and 8 years develop their motor skills. Besides developing motor skills, physical education has aimed to develop children mentally, emotionally and socially.

Evans and Penney (1996) argued that physical education at the elementary level should play a more prominent role as part of the elementary curriculum. Sallies and McKenzie (1991) believed that the school of physical education is seen as an ideal site for the promotion of regular physical activities. In addition, Summerfield (1998) asserted that physical education provided at school is an ideal way to encourage activity and develop fitness among children and, for many children, will be their only preparation for an active lifestyle.

Current understanding of Basic Stage school physical education emphasizes that we must teach physical education to all students, beginning in the earliest school years. Pate, Pratt et al (1995) mentioned that children and adults should strive for at least 30 minutes per day of moderate intensity physical activity.

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Mismar (2002) considered physical education in the basic stages as one of the most important subjects within school timetable.

The term "elementary school physical education" is used to describe all forms of elementary level activities that involve children from grades 1-3 in hands-on, experiential activities. This includes physical activities, problem solving activities, and others that engage students in active inquiry, encourage interaction with their friends, and develop child self-confidence.

In the beginning of the 1990's Jordanian universities (University of Jordan, Yarmouk, and Mutah) established a Pre-service programme for classroom teachers. Recent threats to existing undergraduate and graduate courses or programs have frequently been noticed, including the threat to classes at the universities funded by the Jordanian government. At these universities, the required three credit-hour elementary education undergraduate course in teaching physical education is being eliminated. Pre-service physical education courses for classroom teachers are endangered. The delegate of the key stage 1 and 2 primary conference came to the conclusion that "there is an inadequate base of knowledge and skills in physical education at the end of the initial teacher training as cited in (Warburton, 2000, p.6).

**Literature Review:** In assessing the limited research base for physical education, Simons-Morton, et al (1987) suggested that there be a need to identify the value, and to find ways to ease the implementation, of physical education. This point is further illustrated by Colvin and Johnson (1998); they described how "physical education is also changing" and "is designed to enhance the cognitive motor effective and physical fitness development of every child" (Council of Physical Education for Children, 2001). In addition, Evans and Penney (1996) asserted the need for regular physical education in schools.

Sallis and McKenzie (1991) studied the status of Basic Stage physical education programmes. The results showed that 50% of children have physical education three or more times per week. It was also indicated that trained physical educators were more effective than classroom teachers who had little or no training in physical education. During the scheduled time, children were not very active and were not being prepared for lifetime physical activity. The National Association of Head Teachers (1999) carried out "a survey of physical education and sport in schools". The result showed that 94% of primary schools have no gym, 17% of primary schools upkeep and maintenance is less than adequate, 86% of primary schools report that their school budget share is the single funding resource to pay for the maintenance and improvement of a playing field, 46% of primary schools say it is not easy to have pupils available to represent the school in sports teams after school. Shellby (1993) studied the difficulties facing physical education teachers which influence the implementation of physical education programme in

Amman". Examples of these difficulties were problems with school administration, physical education teachers themselves, lack of school resources, and the supervision system. Hardman and Marshall (2000), in the world wide survey of physical education in schools, found that the physical education is "suffering from decreasing time, budgetary controls with inadequate financial funding, material and personal resources, has low subject status and esteem and is being ever more marginalized and undervalued by authorities" (p.223). Given that there have been numerous attempts over the years to raise the profile of physical education in primary schools, then one can't be optimistic about change despite the mounting evidence pointing to the decline in children's fitness and fundamental motor skills. Welk et al (1993) found that many children attending Victorian primary schools were not sufficiently competent in a range of fundamental motor skills of the sort necessary for them to successfully participate in sports, games and related activities. Similar concerns emerged from Booth et al (1997) who reported the low percentage of children who mastered even the most basic skills of running, jumping, catching and throwing.

In spite of the importance of physical education for elementary school students, no studies have been carried out to investigate the situation of physical education in grades (1-3). Moreover, none of the reviewed studies investigated the teachers' suggestions to improve the situation of teaching physical education for children grades (1-3).

