

Evaluation of Physical Education Teacher Preparation Program

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ABSTRACT

This study aimed at evaluating Physical Education Teacher Preparation Program (PETPP) from the In-Service teachers' perspective. The study sample consisted of (100) Physical Education Teachers (PET) (56 male, 44 female), who graduated from the faculty of Sport Sciences at Mutah University. They were deliberately chosen. The researcher used a self-developed questionnaire to measure the study purpose. Validity and reliability were inspected. Results of the study indicated that the courses of basic biological sciences for movement ranked first (m 4.14), then courses of basic sciences for teaching profession ranked second (m 4.06). The courses of game skills ranked third (m 3.95), and courses of supportive humanities sciences for teaching came in the end with fourth rank (m 3.85). Also results stated that there were not significant differences ($\alpha \leq 0.05$) on any dimension and on the instrument as a whole by sex and by teaching experience. Also in regards to the open question about any important suggestions, results pointed out that it is necessary to make some changes in some course work such as extending the period of the practicum courses especially practicum (2) to be more than one semester, also adding some courses to the teacher preparation program such as arbitration course, and reducing weight course.

The researcher concluded that teacher preparation program has an important role in preparing teachers to teach in schools. Also all of the course work almost have the same role in preparing teachers to teach although there were a little variance among these courses in terms of its importance. The researcher recommends continuing using the existed teacher preparation program, and to revise some of the courses in terms of quality and quantity of content. Also, it is recommended to concentrate more on the practical courses (to focus on the practice part of the practical courses than the theoretical part).

KEYWORDS: Physical Education Teacher, Preparation Program of PE Teacher, Evaluation PE Teacher Preparation Prpgram.

1. INTRODUCTION

The topic of effective teacher preparation, improved teacher quality, and higher academic learning and performance of teacher candidates has provoked major discussion at the national and state levels during recent years. Specifically, teacher candidates are expected to attain the necessary content, pedagogical, and professional knowledge, skill, and dispositions before entering the profession (Pellett et al., 2005).

Hacker, Patty (2006) stated that colleges and universities should have determined assessments standards that demonstrate whether their teacher

candidates meet beginning teacher standards, and which can be used to select documents that best represent their Teacher Preparation Programs (TPP). In the colleges of Physical Education (PE), teacher educators have a responsibility to graduate students who are ready to take positions as competent and confident curriculum leaders (MacDonakd, Doune et al., 2002).

However, it has been acknowledged that a theory-practice gap exists between the classroom theory presented in a typical undergraduate measurement and evaluation class and the measurement and evaluation practices which currently exist in the schools (Johnson, Robert L., 1990). Some core curriculum initiatives have showed the disjunctions between teacher education programs and contemporary curriculum documents. So, the disjunction should be explored from two perspectives: firstly, by examining the organization of knowledge in

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schools and universities, and secondly, by presenting data from a school-based evaluation of the Health and PE key learning area syllabus (MacDonakd, Doune et al., 2002).

Specifically, some of the graduates have been facing difficulties during their teaching PE classes such as classroom management, assessment of student performance, and adapting curriculum to limited facilities and equipment in schools or different student needs. As a result, some of the graduates do not have a smooth transition from the university to teaching students in schools, and others some times hesitate and/ or reject to enter the teaching profession.

Physical Education Teacher Preparation Programs does not have much opportunities for development and improvement. In fact the PE coursework included in the syllabus sometimes get decreased because of university requirements. Also, PETPP have been recently getting weaker because of the development of the disciplinary movement and an expanding exercise, sport, and health. As a result, it is becoming obvious that with the increase of other subject areas within the area of PE such as university and faculty elective and selective requirements, the department specific course work for preparing PE teachers gets reduced. Also, within the area of PE there is no concentration on the knowledge base of teaching methods, lesson plan, because there are more subject areas requirements such as athletic training, sport psychology, sport sociology. There is simply not enough time (i.e., credit hours) in professional studies of teaching to allow students to learn all they need to practice teaching successfully.

Usually, there has been an argument among PE educators regarding improving the syllabus. Each one tries hardly to convince the others that his subject area is more important. This argument lead us to a question: where and on what should we concentrate? Should we provide students with information and skills that are related to the activity, or should we provide them with how best they teach the activity? In general, it is important to remember that, eventually, perspective teachers will need to assimilate new knowledge into existing instructional skills so that they are equipped not only with the knowledge about movement, sport, and exercise, but with the procedural methods necessary to communicate that knowledge (Amade-Escot, 2000, Walkwitz and Lee, 1992 according to Downes, 2005).

Colleges of PE at Jordanian universities are required to prepare and graduate quality PE teachers to teach PE

core curriculum in schools. Those teachers should explore and use alternative methods to provide students at schools with the ways to acquire the values, skills and knowledge defined in that core curriculum in question. In order to achieve this purpose, each college of PE has identified its own syllabus which includes specified coursework that each student should accomplish successfully.

