



Science, Movement and Health, Vol. XV, ISSUE 2 Supplement, 2015
September 2015, 15 (2, Supplement): 425-430

Original article

THE OBSTACLES WHICH FACING THE DEVELOPMENT OF PHYSICAL EDUCATION CURRICULUM IN THE ARAB REPUBLIC OF EGYPT- DELPHI METHOD

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Abstract

Purpose. The Delphi method was developed in the 1950's with the purpose of soliciting expert opinion in order to reach consensus. The main objective of this study was to determine the obstacles which facing the development of Physical Education Curriculum in the Arab Republic of Egypt by using of Delphi method

Methods. The sample contains (70) Experts distributed as it:

- (10) Experts who have developed a physical education curriculum over thirty year's experts.
- (5) Director of Curriculum Development Center, educational materials and staff of the center.
- (5) Staff from National Center for Educational Research, Development, and director of personnel management.
- (30) Staff from faculty of physical education faculties - various degrees (PhD - Assistant Professor- Professor - Professor Emeritus).
- (20) Routers from educational departments (anti-management and orchards - Agouza management - Manial management - Nasr City) management.

Results. Our results and findings show that no cooperation protocols between the centers and institutions, scientific and academic bodies and between the centers, institutions, and bodies of the various ministries (Education-Higher Education-National Council of Sports and the departments of youth-youth and sports areas-development-centers sports federations-youth centers-clubs). In addition, No unit to assemble individual efforts in an integrated system with clear and there is no specific plan to walk it as an area executive.

Conclusion. Researcher concluded the importance of a bridge of results scientific and educational communication between the colleges of physical education for girls at Helwan University and the Centre for the development of curricula and teaching materials. So that a cooperation protocol between the college and the Center researcher has developed the following visualization of the Protocol

Keywords: Delphi method, development obstacles, Curriculum

Introduction

The world is witnessing rapid development in all fields, especially in the educational field, which calls for seriousness in offerings to the data of the educational process also requires daring, look cash educational reality, and thus packs in decision-making education to cope with the requirements of the age rapid progress in the educational process.

In addition, it cannot be viewed only through follow-up and modern educational research Blvd. results related to the development of all aspects of the educational process, starting and ending with the teacher and the student through the curriculum used and the specific means to deliver information and various kinds and objectives.

Confirmed (Mahmoud, 1995) that the process

of curriculum development should not take place without my knowledge and sound methodology set and should not be subject to the Hui people or self to the desire. it is a deliberate process a basis upon which to build to reach for their goals and have characteristics that make them better able to achieve its goals the best methods and her steps are going to achieve its goals easiest and most direct route

He also noted all of (Magdi, 2002; Ahmed, 2001) that curriculum development is intended to introduce amendments and innovations suitable according to a deliberate plan to improve the educational process and development.

In addition, refers (Amr, 2000) to study the curriculum after one of the strongest influences on personality and behavior of students is provided

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Received 11.02.2015 / Accepted 23.03.2015



through teacher who is one of the most important figures in influencing the behavior of pupils

Fast science curriculum is in development because of the attention of experts and researchers ordered relationship between the outputs of educational thought and practice. And its application in educational curricula and search traffic needs to awakening fact moving out to the prospects for an indefinite if we in the Arab Republic of Egypt are seeking to experience the era and interact strongly and hit the ground running to be our fingerprint clearly defined sources of educational thought and curriculum development in all levels of education

Hence the idea of the current study appeared serious attempt to examine the relationship between educational and research area of applied field and visualize a proposal to activate the results of scientific research for the development of physical education and school curricula

Moreover, in the light of the future vision and message curricula and teaching materials development center, which issued in the first place.(stand on all innovations in the field of curricula and teaching methods).In the context of what indicated by the quality of the faculties of Physical Education standards and center curricula of the Ministry of Education to benefit and complementarity between each other to develop, In the framework of the mutual functional relationship as institutions of scientific research and practical importance of land with a mechanism and effective communication it came to the application of scientific research that are looking to develop curricula in the area of field results.

Use of consensus methods, namely brainstorming, nominal group technique and the Delphi Method can be used. The Delphi Method and other consensus development methods should not be viewed as a scientific method for creating new knowledge, but rather as processes for making the best use of available information, be that scientific data or the collective wisdom of participants. Accordingly, the Delphi Method is best suited for situations where evidence based practice is dependent on clinical expertise or expert opinion. (Hasson, et al., 2000; Murphy, et al., 1998)

The Delphi method was developed in the 1950's with the purpose of soliciting expert opinion in order to reach consensus (Dalkey, Helmer, 1963). No named because it was originally developed as a systematic, interactive means of forecasting or prediction, much like ancient Grecians came to the Oracle at Delphi to hear of their fortunes. The

approach relies on a collection of opinions from a panel of experts in a domain of real-world knowledge, and aggregates those decisions to reach consensus around a topic. It is different from traditional surveys in that it is an attempt to identify what could, or should be, as opposed to what is (Miller, 2006).