This study attempted to discover the prevalence and status of physical education in the classrooms as viewed by Basic Stage classroom teachers in order to gain insight as to why and how physical education is being implemented and how physical education can find greater acceptance in Basic Stage schools in the future.

**Statement of the Problem:** Although physical education has become an important subject throughout all levels of schooling and is an important factor in the health of students, concerns about the status of physical education in the first three grades of Basic Stage classes have been raised by school teachers, students, and parents. One of the most frequent complaints is that teachers do not pay enough attention or grasp the importance of regular physical education lessons. Furthermore, questions have also been raised regarding whether the qualities and abilities of Basic Stage physical education teachers are of a high enough standard. However, no studies have investigated these points. This study is a step toward filling this gap.

**Purpose of the Study:** This study aimed at investigating the status of physical education in elementary schools in Jordan as perceived by Basic Stage school classroom teachers through describing:

- a) The physical education activities they implement in their classes.
- b) The methods they use in implementing the physical activities.

- c) The benefits of physical education to Basic Stage school students grades (1-3).
- d) The major factors that affect the Basic Stage school classroom teacher implementation of the physical education activities.
- e) The main barriers of the implementation of physical education activities in grades (1-3).
- f) f) Suggestions to improve the situation of implementing physical education in grades (1-3).

**Questions of the Study:** This study addressed the following Questions:

1. What are the perceptions of Basic Stage classroom teachers on the implementation of physical education activities in grades (1-3)?
2. What are the main methods used by basic stage classroom teachers in the implementation of physical education activities?
3. What are the advantages of physical education activities for students in grades (1-3)?
4. What are the main factors affecting the implementation of physical education in grades (1-3)?
5. What are the main barriers that face the implementation of physical education activities in grades (1-3)?
6. What do Basic Stage school classroom teachers suggest to improve the implementation of physical education activities?

**Significance of the Study:**

The significance of the study has three main areas:

- 1- It clarifies the status of teaching physical education in grades (1-3).
- 2- It supplies the desire makers with objectives information for decision making.
- 3- It helps the physical education superior in carrying out inservice training workshops.

**Procedure**

**Population and Sample:** The population of this study consisted of Basic Stage classroom teachers who were teaching physical education in the first three grades in Jordanian public schools in the North part of Jordan during the second scholastic semester 2004-2005. The participants in this study had received only one or two modules in physical education. The sample of the study consisted of (230) Basic Stage classroom teachers who were randomly selected, but the responses of only (150) participants were included in the analysis of the results. This was due to the other 80 participants not being familiar with or having a vague understanding of the subject of physical education.

**Research instrument:** For the purposes of the study, the researchers developed a questionnaire of two parts. Part one consisted of elicited personal information about the teachers and part two consisted of a 4 item scale. In its first draft it consisted of 70 items. After giving it to three faculties in the field of physical education for Basic Stage classroom teachers and two faculties of curriculum and instruction, the final questionnaire draft consisted of 8 sub-scales and 62 items (see appendix A).

The reliability of the questionnaire was established through using Cronbach alpha. It was found to be 0.86%.

**Data Analysis:** The survey was distributed to (n=230 male and female teachers) who were teaching grades (1-3) in the directorates of Education of Irbid the first and Bani Kananah in the North part of Jordan.

Each survey was coded to track the non-respondents; the survey was distributed hand to hand to the respondents. Descriptive statistics (percentage and frequencies) was used to analyse the data. Then all responses were tallied and reported according to frequency and percentage of the total number of responses to that question.

**Results:** The introductory question separated those who were familiar with elementary school physical education (n=150) from those who were unfamiliar with it (n=80). Those who ticked the response that they were "not familiar with physical education at all" or "only have a vague understanding of it" were not included in the analysis. Although a detailed definition was provided to describe the term "a vague understanding" may have encouraged some respondents to give an inaccurate response and thus their surveys have not been included.

**Table 1:** Initial Discriminatory Item Results

	<b>Discriminatory Item</b>	<b>N</b>	<b>Percent</b>
1	Not familiar with physical education	54	23.5
2	Vague understanding and lack of teaching experience of physical education	26	11.3
3	Awareness of theoretical knowledge, but does not teach physical education lessons.	56	24.3
4	Have some experience in teaching physical education	76	33.1
5	Experienced in teaching physical education	18	7.8
	Grand total	230	100%

**Background Information:** Questions regarding the personal characteristics about the participants in the study revealed that all respondents were qualified as class teachers and 88 out of 150 (58.7%) were female. The majority of respondents taught at second and third grade levels, with only twenty-seven respondents teaching 3rd grade as clarified in table 2.