If PE teachers are to establish better professional credibility, colleges and universities must be more effective in providing the educational experiences that will adequately prepare individuals to be successful teachers. This study is a trail to evaluate the current PE teacher preparation program in the faculty of Sport Sciences at Mutah University. It is hoped that achieving the study purpose will be professionally beneficial for both colleges of PE and in-service PE teachers in schools.

2. PROBLEM OF THE STUDY

The ministry of education in Jordan is required to establish a quality core curriculum in every subject area, including PE. As a result of teaching PE curriculum, students should become physically educated persons who: learned skills necessary to perform different physical activities, participate regularly in physical activity, knows the benefits of involvement in physical activities, and values physical activity and its contributions to his/her healthy lifestyle.

Research stated that effective curricula implemented by well-prepared teachers can reduce risky behaviors among youth. It concludes that teachers trained according to national standards can have a positive impact on children's health knowledge, skills, and behaviors by effectively delivering comprehensive school health education (Frauenknecht, Marianne, 2003).

Nowadays, there has been much criticism of how teachers are prepared to teach, and Physical Education has not been away from this criticism. Students who enter PE teacher preparation programs at university do not know exactly what teachers do, and /or what teachers teach at schools. PE teacher educators are charged with providing PE students with basic courses that help in-service teachers teach PE curriculum effectively at schools.

Informal observations, interviews, and discussions by the researcher with in-service PE teachers and with the PE teacher educators regarding the quality of PE

graduates focused on the descriptions and interpretations of PE preparation programs and the problems which might be generated and could face PE teachers during teaching. It was obvious that there were several factors which might impact the success of teaching PE at schools related to pre-service teacher preparation programs.

3. IMPORTANCE OF THE STUDY

There are no studies devoted to graduates whose performance is incompetent.

Teacher Preparation Programs TPP must have an effective role in assisting low skilled teacher candidates. Failure to do so will affect negatively on students' learning and achievement, the value of the profession, and may badly influence public perceptions of schools and PE programs. Relying on the PE teachers at school to judge the adequacy of PE preparation programs in terms of preparing them to teach PE at schools, provide us with concrete information that support the philosophy of the program reform. This information might assist PE faculty in refining the scope and quality of their professional PE preparation programs, and then have a positive influence on the type of PE teachers we want to teach PE classes. Effective teaching needs a continuous process of teacher development of undergraduate program materials and concomitant instructional practices.

Since the faculty of sport sciences at Mutah University founded, there has not been much change (improving and developing) in regards to the quality and quantity of the preparation program components. Conducting such a study, addressing issues related to PE preparation programs, and results of this study might help us determine whether PE teachers graduated are adequately prepared to teach at schools. Also, obtaining data from In-service PE teachers play a vital role in undergraduate PE syllabus reform.

4. PURPOSE AND QUESTIONS OF THE STUDY

The major purpose of this study was to evaluate PE Teacher Preparation Program at Mutah University. This major purpose includes three objectives:

1. Determining values of the program's coursework in terms of its importance in preparing teachers to teach PE at schools.
2. Determining differences in the program's coursework in terms of its importance in preparing

teachers to teach PE at schools by sex.

3. Determining differences in the program's coursework in terms of its importance in preparing teachers to teach PE at schools by teaching experience.

According to these three objectives, three questions were emerged as the following:

1. What are the most important programs' courses for preparing teachers to teach PE at schools?
2. Are there significant differences in the program's coursework importance in preparing teachers to teach PE at schools by sex?
3. Are there significant differences in the program's coursework importance in preparing teachers to teach PE at schools by teaching experience?

5. LITERATURE REVIEW

A comprehensive search was conducted to identify relevant studies under the topic of evaluation PE teacher preparation program. Results of the search, stated that there are different studies conducted under the topic in question. Very few in Arabic and the others in English.

Studies obtained were useful for the present study in many terms. It were useful for:

- constructing the theoretical framework of PE teacher preparation program.
- constructing literature related to PE preparation program.
- determining the suitable manner for conducting the present study.
- discussing and interpretation the results of the present study.

Wong, Arthur., Louie, Lobo (2002) conducted a study titled "What professional educators can learn from practicing PE teachers?. The researchers attempted to identify what PE teachers were doing in secondary schools and what help they needed from professional bodies in the field. In order to collect preliminary data for the purpose of understanding the present situation, questionnaires were sent to 500 secondary school PE teachers in Hong Kong. 209 PE teachers responded. Results of the study indicated that PE lessons in Hong Kong secondary schools were skill oriented in general and typically that PE teachers were technocratic in nature. PE teachers expected on-going support in the curricular and pedagogical dimensions along with a range of physical skill competencies. To most PE teachers,

academic sport-science experiences appeared to be less useful than a pedagogical orientation.

