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Physical Education and Sports Curricula and Their Impact on Enhancing Societal Culture in Algeria

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Abstract: Physical education curricula serve as critical mechanisms for cultural transmission, yet empirical evidence from non-Western contexts remains limited. This study investigates how physical education curricula enhance societal culture among secondary school students in Algeria. A validated 53-item questionnaire was administered to 45 physical education teachers in Touggourt Province, examining seven cultural dimensions: family relationships, school environment, peer interactions, psychological development, physical development, environmental awareness, and aesthetic appreciation. Reliability analysis yielded a Cronbach's alpha of 0.92. Results demonstrated substantial support for the cultural impact of physical education, with 69.39% of maximum scores indicating positive contributions and 88.03% of responses in the "Always" or "Frequently" categories. Analysis of variance revealed no statistically significant differences attributable to teachers' academic qualifications ($F = 0.73$, $p = .54$) or professional rank ($F = 1.44$, $p = .25$), suggesting curriculum design rather than teacher characteristics determines effectiveness. These findings provide empirical support for recognizing physical education as a strategic instrument for societal value formation in contexts experiencing rapid social transformation.

Keywords: physical education; societal culture; value transmission; sports pedagogy; cultural development; educational reform; curriculum.

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1. INTRODUCTION

Contemporary educational discourse has increasingly recognized physical education and sports as pedagogical domains that extend far beyond mere physical development, encompassing fundamental dimensions of cultural transmission and social integration. This shift reflects a broader theoretical reconceptualization of curriculum as social practice, in which educational experiences serve not only to transmit knowledge but also to reproduce and transform cultural values (Dudley et al., 2022). Physical education, with its unique characteristics of embodied learning, structured competition, and collaborative activity, provides distinctive opportunities for enacting cultural values that might otherwise remain abstract principles in traditional academic subjects.

The relationship between physical education and societal culture operates through multiple interconnected mechanisms. First, the structured nature of sporting activities creates what Setiawan et al. (2024) term a "social laboratory", a controlled environment wherein students practice cultural norms such as fair play, rule adherence, respect for authority, and cooperative teamwork. Second, physical education pedagogy emphasizes character development alongside skill acquisition, explicitly targeting moral and social competencies recognized as essential for social cohesion (Jadwiszczak et al., 2025). Third, physical activities provide contexts for cross-cultural understanding and appreciation of diversity, particularly when curricula incorporate traditional games and culturally diverse sporting forms (Huang et al., 2024).

Nevertheless, despite widespread acknowledgment of physical education's cultural functions in policy documents and educational rhetoric, empirical investigations of these relationships remain limited, particularly within non-Western educational contexts. The Algerian educational system provides a compelling case study for examining these dynamics. As a nation navigating complex cultural negotiations among Arab-Islamic heritage, Amazigh traditions, French colonial legacy, and contemporary pressures of globalization, Algeria exemplifies contexts in which education serves as a primary site for cultural negotiation and identity formation. Physical education curricula in this context assume particular significance as mechanisms for transmitting societal values while simultaneously responding to rapid social transformation.

1.1 Statement of the Problem

Physical education and sports curricula are a fundamental pillar of contemporary educational systems, evolving beyond purely biological and kinesthetic training into comprehensive pedagogical tools that support learners' psychological, social, and value-based development. Physical education curricula, encompassing kinesthetic interaction and collective activities, represent a miniature "social laboratory" where values and principles are practiced in concrete ways. Societal culture represents the holistic system of values, standards, and traditions that shape individual identity and direct behavior within society. The profound relationship between physical education and societal culture stems from the recognition that sports effectively transmit cultural heritage and reinforce values of discipline, cooperation, citizenship, and sportsmanship. Despite these ambitious objectives, there is a pressing need to examine how well curricular implementation translates into enhanced cultural and social awareness in practice.

1.2 Research Questions

Based on the aforementioned considerations, the research problem can be crystallized in the following questions:

- Do physical education and sports curricula contribute to enhancing societal culture among the study sample?
- Are there statistically significant differences between the mean scores of study sample responses on the physical education and sports curricula questionnaire and their impact on enhancing societal culture, attributable to the variable of academic qualification?
- Are there statistically significant differences between the mean scores of study sample responses on the physical education and sports curricula questionnaire and their impact on enhancing societal culture, attributable to the variable of professional rank?

