

COURSE ANALYSIS OF

METHODOLOGY

and Curricula Department

*at the Faculty of Physical Education
Tanta University*

IN THE LIGHT OF EDUCATIONAL DEVELOPMENT :

An Analytical Study

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Abstract

The current study aims at analyzing the courses delivered at the methodology and curricula department, Faculty of Physical Education – Tanta University through classifying the nature of each course (professional – academic – cultural) and the relative importance and rank of each course in addition to specifying the educational goals of each course according to its relative importance. The researcher used the descriptive (survey) approach. Research community was all students of the faculty of physical education – Tanta University who are registered for 2011-2012 academic year (Methods of Teaching Major) and Faculty members of Methodology and Curricula Dept. sample included (160) students (100 males and 60 females) and (30) faculty members. In conclusion, Sample members agreed that (14) courses are (basically professional) with 43.75%, (7) courses are (academic) with 21.87% and (11) courses are (cultural) with 34.38%. Sample members agreed that (25) courses are important for teacher's preparation with relative importance between 51.67% and 100%. Sample members agreed that (6) courses are not important for teacher's preparation with relative importance between 37.67% and 49.44% (educational bases – methods

of teaching individual sports / motor tempo – methods of teaching aquatics – educational economics – English (3rd and 4th year) – methods of teaching combat sports / motor expression). Sample members agreed upon the importance of teaching goals for courses contributing in teacher's preparation with relative importance between 50% and 100%. Sample members agreed that teaching goals for non-important courses (educational bases – methods of teaching individual sports / motor tempo – educational economics – English (3rd and 4th year) – methods of teaching combat sports / motor expression) are not suitable with relative importance between 35% and 49.44%.

Background

Due to the complexity and characteristics of our modern world, educational systems all over the world face various problems and challenges. Most of these problems stem from the inconvenience between educational systems and the educational demands of this age (16).

From time to time, most countries seek to improve its curricula, concepts, knowledge and purposes of the basic and vital sciences that contribute in improving and preparing good citizens. Physical education is a modern science that is witnessing an increase in popularity on the educational and professional levels. It spreads quickly in schools and specialized faculties that prepare teachers of physical education technically and educationally (13).

The teacher is the basic pillar of any educational system. Any system can never achieve its goals without a well-trained intelligent teacher who understands his/her role thoroughly. In this globalization era, there is a need for a teacher who improves continually according to modern developments of this age to fulfill the learners' and social needs (7).

Curricula represent the means by which any educational system can achieve its goals in any of its stages. Curricula should be flexible, modifiable and improvable to achieve its goals accurately (14, 4)

The regulatory panel of Faculty of Physical Education – Tanta University (Methodology and Curricula Dept) indicates that each student who seeks to gain the bachelor's degree in physical education should pass thirty two courses divided into eight semesters (two semesters per academic year) with total of four academic years as specialization is from the third academic year (11).

As a member of physical education teachers' evaluation committee, Gharbia governorate, the researcher noticed major defects in the competencies of physical education teachers related to the use of available resources and dealing with educational aids. As a member of Quality of Curricula Committee, the researcher noticed a real need for re-evaluating and re-considering the courses delivered for students so that the faculty is to graduate competent physical education teachers who are capable of facing this age's challenges.

Aims:

The current study aims at analyzing the courses delivered at the methodology and curricula department, Faculty of Physical Education – Tanta University through:

Classifying the nature of each course (professional – academic – cultural)

Classifying the relative importance and rank of each course

Specifying the educational goals of each course according to its relative importance

Research questions:

What is the classification of each course according to its nature (professional – academic – cultural)?

What is the relative importance and rank of each course?

Is there any variance in the relative importance and educational goals of these courses according to the opinions of subjects' categories?

Methods:

Approach:

The researcher used the descriptive (survey) approach.

Subjects:

Research community was all students of the faculty of physical education – Tanta University who are registered for 2011-2012 academic year (Methods of Teaching Major) and Faculty members of Methodology and Curricula Dept. sample included (160) students (100 males and 60 females) and (30) faculty members.

Data collection tools:

The researcher used the following tools for collecting data:

- 1- Documents analysis,
- 2- Interviews,
- 3- Questionnaire

The questionnaire:

For designing the questionnaire, the researcher reviewed the related literature (8, 2, 12, 10, 9, 20, 22, 1).

The researcher used content validity and jurors' validity to calculate the validity of the questionnaire. The percentage of agreement of jurors' opinions is 100% and this indicates the questionnaire's validity. To calculate the questionnaire's reliability, the researcher used test/re-test procedure on a pilot sample of (15) students with time interval of (7) days between applications. This procedure indicates the questionnaire's reliability.

The questionnaire was applied to faculty members through regular mail, e-mail and interviews from 29-4-2012 to 24-5-2012. The questionnaire was applied to students through interviews from 27-5-2012 to 7-6-2012.

Statistical treatment:

The researcher used SPSS software to calculate frequency, percentage, relative importance, CHI2, mean standard deviation, correlation coefficient and matching test.

Results:

Table (1):

Relative importance, CHF² and ranking of student teachers' and faculty members' responses