Hutcheson, Julie., Moeller, Thomas E. (1995) conducted a study titled "Using evaluation to recreate a middle level teacher education program". The purpose of the study was to evaluate the re-creation of a middle-level teacher-education program at Maryville University, St. Louis, Missouri. In 1990, an advisory committee composed of teachers, administrators, and Maryville faculty looked at the intellectual, social, emotional, and physical characteristics of the middle-school child and then developed program courses to address the competencies needed by graduates and undergraduates preparing to be middle-school teachers: Introduction to Middle School; Middle School Child, Curriculum, and Strategies; and The Middle School Teacher. Results from a study of course participants suggest that graduates found that the program helped them to reflect on their roles as teachers and to become better teachers and that undergraduates found the program made them better teachers and gave them a knowledge base of instructional strategies to use in the classroom.

Hill, Grant, Brodin, Kristie L. (2004) conducted a study titled "PE Teachers' Perceptions of the Adequacy of University Coursework in Preparation for Teaching". In this study, a sample of K-12 physical educators within the state of Washington were surveyed to determine their undergraduate coursework in PE, the value of each course in preparing them to teach, and specific areas in which they experienced difficulty during their first year of teaching. Results indicated that most PE teacher education (PETE) programs consist of similar course requirements. In addition, the respondents' perceptions of the value of the components that were included in these classes generally validate current college and university PETE curriculums. The findings also indicate that dealing with inadequate facilities and equipment, classroom management and discipline, meeting the needs of students in special populations, schedule interruptions, personal fatigue, parental contact, and student assessment are the most significant challenges experienced by first year teachers.

Williams, Hilda Lee, Evans, Blanche W. (1986) conducted a study titled "A Content Analysis of the Influence of the Fitness Movement on Professional Preparation in PE. Publication" This study aimed at examining the influence of the popular fitness movement on professional preparation in PE. This study sought to

answer the following questions: (1) How many fitness majors, minors, non-teaching and teaching majors are offered in PE programs in the Central District of the American Alliance for Health, PE, Recreation and Dance (AAHPERD)? (2) What is the frequency of fitness-related courses and hours within each of the five program areas identified as important for physical fitness professionals? (3) What is the distribution of fitness-related courses and hours between each of these five program areas? and (4) Do size of institution, source of support, and existence of graduate programs in PE make a difference in the number of undergraduate physical fitness major programs? Content analysis was used to determine the existence of fitness major and minor programs and fitness related courses offered in selected colleges and universities (128 institutions). Results indicated that: (1) there is a minimal influence of the fitness movement on professional preparation in AAHPERD Central District schools; (2) fitness majors and emphases are more likely to be found in large institutions and/or in institutions that offer graduate programs; (3) there is evidence of the fitness movement in courses offered in the program skills/methods category, which suggests recognition of fitness-type activities for the general student; and (4) there is evidence of the fitness movement in the number of courses offered in the foundations category.

Garrahy, Deb; Cothran, Donetta; Kulinna, Pamela Hodges. (2002-04-00) conducted a study titled "teachers' Perspectives on Classroom Management in Elementary PE. Publication. This study examined what elementary PE teachers knew about classroom management, how that knowledge was gained, and how teacher knowledge changed over time. A total of 20 white, male and female physical educators completed individual interviews that examined their personal knowledge base about classroom management. Data analysis indicated that learning to manage one's own classroom was a developmental process influenced by personal and contextual forces. What teachers valued most was the knowledge that came from personal practice. They believed strongly in their wisdom of practice and the wisdom of other colleagues' practice. They did not, however, give much credence to wisdom from their teacher education programs. Respondents valued the role of their college field-based experiences and suggested adding more practicum opportunities into the undergraduate program. They used multiple classroom management strategies. On average,

respondents had taught for 15 years, yet they consistently spoke of their willingness to change and seek out information to improve their classroom management skills.

Alsaeed Masoud (1990) conducted a study to investigate the effect of difference preparation of PE teachers who are teaching elementary stage (four, fifth grade) on the numeric level of the field competitions. Results stated that there is a direct consistency between teachers' preparation and students performance.

Mahmoud Ibraheem (1990) conducted a study to evaluate professional preparation of the beginners soccer trainers in AlBahrain to determine advantages and disadvantages. Results indicated that professional preparation of the intended trainers was not enough, and as a result there is not enough number of the qualified trainers, not enough number of the specialized studies for the trainers. Also, the study pointed out that trainers' information related to training foundations and supportive sciences is not enough.

Table 1. Frequencies and percentages of the study sample according to the independent variables

Variable	Category	Frequency	Percentage
Sex	Male	56	56.0
	Female	44	44.0
Teaching experience	Below 5 years	49	49.0
	5-10 years	21	21.0
	More than 10 years	30	30.0
Teaching stage	elementary	30	30.0
	secondary	5	50.0
	Elementary and secondary	65	65.0
Sum Total		100	100.0

6. RESEARCH METHODOLOGY

1. Method

A descriptive survey was used because of its suitability to the nature of this study.