According to (Delbecq, et al., 1975) Delphi studies generally used to

- Determine or develop a range of possible program alternatives
- Explore or expose underlying assumptions or information leading to different judgments
- Seek out information which may generate a consensus on the part of the respondent group
- Correlate informed judgments on a topic spanning a wide range of disciplines
- Educate the respondent group as to the diverse and interrelated aspects of the topic

The Delphi technique is a widely used and accepted method for gathering data from respondents within their domain of expertise. The technique is designed as a group communication process which aims to achieve a convergence of opinion on a specific real-world issue. The Delphi process has been used in various fields of study such as program planning, needs assessment, policy determination, and resource utilization to develop a full range of alternatives, explore or expose underlying assumptions, as well as correlate judgments on a topic spanning a wide range of disciplines. The Delphi technique is well suited as a method for consensus-building by using a series of questionnaires delivered using multiple iterations to collect data from a panel of selected subjects. Subject selection, time frames for conducting and completing a study, the possibility of low response rates, and unintentionally guiding feedback from the respondent group are areas which should be considered when designing and implementing a Delphi study.

Theoretically, the Delphi process can be continuously iterated until consensus is determined to have been achieved. However, Cyphert and Gant (1971), Brooks (1979), Ludwig (1994, 1997), and Custer, et al. (1999) point out that three iterations are often sufficient to collect the needed information and to reach a consensus in most cases. The following discussion, however, provides guidelines for up to four iterations in order to assist those who decide to use the Delphi process as a data collection technique when it is determined that additional iterations beyond three are needed or valuable.



Researcher wondering is it possible to maintain the specific curricula for more than a decade without subjecting them to scientific study. We are witnessing an era of scientific developments, became necessary to study the curriculum from time to time "because the approach that fit a certain period in a community may not work for another period in the life of the same community.

Methods

The most important aspect of Delphi study will be participant selection, as this will directly influence the quality of the results you obtain (Judd, 1972; Taylor & Judd, 1989; Jacobs, 1996). Participants who are selected to participate in a Delphi survey are usually experts in the field, so, the study sample included (70) Experts distributed as it:

(10) Experts who have developed a physical education curriculum over thirty year's experts.

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Materials

Ludwig (1994) indicates, "a drawback to Delphi was that the questionnaire method may slow the process greatly as several days or weeks may pass between rounds". More specifically, since developing the instrument, collecting the data, and administering the questionnaire are interconnected between iterations, ensuring Delphi subjects respond to the

investigators on time does in many ways either promote or prohibit the ability of the investigators in analyzing the data, developing a new instrument based upon the prior responses, and distributing subsequent questionnaires in a timely fashion. These are challenging aspects of conducting a Delphi study and do require proper planning and management.

After reviewing and careful study of educational literature and previous studies relevant to the study managed, researcher of building study tool for collecting information that monitors the obstacles, the researcher design two questionnaire, and one is closed questionnaire and the other is open as it:

- a. Questionnaire to solicit the views of experts- who workers in the field of (the development of curricula and materials center - the National Center for Educational Research and Development- education departments) about the utilization of scientific research in the development of physical education and school curricula results.
- b. open Questionnaire to identify the obstacles that may prevent the benefit from the educational and scientific research in the field of sports results for the development of physical education curricula of the masters (all sample) members.

Statistical analysis

All statistical analyses calculated by the SPSS statistical package. The results are reported as means, frequencies, and standard deviations (SD). Differences were reported as mean difference $\pm 95\%$ confidence intervals (meandiff $\pm 95\%$ CI). The chi-squared test used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. The $p < 0.05$ was considered as statistically significant.

Results

Table 1-show the obstacles according to percentage importance

No.	Items	Weight Percentage
1	The difficulty of achieving the objectives of physical education curricula to the lack of weekly hours allocated to them	91.00
2	Not to contribute to the objectives of physical education curricula in the number of future teachers	90.00
3	Not to keep up with the objectives of the requirements of scientific development	87.00
4	Ambiguity general objectives of the curriculum of Physical Education	89.00
5	Incompatibility of goals with reality	97.00
6	Weakness into account the objectives of theoretical and applied aspects	81.00
7	There is no point adopts scientific research and benefit from the results	77.00



