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A proposed curriculum for sports navigation for students of the Faculty of Physical Education in the Arab Republic of Egypt

Abdullah Ezzat, Abdullah Manaa, Radwan Mustafa, Walid Eid

Chemistry Department, Faculty of Science, Zagazig University, Zagazig, 44519, Egypt.
Corresponding author: Abdullah Ezzat Ph.D.
Email: abdullah19mounir@gmail.com

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Abstract: Background: The study aims to design a proposed curriculum for sports navigation for students of the Faculty of Physical Education, Arish University, by identifying the vision of faculty members and experts in the field of sports navigation. The basic sample numbered (40) individuals from the professors of curricula and teaching methods of physical education and experts working in the Egyptian and Arab Federations for Sports Navigation. Questionnaire form: The researcher designed a questionnaire form based on analyzing the content of specialized scientific references in the field of curriculum construction and regulations of some faculties of physical education and it contained (7) axes.

Keywords: *sports navigation, college students, proposed curriculum*

Introduction

The curriculum is the practical translation of the goals of education. Most curricula are based on many educational and intellectual philosophies that represent specific trends and goals for life, opinions, judgments and points of view about the school, the learner and society with the aim of forming a comprehensive and holistic view of the universe, life and man that is consistent with the ideals, values and beliefs that society aspires to. The curriculum must be comprehensive and flexible and stem from the needs of students and contribute to the development of the complex and the environment and rely on the scientific method. Those responsible for implementing it are also trained. The modern curriculum is all the educational experiences that the school provides to students inside or outside the classroom according to specific goals and under sound leadership to help achieve comprehensive growth in all physical, mental, social and psychological aspects. (Rose Nagley) defined the curriculum as all the planned experiences that the school provides to help students achieve the desired educational outcomes to the best of their abilities. Sports navigation, as defined by the British National Committee, is "a timed event across a mostly natural landscape where participants move through a series of checkpoints (controls) along the way where each participant decides the best course while running, with distances varying in length and difficulty from beginner to expert."

In 2015, the Egyptian Federation for Sports Navigation was declared a specialized federation affiliated with the Ministry of Youth and Sports. In the same year, Egypt obtained permanent membership in the International

Federation for Sports Navigation (IOF), which contributed to Egypt's participation in the first international championship, the Mediterranean Championship for Sports Navigation in Scotland. The first international championship was held in Egypt, the first Egyptian International Championship in Luxor in 2016, followed by participation in the Mediterranean Championship in Serbia in 2016, which contributed to Egypt's acquisition of permanent membership in the Mediterranean Federation for Sports Navigation.

The change in regulations in colleges, the establishment of new scientific departments, and the development of curricula by amending or adding new curricula to meet the needs of the labor market for graduates, and the researcher's belief in the importance of development and adding curricula that suit With the needs of the labor market, the thought of this study came, which is a proposed curriculum for sports navigation for students of the Faculty of Physical Education (boys - girls) at Arish University within the curricula of the Department of Curricula and Teaching Methods so that the department can achieve its goals in light of the new regulations. Despite this, this sport has not received sufficient attention in the faculties of physical education, as there is no specific curriculum for teaching sports navigation, as the curricula are limited to teaching athletics. The researcher sees the importance of having a course for sports navigation in order to raise the physical efficiency of students, in addition to the importance of the field of sports navigation in the external labor market. Therefore, the researcher must prepare this study due to its sports importance in the labor market for graduate students. Therefore, the study aims to design a proposed curriculum for sports navigation for students of the Faculty of Physical Education, Arish University, by identifying the vision of faculty members and experts in the field of sports navigation.

Study questions:

Identify the proposed curriculum appropriate for students of faculties of physical education in the Arab Republic of Egypt through:

1. What are the appropriate objectives for the sports navigation curriculum?
2. What is the appropriate content for the curriculum?
3. What are the appropriate teaching methods and techniques for teaching sports navigation?
4. What are the appropriate devices and tools for teaching sports navigation?
5. What are the appropriate educational means for teaching sports navigation?
6. What are the appropriate capabilities and facilities for teaching sports navigation?
7. What are the appropriate evaluation methods for sports navigation skills?

Sample.

