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Original article

ANALYSIS OF MOVEMENT EDUCATIONAL PROGRAM FOR STUDENTS OF FACULTIES OF PHYSICAL EDUCATION AND KINDERGARTEN "COMPARATIVE STUDY"

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Abstract

Purpose. The research aims at analyze movement educational program for students of physical education and kindergartens "comparative study".

Methods. The researcher used the descriptive method because of its relevance to the nature of this research and achieve its questions.

Results. The researcher find that the objectives of the curriculum, content and evaluation of movement Education at Faculty of Physical Education are more clear for students and members of the faculty than for students and members of the Faculty of kindergartens

Conclusions. The presence of statistically significant differences between the objectives, content and evaluation of movement education curriculum of the Faculty of Physical Education and kindergartens for the benefit of the movement education curriculum applied at the Faculty of Physical Education.

Key words: Evaluation , Curriculum, Movement Education.

Introduction

The progress of Nations and societies is dependent on its sophisticated knowledge and advanced culture, and the wealth of an educated, capable of human creativity and production, global competition and achieve better rates of human development and positive investment for natural resources, "the aware Nations are strong Nations" that know the educational sector as a whole constituted one of the fundamental pillars in the development of society, at the same time it became necessary to develop it so as to ensure the active participation of the sector in the development of society and the complementary relationship between the educational system and society (Abu Naga, 1996; Ahmed, 1998).

the rapid developments occurring nowadays impose on the educational institutions in many countries in the world viewing the education programs and plans to fit with the requirements of the modern age of those developments and rapid changes (Zakia and Nawal, 2002).

Education aims to build good citizens who contribute to the progress of civilization, a child today is tomorrow's pillar and mainstay of the future and the wealth of the nation and according to the values and ideals all educational institutions must cooperate with children and in developed societies, this stage has got an interest and it has realized great results these societies found that interest with child's movement education produces an active member in the society (Hassan, 2002).

Afaf Osman (2008), Mufti Ebrahim (1998) agree that childhood the most important stages in human life at this stage children capabilities grow their talents become clear and they accept guidance and formation so care with childhood. Activities is the most important influence that contributes to the progress of society.

Amin Anwar (2007) Essam Abdel Khalek (2006) Indicate that education through the movement is the entrance to the educational system based on the child's natural needs to education the child's body is the physical frame though it, he can understand himself by exercising motor activity that covert the traditional school education to more effective positive methods in the formation and development of children to qualify his potential Abilities and talents.

Simply we can say that the movement is a set of specialized activities addressed under "physical movements" through "physical education courses taught in the faculties of kindergarten curriculum, physical education but those lessons are not restricted to learn movement but movement is the means the proper growth of the child is realized in all of psychological, social, emotional aspects, and mental movement cannot be implemented without the perception of mental (cognitive), And Mel and desire (emotional growth) and not others (social development) as the movement education is a way that raise the motivations and powers of children towards learning (Mona, 2002; Sayre, Gallagher, 2001).

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On this basis, movement education programs are keen on benefits from the cognitive abilities of children that emphasize the positive relationship between these programs and the cognitive and psychomotor development of the child. A movement educational teacher can state certain principles or rules that help him to discover some deficiencies in Children (Mufti, 2002).

Given the importance of the role played by the movement education for childhood, as well as an educational tool at the same time, it has developed an educational system that stems from the concept of movement education for basic movement patterns differ from motor skills for sports the movement education should raise their children motivations towards creativity and innovation and enables the child to move with ease and confidence (Mohamed, 1997).

Kindergarten is a cornerstone in the educational building that States focus for being one of the most appropriate ages for the development of children's motor development and the subsequent educational stages and many scientists devoted this stage as the best educational one due to a combination of biological and psychological characteristics and movement characteristic of children at this stage (Fatima, 2006).

Mohamed Hassan Allawi (2000) said the scientific research conducted to evaluate different aspects in the field of sports, especially relating to educational institutions which includes a large segment of society have of great importance for their development and prepare them as a fundamental pillar for the advancement of society in the future.

The movement education curriculum does not differ from the rest of the other curriculum other where it is built based on the results of recent scientific researches, whether in the field of Physical Education or other scientific fields such as education, where educational foundations are necessary to build a practical and theoretical curriculum (Mohamed, 1995)

In addition, the Ministry of education pay attention to the cultural aspect, especially in the field of physical education and scientific movement applications, in schools, it set curricula for educational movement due to the importance of the cultural aspect of students, enrich the cognitive aspects, as well as a new generation of innovators and creators in all fields (Melnychuk, Nancy 1990).