**Table 2:** The Distribution of Classroom Teachers and Percentage According to Gender, Class Taught, Experiences, Qualifications, Courses, Workshops and Number of Students Per Class.

		<b>N</b>	<b>%</b>
<b>Gender</b>	Male	62	41.3
	Female	88	58.7
<b>Class taught</b>	1 <sup>st</sup> class	27	18.0
	2 class	63	42.0
	3 class	60	40.0
<b>Years of experiences</b>	1-5	54	36.0
	6-10	38	25.3
	11- 15	18	12.0
	16 and above	40	26.7

		N	%
<b>Teachers qualifications</b>	Diploma	53	35.3
	Bachelor's	87	58.0
	Master	10	6.7
<b>Courses in physical education</b>	One course	109	72.7
	Two courses	37	24.7
	Three courses	4	2.7
<b>Number of workshop</b>	None	133	88.7
	One	13	8.6
	More than two	4	2.7
<b>Number of students per class</b>	15 – 24	15	10.0
	25 – 34	68	45.3
	35 – 44	67	44.7

One hundred and nine (72.7%) respondents reported that they had taken one course in physical education at the undergraduate level. Thirty-seven (24.7%) reported they had taken two courses, whereas 4 (2.7%) reported they had taken three courses. One hundred and thirty-three (88.7%) respondents had not taken any physical education workshop, whereas 13 (8.6%) reported taking one course, and only four teachers (2.7%) attended more than two workshops of a half-day or less.

**Results Related to Question One:** What are the perceptions of Basic Stage classroom teachers about the implementation of physical education activities in grades (1-3)?

**Table 3:** Types of Physical Education Activities Used by Class Teachers in Their Classrooms, Frequency of Responses and Percentage

	Physical education activity	N	%
1	Playground games i.e tag	142	94.7
2	Design games using music for use inside the classroom	51	34.0
3	Design simple games with or without use of materials.	89	59.4
4	Teaching of basic gymnastic skills i.e forward roll	57	38.0
5	Organize competitions and races i.e. hurdles	144	96.0
6	Design of games in the form of stories with actions	117	78.0

As shown in Table 3, respondents ticked the response that corresponded with the types of physical education activities they used in the lessons they taught. Teachers' responses in Table 3 showed that most of the physical education activities can be implemented as organising competitions and races, the design of games in the form of stories with actions. Gymnastic skills and design games using music for use inside the classroom received the lowest percentages of the responses in the table.

**Results Related to Question two:**

What are the main methods used by basic stage classroom teachers in the implementation of physical education activities?

**Table 4:** Method of Implementing Physical Education Activities, Frequency of subjects' Responses and Percentage

	Physical education activity	N	%
1	Activities are integrated with class instruction on a periodic basis when they conveniently and/or appropriately fit in with my curriculum	87	58.0
2	I have not implemented physical education activities yet	43	28.6
3	I schedule a certain time of the day or week to do these activities with the entire class.	43	28.6
4	I take all decisions regarding teaching physical education	117	78.0
5	I design a sequence of questions to help students to explore and learn new physical skills.	59	39.3

As Table 4 shows the majority of the respondents frequently used a direct style where teachers dictate the lesson objectives, skills, time and the recording of students' progress. A smaller percentage (39.3%) used guided discovery style. Also, more than half of the respondents integrated physical education activities with other subjects. The Table also indicates that a small percentage of teachers 28.6% offer extra time and provide opportunities to do these activities with the entire class.

**Results Related to Question Three:** What are the advantages of physical education activities to grades (1-3) students?