The basic sample numbered (40) individuals from the professors of curricula and teaching methods of physical education and experts working in the Egyptian and Arab Federations for Sports Navigation. Questionnaire form: The researcher designed a questionnaire form based on analyzing the content of specialized scientific references in the field of curriculum construction and regulations of some faculties of physical education and it contained (7) axes, which are:

- The first axis: Curriculum objectives.
- The second axis: Curriculum content.
- The third axis: Teaching methods and techniques used.
- The fourth axis: Devices and tools.
- The fifth axis: Educational means used.
- The sixth axis: Capabilities and facilities.
- The seventh axis: Evaluation methods.

The number of questionnaire phrases reached 84 phrases.

- Statistical treatments:

The researcher will use the appropriate statistical method and will accept a significance level of (0.05). The researcher will also use the SPSS program to calculate some statistical coefficients.

Table 1. Mean, standard deviation and percentages of sample's opinions on the Curriculum objectives axis Phrases

Phrases	Mean	SD.	YES		Somewhat		NO		Weighting	Relative importance	Chi-Square	Arrangement
			REP.	%	REP.	%	REP.	%				
Cognitive goals												
1	2.32	0.693	21	52.5	15	37.5	4	10	97	80.83	11.15	13
2	2.65	0.579	31	77.5	5	12.5	4	10	107	89.16	35.15	5
3	2.40	0.590	18	45	18	45	4	10	94	78.33	9.800	15
4	2.47	0.678	25	62.5	12	30	3	7.5	102	85	18.35	8
5	2.42	0.635	21	52.5	16	40	3	7.5	98	81.66	12.95	12
6	2.75	0.438	27	67.5	13	32.5	Zero	Zero	107	89.16	4.90	5 reps
7	2.50	0.599	22	55	15	37.5	3	7.5	99	82.5	13.85	11
8	2.57	0.549	22	55	14	35	4	10	98	81.66	12.20	12 reps
9	2.47	0.598	28	70	9	22.5	3	7.5	105	87.5	25.55	6
Skill goals												
10	2.57	0.549	22	55	13	32.5	5	12.5	97	80.83	10.85	13 reps
11	2.38	0.633	18	45	18	45	4	10	94	78.33	9.80	15 reps
12	2.46	0.719	22	55	10	25	8	20	94	78.33	8.60	15 reps
13	2.43	0.552	19	47.5	18	45	3	7.5	96	80	12.05	14
14	2.43	0.718	20	50	14	35	6	15	94	78.33	7.40	15 reps
15	2.48	0.643	22	55	14	35	4	10	98	81.66	12.20	12 reps
16	2.71	0.510	31	77.5	9	22.5	Zero	Zero	111	92.5	12.10	2
17	2.38	0.711	20	50	13	32.5	7	17.5	93	77.5	6.35	16
18	2.71	0.455	29	72.5	11	27.5	Zero	Zero	109	90.83	8.10	3
19	2.69	0.520	26	65	11	27.5	3	7.5	103	85.83	20.45	7
20	2.61	0.543	23	57.5	14	35	3	7.5	100	83.33	15.05	10
Emotional goals												
21	2.35	0.627	17	42.5	17	42.5	6	15	91	75.83	6.050	17
22	2.53	0.505	24	60	14	35	2	5	102	85	18.20	8 reps
23	2.46	0.600	20	50	17	42.5	3	7.5	97	80.83	12.35	13 reps
24	2.38	0.673	19	47.5	13	32.5	8	20	91	75.83	4.55	17 reps
25	2.61	0.590	26	65	9	22.5	5	12.5	101	84.16	18.65	9
26	2.64	0.485	29	72.5	10	25	1	2.5	108	90	30.65	4
27	2.76	0.426	34	85	5	12.5	1	2.5	113	94.16	48.65	1
28	2.64	0.584	27	67.5	9	22.5	4	10	103	85.83	21.95	7 reps

It is clear from Table No. (1) that the values of the mean averages of the sample responses to the Phrases of the Curriculum objectives axis varied between (2.32, 2.75), standard deviation ranged between (0.438, 0.719), the percentages in the response with (yes) ranged between (45.00%, 77.5%), the percentages in the response with (Somewhat) ranged between (22.50%, 45.00%), the percentages in the response with (no) ranged between (0.00%, 17.5%), and the weighting of the Phrases ranged between (91, 113).

