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The Relationship Between the Physical Education Curriculum at the Primary Education Stage and the Standards of Content Organization

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Abstract:

The study aimed to identify the relationship between the physical education curriculum for the primary education stage and the Standards of Content Organization, which are continuity, integration, and sequence from the perspective of physical education teachers for primary education. The study was conducted on a sample of 120 teachers, selected randomly. To verify the study's objectives, a correlational approach was used, and for data collection, a questionnaire tool was employed, organized according to a five-point Likert distribution. After data collection and statistical analysis, the following results were obtained: the physical education curriculum for the primary education stage is related to the Standards of Content Organization.

KEY WORDS: Physical Education Curriculum; Primary Education; Standards of Content Organization.

الملخص:

هدفت الدراسة الى التعرف على علاقة منهج التربية البدنية والرياضية لمرحلة التعليم الإبتدائي بمعايير تنظيم المحتوى والمتمثلة في الاستمرارية و التكامل و التتابع من وجهة نظر أساتذة التربية البدنية والرياضية للتعليم الابتدائي، وقد أجريت الدراسة على عينة قوامها 120 استاذ، تم اختيارهم بطريقة عشوائية، وللتحقق من أهداف الدراسة تم استخدام المنهج الارتباطي، ولجمع البيانات الخاصة تم استخدام اداة الاستبيان مقسم حسب التوزيع الخماسي ليكرت، بعد جمع البيانات ومعالجتها إحصائيا تم التوصل الى النتائج التالية: لمنهج التربية البدنية والرياضية لمرحلة التعليم الإبتدائي علاقة بمعايير تنظيم المحتوى.

الكلمات المفتاحية: منهج التربية البدنية والرياضية؛ التعليم الابتدائي؛ معايير تنظيم المحتوى.

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1-Introduction:

Content organization is considered one of the fundamental pillars in 2the construction of educational curricula. It determines how motor skills and sports knowledge are presented and distributed in a way that aligns with children's abilities and developmental levels during this critical stage of growth. Given that the primary education stage is marked by rapid and diverse physical and psychological changes in children, it becomes essential to design a curriculum characterized by progression and variety. This includes introducing basic motor activities such as balance, running, and jumping, which are regarded as foundational skills for building general motor capabilities in children (Atiyah, 2009: 197).

As children grow older and acquire basic skills, it becomes necessary to transition to more complex activities that require coordination between physical and social abilities, such as team games and activities that promote cooperation among peers. This highlights the crucial role of content organization in taking into account individual differences among students, whether in terms of physical development or cognitive abilities, thereby supporting each child's development in a way that corresponds to their personal level (Taima, 2004: 241).

Furthermore, the organization of content in the physical education curriculum should be based on a set of pedagogical and athletic standards that ensure the inclusiveness and diversity of activities offered to students. These standards require the curriculum to cover multiple dimensions: the physical aspect, which includes improving physical fitness; the motor aspect, which focuses on developing basic skills; as well as social and ethical aspects aimed at nurturing values such as cooperation, respect, and responsibility in children. These components should be integrated in a way that makes physical activities a tool not only for enhancing physical capacities but also for promoting the students' social and psychological growth (Ben Zaghou, 2012: 263).

Effective content organization also requires a gradual increase in activity difficulty, allowing children to start with simple and easy tasks and gradually move toward more complex ones. This progression reinforces students' sense of success and achievement, boosting their self-confidence and motivating them to continue participating in sports activities. Moreover, activities should be distributed evenly between individual and group exercises, offering

students the opportunity to develop their individual capabilities while also enhancing their social and cooperative skills (Jouda, 2010: 197).

In addition to physical objectives, the physical education curriculum at the primary level aims to achieve a set of deeper educational goals, including personality development, promoting mental health, and instilling values such as discipline, responsibility, and teamwork. These goals make physical education a comprehensive educational tool that fosters the child's holistic development physically, psychologically, and socially. Therefore, the content organization in this curriculum should be designed to connect these various objectives in a coherent and integrated manner, so that each teaching unit contributes to achieving these multiple goals. Based on this analysis, it becomes clear that there is a need for an in-depth study on the relationship between content organization in the physical education curriculum and the educational and athletic standards adopted in its design (Salama, 2012: 219).