**Table 5 :** Benefits of Physical Education, Frequency of subjects Responses and Percentage

	Benefits	N	%
1	Builds lifelong skills such as problem solving, creative thinking, and self-directed learning	131	87.4
2	Provides students with opportunities to apply concepts and skills from many disciplines such as math and science.	126	84.0
3	Helps students learn to identify, solve, and evaluate practical problems in the environment where physical education is taught.	134	89.4
3	Promotes students' affective development such as improving self-esteem and motivation to learn.	138	92.0
4	Promote habits of healthy living such as showering after exercise	130	86.6
5	There is no significant benefit	16	10.7
6	Promotes students' psychomotor development such as improving fine motor skills.	143	95.3
7	Develops social relations through team games	139	92.7

Table 5 illustrates the benefits of physical education as identified by the respondents. (95.3%) agreed that physical education promotes students' psychomotor development such as improving fine motor skills and promotes students' affective development such as improving self-esteem and motivation to learn. Also, 92.7% agreed that physical education helps to develop social skills through carrying out the different

activities. The smallest number (84%) said that physical education has potential for integrating other subjects.

**Results Related to Question Four:**

What are the main factors affecting the implementation of physical education in grades (1-3)?

**Table 6:** Major Factors Influencing Teacher Involvement in Physical Education in Lessons, Frequency of Subjects' Responses and Percentage

	Major Factors	N	%
1	Took classes at the undergraduate level	106	70.6
2	Observed physical education specialist teacher(s) and liked what I saw	78	52.0
3	Attended a presentation, workshop, or other in-service meeting	62	41.4
4	Learned about it by reading educational journals	65	43.3
5	An administrator encouraged me to get involved	77	51.4
6	Offered a prize to teach physical education	54	36.0
7	Promoting from the society to pupils who were responsible delivering the physical education curriculum.	102	68.0

**Initial involvement in physical education activities**

Table 6 shows that nearly three-quarters (M=70.6%) of respondents said that taking the undergraduate class in physical education was the most influential factor in their getting involved in physical activities. Because of the undergraduate requirement, it can be assumed that most of the respondents had taken this class, but clearly some were acquiring information about physical education from other sources. For example, 41% attended a presentation, workshop, or other in-service meeting. 36.0% of respondents thought that offering a prize would encourage them. This, however, receives the lowest percentage.

**Table 7:** Desired Physical Resources to Increase Ability to Teach Physical Education , Frequency of Subjects' Responses and Percentage

	Desired Physical Resources for Physical Education	N	%
1	General materials and equipment (balls, rackets, stick, etc.).	139	92.7
2	Insufficient financial support for doing these types of activities.	145	96.7
3	Storage space for keeping equipment	102	68.0
4	Availability of area or gym for conducting different types of physical activities	142	94.7
5	Availability of sand bags for small games and exercises	128	85.4
6	Adequate maintenance for the physical equipment	95	63.3
7	Water supply or sinks	137	91.3
8	Others (please specify)		

**Physical Resources:** In Table 7, financial support, physical space and general materials were given as the most important physical resources for implementing physical education, while maintenance of the equipment and storage space were listed as the lowest importance.

The organization of discussion meetings to exchange and explore different ideas about the teaching of physical education was listed in the "other" category.

**Results Related to Question 5:** What are the main barriers that face the implementation of physical education activities in grades (1-3)?

**Table 8:** Barriers to Implementing Physical Education Activities, Frequency of Subjects' Responses and Percentage

	Barriers	N	Percent
1	Lack of appropriate equipment and supplies for physical education.	122	81.3
2	Insufficient financial support of implementing physical education activities.	143	95.3
3	Insufficient planning time to prepare for delivering physical education skills that need to be taught.	124	82.7
4	Inadequate space in classroom to practice physical activities.	133	88.7
5	Inadequate or insufficient training/expertise in terms of lesson content	128	85.3
6	Lack of interest on my part to learn and implement physical education content	87	58.0
7	Absence of state or national standards for physical education lesson content	94	62.7
8	Lack of administrative support.	112	74.7
9	Lack of support from other teachers	122	81.3
10	Lack of support from students parents.	84	56.0
11	Others	37	24.7

**Barriers to implementation:** Responses to question 5 shown in Table 8 were limited to two items that best described the suspected barriers to the implementation of physical education. As in Table 7, funding and facilities were identified as the most important factors, with the vast majority of teachers ticking items related to each.

