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The Duration of Physical Education and Sports Classes and Its Adequacy in Achieving Curricular Objectives at the Primary School Level (Fourth and Fifth Grade)

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Abstract:

This study aims to investigate "the duration of physical education and sports classes and its adequacy in achieving curricular objectives at the primary school level (fourth and fifth grade)." The researcher used a descriptive methodology, which is well-suited for this study.

The study sample consisted of 12 physical education and sports teachers from several primary schools in the state of Tissemsilt, in addition to 6 teachers who participated in the pilot study. A questionnaire was used as the primary data collection tool.

The study yielded the following results:

-The current time allocation is insufficient for formulating the subject's operational objectives throughout the school year. This is considered a fundamental principle upon which educators (physical education and sports teachers) build their pedagogical goals. Developing this foundation is crucial for them.

-The current time allocation does not meet the desires and interests of primary school students. The one-hour physical education class for fourth and fifth graders is not enough to achieve the stated objectives. To reach various goals, we must implement the systematic principles of physical education, which are intended to develop motor skills within the Algerian educational institution through physical education classes.

Keywords: Time Allocation; Physical Education and Sports Class; Curriculum ;Primary School Level (Fourth and Fourth Grade).

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1. INTRODUCTION:

The physical education and sports system is a vital component of the educational process, prioritizing pedagogical objectives first, and then instructional ones. It also aims to develop the human body through movement and cultivate behavior and conduct from a pedagogical, physical, and athletic perspective. As an academic subject, physical education is an essential element in an individual's development, representing one-third of their personality, especially during the critical stage of physical formation, as agreed upon by researchers. This is clearly stated by Raisan, Luay, and Al-Tamimi (2002), who note that it broadens one's life perspective and awareness, and develops behavioral and psychological aspects, thereby strengthening resolve (Raisan Majeed et al., 2002, p. 89). Scientists have proven its significant impact on the development of other aspects, including cognitive, emotional, and moral.

Therefore, primary education is a sensitive stage, considered by educators and physical education specialists as the bridge between childhood and adolescence. It is also the fundamental stage for motor learning and sports specialization across all athletic activities (Ali Ouhid, 1997, p. 15), particularly since the subject is now taught by a specialized teacher who has knowledge and expertise in the principles of the field, the student's composition, and how to guide and encourage students to engage in activities effectively. This enhances the benefits of physical education and sports on student growth and development, which can only be achieved with an appropriate time allocation.

At times, physical education and sports classes may be insufficient for this purpose due to time constraints or overlaps with other academic subjects. This negatively impacts the achievement of objectives, which are inspired by the needs, requirements, and aspirations of society, and what we envision as the philosophy for each educational stage. This is a necessary reflection of the general educational philosophy, adapted to the primary school level. When we consider teaching physical education and sports in primary school, we must acknowledge that this subject has distinct goals from other academic subjects and requires sufficient time to achieve numerous physical, psychological, and social benefits for students.

Article 67 of the 1976 Constitution states that every individual has the right to health protection. This right is guaranteed by "the law of physical education and sports and hobbies." Article 32 of Law 95 indicates that the national educational system considers physical education a fundamental condition for maintaining and



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improving health, strengthening work capabilities, and ultimately enhancing the nation's defensive strength. It also represents a core benefit far removed from mere recreation, forming the essential stage for all development. Physical education and sports curricula are one of the important means through which the educational system can achieve its educational and pedagogical goals at any stage, as they include both indoor and outdoor sports activities prepared by the teacher for the students (Mahmoud, Daoud Al-Rubaie, 2011, p. 82).

The physical education and sports curriculum in primary school is of utmost importance for a child in various domains (psycho-motor, cognitive, and emotional). Every curriculum must be based on a logical framework that links the intended objectives with the situations, content, and arrangements for their achievement, as well as the human and technical resources and means that should be mobilized in line with the learner's abilities and the teacher's competencies (National Curriculum Committee, 2009, p. 1). Al-Saghir notes that physical education and sports curricula are considered one of the important branches of comprehensive educational curricula, as they strive for the same goals as education itself. Al-Saghir also observes that despite the importance of physical education and sports curricula in contributing to the comprehensive and balanced development of learners, the results of numerous scientific studies indicate that their implementation faces many problems that limit the achievement of their educational and pedagogical objectives (Al-Saghir, 2013, p. 94).