2. Population of the study

Society of the study represented by all PE teachers who graduated from the faculty of Sport Sciences at Mutah University since it was founded in 1991 which consisted of (838) teachers.

3. Sample of the study

Sample of the study consisted of (100) in-service physical education teachers who graduated from Mutah University, 56 male, and 44 female, who are teaching in Al-Karak governorate and they were deliberately chosen. Table (1) shows the distribution of the population according to sex and teaching experience.

4. Instrument of the study

A questionnaire was developed by the researcher to collect data in order to answer the study questions. It included two sections: personal information and (53) items under four different dimensions. The items of the

questionnaire generated from the syllabus of the undergraduate program's coursework. Respondents used the five likert scale to value of each program's course in terms of its value in preparing them to teach PE at schools. The five Likert Scale are: (Not important, Little important, undecided, somewhat important, very important).

Steps of Developing the Instrument

- The researcher went through and read all of the programs' coursework in question.
- Based on the nature of the courses, the researcher created major areas.
- All courses were divided and distributed under four major areas according to the nature of each coursework.
- The researcher read through each course syllabus to see the goals and objectives of the course.
- One and / or two items were generated from each course syllabus based on the goals and objectives.
- The instrument was distributed to the selected /validity team/ to be judged.
- Then the instrument was translated from Arabic into English by the researcher.

After the instrument was prepared, it was distributed to the respondents in Arabic version because the

respondents are none English native speakers and in order to avoid any hesitation or time waste in looking up an unknown word or idea in English language.

Copies of the surveys were sent to PE teachers at their schools. After one week, the researcher did follow-up through calling phones, total of 107 questionnaires out of 120 were received; 13 teachers did not send the questionnaires back to the researcher because of different reasons, (return rate of 89%). 7 questionnaires were avoided because they didn't fulfill the requirements of answering the questionnaire (they did not answer all of the items). 100 questionnaires were analyzed.

5. Validity of the instrument

Six university professors, two PE supervisors, and three PE teachers received the questionnaire in Arabic version to check the content and constructive validity. They were asked to put their opinion about the instrument regarding the content and clarity. They were also asked to suggest any modifications, the comprehensiveness of the instrument, the adequacy of each item, and suggest any changes where necessary.

6. Pilot study

The questionnaire was field tested with a group of 5 PE teachers from outside of the study sample. Those teachers were chosen by the researcher because of the relation between them and the researcher. Then the questionnaire was modified for clarity, organization, and content based on feedback from those individuals. The feedback were about:

- correction of some of the words (dictation).
- exchange of some terms with clear and or more appropriate terms.
- grammatical corrections.

6. Reliability of the instrument

Cronbach-alpha coefficient was calculated for the instrument as a whole and for each dimension (Table 2).

Table 2.

Dimension	Reliability coefficient
Basic sciences for teaching profession	0.91
Supportive humanities sciences of teaching	0.83
Basic biological sciences of movement	0.90
game skills	0.80
Sum total	0.94

7. Data Analysis

Descriptive statistical analysis was applied to the data

to generate a comprehensive set of the ranked preparation course of student teachers to teach physical education at schools. So the means, standard deviation, and percentages were computed. In addition, means, standard deviations, t-test, one way analysis of variance (ANOVA) were used to detect significant differences of the study variables.

7. RESULTS AND DISCUSSION

Usable data from (100) questionnaires were analyzed using suitable statistics.

Question No. 1: What are the most important program's coursework for preparing teachers to teach PE at schools?. To answer this question, descriptive statistics were applied (means, standard deviations). Program's coursework were prioritized in terms of dimensions, (table 3) and in terms of dimension's items, (table 4,5,6,7).

Looking at table (3), the four dimensions received means started with 3.85 and over. This result in general means that teacher preparation program was good in helping teachers teach at schools. This result is consistent with the result of Hutcheson, Julie; Moeller, Thomas E. (1995) who stated that graduates found that the program helped them to reflect on their roles as teachers and to become better teachers and that undergraduates found that the program made them better teachers and gave them a knowledge base of instructional strategies to use in the classroom. Also it is consistent with the result of Hill, Grant; Brodin, Kristie L. (2004) who stated that components which were included in the classes generally validate current college and university PETE curricula.

In terms of ranks, looking at table (3), results pointed out that the most important coursework for preparing teachers to teach was the "basic biological sciences for movement" which ranked first ($m = 4.14$). This result might be attributed to the fact that basic biological sciences for movement courses deal basically with human body, health, and movement analysis. Teachers at schools know that it is important to understand how the human body performs the skill, movements needed to implement the skills, and body response to different types of sport skills and games.

The coursework related to the "basic sciences for teaching profession" ranked second ($m = 4.06$). Basic sciences for teaching profession include courses extremely urgent for teaching PE lessons such as teaching

methods course, teaching styles course, curriculum course, practicum course, and other important courses. Such courses provide teachers with basic knowledge regarding the teaching process, writing lesson plans, using appropriate teaching method, and help teachers practice teaching successfully before graduation via

practicum courses. The previous two ranks did not match with the result of Wong, Arthur; Louie, Lobo. (2002) who stated that to most PE teachers, academic sport-science experiences appeared to be less useful than a pedagogical orientation.