They were also asked to freely respond to the items in Table 8 by adding other barriers that they believed made the implementation of physical education difficult. Thirty-seven respondents indicated there were other barriers such as: **a-** load of teaching for class teachers. **b-** "the large number of lessons. **c-** "the need to complete teaching the other school subjects such as Arabic and mathematics uses up time allocated for physical education lessons".

**Table 9:** Teacher Agreement with Statements about Physical Education, Frequency of Subjects' Responses and Percentage

	Statements	N	%
1	I think physical education should be more widely implemented in schools.	120	80.0
2	I have the expertise needed to teach physical education effectively.	66	44.0
3	I need more training in physical education in order to implement it effectively.	112	74.7
4	More emphasis is placed on literacy and numeracy than the development of Physical education	143	95.3
5	I believe physical education activities motivate students to learn.	135	90.0
6	I feel prepared to develop new physical education activities for my students.	84	56.0
7	Most students enjoy physical education	136	90.6
8	I enjoy physical education.	100	66.7
9	I feel capable and comfortable using physical education materials and equipment.	92	61.4

**Statements about physical education:** The numbers in table 9 represent the frequency of tallies made to each response. Only 66 out of 150 respondents believe they understand most of the content of physical education lessons and the way it should be taught. The table shows that the vast majority of respondents concentrated on teaching children reading and writing more than physical education. One hundred and twelve (74.7%) of teachers would like more training in physical education. The majority of respondents enjoy physical education and strongly believe 90.6% of their students enjoy physical education. They believe that physical education motivates students to learn and should be more widely taught in the elementary grades.

#### Results Related to Question 6:

What do Basic Stage school classroom teachers suggest to improve the implementation of physical education activities?

**Table 10:** Ways to Implement Physical Education, Frequency of Subjects' Responses and Percentage

	Ways to implement physical education	N	%
1	Require education majors to take physical education classes during college.	135	90.0
2	Offer more workshops (in-service, summer, etc.) in physical education.	142	94.7
3	Offer more physical education workshops and interest sessions at conferences.	130	86.7
4	Develop state mandates that require physical education	140	93.3
5	Increase physical education modules in pre-service programs and link physical education theory with practice.	142	94.7
6	Provide more training in terms of physical education specifically for administrators	131	87.3
7	Publish more articles about physical education in journals & magazines.	121	80.7
8	Offer specialist graduate physical education teachers.	149	99.4
9	Organise competition between classes inside the same school.	129	86.0

**Ways to Increase Implementation of physical education:** There are many things that may help make physical education more prevalent in Basic Stage schools. Respondents were asked to identify the three things that they considered to be the best and most effective ways to get more teachers in schools to implement physical education. The most frequent responses in Table 10 indicated a need for specialist teachers and improvements to pre-service and in-service instruction and training.

**Discussion:** The initial goal of this study was to investigate the status of physical education in Basic Stage classroom teachers. Although virtually all the teachers in the study were first introduced to physical education in a three credit-hour required, undergraduate course for Basic Stage school classroom teachers, their knowledge varied greatly. As the majority of respondents had not attended any workshops or further

training sessions in physical education during their years of teaching, this was disappointing.

The primary conclusion that can be drawn from this finding is that, in the absence of another training, a single three credit-hour course at the university is inadequate for preparing class teachers to incorporate physical education activities. In this context, Tinning et al (1993) identified that the inadequate training Basic Stage teachers receives to teach physical education and the resource constraints are the main obstacles that teachers of physical education face in their teaching. Also, Kirk et al (1988) said that: "generalists simply do not have the knowledge to teach skills" (p.8). Cale (1996) identified ways to support and guide teachers in implementing physical education lessons; he said that "Adequate teacher education and in-service training is essential, as is the availability and development of more practical resources" (p. 12). This shows the need for undergraduate class teacher education programs to devote more time to providing all students with more and better preparation in the teaching of physical education. Also, more opportunities should be offered for in-service professional development in the area.