Accordingly, the general research question can be formulated as follows:

Does the physical education curriculum at the primary education level relate to the standards of content organization?

Accordingly, this main research question branches into several sub-questions:

-Does the physical education curriculum at the primary education level relate to the principle of continuity?

-Does the physical education curriculum at the primary education level relate to the principle of integration?

-Does the physical education curriculum at the primary education level relate to the principle of sequence?

Study hypotheses

General hypothesis:

The physical education curriculum at the primary education level is related to the standards of content organization.

Partial Hypotheses:

-The physical education curriculum at the primary education level is related to the principle of continuity.

-The physical education curriculum at the primary education level is related to the principle of integration.

-The physical education curriculum at the primary education level is related to the principle of sequence.

In addition, a number of researchers have addressed topics closely related to the subject of this study. These works are considered as previous and comparable studies, which we present as follows:

1-Study by Hammani Walid and Fanous Nasir 2015 Title: The Physical Education Teacher's Implementation of the Curriculum Issued by the Ministry of Education and Its Relation to the Health-Based Approach for Primary School Pupils The aim of the study was to present the results of content analysis of the Ministry of Education's curriculum for physical education at the primary level and its connection to the school health approach. The researchers used the descriptive method and a questionnaire to collect data from a sample of 129 randomly selected physical education teachers. The most important conclusions of the study were: The physical education teacher, working within the framework of the curriculum issued by the Ministry of Education, and based on the field of physical activity sciences and techniques, is capable of achieving the school health approach (covering physical, psychosocial, and mental health) for children in primary education.

2-Study by Abdellatif Said, Ben Saber Mohamed, and Dahou Ben Youssef 2015 Title: The Use of Role-Playing Strategy in the Physical Education Curriculum in Primary Education: Between Reality and Aspiration This study aimed to determine the extent to which the role-playing strategy is used within the physical education curriculum in primary education. The researchers adopted the descriptive method and used a questionnaire to collect data from a sample of 80 randomly selected physical education teachers.

The most important conclusions of the study were: The use of the role-playing strategy in the physical education curriculum at the primary level was found to be limited. This limitation is mainly due to various difficulties and obstacles faced by primary school teachers.

3-Study by Abdallah Najaimi Nour Eddine 2022 Title: The Resources of the Second Generation Curriculum and Their Impact on the Structured Domains of Physical Education in Middle School The study aimed to identify the extent to which the resources of the second generation curriculum reflect on the structured domains of physical education (physical, team, and gymnastics fields) across all middle school levels. The researcher used the descriptive analytical method and a questionnaire to collect data from a purposive sample of 26 physical education teachers. The most important conclusions of the study were: There was a positive impact of the second generation

curriculum resources on the physical domain, as well as on the team sports and gymnastics domains across all levels in middle school physical education classes.

4-Study by Hajjaj Boumediene, Achour Adel, and Houdachi Ben Harzallah 2023 Title: The Instructional Competence for Teaching Physical Education and Its Impact on the Pedagogical Effectiveness of the Subject in Light of the Modern Curriculum Requirements among Primary School Teachers The aim of the study was to investigate the impact of instructional competence among primary school teachers on the teaching effectiveness of physical education, in light of the modern curricula adopted in Algeria. The researchers employed the descriptive analytical method and a questionnaire to gather data from a randomly selected sample of 138 teachers. The most important conclusions of the study were: There is a positive but insufficient impact of instructional competence on the pedagogical effectiveness of physical education among primary school teachers. This is attributed to several shared factors, including the absence of a comprehensive and integrated curriculum. The study emphasizes the need to appoint specialized physical education teachers, trained in dedicated.

2- General objective of the study:

The study aims to identify the extent to which the physical education curriculum at the primary education level aligns with the standards of content organization, in terms of objectives, activities, and chronological progression. This alignment is essential for achieving educational goals and fostering the balanced development of students' abilities.

The significance of the study lies in providing a scientific foundation for curriculum development and ensuring the quality of physical education in basic education, in accordance with the requirements of children's holistic development.