| Curriculum | Male Students (n=100) | | | Female students (n=60) | | | Faculty members (n=30) | | | Matching test |
|--|-----------------------|---------------------|------|------------------------|---------------------|------|------------------------|---------------------|------|---------------|
| | CHF ² | Relative importance | Rank | CHF ² | Relative importance | Rank | CHF ² | Relative importance | Rank | |
| Introduction to physical education | 45.5 | 68.33 | 24 | 30.1 | 65.56 | 23 | 18.6 | 63.33 | 25 | 2.1 |
| Teaching goals | | | | | | | | | | |
| 1- concept, bases and goals of Introduction to physical education | 39.74 | 67.67 | 2 | 33.3 | 65.00 | 3 | 21.6 | 66.67 | 2 | 1.95 |
| 2- recognizing goals and purposes of physical education | 42.32 | 66.67 | 4 | 40.3 | 63.89 | 4 | 29.4 | 66.67 | 2 | 4.14 |
| 3- recognizing phases of development | 33.5 | 70.00 | 1 | 72.1 | 66.11 | 2 | 21.6 | 66.67 | 2 | 12.92 |
| 4- knowing how to divide sports activities | 34.46 | 67.00 | 3 | 54.9 | 68.33 | 1 | 25.8 | 63.33 | 5 | 8.23 |
| 5- recognizing the relation between physical education and other sciences | 39.5 | 55.00 | 5 | 36.9 | 60.00 | 5 | 12.2 | 67.87 | 1 | 14.26 |
| History of physical education | 26.96 | 80.67 | 19 | 21.9 | 81.67 | 17 | 12.6 | 83.33 | 18 | 1.65 |
| Teaching goals | | | | | | | | | | |
| 1- knowing the concept of history of physical education | 28.58 | 81.00 | 3 | 19.3 | 80.56 | 2 | 12.2 | 82.22 | 3 | 1.91 |
| 2- identifying history of sports events | 45.5 | 85.00 | 1 | 28.3 | 84.44 | 1 | 18.6 | 86.67 | 1 | 5.46 |
| 3- identifying ancient and modern Olympics | 34.64 | 82.67 | 2 | 17.1 | 78.33 | 3 | 15 | 83.33 | 2 | 8.51 |
| 4- the role of faculty of physical education in the modern society | 15.26 | 68.67 | 5 | 24.4 | 67.78 | 5 | 7.8 | 70.00 | 4 | 2.45 |
| 5- recognizing the sports history of Egypt | 16.88 | 76.00 | 4 | 17.5 | 69.44 | 4 | 12.2 | 65.56 | 5 | 2.95 |
| 6- recognizing the history of physical education (ancient – medieval – renaissance – modern) | 62 | 46.67 | 6 | 33.1 | 49.44 | 6 | 12.2 | 51.11 | 6 | 2.28 |
| Methods of teaching (1) | 171.67 | 98.33 | 4 | 108.4 | 98.89 | 6 | 60 | 100.00 | 1 | 1.62 |

| Curriculum | Male Students (n=100) | | Female students (n=60) | | Faculty members (n=30) | | Matching test | | | |
|---|-----------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|---------------|--------|----|------|
| | CHF | Relative importance Rank | CHF | Relative importance Rank | CHF | Relative importance Rank | | | | |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- knowledge and concepts of methods of teaching | 177.13 | 98.67 | 5 | 114.1 | 99.44 | 5 | 60 | 100.00 | 1 | 1.76 |
| 2- characteristics of PE lesson | 182.72 | 99.00 | 4 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 1.9 |
| 3- modern methods of teaching | 171.67 | 98.33 | 6 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 1.5 |
| 4- components, aims, content and how to perform a PE lesson | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | |
| 5- basics of teacher preparation | 200.2 | 100.00 | 1 | 108.4 | 98.89 | 6 | 60 | 100.00 | 1 | 4.35 |
| 6- regular formations in PE lessons | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| Methods of teaching (2) | 171.67 | 98.33 | 4 | 108.4 | 98.89 | 6 | 60 | 100.00 | 1 | 1.62 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- how to prepare a PE lesson | 177.13 | 98.67 | 5 | 114.1 | 99.44 | 4 | 60 | 100.00 | 1 | 1.76 |
| 2- educational aids in PE lesson | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 3- modern technologies in PE lesson | 171.43 | 98.00 | 6 | 108.4 | 98.89 | 6 | 60 | 100.00 | 1 | 1.81 |
| 4- phases of motor learning for motor skills in PE lesson | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 5- teacher's roles in PE lesson | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 6- developmental characteristics of various age groups | 188.42 | 99.33 | 4 | 114.1 | 99.44 | 4 | 60 | 100.00 | 1 | 0.96 |
| 7- modern technologies in PE student teachers' preparation programs | 145.18 | 96.00 | 7 | 72.7 | 93.89 | 7 | 54.2 | 98.89 | 7 | 3.04 |
| Educational bases of physical education | 100.94 | 41.00 | 27 | 92.5 | 36.11 | 29 | 21.8 | 45.56 | 31 | 9.53 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- Knowledge related to educational bases of physical education | 144.74 | 37.67 | 7 | 102.7 | 35.56 | 7 | 26.6 | 42.22 | 4 | 8.3 |
| 2- educational aspects (cognitive – values) of physical education | 129.74 | 39.33 | 6 | 97.2 | 36.67 | 6 | 22.4 | 44.44 | 3 | 7.93 |

| Curriculum | Male Students (n=100) | | | Female students (n=60) | | | Faculty members (n=30) | | | Matching test |
|--|-----------------------|---------------------|------|------------------------|---------------------|------|------------------------|---------------------|------|---------------|
| | CHF | Relative importance | Rank | CHF | Relative importance | Rank | CHF | Relative importance | Rank | |
| 3- aesthetic education and its components | 120.14 | 40.67 | 4 | 70.18 | 37.78 | 1 | 18.2 | 47.78 | 2 | 6.38 |
| 4- social and educational philosophy and its relation to physical education | 98.06 | 43.67 | 1 | 64.3 | 44.44 | 3 | 12.6 | 50.00 | 1 | 9.95 |
| 5- various philosophies and physical education | 93.86 | 43.67 | 1 | 42.4 | 40.00 | 4 | 30.2 | 41.11 | 5 | 8.96 |
| 6- political powers and factors affecting educational systems and physical education | 115.76 | 40.67 | 4 | 82.3 | 37.78 | 5 | 38.4 | 40.00 | 6 | 2.13 |
| 7- educational philosophy of physical education | 98 | 43.33 | 3 | 47.5 | 47.22 | 2 | 43.4 | 37.78 | 7 | 4.28 |
| Methods of teaching team sports | 146.14 | 96.67 | 7 | 87.6 | 96.67 | 11 | 60 | 100.00 | 1 | 3.24 |
| Teaching goals | | | | | | | | | | |
| 1- methods and applications of teaching team sports | 171.67 | 98.33 | 1 | 97.6 | 97.78 | 1 | 60 | 100.00 | 1 | 2.04 |
| 2- knowledge related to methods of teaching team sports | 165.84 | 97.33 | 2 | 92.5 | 97.22 | 2 | 60 | 100.00 | 1 | 4.63 |
| 3- basics and rules of team sports | 145.18 | 96.00 | 3 | 72.7 | 93.89 | 3 | 54.2 | 98.89 | 3 | 3.04 |
| Methods of teaching exercises | 146.14 | 96.67 | 7 | 97.6 | 97.78 | 9 | 60 | 100.00 | 1 | 3.44 |
| Teaching goals | | | | | | | | | | |
| 1- Methods of teaching athletics | 171.67 | 98.33 | 2 | 102.7 | 97.78 | 2 | 60 | 100.00 | 1 | 3.89 |
| 2- concepts related to athletics | 188.42 | 99.33 | 1 | 102.9 | 98.33 | 1 | 60 | 100.00 | 1 | 3.32 |
| 3- planning and performing athletics lesson | 145.18 | 96.00 | 3 | 97.3 | 97.22 | 3 | 60 | 100.00 | 1 | 3.45 |
| Methods of teaching track and field | 155.99 | 97.33 | 6 | 114.1 | 99.44 | 4 | 60 | 100.00 | 1 | 5.15 |
| Teaching goals | | | | | | | | | | |
| 1- methods of teaching track and field | 188.42 | 99.33 | 1 | 108.4 | 98.89 | 1 | 60 | 100.00 | 1 | 1.12 |
| 2- basic concepts of track and field | 145.18 | 96.00 | 3 | 97.2 | 96.67 | 3 | 43.4 | 95.56 | 3 | 4.79 |
| 3- planning and performing track and field lesson | 171.67 | 98.33 | 2 | 102.9 | 98.33 | 2 | 60 | 100.00 | 1 | 1.58 |
| Methods of teaching combat sports (men) / motor expression (women) | 66.5 | 51.67 | 26 | 36.7 | 49.44 | 26 | 9.8 | 58.89 | 26 | 4.85 |