Table 3. Means, standard deviations for the dimensions of teacher preparation program(n = 100).

Rank	No.	Dimension	Mean	St. Dev.
1	3	Basic biological sciences for movement	4.14	.52
2	1	Basic sciences for teaching profession	4.06	.51
3	4	game skills	3.95	.66
4	2	Supportive humanities sciences for teaching	3.85	.69
Sum total				.45

The third rank was for “game skills” dimension (m = 3.95). The nature of each game course consists of two parts: practical, and theoretical. PE teachers are very much in need of the two parts to be able to teach the game course correctly. In terms of practice, teachers need to know the parts of the game skill and the correct technique of each part so they can teach the skill correctly. At the same time, teachers need to know the theoretical part related to that game skill: the field measurements and or number of players, or judges so that he/she can be able to teach the intended skill in a correct manner.

Although the “supportive humanities sciences for teaching” came in the last rank (m = 3.85), it still has an important rank for preparing teachers to teach PE. The nature of these courses is considered to be an important assistance for teachers to teach in terms of using sociology and psychology skills and other skills to prepare a healthy environment for the PE lessons. PE teachers are in need of teaching students the meaning and the way of helping each other, respecting each other, interacting positively with each other and with their teachers, and avoiding off behaviors during the lesson.

Looking at table (4), we will find that 12 items among 22 items received means 4.04 and over. This points out that more than half of the items were very important in terms of preparing teachers to teach. At the same time the other 10 items received means (3.74-3.98) which refers that these items have importance over moderate in preparing teachers to teach in schools. None of the items received means less than 3.0. In general all of the courses related to basic sciences of teaching profession dimension

have a strong role in preparing and helping teachers to teach at schools. The highest three means among the 22 in this dimension were: there was a big effect of physical exercise course that makes me know the basic positions of exercises (m 4.42), there was a big effect of physical exercise course that makes me know the way of writing physical exercises and calling on it (m 4.39), and there was a big effect of physical exercise course on building single, twice, and group statements by using equipment and without (m 4.30). As we see all of the three items are related to the course “physical exercise”. As we know this course is very important to teachers in terms of planning and teaching lessons. Firstly, teachers need to know how to write exercises, and how to construct statements with and without tools ..etc. Also successful PE lesson is based a lot on the physical exercise; teachers in the three parts of the lesson need to use basic positions in exercises, and calling on exercises correctly.

The last two ranks were for the management and organization course. The rank before the last was for the item “There was a big effect of PE management and organization course that makes me know the functions of management process and its applications in teaching” (m 3.78), and the last rank was for the item “There was a big effect of PE management and organization course that makes me know the way of managing different sport activities” (m 3.74). Although the courses of management and organization are very important for PE teachers to teach at schools, this result might be attributed to the content of these courses and could be to the educators of these courses. This result is consistent with the result stated by Garrahy, Deb et al. (2002); teachers did not give

much credence to wisdom of managing class from their teacher education programs. They valued the role of their college field-based experiences to manage the class and

suggested adding more practicum opportunities into the undergraduate program.

Table 4. Means, standard deviations for the dimension (Basic sciences for teaching profession) arranged descendingly (n = 100)

Rank	No.	Items	Mean	St. Dv.
1	20	There was a big effect of physical exercise course that makes me know the basic positions of exercises	4.42	.65
2	21	There was a big effect of physical exercise course that makes me know the way of writing physical exercises and calling on it	4.39	.84
3	22	There was a big effect of physical exercise course on building single, twice, and group of statements by using equipments and without	4.30	.77
4	2	Teaching methods (1) that makes me know the features of successful PE teacher	4.26	.84
5	8	There was a big effect of Practicum (1) course that makes me know the type of profession that I will practice.	4.23	.86
6	1	There was a big effect of teaching methods (1) course that enables me to use different methods and style of teaching in the elementary stage	4.21	.88
7	14	There was a big effect of practicum (2) course that enables me to develop my leadership abilities	4.18	.74
7	15	There was a big effect of practicum (2) course that enables me to use real teaching skills in school	4.18	.76
8	13	There was a big effect of practicum (2) course which enables me to develop my personality as a teacher	4.13	.93
9	10	There was a big effect of practicum (1) course that enables me to develop my leadership's ability	4.10	.94
10	7	There was a big effect of PE curriculum that makes me know the correct planning for teaching	4.06	.85
11	11	There was a big effect of practicum (1) course which make me use the teaching skills	4.04	.92
12	9	Discovering my personality in the field of teaching was through practicum (1) course	3.98	1.03
13	3	There was a big effect of teaching methods (2) course which enables me to use different methods and styles of teaching in the secondary stage	3.96	.96
13	4	I was able to understand and apply the principle of effective teaching through teaching methods (2) course	3.96	.82
14	6	There was a big effect of PE curriculum course which makes me know the way of applying the curriculum correctly in the school	3.93	.81
15	12	There was a big effect of practicum (2) course which makes me know all professional and management issues happening in the school	3.90	.99
16	5	I was able through the teaching methods (2) course knowing and understanding off behaviors for students and find the suitable solutions to these behaviors	3.87	.98
17	17	There was a big effect of measurement and evaluation course that makes me able to build and use a group of tests and measurements	3.85	.95
18	16	There was a big effect of measurement and evaluation course which makes me know about a group of tests and measurements	3.83	.97
19	18	There was a big effect of PE management and organization course which makes me know the functions of management process and its applications in teaching	3.78	.93
20	19	There was a big effect of PE management and organization course that makes me know the way of different managing of sport activities	3.74	1.09