An observer of this subject's status within the educational institution will not need to exert much effort to realize the neglect it suffers, despite the positive impact and importance of this educational activity in facing new life circumstances. This situation is due to the obstacles that physical education and sports teachers face in delivering their pedagogical message. Our observations are based on the curriculum provided, which is the path and guide that the teacher must follow to perform their duty and ensure the smooth and organized conduct of the physical education and sports lesson. This lesson is a mini unit aimed at achieving its objectives, conveying knowledge, and teaching skills to students. However, the time allocated for the physical education class remains an obstacle to pedagogical support because it is insufficient to meet the desires and inclinations of this hyperactive age group.

Therefore, many researchers, through previous studies we have reviewed, have raised the problem of the educational reality that physical education and sports face within the educational system, with several misconceptions and incorrect perceptions from sectors and groups who are not consulted by those working in this field. Through our interaction with our colleagues who were recently hired in primary schools, we noticed that many of them are required to finish their academic programs even if they must disregard the students' understanding of the lessons, ignoring the learners' inclinations and overlooking the stated goals of the physical education and sports process. This has prompted specialists to strive to improve the general principles related to the academic program directed at the teacher. Among these concerns is the time allocation for the physical education and sports class and its role in achieving the stated objectives through the educational curriculum at the primary level.

The primary stage is considered one of the most important educational stages a student goes through in their life. The significance of this stage lies in the fact that the student is in childhood, exhibiting unusual behaviors and hyperactivity, which can hinder the smooth progression of physical education and sports lessons. This lesson is an integral part of the educational curriculum, which encompasses all aspects that can contribute to the student's development using educational methods to achieve the intended objectives and to understand the role of time allocation in achieving those goals.

Based on this premise, the following questions are raised:

1.1.General Question

Is the time allocated for physical education and sports classes sufficient to achieve the objectives outlined in the general physical education and sports curriculum at the primary school level (fourth and fifth grade)?

1.1.1.Sub-Questions

-Is the current time allocation sufficient for formulating the subject's operational objectives throughout the school year (fourth and fifth grade)?

-Does the current time allocation meet the desires and interests of primary school students (fourth and fifth grade)?

2.General Hypothesis

-The time allocated for physical education and sports classes is insufficient to achieve the objectives outlined in the general physical education and sports curriculum at the primary school level (fourth and fifth grade).



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2.1. Partial Hypotheses

- The current time allocation is insufficient for formulating the subject's operational objectives throughout the school year (fourth and fifth grade).
- The current time allocation does not meet the desires and interests of primary school students (fourth and fifth grade).

2. Title

2.1 First Subtitle

2-1-1-Research Objectives

- To identify the adequacy of the time allocation in formulating the subject's operational objectives throughout the school year.
- To determine the extent to which the time allocation is suitable for the interests and desires of primary school students.

2.2.1. Definition of Study Terms and Concepts

a. Time Allocation

Operationally defined as: The period that can be measured using tools such as a clock, calendar, or any other means to determine the beginning and end of a time period.

b. Physical Education and Sports

Physical education and sports are considered one of the most important branches of general education, primarily targeting the physical aspect of a human being.

Operationally defined as: An integral part of general education, aiming to develop the individual physically, mentally, emotionally, and socially through various selected physical activities to achieve an objective.

c. Curricula

The curriculum is everything the school offers to its students to achieve their comprehensive, balanced, and integrated spiritual, mental, physical, psychological, and social growth (Anwar Al-Khouly, Jamal Al-Din Shafi'i, 2000, p. 195).

d. Stated Objectives

Operationally defined as: The most important tools available to the learner, as they clarify the teacher's vision of what needs to be achieved.

Researchers operationally define them as the most important educational goals that the learner seeks to achieve to fulfill their required objective.

e. Physical Education and Sports Curriculum

The curriculum is considered the main factor in school education and the convincing means for it to fulfill its role in guiding and developing learning processes.

Researchers define it as the plan and path set by the educational organization for the teacher to follow according to the available data.

f. Primary Education

This is the formal education that a child receives from age six to twelve.

It is the first stage where a child receives knowledge at school and is compulsory, as all children from different social or economic backgrounds must enroll.

g. Primary Stage

Operationally defined as: The compulsory education period for children between the ages of six and twelve. It plays a significant role in a child's development and represents society's hope for continued progress and sustained advancement (Sadiqa Shukri, 2007, p. 11).

3.Previous and Similar Studies:

❖ Lebbouz Study (2012):

This study, titled "Expressed Citizenship Values of Social Studies Teachers and Their Relationship with Their Attitudes Towards the Curriculum and Their Motivation to Teach," aimed to determine the level of expressed citizenship values among middle school social studies teachers, their attitudes toward the curriculum, and their motivation to teach. It also sought to understand the relationship between these three variables. The study was conducted on the entire population of middle school teachers in the state of Ouargla, Algeria, totaling 168 teachers. A descriptive method was used. The study revealed that teachers held an average level of citizenship values, had positive attitudes toward the social studies curriculum, and displayed a moderate level of teaching motivation. The results also indicated that the higher the level of expressed values among Algerian social studies teachers at the middle school level, the more positive their attitudes toward the curriculum and the higher their motivation to teach.