Table 2. Mean, standard deviation and percentages of sample's opinions on the Curriculum content axis Phrases

Phrases	Mean	SD.	YES		Somewhat		NO		Weighting	Relative importance	Chi-Square	Arrangement
			REP.	%	REP.	%	REP.	%				
1	2.28	0.646	18	45	16	40	6	15	92	76.66	6.200	8
2	2.53	0.642	23	57.5	13	32.5	4	10	99	82.5	13.550	6
3	2.28	0.686	22	55	15	37.5	3	7.5	99	82.5	13.850	6 reps
4	2.205	0.767	19	47.5	13	32.5	8	20	91	75.83	4.550	10
5	2.384	0.711	21	52.5	12	30	7	17.5	94	78.33	7.550	8
6	2.71	0.510	28	70	8	20	4	10	104	86.66	24.800	4
7	2.33	0.700	20	50	13	32.5	7	17.5	93	77.5	6.350	9
8	2.69	0.467	31	77.5	8	20	1	2.5	110	91.66	36.950	2
9	2.56	0.640	25	62.5	10	25	5	12.5	100	83.33	16.250	5 reps
10	2.51	0.643	22	55	12	30	6	15	96	80	9.800	7
11	2.28	0.604	16	40	19	47.5	5	12.5	91	75.83	8.150	10 reps
12	2.48	0.601	18	45	17	42.5	5	12.5	93	77.5	7.850	9 reps
13	2.35	0.627	19	47.5	15	37.5	6	15	93	77.5	6.650	9 reps
14	2.33	0.662	23	57.5	10	25	7	17.5	96	80	10.850	7 reps
15	2.56	0.680	26	65	8	20	6	15	100	83.33	18.200	5
16	2.64	0.485	30	75	9	22.5	1	2.5	109	90.83	33.650	3
17	2.84	0.365	35	87.5	4	10	1	2.5	114	95	53.150	1

It is clear from Table No. (2) that the values of the mean averages of the sample responses to the Phrases of the Curriculum content axis varied between (2.205, 2.84), standard deviation ranged between (0.365, 0.767), the percentages in the response with (yes) ranged between (40.00%, 87.5%), the percentages in the response with (Somewhat) ranged between (10.00%, 47.5%), the percentages in the response with (no) ranged between (2.5%, 17.5%), and the weighting of the Phrases ranged between (91, 114).

Table 3. Mean, standard deviation and percentages of sample's opinions on the Teaching methods axis Phrases

Phrases	Mean	SD.	YES		Somewhat		NO		Weighting	Relative importance	Chi-Square	Arrangement
			REP.	%	REP.	%	REP.	%				
1	2.28	0.646	17	42.5	17	42.5	6	15	91	75.83	6.050	12
2	2.46	0.554	19	47.5	17	42.5	4	10	95	79.16	9.950	9
3	2.38	0.590	18	45	17	42.5	5	12.5	93	77.5	7.850	10
4	2.30	0.655	19	47.5	14	35	7	17.5	92	76.66	5.450	11
5	2.66	0.577	26	65	9	22.5	5	12.5	101	84.16	18.650	6
6	2.69	0.467	29	72.5	10	25	1	2.5	108	90	30.650	3
7	2.82	0.388	34	85	5	12.5	1	2.5	113	94.16	48.650	1
8	2.74	0.442	31	77.5	8	20	1	2.5	110	91.66	36.950	2
9	2.66	0.529	26	65	10	25	4	10	102	85	19.400	5
10	2.43	0.640	21	52.5	14	35	5	12.5	96	80	9.650	8
11	2.74	0.442	30	75	6	15	4	10	106	88.33	31.400	4
12	2.51	0.720	25	62.5	8	20	7	17.5	98	81.66	15.350	7

It is clear from Table No. (3) that the values of the mean averages of the sample responses to the Phrases of the Teaching methods axis varied between (2.28, 2.82), standard deviation ranged between (0.442, 0.720), the

percentages in the response with (yes) ranged between (42.50%, 77.5%), the percentages in the response with (Somewhat) ranged between (12.50%, 42.5%), the percentages in the response with (no) ranged between (10.00%, 17.5%), and the weighting of the Phrases ranged between (91, 113).

Table 4. Mean, standard deviation and percentages of sample's opinions on the Devices and tools axis Phrases

Phrases	Mean	SD.	YES		Somewhat		NO		Weighting	Relative importance	Chi-Square	Arrangement
			REP.	%	REP.	%	REP.	%				
1	2.25	0.677	17	42.5	16	40	7	17.5	90	75	4.550	6
2	2.48	0.720	23	57.5	9	22.5	8	20	95	79.16	10.550	5
3	2.56	0.680	26	65	8	20	6	15	100	83.33	18.200	4
4	2.56	0.552	24	60	13	32.5	3	7.5	101	84.16	16.550	3
5	2.64	0.584	31	77.5	5	12.5	4	10	107	89.16	35.150	1
6	2.69	0.569	27	67.5	9	22.5	4	10	103	85.83	21.950	2

It is clear from Table No. (4) that the values of the mean averages of the sample responses to the Phrases of the Devices and tools axis varied between (2.25, 2.69), standard deviation ranged between (0.552, 0.720), the percentages in the response with (yes) ranged between (42.50%, 77.5%), the percentages in the response with (Somewhat) ranged between (12.50%, 40.0%), the percentages in the response with (no) ranged between (7.5%, 17.5%), and the weighting of the Phrases ranged between (90, 107).