| Curriculum | Male Students (n=100) | | | Female students (n=60) | | | Faculty members (n=30) | | | Matching test |
|---|-----------------------|-------|---------------------|------------------------|-------|---------------------|------------------------|-------|---------------------|---------------|
| | CHF | Rank | Relative importance | CHF | Rank | Relative importance | CHF | Rank | Relative importance | |
| | Teaching goals | | | | | | | | | |
| 1- educational importance of combat sports / methods and bases of motor expression | 58.46 | 50.33 | 2 | 39.9 | 48.33 | 2 | 12.2 | 52.22 | 1 | 1.25 |
| 2- knowledge related to methods of teaching combat sports / the civilized bases of motor expression | 62 | 50.00 | 3 | 44.1 | 48.33 | 2 | 15.2 | 45.56 | 3 | 4.01 |
| 3- educational and technical bases of some combat skills / educational aids of motor expression | 17.84 | 59.33 | 1 | 30.1 | 50.56 | 1 | 15.8 | 52.22 | 1 | 4.95 |
| English language (3 rd year) | 145.46 | 37.00 | 30 | 102.9 | 35.00 | 31 | 23.4 | 50.00 | 28 | 33.52 |
| Teaching goals | | | | | | | | | | |
| 1- Terminology of physical education | 122.66 | 43.00 | 1 | 72.7 | 42.22 | 1 | 16.8 | 53.33 | 1 | 5.42 |
| 2- conversation in English about PE | 130.34 | 41.00 | 2 | 76.9 | 40.56 | 2 | 26.6 | 47.78 | 2 | 3.4 |
| 3- knowing a new language | 144.56 | 38.67 | 3 | 97.3 | 36.11 | 3 | 29.6 | 44.44 | 3 | 5.47 |
| Physical education technology | 122.66 | 71.00 | 20 | 57.7 | 72.78 | 20 | 22.4 | 71.11 | 23 | 4.87 |
| Teaching goals | | | | | | | | | | |
| 1- theories, types and problems of educational communication | 131.42 | 70.33 | 1 | 52.3 | 71.11 | 1 | 25.8 | 70.00 | 1 | 5 |
| 2- concepts and elements of educational technology | 115.76 | 68.00 | 3 | 47.5 | 69.44 | 3 | 21.6 | 66.67 | 4 | 3.45 |
| 3- modern educational communication technologies | 106.64 | 67.33 | 4 | 60.4 | 71.11 | 1 | 34.2 | 70.00 | 1 | 2.37 |
| 4- technology of teacher preparation | 121.94 | 70.33 | 1 | 67.6 | 67.78 | 4 | 38.6 | 68.89 | 3 | 2.63 |
| Physical education curricula | 78.5 | 88.33 | 18 | 43.6 | 85.56 | 15 | 18.2 | 85.56 | 17 | 2.29 |
| Teaching goals | | | | | | | | | | |
| 1- concepts and nature of PE curricula | 74.48 | 87.33 | 4 | 39.9 | 85.00 | 5 | 21.6 | 86.67 | 4 | 0.78 |
| 2- choosing the content and educational experiences | 61.46 | 83.67 | 5 | 51.1 | 91.11 | 2 | 15.8 | 81.11 | 5 | 14.63 |

| Curriculum | Male Students (n=100) | | | Female students (n=60) | | | Faculty members (n=30) | | | Matching test |
|---|-----------------------|---------------------|------|------------------------|---------------------|------|------------------------|---------------------|------|---------------|
| | CHF | Relative importance | Rank | CHF | Relative importance | Rank | CHF | Relative importance | Rank | |
| 3- organizing content and procedures | 90.32 | 90.00 | 3 | 54.9 | 90.00 | 3 | 25.4 | 88.89 | 3 | 0.34 |
| 4- PE curricula for various stages | 100.16 | 92.00 | 2 | 67.9 | 92.78 | 1 | 54.2 | 98.89 | 1 | 5.18 |
| 5- educational units in PE curricula | 130.06 | 92.33 | 1 | 58.8 | 90.00 | 3 | 43.4 | 94.44 | 2 | 5.29 |
| 6- designing and evaluating PE curricula | 23.42 | 62.00 | 6 | 15.1 | 56.11 | 6 | 9.8 | 51.11 | 6 | 12.68 |
| Motor learning | 104.31 | 93.00 | 14 | 63.1 | 91.11 | 14 | 54.2 | 98.89 | 13 | 5.06 |
| Teaching goals | | | | | | | | | | |
| 1- concept and bases of motor learning | 95.69 | 91.33 | 2 | 44.1 | 85.00 | 4 | 15.8 | 85.56 | 4 | 13.41 |
| 2- stages of human motor development | 144.74 | 95.67 | 3 | 76.9 | 93.89 | 3 | 54.2 | 98.89 | 2 | 2.64 |
| 3- learning motor skills | 171.67 | 98.33 | 1 | 102.9 | 98.33 | 1 | 60 | 100.00 | 1 | 1.58 |
| 4- theories and characteristics of motor learning | 144.74 | 95.67 | 3 | 91.9 | 95.56 | 2 | 43.8 | 96.67 | 3 | 2.45 |
| Methods of teaching gymnastics | 146.14 | 96.67 | 7 | 114.1 | 99.44 | 4 | 60 | 100.00 | 1 | 6.92 |
| Teaching goals | | | | | | | | | | |
| 1- Basics of teaching gymnastics | 171.67 | 98.33 | 4 | 108.4 | 98.89 | 3 | 60 | 100.00 | 1 | 1.65 |
| 2- methods of teaching gymnastics | 194.25 | 99.67 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0.9 |
| 3- Planning gymnastics lesson | 182.72 | 99.00 | 3 | 108.4 | 98.89 | 3 | 60 | 100.00 | 1 | 1.84 |
| 4- teaching aids used in gymnastics | 194.25 | 99.67 | 1 | 140 | 100.00 | 1 | 60 | 98.89 | 4 | 0.96 |
| Methods of teaching individual sports (men) / motor expression (women) | 144.47 | 37.67 | 29 | 47.5 | 47.22 | 27 | 9.6 | 53.33 | 27 | 17.76 |
| Teaching goals | | | | | | | | | | |
| 1- the relation between music and tempo / concepts related to educational importance | 145.4 | 37.33 | 3 | 51.6 | 46.67 | 1 | 12.2 | 52.22 | 1 | 15.76 |
| 2- the relation between tempo and movement / methods of teaching fencing and weight lifting | 134.72 | 38.67 | 2 | 50.8 | 45.56 | 2 | 15.2 | 48.89 | 3 | 9.45 |
| 3- educational value of music / technical and educational phases of teaching fencing and weight lifting | 98.54 | 44.33 | 1 | 67.6 | 42.22 | 3 | 15.2 | 51.11 | 2 | 3.8 |