1.3 Research Hypotheses

- Physical education and sports curricula help enhance the study sample's cultural environment.
- There are statistically significant differences in the mean scores of study sample responses to the physical education and sports curricula questionnaire and in their impact on enhancing societal culture, attributable to the variable of academic qualification.

- There are statistically significant differences in the mean scores of study sample responses to the physical education and sports curricula questionnaire and in their impact on enhancing societal culture, attributable to the variable of professional rank.

1.4 Research Objectives

To address the core problem, this study pursues the objectives presented here:

- To diagnose the current reality through evaluating the extent to which physical education and sports curricula contribute to reinforcing values and societal culture
- To propose recommendations for developing physical education and sports curricula to enhance their societal role
- To analyze variables by revealing the reality of the role of physical education and sports curricula in improving societal culture from the sample's perspective, and to identify differences in the perception of this role based on demographic variables (academic qualification, years of experience)
- To identify the societal values and skills most significantly affected by these curricula, such as sportsmanship, teamwork, and respect for regulations
- To present practical proposals and recommendations to specialists and decision-makers to maximize the benefits of physical education and sports curricula as instruments for constructing societal culture in the service of broader social objectives

1.5 Significance of the Research

The theoretical contribution of this research manifests in two principal dimensions. Firstly, it enriches the academic literature by establishing connections between two significant domains: educational curricula and sociology, a field requiring further scholarly investigation. Secondly, it develops a theoretical framework for understanding how societal values are transmitted through systematic physical education and sports activities. This framework provides scholars and researchers with conceptual tools for analyzing the intersection of pedagogy and cultural transmission.

The practical implications of this research extend across multiple stakeholders within the educational ecosystem. For curriculum planners, the study provides empirical field data concerning the societal ramifications of curricular subjects, thereby facilitating the design of more comprehensive educational

programs. Furthermore, it helps cultivate a generation with positive societal values that manifest in everyday behavior and strengthen the social fabric.

Additionally, the research enhances awareness among physical education and sports teachers of their roles as social actors, encouraging them to design lessons that serve broader educational objectives. For educational leadership and supervisors, it highlights the significance of physical education and sports as conduits for value-based education, thereby supporting resource allocation and institutional attention to these disciplines.

2. LITERATURE REVIEW

Theoretical Frameworks for Physical Education and Cultural Transmission

The relationship between physical education and the development of societal culture can be understood through multiple theoretical lenses. Kokkonen et al. (2020) demonstrated that physical education provides rich opportunities for social learning through structured activities in which students develop cooperation skills and receive feedback within a motivational climate. Their study of 363 elementary school children revealed that task-involving motivational climates positively contribute to students' social competence, particularly cooperation and empathy.

Recent systematic reviews have consolidated evidence on the impact of physical education on moral and social development. Jadwiszczak et al. (2025) examined 44 studies and concluded that "PE programs integrating moral education contribute to the development of students' moral and social competencies" (p. 12). Their analysis identified five key themes: developing moral and social responsibility, enhancing social skills, improving emotional intelligence, encouraging sociomoral reasoning, and improving motivation in physical education. The review highlighted that pedagogical approaches must explicitly target character development rather than assuming moral development emerges automatically from sports participation.

Dudley et al. (2022) conducted a meta-analysis of 135 studies involving over 42,500 participants, identifying small to medium effects (Cohen's d = 0.32) across psychomotor, cognitive, affective, and social learning domains. These findings suggest that appropriately designed physical education produces measurable effects extending beyond physical fitness to encompass broader developmental outcomes.

Physical Education and Social Cohesion

Research has examined physical education's role in promoting social cohesion, the

bonds connecting individuals within communities, and fostering collective identity. Community-based physical activity programs effectively promote healthy behaviors while building social networks and enhancing social cohesion by fostering new friendships (Hino et al., 2020). Their social network analysis showed that participation led to new social ties and strengthened existing relationships, with participants reporting greater belonging.

Kokkonen et al. (2020) found that cooperation in physical education classes was positively related to students' overall physical activity levels, explaining that "cooperation as an aspect of social competence in PE positively contributed to autonomous forms of PA motivation and negatively to amotivation" (p. 12). This suggests that social dimensions of physical education directly influence students' engagement in physical activity outside school, creating sustained behavioral patterns that strengthen social bonds.

Curriculum Design and Value Transmission

Research on curriculum design has increasingly emphasized intentional integration of value education within subject-specific frameworks. The OECD's curriculum analysis identified an emerging trend toward "prioritising values that enhance well-being and learning across different countries," noting that "clearly articulated and experienced values and attitudes can support students' positive lifelong learning outcomes and promote a more equitable and just society" (OECD, 2021, p. 4). This reflects recognition that value formation must be woven throughout curricular experiences rather than relegated to dedicated ethics courses.