Table 5. Means, standard deviations for the dimension (Supportive humanities sciences for teaching) arranged descendingly (n = 100).

Rank	No.	Items	Mean	St. Dv.
1	3	There was a big effect of introduction to sport psychology course that makes me know the psychological factors that affect athlete performance.	4.10	.82
2	4	There was a big effect of introduction to sport psychology course that makes me know the effects of participation on players' personality	3.98	.95
3	5	There was a big effect of movement education course that makes me know and understand the factors that affect movement and its relation game movement skills	3.91	.96
4	6	There was a big effect of movement education course that makes me know and understand specific apprehensions of movement	3.82	.98
5	1	There was a big effect of introduction to sport sociology science course that makes me know the importance of sport activity as sociological and humanity phenomenon	3.75	1.03
5	7	There was a big effect of PE foundations course that makes me know and understand the scientific foundations of PE	3.75	1.01
7	2	There was a big effect of introduction to sport sociology science course that makes me know the role of sport in serving general goals of the society	3.73	1.04
8	8	There was a big effect of PE foundations course that makes me know and understand the nature and fields of PE	3.72	1.02

Looking at table (5), we will find that one item among 8 received means 4.0 and over. That item was (There was a big effect of introduction to sport psychology course that makes me know psychological factors that affect athlete performance). This result might be interpreted relying on the nature of this course work. Teachers in the field are in need of knowing the psychological factors that affect students' performance in the class. The rest 7 items received means less than 4.0. This shows that the importance of this dimension in general was a little over moderate in terms of preparing teachers to teach. As we mentioned this might be attributed to the nature of the dimension (supportive courses content). For example teachers in teaching do not need much the sociology course or psychology course as much as teaching methods course or curriculum. At the same time this result might be attributed to educators who teach these courses.

Looking at table (6), we will find that 12 items among 14 items received means 4.0 and over. This shows that the dimension of "basic biological sciences for movement" has a very important role in preparing teachers to teach at schools. Just two items received means less than 4.0. Looking at the highest three means, we will find it related to three different courses. The highest means (m 4.35) was for the item "There was a big effect of sport injuries and recovering methods course

that makes me know and understand kinds of sport injuries which might happen". This result might be attributed to the fact that any student might have injuries during the PE class. In this case the teacher will be in need to diagnose the injury and have the first aid processes to student. The second rank was (m 4.30) for the item "There was big effect of introduction to physiology course that makes me know and understand the parts and functions of the body systems". This result might be interpreted according to the fact that PE teachers need to know how the body parts work, so that they can plan and introduce kinds of exercises (simple, medium, and or difficult exercises) according to that fact. The third highest rank (4.27) was for the item "There was big effects of fitness course on developing fitness level and physical competences". As we all know "fitness" has a strong relation with all practical courses. Teachers know exactly that students performance level of any skill is based a lot on the fitness level of students. Because of this teachers might believe that "fitness course" has a big role in preparing and helping them to teach PE lessons successfully in schools. But this result did not match with the result of Williams, Hilda Lee; Evans, Blanche W. (1986) who indicated that there is a minimal influence of the fitness movement on professional preparation in AAHPERD Central District schools.

Table 6. Means, standard deviations for the dimension (Basic biological sciences for movement) arranged descendingly (n = 100).