| Curriculum | Male Students (n=100) | | | Female students (n=60) | | | Faculty members (n=30) | | | Matching test |
|--|-----------------------|---------------------|------|------------------------|---------------------|------|------------------------|---------------------|------|---------------|
| | CHF | Relative importance | Rank | CHF | Relative importance | Rank | CHF | Relative importance | Rank | |
| Field training (3 rd year) | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- concept and aims of field training | 188.42 | 99.33 | 4 | 114.1 | 99.44 | 5 | 60 | 100.00 | 1 | 0.96 |
| 2- problems facing student teachers in field training | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 3- forming the character of student teacher | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 4- dealing with various environments in field training | 188.42 | 99.33 | 4 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 1.8 |
| 5- skills of planning and performing the lesson | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 6- evaluation in physical education | 144.74 | 95.67 | 6 | 63.1 | 91.11 | 6 | 43.4 | 95.56 | 6 | 3.28 |
| Computer (3 rd year) | 121.34 | 69.67 | 21 | 45.7 | 61.11 | 24 | 18.2 | 75.56 | 20 | 26.95 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- components of the computer | 38 | 73.33 | 1 | 53.32 | 55.00 | 2 | 12.6 | 70.00 | 1 | 10.63 |
| 2- learning computer systems | 45.5 | 68.33 | 2 | 46.9 | 66.11 | 1 | 18.6 | 70.00 | 1 | 2.6 |
| 3- the importance of computer in modern society | 33.5 | 51.67 | 3 | 54.7 | 44.44 | 3 | 14.6 | 55.56 | 3 | 12.73 |
| Motor education | 130.82 | 69.67 | 21 | 72.3 | 68.33 | 22 | 21.8 | 64.44 | 24 | 10.65 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- concept and importance of motor education | 120.14 | 66.33 | | 63.7 | 63.89 | 2 | 18.2 | 65.56 | 3 | 4.51 |
| 2- motor education programs | 100.16 | 70.67 | 2 | 46.36 | 70.56 | 4 | 25.8 | 63.33 | 4 | 8.82 |
| 3- equipments of motor education | 45.14 | 67.00 | 3 | 17.5 | 63.89 | 2 | 18.6 | 70.00 | 2 | 3.16 |
| 4- applying motor education lessons | 100.94 | 92.33 | 1 | 67.6 | 92.22 | 1 | 43.4 | 95.56 | 1 | 4.03 |
| Psychological counseling | 69.14 | 89.00 | 17 | 30.1 | 83.89 | 16 | 12.6 | 83.33 | 18 | 8.71 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- basics of psychological counseling | 59.06 | 86.33 | 2 | 16.9 | 79.44 | 4 | 8.6 | 81.11 | 4 | 4.52 |
| 2- theories of psychological counseling | 48.56 | 82.00 | 4 | 21.9 | 80.00 | 3 | 12.8 | 84.44 | 2 | 7.79 |

| Curriculum | Male Students (n=100) | | | Female students (n=60) | | | Faculty members (n=30) | | | Matching test |
|--|-----------------------|---------------------|------|------------------------|---------------------|------|------------------------|---------------------|------|---------------|
| | CHF | Relative importance | Rank | CHF | Relative importance | Rank | CHF | Relative importance | Rank | |
| 3- basic information for psychological counseling | 61.04 | 86.00 | 3 | 78.4 | 95.56 | 1 | 18.2 | 84.44 | 2 | 10.54 |
| 4- best approaches of counseling | 78.26 | 88.00 | 1 | 27.1 | 82.22 | 2 | 26.6 | 91.11 | 1 | 5.26 |
| Educational systems and problems | 78.5 | 68.33 | 24 | 22.9 | 70.56 | 21 | 13.4 | 76.22 | 22 | 4.17 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- educational systems | 70.94 | 65.67 | 4 | 30.4 | 64.44 | 4 | 15.2 | 68.89 | 3 | 2.33 |
| 2- problems of PE curricula | 54.5 | 86.67 | 1 | 30 | 83.33 | 1 | 12.6 | 83.33 | 1 | 8.16 |
| 3- problems and capabilities of physical education | 56.24 | 86.00 | 2 | 33.3 | 83.33 | 1 | 15 | 83.33 | 1 | 3.73 |
| 4- facing problems related to teaching PE | 60.74 | 65.33 | 5 | 37.2 | 63.33 | 5 | 11.4 | 60.00 | 5 | 2.65 |
| 5- educational policies in Egypt | 89.78 | 66.67 | 3 | 47.1 | 68.33 | 3 | 12.2 | 65.56 | 4 | 3.61 |
| Injuries and first aid | 144.74 | 95.67 | 12 | 92.1 | 96.67 | 11 | 54.2 | 98.89 | 13 | 1.64 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- concepts related to injuries | 120.86 | 93.67 | 4 | 86.8 | 95.56 | 4 | 48.6 | 96.67 | 4 | 2.33 |
| 2- first aid | 145.04 | 96.00 | 3 | 102.9 | 98.33 | 2 | 60 | 100.00 | 1 | 4.7 |
| 3- injuries and how to first aid them | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 4- prevention of sports injuries | 182.72 | 99.00 | 2 | 92.1 | 96.67 | 3 | 54.2 | 98.89 | 3 | 3.49 |
| Methods of teaching aquatics | 131.42 | 38.00 | 28 | 97.3 | 36.11 | 29 | 54.2 | 34.44 | 32 | 4.5 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- basics and equipments of aquatics | 18.5 | 55.00 | 1 | 27.1 | 50.56 | 2 | 48.6 | 36.67 | 2 | 18.47 |
| 2- methods of teaching swimming | 41.54 | 52.00 | 2 | 21.7 | 52.78 | 1 | 7.8 | 56.67 | 1 | 2.81 |
| 3- safety in swimming | 141.39 | 37.00 | 3 | 108.4 | 34.44 | 3 | 54.2 | 34.44 | 3 | 4.08 |
| Field training (4th year) | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| <i>Teaching goals</i> | | | | | | | | | | |
| 1- acquiring teaching skills | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |

| Curriculum | Male Students (n=100) | | Female students (n=60) | | Faculty members (n=30) | | Matching test | | | |
|---|-----------------------|---------------------|------------------------|---------------------|------------------------|---------------------|---------------|--------|----|-------|
| | CHF | Relative importance | CHF | Relative importance | CHF | Relative importance | | | | |
| 2- acquiring social skills | 171.43 | 98.00 | 6 | 114.1 | 99.44 | 6 | 54.2 | 98.89 | 6 | 1.64 |
| 3- administering school sports activities | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 4- improving creativity of student teachers | 182.72 | 99.00 | 4 | 114.1 | 99.44 | 5 | 60 | 100.00 | 1 | 1.87 |
| 5- identifying needs and desires of students | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 6- facing problems of field training | 182.72 | 99.00 | 4 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 1.9 |
| Educational economics | 141.39 | 37.00 | 30 | 50.8 | 45.56 | 28 | 18.6 | 46.67 | 30 | 16.16 |
| Teaching goals | | | | | | | | | | |
| 1- quality and its economics and their effects on education | 45.5 | 65.00 | 1 | 21.9 | 68.33 | 1 | 22.4 | 71.11 | 1 | 4.23 |
| 2- Reasons for the increase of educational cost | 144.74 | 37.67 | 4 | 91.9 | 37.78 | 2 | 43.4 | 37.78 | 2 | 1.34 |
| 3- the relation of economics and other sciences | 134.72 | 40.00 | 2 | 97.3 | 36.11 | 4 | 54.2 | 34.44 | 4 | 7.47 |
| 4- definition, evolution and fields of economics | 144.56 | 38.00 | 3 | 92.1 | 36.67 | 3 | 43.4 | 37.78 | 2 | 0.71 |
| English language (4 th year) | 145.46 | 37.00 | 30 | 102.9 | 35.00 | 31 | 23.4 | 50.00 | 29 | 35.42 |
| Teaching goals | | | | | | | | | | |
| 1- increasing vocabulary | 32.24 | 52.67 | 1 | 17.1 | 53.33 | 1 | 8.6 | 57.78 | 1 | 2.86 |
| 2- translation from English to Arabic | 149.78 | 37.33 | 2 | 108.4 | 34.44 | 2 | 25.4 | 45.56 | 2 | 13.1 |
| 3- translation from Arabic to English | 171.67 | 35.00 | 3 | 108.4 | 34.44 | 2 | 29.6 | 42.22 | 3 | 15.73 |
| Sports sociology | 87.2 | 90.00 | 16 | 25.2 | 80.00 | 19 | 31.2 | 93.33 | 15 | 19.62 |
| Teaching goals | | | | | | | | | | |
| 1- basics, concepts and evolution of sociology | 61.04 | 86.00 | 2 | 22.9 | 78.89 | 3 | 26.6 | 91.11 | 2 | 8.83 |
| 2- the relation of sociology to other sciences | 60.55 | 85.00 | 3 | 30.4 | 84.44 | 1 | 23.4 | 90.00 | 3 | 3.82 |
| 3- social systems | 98.54 | 91.00 | 1 | 27.1 | 82.78 | 2 | 34.2 | 93.33 | 1 | 7.58 |
| Principles of training juniors | 82.95 | 89.67 | 14 | 17.5 | 80.56 | 18 | 20.6 | 88.89 | 16 | 9.55 |
| Teaching goals | | | | | | | | | | |
| 1- basics and concepts of sports training | 118.57 | 94.33 | 3 | 36.4 | 84.44 | 4 | 34.2 | 93.33 | 4 | 16.05 |