Recent intervention research has demonstrated the effectiveness of structured approaches to integrating social-emotional learning within physical education. Sindiani et al. (2025) implemented a social-emotional learning intervention with 260 elementary school students in Israel, finding significant improvements in teamwork, self-awareness, and creative thinking skills. Their study revealed that "significant improvements were noted in the experimental group across all evaluated skills, indicating a positive impact on personal and interpersonal social development" (Results section). The intervention, grounded in the Teaching Personal and Social Responsibility model, demonstrated that intentional pedagogical design can effectively foster moral and social competencies.

Kokkonen et al. (2020) found that task-involving motivational climates, characterized by emphasis on personal improvement, effort, and cooperation, were positively associated with students' prosocial behavior and autonomous

motivation, whereas ego-involving climates emphasizing competition showed mixed effects. This underscores that the cultural impact of physical education depends significantly on pedagogical delivery, making teacher professional development critical to achieving cultural objectives.

Cultural Responsiveness in Physical Education

Recent scholarship has emphasized culturally responsive pedagogy in physical education, approaches that honor students' cultural backgrounds and incorporate diverse movement forms. Research examining implementation has revealed both promise and challenges. Nartey (2023) explored physical education teachers' cultural pluralistic attitudes, finding that while teachers generally valued cultural diversity, they struggled to demonstrate cultural responsiveness in instruction. Rivera (2024) found that "all the principles of the CR-S Education Framework are not being implemented with fidelity," noting that successful implementation requires mandated professional development and culturally responsive curriculum materials (p. 3).

These findings underscore that effective cultural transmission requires creating inclusive environments that value diverse cultural expressions rather than imposing hegemonic sporting cultures. This approach proves particularly salient within postcolonial contexts such as Algeria, where educational systems navigate tensions between inherited colonial curricula and aspirations for culturally authentic educational experiences.

Teacher Perceptions and Curriculum Implementation

Emerging scholarship recognizes teachers as critical mediators whose perceptions shape curriculum implementation. Teachers' understanding of curriculum objectives, beliefs about the purposes of physical education, and pedagogical knowledge collectively determine how curricular intentions translate into classroom realities.

Sindiani et al. (2025) included interviews with three physical education teachers, revealing how their intervention influenced both student outcomes and teacher practices. Teachers reported that the program required them to give students greater autonomy, which initially concerned them but ultimately led to positive outcomes. One teacher explained: "At first, I was worried that they would use it [their freedom] negatively, make jokes, or not cooperate. However, in fact, I was delighted to watch them. It was amazing. They were really interested, they were learning, enjoying themselves, playing, and cooperating amazingly" (Skill 3:

Reflective Skills section). This suggests that curriculum innovations must address not only content and student outcomes but also teachers' professional learning and willingness to adopt new pedagogical orientations.

3. METHODOLOGY

3.1 Research Design

The present investigation used a descriptive cross-sectional research design as the most appropriate approach to examine the research questions. The descriptive method enables researchers to describe phenomena as they exist systematically, document their characteristics, and analyze the relationships between variables without manipulation. This methodological choice aligns with the study's objective of investigating perceptions and attitudes regarding the impact of physical education curricula on societal culture.

3.2 Participants

The research population comprised all physical education and sports teachers in Touggourt Province, Algeria. From this population, a sample of 45 physical education teachers ($N = 45$) participated in the study. The sample's demographic characteristics encompassed variations in academic qualifications and professional ranks, enabling examination of how these variables may influence teachers' perceptions.

The sample distribution by academic qualification was as follows: Technological Institute certificate ($n = 8$, 17.8%), Classic License ($n = 20$, 44.4%), LMD License ($n = 16$, 35.6%), and Master's degree ($n = 1$, 2.2%). The distribution by professional rank was as follows: Teacher ($n = 4$, 8.9%), Principal Teacher ($n = 1$, 2.2%), and Formative Teacher ($n = 40$, 88.9%).

This diverse sample composition provided adequate representation of the various qualification levels and professional ranks present within the Algerian physical education teaching workforce. The variation in academic credentials, ranging from Technological Institute certificates to Master's degrees, enabled meaningful analysis of how formal educational preparation relates to teachers' perceptions of the cultural impact of the curriculum.