According to the report of the Committee on the development and modernization of physical education in the United States "as the culture of sports and related aspects to physical education such as education, mobility, is key pillar in the process of development and modernization (Solmon, Lee, 1997).

The movement Education is important in educational stage instruction is, especially in Providing knowledge and scientific principles that grow and

diverge at the stage of education later, so it is necessary to increase the interest in this stage, so prepare good educational curricula according to the principles of sound scientific development and the development of the students (Abu Naga, 2000).

As the reform and analysis process is organized and includes all the elements related to the educational process, and contribute to the collection of information and data about all the related elements, the fields of reform expand to includes all aspects of the educational process (Ahmed, 2004).

Leila Zahran (1999) refers to the reform of movement education curriculum aimed to identify the positive and negative aspects in its all units and it helps teachers to identify what planned tasks has been achieved and to study the effects resulting from some factors and conditions which contribute to the success or failure of achieving the goals.

And then the movement education curriculum becomes more likely than other approaches to changes and improvements so many views and ideas for improving and developing a curriculum help students to keep abreast of developments and equip them with the needed knowledge, skills and experience to become active members of their community and in their own lives.

Therefore, the researcher has found it necessary to analyze movement education program for students of physical education, kindergartens and this curriculum is subject to study and research, where the results of this reformation research share in the required development process and advancement of the movement educational plan through finding the best ways and methods to apply the movement education in faculties physical education and kindergartens try to reach the optimal model of teaching education in all faculties

Aim research

The research aims at analyze movement educational program for students of physical education and kindergartens "comparative study" and learn to:-

1. Movement education program applied to the students of the Faculty of physical education.
2. Movement education applied to kindergarten.
3. Comparison of movement educational program applied to the faculties of physical education and kindergartens.

Methods.

1 - students of the Faculty of Physical Education for Girls Helwan University and the number (100) students in addition to (5) of the experts and responsible for the educational process

at the Faculty of Physical Education for Girls, Helwan University.

2 - students of the faculty of kindergarten Fayoum University and the number (100) students in addition to (5) of the experts and the responsible for the educational process at the Faculty of kindergarten Fayoum University.

Research Methodology:

The researcher used the descriptive method because of its relevance to the nature of this research and achieve its questions.

Data collection tools:

The researcher has designed a questionnaire as a tool to collect data according to the following steps:

- Defining the goal of the questionnaire to analyze the content of movement education curriculum for students of the Faculty of Physical Education and kindergartens in the light of Accreditation and Quality proposals

- Access to research and studies on the subject of study for use in determining the content of the questionnaire.
- Identify axes questionnaire and drafting paragraphs for each axis in the initial image.
- Showing the questionnaire (5) experts from members of the Faculty of Physical Education and kindergartens to explore their views on the appropriateness of paragraphs for each axis and the possibility to delete, add or modify some of the paragraphs.
- After taking the views and observations raised by the experts
- amendments have been made to delete some paragraphs to include its final form questionnaire.
- the researcher adopted in the evaluation of the answer two scales, one for students and includes (44) phrases and the second questionnaire for those responsible for teaching and includes (61) phrases .the 2 questionnaire are three gradient is: (Yes), (to some extent), (not) the answers, has been given of the following 3 the standard values, respectively (3, 2, 1)..

The preparation of the final image of the questionnaire:

Some phrases have been reworded and others have been deleted which aren't significant statistically of the phrases and delete phrases statistically based on the opinions of experts and so was reached the final image of the questionnaire for each of who implement the curriculum and students, the questionnaire for responsible for the implementation of the curriculum included the number (61)

phrases divided into four axes as follows: -
"(20) phrases to the axis of goals, (14) phrases to the axis of the content and methods of teaching, (16)

phrases to the axis of the possibilities, (11) phrases the axis of the calendar".
the questionnaire for students included (44) phrases distributed on four axes as follows:" (12) phrases to the axis of the goals, (9) phrases to the axis of the content and methods of teaching, (14) phrases to the axis of the possibilities, (9) phrases to the axis of the reform".