8	Not to open channels of communication between the colleges and the competent ministries concerned	87.00
9	Separation between the academic field of applied colleges and institutions	91.00
10	lack of any connection linking the educational field and the field of academic research	94.00
11	Not to formulate the results of some research procedural manner applicable	90.00
12	Lack of communication between decision-makers and institutions of scientific research	90.00
13	Lack of attention to the results of scientific research on the part of research centers and field reality	94.00
14	Curriculum assessment methods are not in the light of the objectives of this curriculum	95.00
15	Not to use a variety of methods in the evaluation of students	88.00
16	Administrative difficulties prevent the implementation of scientific research results	90.00
17	The weakness of the possibilities for the application of research results	87.00
18	Lack of communication between the academic side and the side of applied research and development of educational curricula and scientific research institutions	96.00
19	The lack of teaching staff to inform some modern sources related	95.00
20	There is a link between responsibility and specialized colleges	100.00
21	Lack of conviction seriously research	100.00
22	The weakness of the material corresponding to the teacher of Physical Education, which makes it is not interested in the process of development	88.00
23	The lack of possibilities available in the public schools, which represent the largest sector for the application of physical education curriculum	90.00
24	Weak development courses in the field of continuing education	98.00
25	weak capacity of some of the teaching staff at the Department of Physical Education lesson	98.00
26	weakness of positive interaction between the faculty and the student during a lesson	81.00
27	There is no cooperation protocols between the centers and institutions, scientific and academic bodies and between the centers and institutions and bodies of the various ministries	100.00
28	There is no correlation between the curriculum and teaching materials, and the faculties of Physical Education formally Development Center	100.00

Discussion

Traditionally the Delphi method was designed to reach a consensus on the future most likely estimate by repetition. However, Delphi policy, launched by Murray Turov, is a way to support decision-making and designed to organize and discuss the different views of the future favorite. In addition, Delphi of argument, developed by Osmo Kuusi, focusing on the ongoing discussions, finding relevant arguments rather than focusing on results. (Amr, 2000)

Disaggregated Policy Delphi, developed by Petri Tapio, using cluster analysis as a tool methodology to build different scenarios for the future in the last round of the Delphi method. Moreover, treated with the viewpoint responsive regarding the possible preferred future separate as cases. (Hasson et al., 2000)

There is no doubt that the curriculum take today an important center in the educational process. Particularly physical education curriculum and that contribute to the number of teachers professionally, as well as to achieve important aspects of the overall



objectives of the educational system, as it embodies the curriculum content of that process we seek to develop them so that learning becomes more able to development capabilities of students on the one hand, and to meet the needs of the community on the other hand.(Hsu, Sandford, 2007).

More specifically, the feedback process allows and encourages the selected Delphi participants to reassess their initial judgments about the information provided in previous iterations. Thus, in a Delphi study, the results of previous iterations regarding specific statements and/or items can change or be modified by individual panel members in later iterations based on their ability to review and assess the comments and feedback provided by the other Delphi panelists.

Look at the curriculum as today is not limited to courses, but also extends to its objectives, content and teaching strategies and evaluation process. (Mahmoud, 1995).

According to the most important results, which indicated that, no cooperation protocols between the centers and institutions, scientific and academic bodies and between the centers, institutions, and bodies of the various ministries (Education-Higher Education-National Council of Sports and the departments of youth-youth and sports areas-development-centers sports federations-youth centers-clubs).In addition, No unit to assemble individual efforts in an integrated system with clear and there is no specific plan to walk it as an area executive (link search field application)

Having reached researcher constraints that prevent the benefit from scientific academic research in the colleges of physical education in the development of physical education and school curricula in the various stages of education. Which represents the broad base that building by growth and development and development operations in the advanced stages. Researcher concluded the importance of a bridge of results scientific and educational communication between the colleges of physical education for girls at Helwan University and the Centre for the development of curricula and teaching materials. So that a cooperation protocol between the college and the Center researcher has developed the following visualization of the Protocol

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Recommendation..The process of curriculum development should not take place without my knowledge and sound methodology set and should not be subject to personal Hui or self to the desire. it is a deliberate process of its basis, which is building it to reach its objectives and characteristics that make them better able to achieve its goals the best methods and have the steps that indicate it towards achieving its objectives in the shortest Roads and easiest

If there is a necessity for the development by the Ministry of Education.Are selected based development without fixed criteria and the nomination official letter from the Minister of Education and is often nomination seniority of experts in physical education in the school curriculum in 1985.

- Was the need to issue a decision announced in the official competition of newspapers and progresses to any individual (taking into account the commitment (documents- Rang-relay) for phase Sunni and set by the development of curricula and teaching materials center.
- The progress of the competition and get the bid requirements.
- Advanced runners writings.
- The formation of a committee to assess and review of the book in light of (documents-Rang- relay).
- The announcement of the winner of the Book and Author winner gets a cash prize.
- Author waives all intellectual property rights to the Ministry of Education.
- The book is converted to the development of curricula and teaching materials center to set it up in its final form.
- It will be printed and the Ministry of Education.
- Lack of a mechanism to benefit directly the results of modern scientific research where you might draw on the winner of the competition first.

Aknowledgements

We thank you to all of our participants of this experiment.

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