3.3 Instrument

Following a comprehensive review of prior studies and references on physical education curricula and societal culture, a data collection instrument was developed comprising 53 items across seven dimensions. The development process involved systematically analyzing existing literature and identifying key

themes related to cultural transmission through physical education. The questionnaire was then submitted to a panel of experts, university professors specializing in physical education, sports pedagogy, and curriculum development, who carefully evaluated each item for clarity, relevance, and alignment with the study's objectives before approving the instrument's content validity.

Dimension	Description	Items
1	Physical education curricula and societal culture within the family	7
2	Physical education curricula and societal culture within the school	7
3	Physical education curricula and societal culture with peers	7
4	Physical education curricula and societal culture: psychological dimension	8
5	Physical education curricula and societal culture: physical dimension	6
6	Physical education curricula and societal culture: environmental dimension	7
7	Physical education curricula and societal culture: aesthetic dimension	7

Table 1: *Questionnaire Structure and Item Distribution*

Responses were recorded on a 5-point Likert scale ranging from 1 (*never*) to 5 (*frequently*).

3.4 Reliability and Validity

The instrument's reliability was calculated using Cronbach's alpha coefficient. The calculated reliability coefficient was $\alpha = 0.92$, indicating excellent internal consistency and confirming the instrument's suitability for measuring the intended constructs. This high reliability coefficient indicates that the questionnaire items consistently measure the impact of physical education curricula on societal culture. Content validity was established through expert review by university professors specializing in physical education and curriculum development.

3.5 Procedure

The study was conducted during the 2024-2025 academic year following institutional approval. Participants were contacted and informed about the study's purpose and procedures, with participation voluntary and confidentiality assured.

Questionnaires were distributed to physical education teachers in Touggourt Province, Algeria, and collected within two weeks. All participants provided informed consent. An exploratory pilot study was conducted in two phases: phase one established theoretical foundations through literature review, while phase two verified instrument suitability through pilot testing with a small sample.

3.6 Data Analysis

Data were analyzed using SPSS Statistics (Version 26.0). Descriptive statistics, including means (M) and standard deviations (SD), were calculated to summarize response distributions. One-way analysis of variance (ANOVA) was used to examine differences between groups based on academic qualification and professional rank. The significance level was set at $\alpha = .05$ for all statistical tests. Effect sizes were assessed to determine the practical significance of findings.

4. RESULTS

Impact of Academic Qualification

The first hypothesis examined whether statistically significant differences exist in the mean scores of study sample responses to the physical education and sports curricula questionnaire attributable to academic qualification.

Qualification	*n*	*M*	*SD*	*F*	*p*
Technological Institute	8	200.88	17.02	0.73	.54
Classic License	20	198.10	16.86		
LMD License	16	201.50	11.74		
Master's	1	220.00	-		
Total	45	200.29	15.08		

Table 2: *Analysis of Variance Results for Academic Qualification Variable*

Analysis of variance revealed no statistically significant differences in mean scores based on academic qualification, $F(3, 41) = 0.73$, $p = .54$. Teachers holding Technological Institute certificates ($n = 8$, $M = 200.88$, $SD = 17.02$), Classic License qualifications ($n = 20$, $M = 198.10$, $SD = 16.86$), LMD License credentials ($n = 16$, $M = 201.50$, $SD = 11.74$), and Master's degrees ($n = 1$, $M = 220.00$) demonstrated comparable perceptions of physical education curricula's cultural impact. This finding suggests that teachers' perceptions of how the curriculum impacts societal culture remain consistent regardless of their academic credentials.

Impact of Professional Rank

The second hypothesis examined whether there are statistically significant

differences in the mean scores of study sample responses by professional rank.

Rank	*n*	*M*	*SD*	*F*	*p*
Teacher	4	193.00	27.53	1.44	.25
Principal Teacher	1	181.00	-		
Formative Teacher	40	201.50	13.48		
Total	45	200.29	15.08		

Table 3: *Analysis of Variance Results for Professional Rank Variable*

Analysis of variance revealed no statistically significant differences in mean scores based on professional rank, $F(2, 42) = 1.44$, $p = .25$. Teachers with the rank of Teacher ($n = 4$, $M = 193.00$, $SD = 27.53$), Principal Teacher ($n = 1$, $M = 181.00$), and Formative Teacher ($n = 40$, $M = 201.50$, $SD = 13.48$) demonstrated comparable perceptions. This finding indicates that professional hierarchical position does not significantly influence teachers' perceptions of curriculum effectiveness in promoting societal culture.

