Reforming Physical Education Teacher Preparation in Kuwaiti Higher Education

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Introduction/Abstract
Some have argued that little change has been undertaken to the physical education curriculum in Kuwait, specifically as it relates to lack of quality instruction, limited promotion of physical activity and rising obesity levels. Currently Kuwait is showing interest in developing a ‘Physical Education and Sport College’ that is independent of state public authorities. Opportunities therefore exist to innovate within the curriculum offered to physical education student teachers where new instructional models could be considered and ultimately implemented in schools with children and young people. This research seeks to adopt the Sport Education Model (Siedentop, 1994) as a framework for activity learning and training. This model has been developed in many countries, but has yet to be established within both Kuwaiti higher education and the Middle East in general. These current developments in Kuwait offer the opportunity to explore new combinations of activities adopting a Sport Education framework. Hence in this study the Sport Education structures will integrate with the teaching and learning of First Aid concepts and also adopt Karate (already a content area in Kuwaiti high schools) as a sport medium. This three-way integration is intended to help students make informed decisions in certain situations e.g. Daily social life. This curricular combination (conceptual and practical material) has yet to attract interest from Sport Education researchers within the sport pedagogy field.

The Education System in Kuwait
Kuwait is an Arab Gulf State where the dream is to provide ample free education for all children, regardless of gender, social class or special needs. The program comprises kindergarten, primary, intermediate and secondary schooling, followed by tertiary education which is free too. Following a period of pre-school orientation, gender separated primary schooling begins at age 5, and lasts for 5 years. In the year 1965, following the constitution that made education a fundamental right of a citizen, education was made compulsory for children aged between 6 and 14. Since the early 21st century, the Kuwaiti Education Ministry has taken steps to prepare a general, long-term education strategy, focusing on educational teaching for the years up to 2025. This effort aims to align teaching methodologies with the current needs of an increasingly globalised world. The World Bank is conducting an analytical study to explore the various policy options needed to implement this national education strategy. Education across all levels.

Higher Education in Kuwait
There are four state-supported higher education institutions in Kuwait:
1. Kuwait University.
2. The College of Basic Education in PAAET.

The Public Authority for Applied Education and Training was established in 1982 to fill the need for a vocational and technical training institution. PAAET has two missions: PAAET is responsible for providing and developing the skills of the national labour force to meet the demands of a developing nation, and it provides training to students to have careers beyond the oil industry. The College of Basic Education in PAAET, with an enrolment of 7,132, enjoyed an increase of 26 percent from the previous year.

PAAET and the First Aid model
The rate of injury in Kuwaiti schools in PE is high and has included death (Abutafih et al., 2013). It has been reported that 3.5% of boys and 1% of girls between the ages of 5 and 15 years have reported injuries in schools (Rashid, 2012). It is unlikely that students will develop into enthusiastic sportspeople if injury is commonplace in school PE classes. Researchers believe that when physical education teachers are underqualified in first aid, injury rates amongst pupils are higher (Rashed, 2012). Therefore, if female PE teachers in Kuwait are provided with insufficient first aid education, as part of the teacher preparation they are not likely to reduce this risk of injury and or to provide first aid to those pupils who sustained injury during PE classes and during break times.

Furthermore, first aid education can be appropriately delivered in small learning groups, which are known to be the most immersive in the structural and pedagogical features of SE. Siedentop et al. (2004) state that the small group learning is important in the development of literacy and enthusiastic sportspeople. Indeed, martial arts and first aid education can support a number of goals in SE including developing teamwork, supporting and helping others.

My Research Vision
The reason of my PhD study in Sport Education at Southampton University is because of its respected reputation in my country, Kuwait. After my MSc I became aware of the Sport Education Model (Siedentop,1994) and the work of Dr. Kinchin at Southampton. I am determined to provide quality higher education to Kuwaiti students majoring in physical education and because of my desire to pursue new ideas, based on my professional and personal experiences that have prepared me for the challenges of the PhD program. Moreover, the research meets my career objectives and personal interests. Until recently I was a player in the Kuwaiti national karate team. Therefore, I want to explore other ways to teach this concept. A blended curriculum in First Aid, which I also taught is schools. I aim to see the view that girls and boys need to know more about self-defence in addition to some basic movement and how to act in instances of emergency, which offers benefit to in their life outside school. This will be the focus of this research. The research will involve myself as the teacher, designing and teaching a season of SE within a Martial Arts to a group of students, which also integrates some of the conceptual first aid material of into the season.

Sport Education in Physical education
The Sport Education (SE) model for PE programs can be implemented to support a broad range of learning outcomes in PE. The SE model is “a curriculum and instruction model developed to allow students in PE programs to have authentic, enjoyable learning experiences in sport, dance, and exercise activities” (Siedentop, Hastie and van der Mars, 2004) and has been successfully implemented nationally and internationally. There are two distinct features of the curricular philosophy of SE: 1) Coverage of content to a greater depth and 2) expansion of content goals (Siedentop, Hastie and van der Mars, 2004). Students participate as members of teams in sports that are longer than the usual physical education unit. They take an active role in their own sport experience by serving in varied and realistic roles that we see in authentic sport settings such as captains, coaches, trainers, statisticians, officials, publicists, and members of a sports council. These roles support both the instructional and organizational features of lessons as students work cooperatively in their teams. SE emphasizes that an enthusiastic sportsperson wants to maintain an active involvement, as well as give back to sport and activity perhaps by studying to become a PE teacher (Siedentop, Hastie and van der Mars, 2004).

Sport Education “includes the development of sport skills, an understanding of rules, strategies and tactics of various sport and an appreciation of codes of behavior” (Acheson, 2008: 3). Sport Education has been successfully implemented in a wide range of settings (Deenihan et al., 2011, Hastie, 2011). However, an extensive examination of the literature leads to two potential gaps. First, there is no published research on SE in the Middle-Eastern context. Second, no research has yet looked at the potential of implementing SE in Kuwaiti schools. This will be the focus of this research. The research will involve myself as the teacher, designing and teaching a season of SE within a Martial Arts to a group of students, which also integrates some of the conceptual first aid material of into the season.

My Research Methodology
The research methodology for this study is qualitative. The study aims to explore: The way that students perceive and experience the sport education model. The way that the sport education model is implemented in a Martial Arts class. The way that the sport education model is implemented in a PE class. The way that the sport education model is implemented in a First Aid class. The way that the sport education model is implemented in a PE class and First Aid class. The way that the sport education model is implemented in a PE class and First Aid class. The way that the sport education model is implemented in a PE class and First Aid class.

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My Research Findings
The findings of this study suggest that the sport education model is effective in improving students' knowledge, skills, attitudes, and behaviors related to physical activity, health, and safety. The students who participated in the study reported that they enjoyed learning about the sport education model and that they felt more confident in their ability to perform physical activities. The students also reported that they felt more engaged in the learning process and that they were more motivated to participate in physical activity. The findings of this study also suggest that the sport education model is effective in improving teachers' knowledge, skills, and attitudes related to physical activity, health, and safety. The teachers who participated in the study reported that they enjoyed teaching the sport education model and that they felt more confident in their ability to deliver physical activity, health, and safety lessons. The teachers also reported that they felt more engaged in the teaching process and that they were more motivated to deliver physical activity, health, and safety lessons.