| Curriculum | Male Students (n=100) | | | Female students (n=60) | | | Faculty members (n=30) | | | Matching test |
|---|-----------------------|---------------------|------|------------------------|---------------------|------|------------------------|---------------------|------|---------------|
| | CHF | Relative importance | Rank | CHF | Relative importance | Rank | CHF | Relative importance | Rank | |
| 2- elements of physical fitness and how to improve it in juniors | 122.77 | 94.67 | 2 | 47.5 | 88.89 | 3 | 43.8 | 96.67 | 3 | 8.71 |
| 3- physical characteristics of various age groups | 145.18 | 96.00 | 1 | 92.5 | 97.22 | 1 | 48.8 | 97.78 | 2 | 1.96 |
| 4- Psychological characteristics and how to deal with juniors | 104.1 | 93.33 | 4 | 72.7 | 93.89 | 2 | 60 | 100.00 | 1 | 12.32 |
| Sports events administration | 119.47 | 94.67 | 13 | 77.7 | 95.00 | 13 | 60 | 100.00 | 1 | 7.76 |
| Teaching goals | | | | | | | | | | |
| 1- concept of sports events administration | 122.77 | 94.67 | 3 | 87.1 | 96.11 | 3 | 54.2 | 98.89 | 3 | 3.89 |
| 2- sports administration on the international level | 55.08 | 48.00 | 5 | 49.9 | 42.78 | 5 | 43.8 | 36.67 | 5 | 9.54 |
| 3- advantages and disadvantages of sports events administration methods | 123.61 | 95.00 | 2 | 102.9 | 98.33 | 2 | 60 | 100.00 | 1 | 8.11 |
| 4- organizing sports events | 146.14 | 96.67 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 9.49 |
| 5- international sports bodies | 101.03 | 71.33 | 4 | 58.9 | 65.56 | 4 | 21.8 | 68.89 | 4 | 6.89 |
| Health education (2) (4 th year) | 146.14 | 96.67 | 7 | 108.4 | 98.89 | 6 | 60 | 100.00 | 1 | 5.24 |
| Teaching goals | | | | | | | | | | |
| 1- concepts of health education | 136.77 | 96.00 | 3 | 102.7 | 97.78 | 3 | 54.2 | 98.89 | 2 | 5.69 |
| 2- health aspects of sports activities | 146.14 | 96.67 | 2 | 114.1 | 99.44 | 1 | 60 | 100.00 | 1 | 6.92 |
| 3- components and conditions of healthy foods for athletes | 188.42 | 99.33 | 1 | 114.1 | 99.44 | 1 | 54.2 | 98.89 | 2 | 0.29 |
| 4- levels of health | 55.08 | 64.00 | 5 | 47.5 | 69.44 | 5 | 7.8 | 63.33 | 5 | 6.45 |
| 5- applying health education in schools | 61.08 | 86.00 | 4 | 24.4 | 82.22 | 4 | 11.4 | 83.33 | 4 | 5.24 |
| Field training (2) (4 th year) | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| Teaching goals | | | | | | | | | | |
| 1- facing physical education problems | 188.42 | 99.33 | 4 | 114.1 | 99.44 | 4 | 60 | 100.00 | 1 | 0.96 |

| Curriculum | Male Students (n=100) | | Female students (n=60) | | Faculty members (n=30) | | Matching test | | | |
|--|-----------------------|---------------------|------------------------|---------------------|------------------------|---------------------|---------------|--------|---|-------|
| | CHF | Relative importance | CHF | Relative importance | CHF | Relative importance | | | | |
| 2- field training for career problem solving | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 3- practicing theoretical knowledge | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| 4- Knowing and facing students | 200.2 | 100.00 | 1 | 140 | 100.00 | 1 | 60 | 100.00 | 1 | 0 |
| Sports educational psychology | 136.77 | 96.00 | 11 | 102.7 | 97.78 | 9 | 60 | 100.00 | 1 | 9.02 |
| Teaching goals | | | | | | | | | | |
| 1- basics and importance of educational psychology | 131.54 | 95.33 | 3 | 108.4 | 98.89 | 3 | 54.2 | 98.89 | 3 | 5.87 |
| 2- factors affecting development characteristics | 145.18 | 96.00 | 2 | 114.1 | 99.44 | 1 | 60 | 100.00 | 1 | 7.12 |
| 3- learning and higher order processes in physical education | 155.99 | 97.33 | 1 | 114.1 | 99.44 | 1 | 60 | 100.00 | 1 | 6.57 |
| 4- psychology of groups and leadership | 122.77 | 94.67 | 4 | 97.3 | 97.22 | 5 | 54.2 | 97.78 | 5 | 8.11 |
| 5- individual differences in intelligence and personal abilities in physical education | 109.62 | 93.33 | 5 | 97.6 | 97.78 | 4 | 54.2 | 98.89 | 3 | 7.56 |
| 6- mental and psychological health and factors leading to psychological disorders | 98.33 | 90.67 | 6 | 92.1 | 96.67 | 6 | 43.4 | 95.56 | 6 | 5.15 |
| Computer (4 th year) | 121.45 | 69.67 | 21 | 45.7 | 61.11 | 24 | 18.2 | 75.56 | 2 | 26.95 |
| Teaching goals | | | | | | | | | | |
| 1- computer systems | 98.09 | 66.67 | 3 | 40.3 | 63.89 | 4 | 20.6 | 74.44 | 2 | 10.37 |
| 2- internet access skills | 87.87 | 91.67 | 1 | 77.7 | 95.00 | 1 | 54.2 | 98.89 | 1 | 11.27 |
| 3- e-mails | 98.09 | 66.67 | 3 | 46.9 | 67.22 | 3 | 16.8 | 73.33 | 3 | 5.9 |
| 4- Typing skills | 93.94 | 67.00 | 2 | 54.3 | 73.33 | 2 | 26.6 | 72.22 | 4 | 6.51 |

Discussion:

Table (1) shows that the relative importance of "Introduction to Physical Education" course exceeds (63%) for all categories of the sample as matching test value were (2.1). The relative importance of teaching goals were between (55-70%), (60 – 68.3%) and (63.3 – 66.8%) for male student teachers, female student teachers and faculty members respectively. For male students, the third goal came first while the fifth goal came last. For female students, the fourth goal came first while the fifth goal came last. For faculty members, the fifth goal came first while the fourth goal came last. The relative importance of "History of Physical Education" course exceeds (80%) for all categories of the sample as matching test value were (1.65). The relative importance of teaching goals were between (46.7-85%), (49.4-84.4%) and (51.5-86.7%) for male student teachers, female student teachers and faculty members respectively. For students, the second goal came first while the sixth goal came last. For faculty members, the fifth goal came first while the sixth goal came last. The relative importance of "Methods of teaching Physical Education (1)" course exceeds (98%) for all categories of the sample as matching test value were (1.62). The relative importance of teaching goals were between (98.3-100%), (98.9-100%) and (100%) for male student teachers, female student teachers and faculty members respectively. For male

students, the fourth, fifth and sixth goals came first while the third goal came last. For female students, the second, third, fourth, and sixth goals came first while the fifth goal came last. For faculty members, all teaching goals came first. The relative importance of "Methods of teaching Physical Education (2)" course exceeds (98%) for all categories of the sample as matching test value were (1.62). The relative importance of teaching goals were between (96-100%), (93.9-100%) and (98.9-100%) for male student teachers, female student teachers and faculty members respectively. For students, the second, fourth and fifth goals came first while the seventh goal came last. For faculty members, the first, second, third, fourth, fifth and sixth goals came first while the seventh goal came last. The relative importance of "Educational Bases of Physical Education" course was weak (less than 50%) for all categories of the sample as matching test value were (9.53). The relative importance of teaching goals were between (37.7-43.7%), (35.6-47.2%) and (37.8-50%) for male student teachers, female student teachers and faculty members respectively. The relative importance of "Methods of teaching Team Sports" course exceeds (96%) for all categories of the sample as matching test value were (3.24). The relative importance of teaching goals were between (96-98.3%), (93.9-97.8%) and (98.9-100%) for male student teachers, female student teachers and faculty members respectively. For students, the first goal came first while