3- Procedural definition of the concepts mentioned in the research:

-Physical Education Curriculum:

As defined by (Hindi,2001)it is a set of experiences, practices, and physical and sports activities specifically designed to meet the physical and motor developmental needs of children at the primary level, and to guide them toward adopting a healthy and active lifestyle. (Hindi, 2001:121)

The researcher concludes defines it as the collection of motor and sports activities and experiences delivered to primary school pupils during physical education classes, aiming to develop their motor skills, physical abilities, and to instill sports-related values.

-Primary Education:

According (Ben Zaghou, 2012), it is a stage of education directed at children who have completed six years of age. It is a structured and compulsory educational phase that concludes with the Primary Education Certificate Examination. (Ben Zaghou, 2012: 250) The researcher concludes defines it as the educational stage targeting students aged 5 to 10 years, during which the physical education curriculum is implemented and the quality of its content organization is assessed.

-Standards of Content Organization:

As defined by (Taima, 2004), these are the principles upon which educational content is arranged and structured, in a logically sequenced, comprehensive, integrated, diverse, and learner-appropriate manner, while also being aligned with instructional goals. (Taima, 2004 :220)

The researcher concludes defines them as a set of specific indicators and criteria used to evaluate the quality of content organization within the physical education curriculum for primary education. These standards encompass aspects such as logical sequencing, comprehensiveness, integration, variety, appropriateness, clarity, and alignment with objectives.

4- The methodological procedures used in the study:

4-1 Method and tools:

- **Approach followed**: Given the nature of the subject, the correlational method was adopted.

-The exploratory study: We contacted physical education teachers working at the primary level in the Wilaya of Souk Ahras and conducted interviews with them to assess the extent to which the physical education curriculum at the primary level aligns with the standards of content organization. We also evaluated the feasibility of conducting the field study and discussed the draft version of the questionnaire. The primary dimensions of the questionnaire were identified based on the stages of the teaching process (continuity, integration, and sequence), and were distributed across three main axes. To ensure the validity of the tool, the questionnaire was

reviewed by seven expert judges (doctoral faculty from relevant institutes).

-Sample and methods of selection: The research sample consisted of 120 primary education physical education teachers, selected using a random sampling technique.

- fields of study:

Geographical Scope**:** The study was conducted in primary schools across the Wilaya of Souk Ahras.

Time Frame**:** The main study was conducted from November 10, 2024 to May 2, 2025.

- Study Variables:

-Independent Variable: The physical education curriculum at the primary education level.

-Dependent Variable: The standards of content organization.

-**The tool used in the study**:

Questionnaire: Two questionnaires were used, both directed at primary education physical education teachers. The questions were adapted and formulated in order to achieve the main objective of the study: to examine the relationship between the physical education curriculum at the primary level and the standards of content organization.

The first questionnaire, related to the physical education curriculum at the primary level, included 8 questions distributed according to the five-point Likert scale**.**

The second questionnaire, related to the standards of content organization, was divided into three axes, also using the five-point Likert scale, as follows:

Axis 1**:** The relationship between the primary physical education curriculum and the principle of continuity.

Axis 2: The relationship between the primary physical education curriculum and the principle of integration.

Axis 3: The relationship between the primary physical education curriculum and the principle of sequence.

- The scientific foundations of the tool:

Internal Consistency Validity: We calculated the Pearson correlation coefficient between the score of each item within a given axis and the total score of that axis, as follows:

Internal consistency validity of the items in the first questionnaire: The Physical Education Curriculum for Primary Education.

Table N°1: Shows the degree of internal consistency of the items in the first axis

Expressions	Correlation Coefficient
The curriculum goals are clear and appropriate for primary education	0.821
It supports both physical and psychological development	0.745
Activities increase in difficulty in a suitable progression	0.921
It promotes student cooperation and teamwork.	0.658
Activities are well-suited to the school environment and facilities	0.802
It integrates with other academic subjects	0.547
It offers a variety of activities for different student needs	0.873
It motivates students to participate and stay active	0.922

Source: Prepared by researchers based on spss28 outputs

It is evident from the table above that all items are correlated with the statements of the first questionnaire: The Physical Education Curriculum for Primary Education, which indicates that its items are statistically significant.