Overall Contribution of Curricula

The third hypothesis examined the fundamental research question: Do physical education and sports curricula contribute to enhancing societal culture among the study sample?

Response Category	Frequency	Total Score	Percentage
Never (1 point)	6	6	0.28
Rarely (2 points)	45	90	2.13
Sometimes (3 points)	202	606	9.56
Always (4 points)	996	3,984	47.11
Frequently (5 points)	865	4,325	40.92
Total	**2,114**	**9,011**	**100.00**

Table 4: *Distribution of Responses Across Rating Scale Categories*

A comprehensive analysis of all responses to the 53-item questionnaire administered to 45 participants reveals highly significant findings. With a maximum possible score of 11,925 points (53 items × 45 participants × 5 points), the actual total score was 9,011 points, representing 69.39% of the maximum.

This substantial percentage provides robust evidence that physical education and sports curricula significantly enhance students' cultural awareness. The distribution of responses supports this conclusion: the combined frequencies for "Always" (47.11%) and "Frequently" (40.92%) account for 88.03% of all

responses, indicating overwhelming agreement among participants on the positive cultural impact of physical education curricula. Conversely, negative responses ("Never" and "Rarely") accounted for only 2.41% of total responses, while neutral responses ("Sometimes") accounted for 9.56%. This response pattern demonstrates strong consensus among physical education teachers that their curricula effectively transmit societal values and cultural norms to students.

5. DISCUSSION

Hypothesis 1: Physical education and sports curricula contribute to enhancing societal culture among the study sample.

The empirical findings provide robust support for the first hypothesis, demonstrating that physical education and sports curricula substantially enhance the study sample's cultural environment. The overall endorsement rate of 69.39% of maximum possible scores, combined with 88.03% of responses in the "Always" or "Frequently" categories, represents both statistical and practical significance. This magnitude suggests that physical education teachers recognize their discipline as a powerful mechanism for cultural transmission operating across multiple domains of student development.

These findings align with international research demonstrating the effectiveness of physical education in promoting moral and social development. Jadwiszczak et al. (2025) examined 44 studies and concluded that programs integrating moral education significantly enhance students' moral and social competencies. Similarly, Dudley et al. (2022) conducted a meta-analysis of 135 studies involving over 42,500 participants and identified meaningful effects (Cohen's d = 0.32) across affective and social learning domains. The present study's Algerian context corroborates patterns observed across diverse international settings, suggesting that physical education's cultural functions transcend specific national contexts.

The results provide empirical support for social learning theory's propositions regarding value acquisition through structured social contexts. Physical education, with its emphasis on rule-governed competition, cooperative teamwork, and immediate behavioral consequences, creates optimal conditions for social learning. Students observe modeled behaviors, practice value-consistent actions, and receive feedback within authentic social situations (Kokkonen et al., 2020). Through structured physical activities, students internalize cultural values such as teamwork, discipline, respect, fair play, and mutual respect, which are fundamental to social cohesion. Community-based research has similarly demonstrated that participation in physical activity enhances social networks and

fosters a sense of belonging (Hino et al., 2020).

Hypothesis 2: There are statistically significant differences between the mean scores of study sample responses on the physical education and sports curricula questionnaire and their impact on enhancing societal culture, attributable to the variable of academic qualification

The study rejected the second hypothesis, finding no statistically significant differences in teacher perceptions attributable to academic qualification ($F = 0.73$, $p = .54$). Teachers holding Technological Institute certificates ($M = 200.88$), Classic License qualifications ($M = 198.10$), LMD License credentials ($M = 201.50$), and Master's degrees ($M = 220.00$) demonstrated comparable perceptions.

Several explanations warrant consideration. First, the consistency across qualification levels may indicate that physical education teacher preparation programs in Algeria successfully emphasize the discipline's sociocultural functions despite varying academic levels. This interpretation is supported by research demonstrating that explicit attention to broader educational purposes during pre-service preparation shapes subsequent professional identity and practice (Sindiani et al., 2025).

Second, the cultural functions of physical education are readily observable regardless of academic credentials. Teachers at all qualification levels witness students negotiating conflicts, practicing cooperation, and exercising leadership. Third, these findings may reflect the clarity of the Algerian physical education curriculum regarding cultural objectives. When curricular documents explicitly articulate cultural goals, teachers across varying qualification levels can recognize and work toward these objectives (OECD, 2021).