Despite the efforts of the Jordanian Ministry of Education to ensure the acceptance of the need for physical education to be a compulsory subject in Basic Stage schools, and the increase of lesson time and frequency (two lessons per week) as well as the introduction of new guidelines for classroom teachers, the researcher found the following results: Firstly, the standard of the physical education curriculum in Basic Stage (grades 1-3) schools is still low. Physical education has a precarious place in the timetable compared to other school subjects. In some cases it does not feature in the timetable at all and no physical training is available for students. Secondly, budget cutbacks, inadequate or total lack of facilities, the absence of physical education specialists, as well as other factors such as the influence of the head of school, other school teachers and encouragement from students parents are contributing to its perilous status.

When asked to name the single most important benefit of physical education activities, overwhelmingly the teachers believed that "promotion of the students' psychomotor development such as improving fine motor skills was the greatest benefit. Upon reflection, this answer is somewhat more general than the other choices and incorporates some of the characteristics of other possible responses. This response corresponds with traditional trends where the role of physical education goes beyond simply having children practice physical activities and related skills. These results agreed with those of Hardman (2000) who found that physical education wide world is limited to developing practical performances and skills of the students and recreational activity more than contributing to improve the educational experiences of children.

The limited number of activities implemented by Basic Stage classroom teachers were those such as

play-ground games and organization of competitions, while other activities such as the design of musical games and gymnastics skills had the lowest percentage. This could be due to the lack of equipment and educational technology, such as television, radio, mats, and space. This may appear from the lack of financial support that physical education received from the school capitation. In this context, Locke (1992) emphasized how the availability of resources is key in any change efforts and how the prospects for success are dim if there is no enough money.

The study shows that the majority of teachers in Basic Stage schools are limited to one style of teaching, as opposed to a blend of several styles which are recommended. For example, nearly three-quarters of the teachers indicated that they used a direct style of teaching where teachers usually take all decisions during physical education lessons. This shows that the classroom teachers use one teaching style, which could be due to their insufficient or limited knowledge. This result agrees with Morgan (1997) who found that "time offered to foundation courses was inadequate to enable students to teach the subject satisfactorily, that students had inadequate subject knowledge, a limited understanding for the need of progression and a weak grasp of assessment"(p.7)

Mosston and Ashworth (2002) emphasize the need for using more than one teaching style to meet the students' needs and achieve different types of physical education aims at school. In this regard, the (Department of Education and Science, 1991, P.7) said that where pupils were not achieving their potential (in physical education), it may be due to "a lack of differentiation in the content and/or methods used to meet the needs of pupils of different abilities within the teaching group".

An administrator or supervisor seeking to increase the implementation of physical education activities in Basic Stage schools should take note of the list of perceived needs for offering specialist instructor in teaching the Basic Stage physical education. This could be due to lack of knowledge, experience and confidence in teaching classroom teachers in comparison to the expertise of a specialized physical education teacher who specially trained. This result agreed with Sallis and McKenzie's (1991) study, which indicated that trained physical educators are more effective than classroom teachers who have little or no training in physical education. These views were also supported by Evans and Penney (1996) who found that classroom teachers may not necessarily be qualified, experienced or have an interest in the subject. Also, the Canadian Association for Health (1995) emphasized the importance for each school to have at least one professionally prepared physical education specialist who can act as the leader and resource teacher assisting all teachers in the development of the total physical education program; the availability of one specialist physical education teacher in each school might provide

ideas for teachers and release time for other classroom teachers to enhance instruction in other areas. The classroom teachers may also assist with providing developmentally appropriate physical activity programme and enrichment opportunities for students before school, during the break from and during after-school programmes.

**Recommendations:** The study recommend that:

- The Ministry of Education should be able to equip starting teachers with a sound knowledge of physical education: such as; guidelines, workshops and sessions.
- The Ministry of Education appoint at least one specialist teacher of physical education in every school to help teachers to discuss ideas and explore ways in which the physical education curriculum and modules in pre service programs are implemented to link physical education theory with practice, and to offer more workshops in physical education.
- The Ministry of Education offer financial support for playgrounds, gyms halls, and equipments.
- The Ministry of Education give more weight to compare to physical education in comparison with other educational subjects (theoretical and practical) in Jordanian Schools.
- physical education teachers should have experience in handling the integrated curriculum.

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