Table 5. Mean, standard deviation and percentages of sample's opinions on the educational means used axis Phrases

Phrases	Mean	SD.	YES		Somewhat		NO		Weighting	Relative importance	Chi-Square	Arrangement
			REP.	%	REP.	%	REP.	%				
1	2.23	2.23	27	67.5	10	25	3	7.5	104	86.66	22.850	1
2	2.12	2.12	24	60	12	30	4	10	100	83.33	15.200	2
3	2.46	2.46	22	55	11	27.5	7	17.5	95	79.16	9.050	5
4	2.69	2.69	21	52.5	15	37.5	4	10	97	80.83	11.150	3
5	2.51	2.51	23	57.5	10	25	7	17.5	96	80	10.850	4

It is clear from Table No. (5) that the values of the mean averages of the sample responses to the Phrases of the Educational means used axis varied between (2.50, 2.69), standard deviation ranged between (0.467, 0.785), the percentages in the response with (yes) ranged between (45.00%, 77.5%), the percentages in the response with (Somewhat) ranged between (20.00%, 42.5%), the percentages in the response with (no) ranged between (2.5%, 17.5%), and the weighting of the Phrases ranged between (92, 110).

Table 6. Mean, standard deviation and percentages of sample's opinions on the Capabilities and facilities axis Phrases

Phrases	Mean	SD.	YES		Somewhat		NO		Weighting	Relative importance	Chi-Square	Arrangement
			REP.	%	REP.	%	REP.	%				
1	2.64	0.584	28	70	8	20	4	10	104	86.66	24.800	2
2	2.33	0.737	20	50	12	30	8	20	92	76.66	5.600	8 reps
3	2.41	0.715	21	52.5	12	30	7	17.5	94	78.33	7.550	6
4	2.28	0.723	19	47.5	14	35	7	17.5	92	76.66	5.450	8

5	2.30	0.731	20	50	13	32.5	7	17.5	93	77.5	6.350	7
6	2.25	0.715	22	55	15	37.5	3	7.5	99	82.5	13.850	4
7	2.56	0.640	25	62.5	11	27.5	4	10	101	84.16	17.150	3
8	2.38	0.590	18	45	17	42.5	5	12.5	93	77.5	7.850	7 reps
9	2.48	0.683	23	57.5	10	25	7	17.5	96	80	10.850	5
10	2.69	0.467	31	77.5	8	20	1	2.5	110	91.66	36.950	1
11	2.25	0.785	24	60	11	27.5	5	12.5	99	82.5	14.150	4 reps

It is clear from Table No. (6) that the values of the mean averages of the sample responses to the Phrases of the Capabilities and facilities axis varied between (2.50, 2.69), standard deviation ranged between (0.467, 0.785), the percentages in the response with (yes) ranged between (45.00%, 77.5%), the percentages in the response with (Somewhat) ranged between (20.00%, 42.5%), the percentages in the response with (no) ranged between (2.5%, 17.5%), and the weighting of the Phrases ranged between (92, 110).

Table 7. Mean, standard deviation and percentages of sample's opinions on the evaluation axis Phrases

Phrases	Mean	SD.	YES		Somewhat		NO		Weighting	Relative importance	Chi-Square	Arrangement
			REP.	%	REP.	%	REP.	%				
1	2.30	0.607	17	42.5	17	42.5	6	15	91	75.83	6.050	5
2	2.35	0.579	19	47.5	18	45	3	7.5	96	80	12.050	4
3	2.72	0.505	27	67.5	10	25	3	7.5	104	86.66	22.850	3
4	2.67	0.474	30	75	9	22.5	1	2.5	109	90.83	33.650	2
5	2.75	0.438	34	85	4	10	2	5	112	93.33	48.200	1

It is clear from Table No. (7) that the values of the mean averages of the sample responses to the Phrases of the evaluation axis varied between (2.30, 2.75), standard deviation ranged between (0.438, 0.607), the percentages in the response with (yes) ranged between (42.5%, 85%), the percentages in the response with (Somewhat) ranged between (10%, 42.5%), the percentages in the response with (no) ranged between (2.5%, 15%), and the weighting of the Phrases ranged between (91, 112).