Validity and reliability of the questionnaire under discussion:

First: 1 – validity of students questionnaire:
The researchers applied the questionnaire on a sample of 16 female students from the Faculty of Physical Education and kindergartens and outside the research sample in the period from 13/10/2012 to 18/10/2012 and then

Conducted Peripheral comparison between the lower grades spring and spring top students to answer the questionnaire to know the sincerity of peripheral comparison

- stability of questionnaire for students:
The researchers applied the questionnaire on a sample of (16) female students from the Faculty of Physical Education and kindergartens and outside the research sample in order to find the value of reliability coefficient questionnaire by using midterm retail method

Second: 2- validity of questionnaire for responsible for on the implementation of the curriculum:

The researcher has applied the questionnaire on a sample of (16) members responsible for on the implementation of the curriculum of the research community and outside the research sample in the period from 13/10/2012 to 18/10/2012 AD peripheral then conducted a comparison between the scores of the lower spring and spring top to answer who responsible for on the implementation of the curriculum in questionnaire to know the sincerity of peripheral comparison in the questionnaire form

- the stability of a questionnaire of responsible for on the implementation of the curriculum:
The researcher applied the questionnaire on a sample of (16) of the existing implement who the curriculum of the research community and outside the research sample in the period from 20.10.2012 to 25.10.2012, in order to find the value of reliability coefficient of the questionnaire by using midterm retail method

The application of the questionnaire on a sample:

Questionnaire was applied to a sample search en masse in the period from 4/11/2012 to 23/11/2012 AD in order to reach the data resulting from the application specifically as follows:

- The questionnaire was applied in the Faculty of Physical Education for Girls on the island and the Faculty of kindergarten Fayoum university.

Results.

No. phrase	kindergartens		Physical Education		Value (t)	The level of significance
	Estimated degrees	Percent	Estimated degrees	Percent		
8	260	21.66%	230	19.16%	3.17	Sign.
9	245	20.41%	208	17.33%	3.20	Sign.
7	260	21.66%	191	15.91%	3.65	Sign.
1	270	22.50%	190	15.83%	3.52	Sign.
2	285	23.75%	207	17.25%	2.90	Sign.
5	285	23.75%	208	17.33%	3.25	Sign.
6	265	22.08%	201	16.57%	2.90	Sign.
12	275	22.91%	200	16.60%	3.98	Sign.
3	250	20.83%	193	16.08%	3.32	Sign.
10	255	20.90%	235	19.58%	2.90	Sign.
4	255	20.90%	163	13.58%	3.20	Sign.
11	255	20.90%	218	18.16%	3.54	Sign.
Total	1200	100%	1200	100%	3.21	Sign.

Table:1. Significant differences between the estimated degrees to the axis of the goals in both research groups of students Faculty of Physical Education and kindergartens $n_1 = n_2 = 100$

Table (1) the existence of statistically significant differences in the research group of female students specialty Physical Education in the clarity of the goal of the breeding movement education program . the value (t) calculated is greater than the value of (t) Tabulated significance level (0.05) = 1.90.

Table:2. Significant differences between the estimated degrees to the axis of the content in both research groups of students Faculty of Physical Education and kindergartens $n_1 = n_2 = 100$

No. phrase	kindergartens		Physical Education		Value (t)	The level of significance
	Estimated degrees	Percent	Estimated degrees	Percent		
5	260	28.8%	207	23%	3.20	Sign.
9	265	29.0%	178	19.7%	3.65	Sign.
3	270	29.2%	179	19.8%	4.10	Sign.
7	265	29.0%	172	19.77%	4.36	Sign.
7	260	28.8%	189	21%	4.58	Sign.
2	255	28.7%	201	22.3%	4.65	Sign.
2	250	28.6%	182	9.11%	4.58	Sign.
8	265	29.0%	185	20.5%	3.20	Sign.
6	265	29.0%	147	16.33%	3.65	Sign.
Total	900	100%	900	100%	4.20	Sign.

Table (2) the presence of statistically significant differences in the research group of female students specialty Physical Education in the clarity of the content of the breeding movement education program . the value of (t) calculated is greater than the value of (t) Tabulated significance level (0.05) = 1.90.

Table 1(3) Significant differences between the estimated degrees to the axis of the possibilities in both research groups of students Faculty of Physical Education and kindergartens $n_1 = n_2 = 100$

No. phrase	kindergartens		Physical Education		Value(t)	The level of significance
	Estimated degrees	Percent	Estimated degrees	Percent		
19	270	10%	215	7.96%	3.20	Sign.
6	260	9.6%	189	7.00%	3.35	Sign.
21	270	10%	172	6.37%	3.65	Sign.
8	265	10%	177	6.55%	3.98	Sign.
14	270	9.8%	203	29%	3.54	Sign.
3	265	10%	174	6.44%	3.65	Sign.
5	235	9.8%	208	7.70%	3.98	Sign.
18	260	8.70%	184	6.81%	3.85	Sign.
13	280	9.60%	178	6.59%	3.68	Sign.
25	275	10.37%	191	7.07%	3.58	Sign.
2	260	10.1%	192	7.10%	3.54	Sign.
11	250	9.6%	210	7.08%	3.98	Sign.
24	265	9.25%	192	6.81%	3.54	Sign.
7	270	9.68%	184	7.59%	3.65	Sign.
Total	1400	100%	1400	100%	3.58	Sign.