Hypothesis 3: There are statistically significant differences between the mean scores of study sample responses on the physical education and sports curricula questionnaire and their impact on enhancing societal culture, attributable to the variable of professional rank.

The study also rejected the third hypothesis, finding no statistically significant differences in teacher perceptions attributable to professional rank ($F = 1.44$, $p = .25$). Teachers with the rank of Teacher ($M = 193.00$), Principal Teacher ($M = 181.00$), and Formative Teacher ($M = 201.50$) demonstrated comparable perceptions.

The absence of rank-based differences suggests that the cultural functions of

physical education are readily apparent to practitioners regardless of career stage. Teachers at all career stages witness immediate social and moral learning in physical education contexts. The values cultivated through sports manifest in observable student behaviors rather than abstract learning outcomes, so teachers need not possess extensive experience to recognize when students demonstrate these values.

The practical implications of rejecting both Hypotheses 2 and 3 merit emphasis. The results suggest that enhancing the cultural impact of physical education need not focus primarily on raising teachers' academic credentials or restructuring professional hierarchies. Instead, efforts might more productively target curriculum design, ensuring explicit articulation of cultural objectives; pedagogical resources, providing teachers with concrete strategies; and professional development, helping teachers recognize and leverage cultural learning opportunities (Sindiani et al., 2025).

Integration with International Research

The present findings contribute to international scholarship on the role of physical education in moral and social development. The documented effect size (69.39% of maximum scores) compares favorably with effect sizes reported in international meta-analyses. Dudley et al. (2022) reported an overall effect size of Cohen's d = 0.32 across multiple domains. The convergence between these Algerian findings and research from diverse international contexts suggests that physical education's cultural functions may be relatively universal, that structured physical activity contexts provide inherently potent opportunities for value formation and social learning (Hino et al., 2020).

Theoretical Implications

The findings contribute to the theoretical understanding of education's role in cultural transmission. First, the results provide empirical support for perspectives conceptualizing education as a primary mechanism of social integration. Physical education emerges not as peripheral but as a central pedagogical arena for enacting cultural values through embodied practice.

Second, the findings validate situated learning theories. Cultural values are transmitted through legitimate peripheral participation in authentic sporting contexts. Students learn fair play by experiencing the immediate social consequences of actions during gameplay. This experiential learning provides robust value formation, as embodied experiences create stronger behavioral dispositions than purely cognitive knowledge (Jadwiszczak et al., 2025).

Third, these findings contribute to our understanding of how educational systems function in contexts of rapid social change. Algeria, like many postcolonial nations, navigates complex cultural dynamics involving indigenous traditions, colonial influences, and pressures from globalization. Physical education, by incorporating both traditional games and global sporting forms, provides space for productive cultural negotiation (OECD, 2021).

6. CONCLUSION

This study examined the role of physical education and sports curricula in enhancing societal culture among secondary school students in Algeria, addressing how structured physical activities contribute to broader educational and social objectives within non-Western contexts.

The empirical findings provide robust support for the study's primary assertion. Physical education and sports curricula significantly contribute to enhancing societal culture, with 69.39% of maximum possible scores affirming positive contributions and 88.03% of responses in the "Always" or "Frequently" categories. These results demonstrate that physical education teachers recognize their discipline as a powerful mechanism for cultural transmission across family relationships, school environment, peer interactions, psychological development, physical development, environmental awareness, and aesthetic appreciation.

Notably, the investigation found no statistically significant differences in teacher perceptions attributable to academic qualification ($F = 0.73$, $p = .54$) or professional rank ($F = 1.44$, $p = .25$). This consistency suggests that curriculum design and clarity of cultural objectives, rather than teacher credentials, primarily determine physical education's cultural effectiveness.

These findings align with international research demonstrating physical education's effectiveness in promoting moral and social development (Dudley et al., 2022; Jadwiszczak et al., 2025), suggesting that physical education's cultural functions transcend specific national contexts. The results provide empirical support for social learning theory's propositions about value acquisition in structured social contexts, where students internalize cultural values that extend beyond the gymnasium to inform broader social behavior.

The practical implications are significant. For curriculum planners, efforts should prioritize explicit articulation of cultural objectives. For educational leadership, the results support resource allocation to physical education as a strategic

instrument for societal value formation. These findings provide empirical support for recognizing physical education as a central pedagogical arena for enacting cultural values through embodied practice, particularly within contexts experiencing rapid social transformation.

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