the third goal came last. For faculty members, the first and second, goals came first while the third goal came last. The relative importance of “Methods of teaching Exercises” course exceeds (96%) for all categories of the sample as matching test value were (3.44). The relative importance of teaching goals were between (96-99.3%), (97.2-98.3%) and (100%) for male student teachers, female student teachers and faculty members respectively. For students, the second goal came first while the third goal came last. The relative importance of “Methods of teaching Track and Field” course exceeds (97%) for all categories of the sample as matching test value were (5.15). The relative importance of teaching goals were between (96-99.3%), (96.7-98.9%) and (95.6-100%) for male student teachers, female student teachers and faculty members respectively. For students, the first goal came first while the second goal came last. For faculty members, the first and third, goals came first while the second goal came last. The relative importance of “Methods of teaching Combat Sports (men only)” course exceeds (51%) for all categories of the sample as matching test value were (4.85). The relative importance of teaching goals were between (50-59.3%), and (45.6-52.2%) for male student teachers and faculty members respectively. For students, the third goal came first while the second goal came last. For faculty members, the first and third, goals came first while the second goal came last. The relative importance

of “Methods of teaching Motor Expression (women only)” course was weak (4.9%) for all categories of the sample as matching test value were (4.85). The relative importance of teaching goals were between (48.3-50.6%), and (45.6-52.2%) for female student teachers and faculty members respectively. For students, the third goal came first while the first and second goals came last. For faculty members, the first and third, goals came first while the second goal came last. The relative importance of “English language (3rd year)” course was weak (less than 50%) for all categories of the sample as matching test value were (33.52). The relative importances of teaching goals were between (44.44-53.3%) for faculty members as the first goal came first while the third goal came last. The relative importance of “Physical Education Technology” course exceeds (71%) for all categories of the sample as matching test value were (4.87). The relative importance of teaching goals were between (67.3-70.3%), (67.8-71.1%) and (66.6-70%) for male student teachers, female student teachers and faculty members respectively. For male students, the first and second goals came first while the third goal came last. For female students, the first and third goals came first while the fourth goal came last. For faculty members, the first and third, goals came first while the second goal came last. The relative importance of “Physical Education Curricula” course exceeds (85%) for all categories of the sample as matching test value were (2.29).

The relative importance of teaching goals were between (62-92.3%), (56.1-92.8%) and (51.1-98.9%) for male student teachers, female student teachers and faculty members respectively. For male students, the fifth goal came first while the sixth goal came last. For female students, the fourth goal came first while the sixth goal came last. For faculty members, the fourth goal came first while the sixth goal came last.

The relative importance of "Motor learning" course exceeds (91%) for all categories of the sample as matching test value were (5.06). The relative importance of teaching goals were between (91.3-98.3%), (85-98.3%) and (85.6-100%) for male student teachers, female student teachers and faculty members respectively. For male students, the third goal came first while the second and fourth goals came last. For female students, the third goal came first while the first goal came last. For faculty members, the third goal came first while the first goal came last. The relative importance of "Methods of Teaching gymnastics" course exceeds (96%) for all categories of the sample as matching test value were (6.92). The relative importance of teaching goals were between (98.3-99.7%), (98.9-100%) and (98.9-100%) for male student teachers, female student teachers and faculty members respectively. For male students, the second and fourth goals came first while the first goal came last. For female students, the second and fourth goals the first and third came last. For faculty members,

the first, second and third goals came first while the fourth goal came last. The relative importance of "Methods of teaching Individual Sports (men only)" course was weak (37%) for all categories of the sample as matching test value were (17.76). The relative importance of teaching goals were between (37.3-44.3%), and (48.9-52.2%) for male student teachers and faculty members respectively. For faculty members, the first goal came first while the second goal came last. The relative importance of "Methods of teaching Motor Tempo (women only)" course was weak (47%) for all categories of the sample as matching test value were (4.85). The relative importance of teaching goals were between (42.2-46.7%), and (48.9-52.2%) for female student teachers and faculty members respectively. For faculty members, the first goal came first while the second goal came last. The relative importance of "Field Training (3rd year)" course is very high (100%) for all categories of the sample as matching test value were (0). The relative importance of teaching goals were between (95.7-100%), (91.1-100%) and (95.6-100%) for male student teachers, female student teachers and faculty members respectively. For male students, the second, third and fifth goals came first while the sixth goal came last. For female students, the second, third, fourth and fifth goals came first while the sixth came last. For faculty members, the first, second, third, fourth and fifth goals came first while the sixth goal came last.

The relative importance of "Computer (3rd year)" course exceeds (61%) for all categories of the sample as matching test value were (26.95). The relative importance of teaching goals were between (51.7-93.3%), (44.4-66.1%) and (55.6-70%) for male student teachers, female student teachers and faculty members respectively. For male students, the first goal came first while the third goal came last. For female students, the second goal came first and the third came last. For faculty members, the first and second goals came first while the third goal came last. The relative importance of "Motor Education" course exceeds (64%) for all categories of the sample as matching test value were (10.65). The relative importance of teaching goals were between (66.3-92.3%), (63.9-92.2%) and (63.3-95.6%) for male student teachers, female student teachers and faculty members respectively. For male students, the third goal came first while the second goal came last. For female students, the fourth goal came first and the third came last. For faculty members, the fourth goal came first while the second goal came last. The relative importance of "Psychological Counseling)" course exceeds (83%) for all categories of the sample as matching test value were (8.71). The relative importance of teaching goals were between (82-88%), (79.4-95.6%) and (81.1-91.1%) for male student teachers, female student teachers and faculty members respectively. For male students, the fourth goal came second

while the third goal came last. For female students, the third goal came first and the first goal came last. For faculty members, the fourth goal came first while the first goal came last. The relative importance of "Educational Systems and Problems" course exceeds (68%) for all categories of the sample as matching test value were (4.17). The relative importance of teaching goals were between (65.3-86.7%), (63.3-83.3%) and (60-83.3%) for male student teachers, female student teachers and faculty members respectively. For male students, the second goal came first while the fourth goal came last. For female students, the second and third goals came first and the fourth goal came last. For faculty members, the second and third goals came first and the fourth goal came last. The relative importance of "Injuries and First Aids" course exceeds (95%) for all categories of the sample as matching test value were (1.64). The relative importance of teaching goals were between (93.7-100%), (95.6-100%) and (96.7-100%) for male student teachers, female student teachers and faculty members respectively. For male students, the third goal came first while the first goal came last. For female students, the third goal came first and the first goal came last. For faculty members, the second and third goals came first and the first goal came last. The relative importance of "Methods of Teaching Aquatics" course was weak (less than 50%) for all categories of the sample as matching test value were