Rank	No.	Items	Mean	St. Dv.
1	10	There was big effect of sport injuries and recovering methods course that makes me know and understand the kinds of sport injuries which might happen	4.35	.72
2	1	There was big effect of introduction to physiology course on knowing and understanding the parts and functions of the body systems.	4.30	.80
3	14	There was big effects of fitness course on developing fitness level and physical competences.	4.27	.97
4	11	There was big effect of sport injuries and recovering methods course that makes me know and understand how to give students first aid for the injuries which might happen	4.24	.81
5	3	There was big effects of introduction to anatomy course that makes me know and understand the construction of different parts in the body.	4.20	.78
6	2	There was big effect of introduction to physiology course that makes me know and understand the biological functions in arts and functions of the body systems.	4.15	.77
6	4	There was big effect of introduction to anatomy course that makes me know and understand the function of muscles that participate with exercises	4.15	.85
8	12	There was big effect of sport training principles course that makes me know and understand methods and kinds of sport training	4.14	.90
9	7	There was big effect of movement science course that makes me know and understand the movement rules and how it works	4.08	.76
10	6	There was big effect of exercise physiology course that makes me know and understand ways of developing competences	4.07	.82
11	5	There was big effect of exercise physiology course that makes me know and understand the physiological and chemistry changes that happen because of practicing training	4.06	.86
12	8	There was big effect of movement science course that makes me know and understand the affective power on the movement and its kinds	4.04	.72
13	13	There was big effect of principles of sport training course that makes me know and understand the way of building a small training plan	3.98	.96
14	9	There was big effect of movement science course that makes me know and understand methods and styles kinematics analysis of sport skills.	3.95	.78

Looking at table (7), we will find that 6 items among 9 items received means 4.0 and over. This means that two thirds of the items were very important in terms of preparing and helping teachers to teach PE at schools. At the same time the other 3 items received means 3.0 and over, which means that these items have importance over the moderate. In general all of the courses related to "game skills" dimension are considered important for preparing teachers for teaching. The most three important items among the 9 in this dimension related to three different games which are volleyball, basketball, and

soccer. I think this result might be attributed to the fact that these three games are considered to be the most three popular games in schools and in the Jordanian society. These three games are units in the PE curriculum, and PE teachers are required to teach these games. Also the items of these three games focused on the same objective which is "teaching both the theoretical and practical parts of the course". Of course, teachers must teach these two types of skills of each game, so that students know the correct technique of the skill (theoretical) and can perform the skills of each game correctly (practical).

Table 7. Means, standard deviations for the dimension (Game skills) arranged descendingly (n = 100).

Rank	No.	Items	mean	St. Dv.
1	5	There is a big role of volleyball courses that makes me able to teach both skills of volleyball theoretical and practical in school	4.32	.78
2	4	There is a big role of basketball courses that makes me able to teach both skills of basketball theoretically and practically in school	4.23	.81
3	3	There is a big role of soccer courses that makes me able to teach both skills of soccer theoretically and practically in school	4.11	.97
4	6	There is a big role of handball courses that makes me able to teach both skills of handball theoretically and practically in school	4.10	.83
5	9	There is a big role of badminton and table tennis courses that makes me able to teach both skills of badminton and table tennis theoretically and practically in school	4.05	1.03
6	1	There is a big role of field games courses that makes me able to teach both skills of field games theoretically and practically in school	4.01	.99
7	2	There is a big role of gymnastic courses that makes me able to teach both skills of gymnastic theoretically and practically in school	3.69	.99
8	8	There is a big role of rhythmic exercises courses that makes me able to teach both skills of arithmetic exercises theoretically and practically in school (for female only)	3.64	1.22
9	7	There is a big role of swimming courses which makes me able to teach both skills of swimming theoretically and practically in school (if swimming pool existed)	3.31	1.17

Table 8. significant differences for each dimension of teacher preparation program by sex.

Dimension	Sex	No.	Mean	St. Dev.	't' value	Sig. of 't'
Basic sciences for teaching profession	Male	56	4.06	.53	.129	.898
	Female	44	4.05	.50		
supportive humanities sciences for teaching	Male	56	3.82	.70	-.418	.677
	Female	44	3.88	.69		
Basic biological sciences for movement	Male	56	4.15	.57	.257	.798
	Female	44	4.13	.46		
Game skills	Male	56	4.04	.59	1.483	.141
	Female	44	3.84	.74		
Sum total	Male	56	4.05	.46	.378	.707
	Female	44	4.01	.44		

Question No. 2: Are there significant differences in the program's coursework importance in preparing teachers to teach PE at schools by sex?.

As stated in table (8) there were no significant differences ($\alpha \leq 0.05$) either on any dimension or on the instrument as a whole by the sex variable (male and

female). This result might be attributed to the fact that teachers both male and female had the same opportunity to get the same preparation for teaching when they were students. This is so because they studied the same coursework at the faculty and with the same educators. According to this, they have the same understanding, and

then their preparation did not differ. Harrison (1996) emphasized this point when he said "students may be grouped by ability using objective standards of individual

performance developed and applied without regard to gender. Harrison adds that a wider range of motor abilities exists more within each sex than between the sexes.

Table 9. significant differences for each dimension of teacher preparation program by teaching experience.