Internal Consistency Validity of the Second Questionnaire Items: The Relationship between the Physical Education Curriculum at the Primary Education Level and the Standards of Content Organization (Continuity, Integration, Sequence)

First Axis: The relationship between the physical education curriculum at the primary education level and the principle of continuity.

Table N°2: Illustrates the degree of internal consistency of the items in the first axis

Expressions	Correlation Coefficient
The curriculum reinforces understanding through repeated physical activities.	0.827
Activity repetition supports continuous motor skill mastery.	0.798
Students revisit physical learning at multiple stages.	0.822
Content offers repeated chances to practice physical knowledge	0.901

Skills and activities are vertically repeated for gradual development	0.589
The curriculum aligns with other subjects to support horizontal continuity	0.744
Physical education content integrates well with other subjects	0.846
Sequential repetition strengthens skill and knowledge acquisition	0.881

Source: Prepared by researchers based on spss28 outputs

It is evident from the table above that all items are correlated with the hypothesis of the third axis: The relationship between the physical education curriculum at the primary education level and the principle of continuity, and that this correlation is statistically significant.

Internal Consistency Validity of the Second Axis Items: The relationship between the physical education curriculum at the primary education level and the principle of integration.

Table N°3: Illustrates the degree of internal consistency of the items in the second axis

Expressions	**Correlation Coefficient**
Integrates knowledge across activities within the subject	0.812
Combines motor skills with health and fitness knowledge	0.723
Aligns activities with other subjects at the same level	0.689
Links physical activities to scientific health concepts	0.803
Integrates P.E. with science and social studies	0.612
Supports social skills through physical activities	0.769
Connects physical and educational concepts	0.947
Promotes teamwork through social knowledge integration	0.814

Source: Prepared by researchers based on spss28 outputs

It is evident from the table above that all items are correlated with the hypothesis of the second axis: The relationship between the physical education curriculum at the primary education level and the principle of integration, and that this correlation is statistically significant.

Internal Consistency Validity of the Third Axis Items: The relationship between the physical education curriculum at the primary education level and the principle of sequence.

Table N°4: Illustrates the degree of internal consistency of the items in the third axis

Expressions	Correlation Coefficient
Activities are gradually aligned with skill growth	0.678
Previous experiences support new skill development	0.944
Sequenced tasks enhance meaning and motivation	0.551
Each activity strengthens the next	0.631
Skills build progressively on past levels	0.814
Cumulative design reinforces future learning	0.785
Sequencing expands and deepens motor knowledge	0.753
Students develop skills step by step	0.741

Source: Prepared by researchers based on spss28 outputs

It is evident from the table above that all items are correlated with the hypothesis of the third axis: The relationship between the physical education curriculum at the primary education level and the principle of sequence, and that this correlation is statistically significant.

Construct Validity of the Questionnaire:

We calculated the Pearson correlation coefficient between the score of each axis and the overall questionnaire score. The following table presents the results:

Table N°5: Illustrates the construct validity of the questionnaire axes

Dimensions of the Questionnaire		Correlation Coefficient	Result
First Axis	Correlation Coefficient	0.831	There is a correlation
	Statistical Significance	0.01	
Second Axis	Correlation Coefficient	0.759	There is a correlation
	Statistical Significance	0.01	
Third Axis	Correlation Coefficient	0.898	There is a correlation
	Statistical Significance	0.01	

Source: Prepared by researchers based on spss28 outputs

From the table above, we observe the Pearson correlation coefficients for each axis**:** the first axis recorded a value of 0.831**,** the second axis a value of 0.759**,** and the third axis a value of 0.898**.** These values represent the correlation coefficients between the questionnaire axes and the overall average of their items, all of which are statistically significant, as the calculated r-values are greater than the tabulated r value at the 0.01 level of significance**.**

Secondly: Reliability of the Study Tool Questionnaire Reliability: The reliability of the study questionnaire was verified using Cronbach's Alpha coefficient, as shown in the following table.