Discussion.

Phrase No. 27 in the emotional objectives received the highest weight and stated that "the student should respect the decisions of the referees if he is criticized by them," which is consistent with the sportsmanship that the sports navigation player should have and respect the frameworks and laws that govern the game. Phrase No. 16 received the highest weight in the skill objectives phrases, which stated that "the student should correct his colleague's mistakes that occur while estimating the distance by measurement and speed based on his previous experience and with complete accuracy," which is consistent with cooperation between colleagues in the same team so that they can win various championships and competitions and works to increase the social intelligence of the students. Phrase No. 2 received the highest weight in the cognitive objectives phrases, which stated that "the student should state the definition of sports navigation with complete accuracy," which is consistent with developing a curriculum specific to sports navigation, as the students' first knowledge of the game is through its definition so that they can imagine the game and desire to practice it and embark on a new experience and a different challenge.

This is consistent with the results of Khaled Al-Dasouki's study (2006), which indicated that the great importance of educational goals appeared in terms of being an element of curriculum planning and construction. In determining the goals, the educational process can be directed and the desired results can be determined. Ibrahim bin Abdul Aziz (2007) also believes that the philosophy of society is the primary source for deriving educational and teaching goals, as each society has its own philosophy, and this philosophy determines the goals that society seeks to achieve by educating its individuals in the manner it deems

appropriate. Phrase No. 17 received the highest weight, which states “the specifications of a good practitioner of sports navigation,” which is consistent with the importance of the specifications of a practitioner of the game of navigation so that students can know whether they are able to practice this game or not and what qualities need to be enhanced if they want to practice this sport. Phrase No. 8 received the second highest weight, which states “the compass and its use in sports navigation,” which is consistent with the importance of the compass and the extent to which the sports navigation player needs the compass while reading the map to help him decipher its codes and understand its symbols and help him determine his directions while participating in various competitions. Phrase No. 16 received the third highest weight, which states “the laws of sports navigation.” The laws of sports navigation are very important for any player who wants to practice the game, so that any player can practice a game, he must know its laws so that he does not fall into any legal error while practicing the game, which would result in him being out of the race and not wanting to practice the game later. Therefore, knowing the laws and understanding them through good explanation and clarification to the students is considered one of the most important components of the spread and practice of the game on a large scale among students.

Amin Anwar and Gamal El-Din El-Shafei (2000) indicate that the content is the introduction to the subject matter and is one of the most important design elements of the curriculum, as testing educational experiences and activities facilitates achieving the desired outcomes that are related to the areas of behavior (cognitive, psychomotor, emotional). They confirm that the extent of learning and achievement of objectives depend on the careful selection of learning materials and experiences.

Ahmed Effat (2004) believes that the nature of the lesson content must be an honest translation of the objectives that have been determined in order to organize the knowledge that has been chosen and that the content includes in a specific way in terms of scope and sequence, and the process of selecting the content depends on the objectives as well as the sources from which the objectives were derived. Phrase No. 7, which states "learning through activity method", received the highest weight, which is consistent with the game of sports navigation, as it is very similar to the game of treasure hunting. Therefore, using the learning through activity method allows students to learn and understand the game through a number of activities, which leads to learning the game skills quickly and well for students. Phrase No. 8 received the second highest weight, which states "role-playing and simulation method", which is very consistent with the game of sports navigation, as role-playing will allow students to learn sports navigation skills, and the diversity in teaching methods allows the teacher flexibility in managing the time of the lecture and his ability to address more than one type of multiple intelligences that distinguish students.

Afaf Abdel Karim (2005) indicates that teaching is a set of continuous relationships that arise between the teacher and the student, and these relationships help the learner to grow and acquire skills in physical activities. The interaction that occurs between the teacher and the learner always reflects teaching behavior and behavior for a specific education. This behavior leads to achieving the goals that link teaching behavior and education behavior.

Herrion, Jayce (1996) agree that the teaching process is a series of decision-making that is taken before, during, or after interactions between the teacher and the student. Accordingly, each teaching method is determined according to the size and quantity of decisions allocated to each of the teacher and the student and the decision-maker in them.

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