Table (3) the presence of statistically significant differences in the research group of female students specialty kindergartens in the level of potential applied to the breeding movement education program the value (t) calculated is greater than the value of (t) Tabulated at the significance level $(0.05) = 1.90$

Table (4) Significant differences between the estimated degrees calendar axis in both research groups of students Faculty of Physical Education and kindergartens $n_1 = n_2 = 10$

No. phrase	kindergartens		Physical Education		Value (t)	The level of significance
	Estimated degrees	Percent	Estimated degrees	Percent		
1	260	28.8%	171	19%	3.65	Sign.
4	270	30%	170	18.9%	3.98	Sign.
5	260	28.8%	183	203%	3.85	Sign.
6	265	29.4%	176	19.5%	3.68	Sign.
7	260	28.8%	211	23.4%	3.58	Sign.
2	270	30%	149	16.5%	3.54	Sign.
8	275	30.55%	191	21.2%	.98	Sign.
9	265	29.4%	154	17.1%	3.54	Sign.
3	265	29.4%	163	18.1%	3.65	Sign.
Total	900	100%	900	100	3.65	Sign.

Table (4) the presence of statistically significant differences in the research group of female students specialty Physical Education in the level of calendar movement education program the value (t) calculated is greater than the value of (t) Tabulated significance level $(0.05) = 1.90$.

Discussion.

Referring to the tables (from no.1 to 4), the estimated degrees, the percentages and the value (T) of the views of those who implement the curriculum

and the students in kindergartens and Physical Education, and the differences between the results.

We find that the objectives of the curriculum, content and evaluation of movement Education at

Faculty of Physical Education are more clear for students and members of the faculty than for students and members of the Faculty of kindergartens, the researcher assigns this difference between the two faculties to the contrast of the sample of students where the faculty of Physical Education is more experienced than faculty of kindergarten in studying movement education while in terms of the physical capabilities, the faculty of kindergarten is better that due to recent construction and the availability of the necessary budget.

In the context of the general orientations of Education and Higher Education and constant quest to develop, improve and activate the role of cadres in the schools and great keenness for their efforts and guidance and suggestions in order to give graduate teachers the necessary competencies for them and introduce them to the reality of education and how to exploit movement education growth professionally and stand on the difficulties faced by graduates and headmasters and come up with the recommendations for the development of the educational process (Mona, 2002).

Indicate that education through the movement is the entrance to the educational system based on the child's natural needs to education the child's body is the physical frame though it, he can understand himself by exercising moto activity that covert the traditional school education to more effective positive methods in the formation and development of children to qualify his potential Abilities and talents (Amin and Usama, 2007; Essam, 2006).

Conclusions

In the range of objectives, questions and sample and through statistical treatments of the data, the researcher concluded the following:

- The objectives, content and evaluation of the curriculum of movement education at Faculty of Physical Education worded in a clear manner and according to the opinion of students and faculty members except axis of capabilities, it is not clear..
- The objectives, content and evaluation of curriculum of movement education at Faculty of kindergartens aren't worded in a clear manner and in accordance with the opinion of students and faculty members except axis of capabilities, it is clear.
- The presence of statistically significant differences between the objectives, content and evaluation of movement education curriculum of the Faculty of Physical Education and kindergartens for the benefit of the movement education curriculum applied at the Faculty of Physical

Education.

- Outweigh of the capabilities for applying the movement education curriculum at the Faculty of kindergartens compared to the Faculty of Physical Education.

Recommendations.

In light of the search results, and the conclusions that have been reached, the researcher recommends the following:

- Set an unified strategic plan to apply the movement education curriculum by the members of the Faculty of Physical Education and Faculty of Kindergarten and apply it at schools and both faculties .
- Set a curriculum of movement education to fit with the recent development in this field.
- Hold periodical meetings with the teachers of movement education to know the obstacles of applying the curriculum
- Hold courses and seminars for kindergarten's teachers to inform them the updates in this field.

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