Table N°6: Cronbach's Alpha Coefficient for the Axes of Both Questionnaires

Dimension	Number of Statements	Cronbach's Alpha Coefficient
Axis of the Physical Education Curriculum for Primary Education	08	0.843
Axis: The Relationship between the Physical Education Curriculum at the Primary Level and the Principle of Continuity	08	0.659
Axis: The Relationship between the Physical Education Curriculum at the Primary Level and the Principle of Integration	08	0.728
Axis: The Relationship between the Physical Education Curriculum at the Primary Level and the Principle of Sequence	08	0.904
Total Axes	08	0.783

Source: Prepared by researchers based on spss28 outputs

it was found that the questionnaire demonstrated a high degree of reliability, as the Cronbach's Alpha coefficient reached 0.783.

Statistical Tools: The following statistical methods were used: Mean, Standard Deviation, Pearson Correlation Coefficient, Cronbach's Alpha.

4-2 Presentation and Analysis of Results:

The first axis: The Relationship between the Physical Education Curriculum at the Primary Education Level and the Principle of Continuity.

Table N°7: Illustrates the relationship between the physical education curriculum at the primary level and the principle of continuity

Variables	Sample	Mean	St.Deviation	Correlation Coefficient	Level of Significance	Significance
The Physical Education Curriculum at the Primary Education Level	110	27.01	9.28	0.671	0.05	Significant
The Principle of Continuity		25.60	7.54			
sig						0.000

Source: Prepared by researchers based on spss28 outputs

Based on the data presented in Table (7), it is observed that the correlation coefficient between the physical education curriculum at the primary education level and the principle of continuity is high**,** with a value of 0.671 at a significance level of 0.05. The sig value reached 0.000, indicating a positive and statistically significant correlation**.** Therefore, it can be concluded that the primary school physical education curriculum is characterized by continuity**.**

Second Axis: The Relationship between the Physical Education Curriculum at the Primary Education Level and the Principle of Integration

Table N°8: Illustrates the relationship between the physical education curriculum at the primary education level and the principle of integration

Variables	Sample	Mean	St.Deviation	Correlation Coefficient	Level of Significance	Significance
The Physical Education Curriculum at the Primary	110	27.01	9.28	0.591	0.05	Significant

Education Level						
The Principle of Integration		25.12	7.12			
sig						0.000

Source: Prepared by researchers based on spss28 outputs

Based on the data presented in Table (8), it is observed that the correlation coefficient between the physical education curriculum at the primary education level and the principle of integration is high**,** with a value of 0.591, at a significance level of 0.05**.** The sig value was 0.000**,** indicating a positive and statistically significant correlation. Hence, it can be concluded that the primary school physical education curriculum is characterized by integration.

Third Axis: The Relationship between the Physical Education Curriculum at the Primary Education Level and the Principle of Sequence

Table N°9: Illustrates the relationship between the physical education curriculum at the primary education level and the principle of sequence

Variables	**Sample**	**Mean**	**St.Deviation**	**Correlation Coefficient**	**Level of Significance**	**Significance**
The Physical Education Curriculum at the Primary Education Level	110	27.01	9.28	0.714	0.05	Significant
The Principle of Integration		26.46	7.73			
sig						0.000

Source: Prepared by researchers based on spss28 outputs

Based on the data presented in Table (9), it is observed that the correlation coefficient between the physical education curriculum at the primary education level and the principle of sequence is high**,** with a value of 0.714**,** at a significance level of 0.05**.** The sig value was 0.000**,** indicating a positive and statistically significant correlation**.** Hence, it can be concluded that the primary school physical education curriculum is characterized by sequence**.**

4-3 Discussion and interpretation of the results

Discussion of the First Sub-Hypothesis: After analyzing the first axis, which represents the first sub-hypothesis, we concluded that the physical education curriculum at the primary education level is related to the principle of continuity. The researcher attributes this to the fact that the curriculum contributes to building fundamental motor skills, which serve as a foundation for continuous development in later educational stages. It instills a healthy lifestyle from an early age, helping to form sustainable long-term habits. Moreover, the curriculum is based on a gradual and continuous development approach, where skills and knowledge are developed sequentially from primary education through to more advanced levels. In addition, the curriculum promotes social and psychological values such as cooperation, respect, and self-confidence, which continue to influence the student throughout life. By linking education to real-life contexts, the curriculum helps students apply what they learn in various areas of their lives (Ben Salem, 2006: 68). Our findings are consistent with the study by Hammani Walid and Fanous Nasir (2015)**,** which found that physical education teachers, trained within the field of physical activity sciences and guided by the ministry's curriculum, are capable of achieving the school health approach including physical, psycho-social, and mental health among primary school children. They also align with the study by Abdel Latif Said, Ben Saber Mohamed, and Dahou Ben Youssef (2015)**,** which concluded that the use of role-playing strategies in the physical education curriculum at the primary level was limited due to various challenges and obstacles faced by primary school teachers. Based on the above, we confirm the validity of the first sub-hypothesis**.**