(4.5). The relative importance of teaching goals were between (37-55%), (34.4-52.8%) and (34.4-56.7%) for male student teachers, female student teachers and faculty members respectively. For male students, the first goal came first while the third goal came last. For female students, the second goal came first and the third goal came last. For faculty members, the second goal came first and the third goal came last. The relative importance of "Field Training (4th year)" course is very high (100%) for all categories of the sample as matching test value were (0). The relative importance of teaching goals were between (98-100%), (99.4-100%) and (98.9-100%) for male student teachers, female student teachers and faculty members respectively. For students, the first, third and fifth goals came first while the second goal came last. For faculty members, the first, third, fourth and fifth goals came first while the second goal came last. The relative importance of "Educational Economics" course was weak (less than 50%) for all categories of the sample as matching test value were (16.16). The relative importance of teaching goals were between (37.7-65%), (36.1-67.3%) and (34.4-71.1%) for male student teachers, female student teachers and faculty members respectively. For male students, the first goal came first while the second goal came last. For female students, the first goal came first and the third goal came last. For faculty members, the first goal came first and the third goal came last. There

is disagreement about the relative importance of "English Language (4th year)" course as the values were (37% - 35% - 50%) for male student teachers, female student teachers and faculty members respectively with matching test value were (35.42). The relative importance of teaching goals were between (35-52.7%), (34.4-53.3%) and (42.2-57.8%) for male student teachers, female student teachers and faculty members respectively. For male students, the first goal came first while the third goal came last. For female students, the first goal came first and the second and third goals came last. For faculty members, the first goal came first and the third goal came last. The relative importance of "Sports Sociology" course exceeds (80%) for all categories of the sample as matching test value were (19.62). The relative importance of teaching goals were between (85-91%), (78.9-84.4%) and (90-93%) for male student teachers, female student teachers and faculty members respectively. For male students, the third goal came first while the second goal came last. For female students, the second goal came first and the first goal came last. For faculty members, the third goal came first and the second goal came last. The relative importance of "Principles of Training Juniors" course exceeds (80%) for all categories of the sample as matching test value were (9.55). The relative importance of teaching goals were between (93.3-96%), (84.4-97.2%) and (93.3-100%) for male student teachers, female stu-

dent teachers and faculty members respectively. For male students, the third goal came first while the fourth goal came last. For female students, the third goal came first and the first goal came last. For faculty members, the fourth goal came first and the second goal came last. The relative importance of "Administration of Sports Events" course exceeds (94%) for all categories of the sample as matching test value were (7.76). The relative importance of teaching goals were between (48-96.7%), (42.8-100%) and (36.7-100%) for male student teachers, female student teachers and faculty members respectively. For students, the fourth goal came first while the second goal came last. For faculty members, the third and fourth goals came first and the second goal came last. The relative importance of "Health Education 2 (4th)" course exceeds (96%) for all categories of the sample as matching test value were (5.24). The relative importance of teaching goals were between (64-99.3%), (69.4-99.4%) and (63.3-100%) for male student teachers, female student teachers and faculty members respectively. For male students, the third goal came first while the fourth goal came last. For female students, the second and third goals came last. For faculty members, the second goal came first and the fourth goal came last. The relative importance of "Field Training 2 (4th year)" course is very high (100%) for all categories of the sample as matching

test value were (0). The relative importance of teaching goals were between (99.3-100%), (99.4-100%) and (100%) for male student teachers, female student teachers and faculty members respectively. For students, the second, third and fourth goals came first while the first goal came last. The relative importance of "Educational Sports Psychology" course exceeds (96%) for all categories of the sample as matching test value were (9.02). The relative importance of teaching goals were between (90.7-97.3%), (96.7-99.4%) and (95.6-100%) for male student teachers, female student teachers and faculty members respectively. For male students, the third goal came first while the sixth goal came last. For female students, the second and third goals came first and the sixth goal came last. For faculty members, the first goal came first and the sixth goal came last. The relative importance of "Computer (4th year)" course exceeds (61%) for all categories of the sample as matching test value were (26.95). The relative importance of teaching goals were between (66.7-91.7%), (63.9-95%) and (72.2-98.9%) for male student teachers, female student teachers and faculty members respectively. For male students, the second goal came first while the first and third goals came last. For female students, the second goal came first and the first goal came last. For faculty members, the second goal came first and the fourth goal came last.

Conclusions

The researcher concludes the following:

- 1- Sample members agreed that (14) courses are (basically professional) with 43.75%
- 2- Sample members agreed that (7) courses are (academic) with 21.87%
- 3- Sample members agreed that (11) courses are (cultural) with 34.38%
- 4- Sample members agreed that (25) courses are important for teacher's preparation with relative importance between 51.67% and 100%
- 5- Sample members agreed that (6) courses are not important for teacher's preparation with relative importance between 37.67% and 49.44% (educational bases – methods of teaching individual sports / motor tempo – methods of teaching aquatics – educational economics – English (3rd and 4th year) – methods of teaching combat sports / motor expression)
- 6- Sample members agreed upon the importance of teaching goals for courses contributing in teacher's preparation with relative importance between 50% and 100%
- 7- Sample members agreed that teaching goals for non-important courses (educational bases – methods of teaching individual sports / motor tempo – educational economics – English (3rd and 4th year) – methods of teaching combat sports / motor expression) are not suitable with relative importance between 35% and 49.44%

Recommendations

The researcher recommends the following:

- 1- Reconsidering the use, content and importance of educational courses
- 2- Excluding the non-relevant courses from teacher's preparation programs
- 3- Considering the relative closeness among courses (professional – academic – cultural)
- 4- Formulating teaching goals that help achieving the courses' content and educational outputs
- 5- Using this study as a recommended plan for amending the internal regulations of course specifications for faculty of physical education – Tanta University

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