Dimension	Category	No.	Mean	St. Dv.
Basic sciences for teaching profession	Below 5 years	49	4.11	.55
	5-10 years	21	3.96	.40
	More than 10 years	30	4.05	.52
	Total	100	4.06	.51
Supportive humanities sciences for teaching	Below 5 years	49	3.86	.72
	5-10 years	21	3.86	.56
	More than 10 years	30	3.81	.75
	Total	100	3.85	.69
Basic biological sciences for movement	Below 5 years	49	4.21	.57
	5-10 years	21	3.90	.52
	More than 10 years	30	4.19	.41
	Total	100	4.14	.52
Game skills	Below 5 years	49	4.02	.62
	5-10 years	21	3.84	.64
	More than 10 years	30	3.91	.75
	Total	100	3.95	.66
Sum total	Below 5 years	49	4.09	.44
	5-10 years	21	3.91	.40
	More than 10 years	30	4.03	.48
	Total	100	4.03	.45

Table 10. One way analysis of variance for the effects of teaching experience on each dimension and on the instrument as a whole.

Dimension	Source	Sum of squares	D.F.	Mean of squares	F Value	F Probability
Basic sciences for teaching profession	Between Groups	.313	2	.156	.596	.553
	Within Groups	25.470	97	.263		
	Total	25.783	99			
Supportive humanities sciences for teaching	Between Groups	.058	2	.029	.059	.943
	Within Groups	47.508	97	.490		
	Total	47.566	99			
Basic biological sciences for movement	Between Groups	1.600	2	.800	3.050	.052
	Within Groups	25.448	97	.262		
	Total	27.049	99			
Game skills	Between Groups	.560	2	.280	.631	.534
	Within Groups	43.030	97	.444		
	Total	43.590	99			
Sum total	Between Groups	.447	2	.223	1.120	.330
	Within Groups	19.336	97	.199		
	Total	19.782	99			

Question No. 3: Are there significant differences in the program's coursework importance in preparing teachers to teach PE at schools by teaching experience?.

As stated in table (9) there was not a significant difference ($\alpha \leq 0.05$) on any dimension and on the instrument as a whole by teaching experience. This result

confirmed by the results of analysis of variance (table 10) which stated that there was not significant differences on any dimension of the teacher preparation program according to the teaching experience. This means that teacher regards of numbers of years they spent in teaching and or the year they graduated did not affect

their perspective toward their preparation programs. Actually, this result might be attributed to the fact that all of the graduates studied the same syllabus (quality and quantity of courses). The syllabus did not have much

change over a long period of time. Although some educators changed with the time, but this variable obviously did not affect their preparation.

Table 11. Frequency and percentage related of each dimension's suggestions.

First Dimension	Suggestions	Frequency	Percentage
First Dimension	Conduct seminars about new knowledge related to measurement and evaluation in PE.	1	1%
	Concentration should be paid to prepare teachers to teach different stages of students at schools (elementary, secondary).	1	1%
	Extend the practicum (2) course period to be two semesters instead of one semester.	2	2%
	Get students involved more in presenting practical parts during the courses.	1	1%
Second Dimension	Extend knowledge of some courses such as PE foundations.	1	1%
	Bring updated text books to some courses such as sociology and psychology.	1	1%
Third Dimension	Sport injuries courses should focus more on practical stuff such as how to diagnose the injury and how to give first aid.	1	1%
	Extending the knowledge of sport training course.	1	1%
	Focus more on using machines and measurement tools in courses such anatomy, and physiology.	1	1%
Fourth Dimension	Distinguished and specialized instructors should teach the skill games courses.	1	1%
	Allocate enough equipment to different practical courses.	1	1%
	Focus more on the practical parts than the theoretical parts in regards of the practical courses.	1	1%
Other Suggestions	Instructors must treat all students fairly.	1	1%
	Executive staff at the faculty should supervise lectures directly.	1	1%
	Conduct specialized seminars to some of the instructors.	1	1%
	Syllabus should have reducing Weight and Nutrition courses.	2	2%
	Syllabus should have courses about arbitration.	3	3%
	Direct communication must exist between the university and cooperative schools in regards to practicum (2) courses.	1	1%

Open Question:

Participants in this study were asked the following open question in the end of each dimension's items. "Do you have important suggestions regarding this dimension". Results were as follows (table 11):

8. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

According to the results of this study, the researcher

concluded that:

1. Physical education teacher preparation programs at Mutah University are working well in preparing teachers to teach PE lessons in schools.
2. There is not much variance among courses in terms of preparing teachers to teach PE lessons.
3. Teacher educators exchanges do not affect teacher's preparation.
4. Students teachers are in need to practice teaching more before graduation.

Recommendations

Based on the results of the study, study sample, and instruments used, the researcher recommends that:

1. Continuation of using the existing teacher preparation program at the college of sport sciences at Mutah University because results of this study indicated to its validity and it has a positive role in preparing teachers to teach physical education in schools. In addition to that the following four recommendation must be taken in consideration.

- Re-reading the syllabus must be made to revise some of the courses in terms of quality and quantity of knowledge.
- Concentrating more on the practical courses.
- Extending the period of the practicum courses especially practicum (2) to be more than one semester.
- Balance between theory and practice should be considered.

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