Discussion of the Second Sub-Hypothesis: After analyzing the second axis, which represents the second sub-hypothesis, we concluded that the physical education curriculum at the primary education level is related to the principle of integration. The researcher attributes this to the fact that the curriculum demonstrates integration by linking motor skills with students' cognitive and social abilities within the same subject. Moreover, physical activities are integrated with concepts such as cooperation, discipline, and rule-following**,** helping students realize that physical education is not limited to movement, but also encompasses ethical and behavioral dimensions. Integration across different academic subjects also enables connections between physical education and other disciplines through

the understanding of body functions, nutrition, and the effects of physical activity (Boukerma, 2008: 98). Our findings are consistent with the study by Abdullah Njaimi Nour El-Din (2022), which found that the second-generation curriculum resources had a positive impact on the physical domain, as well as on the group-based and gymnastics domains across all levels during physical education lessons at the middle school level. They also align with the findings of Hajjaj Boumediene, Achour Adel, and Houdachi Ben Harzallah (2023), who reported that although there was a positive effect of performance competence on teaching physical education at the primary level, it was insufficient. This insufficiency was attributed to several shared factors, including the lack of a comprehensive and integrated curriculum, which necessitates the recruitment of specialized physical education teachers trained in professional institutes to teach this subject effectively at the primary school level.

Discussion of the Third Sub-Hypothesis: After analyzing the third axis, which represents the third sub-hypothesis, we concluded that the physical education curriculum at the primary education level is related to the principle of sequence. The researcher attributes this to the way motor experiences and activities are organized, where new experiences build upon what has previously been learned and prepare students for developing future skills. Skills are introduced to learners in a gradual manner, starting with fundamentals such as balance and movement control, and then expanding to more complex actions like coordinated group movements and executing compound tasks as students progress to higher levels. This progression gives meaning to learning, as students connect current learning with prior knowledge, thereby increasing their motivation and desire to continue learning and developing. The curriculum is also characterized by continuous and comprehensive development of children's motor, psychological, and cognitive skills throughout the various stages of education (Turki, 1982: 102). Our study is in agreement with the study by Abdullah Njaimi Nour El-Din (2022), which found a positive impact of second-generation curriculum resources on the physical domain, as well as on the group and gymnastics domains (at all levels) during physical education lessons at the middle school level. It also aligns with the study by Abdel Latif Said, Ben Saber Mohamed, and Daho Ben Youssef (2015), which concluded that the use of role-playing strategies in the physical education curriculum at the primary level was limited. This limitation was attributed to a number of challenges

and constraints faced by primary school teachers. Based on the above, we affirm the validity of the third sub-hypothesis**.**

Conclusion:

Based on the statistical results of primary school teachers' responses to the three questionnaire axes, we conclude that:

-There is a positive, statistically significant correlation between the primary-level physical education curriculum and the principles of continuity, integration, and sequence**.**

-The primary school physical education curriculum is an effective educational tool in achieving a variety of educational goals—physical, psychological, and social.

-Teacher training and awareness of content organization standards significantly contribute to the successful implementation of the curriculum, thereby enhancing the quality of physical education activities delivered to students.

-Incorporation of sports activities within the curriculum improves students' social relationships**.**

To translate these findings into practical implementation, we recommend:

-Enhancing PE teachers' capabilities through ongoing training programs focused on applying modern pedagogical standards in organizing physical activities and developing their skills to work with all primary school age groups.

-Strengthening the integration between physical education and other academic subjects by creating comprehensive lesson plans that tie physical activity to health, biology, and social concepts taught in classrooms.

-Conducting regular evaluations of the PE curriculum to ensure its alignment with educational standards and the achievement of intended objectives.

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