❖ Tawfik Sawalhi Study (2016/2017):

This study, titled "The Reality of Teaching Physical Education and Sports in Primary School: A Field Study of Primary Schools in the City of Khenchela," aimed to highlight the importance of the teacher in advancing physical education



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and sports in primary schools. It also sought to clarify the status of physical education at the primary level and provide insight into a very important stage in the lives of school-aged children. The researcher used a descriptive method, and the research sample consisted of 60 randomly selected primary school teachers. A questionnaire was used as a data collection tool.

The results of the study were as follows:

- The significant lack of resources and facilities designated for teaching physical education and sports caused teachers to neglect and often disregard the physical education class, given that these resources and equipment are of great importance for conducting the class effectively.
- According to many teachers, the time allocation specified by the Ministry of Education for physical education is insufficient for the proper practice of the lesson and provides no added value, which is not beneficial for the student.

4. Applied Section:

4.1. Chapter One: Research Methodology and Field Procedures

4.1.1. Pilot Study

The researcher conducted a pilot study on a randomly selected sample of 6 physical education and sports teachers at the primary school level. This sample was separate from the main study sample. The importance and objectives of the pilot study were:

- To save effort and time for the main study.
- To test the proposed preliminary hypotheses.
- To test the necessary measurement tools and calculate their psychometric properties.

4.1.2. Research Methodology

The study adopted a descriptive approach using the survey method, as it is the most suitable methodology for this research due to its nature, which requires describing, analyzing, and interpreting the phenomenon.

4.2.1. Research Population and Sample

The population of the current study consists of physical education and sports teachers from several primary schools in the state of Tissemsilt. The research sample was comprised of 12 physical education and sports teachers, who were selected using a random sampling method.

4.2.2. Research Scope

Geographic Scope: This research was conducted in several primary schools within the state of Tissemsilt.

Time Scope: The study was carried out from October 8, 2024, to May 27, 2025.

Human Scope: The research tool was distributed to a sample of 12 physical education and sports teachers in some primary schools in the state of Tissemsilt.

4.3.1. Research Tools

A specific questionnaire was developed for physical education and sports teachers at the primary level. This was done after reviewing previous and similar studies on the research topic, as well as reviewing some books and academic papers in educational sciences and the pedagogical curriculum. The questionnaire was prepared for primary school physical education teachers, and the operational definitions for the proposed questionnaire's sections were determined based on several questions. It was then presented to a group of expert professors for arbitration. The appropriate questions were then organized into sections to form the final version of the questionnaire.

4.3.2. Psychometric Properties of the Tool

a. Questionnaire Reliability Coefficient:

This refers to the ability of the test to yield significant results if it is re-administered to the same sample under the same conditions, indicating a high correlation coefficient between the test results.

Test-Retest Method: The researcher used the test-retest method to calculate the reliability of the questionnaire. This was done to ensure the accuracy and stability of the test results. The time interval between the two tests was five days, while maintaining the variables (same sample, same timing, and same location). The closer the test's stability is to one, the more stable and reliable the test becomes.

We used the general Pearson correlation method to calculate the reliability coefficient.

Table 1. Reliability Coefficient of the Questionnaire

Questionnaire	Sample size	Degrees of freedom (df)	Level of significance	Test-retest reliability coefficient	Critical value
The list addressed to primary school physical education and sports teachers	06	04	0.05	0.87	0.91



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Source:MALKI MOHAMED

After we found the Pearson correlation coefficient to be 0.86, at a degree of freedom ($n-2$) and a significance level of $p<0.05$, it was clear that the questionnaire for physical education and sports teachers had a high degree of reliability. This is because the calculated reliability coefficient was greater than the critical value, which was 0.514.

b. Intrinsic Validity of the Questionnaire:

To ensure the validity of the test, we used intrinsic validity, which is measured by calculating the square root of the test's reliability coefficient. The results are presented in the following table:

Table 2. Intrinsic Validity of the Questionnaire

Questionnaire	Sample size	Degrees of freedom (df)	Level of significance	Questionnaire, reliability coefficient	Intrinsic validity coefficient of the questionnaire
The list addressed to primary school physical education and sports teachers	06	04	0.05	0.87	0.93

Source:MALKI MOHAMED

Based on the results in Table 2, we conclude that the questionnaire for primary school physical education and sports teachers has a high degree of validity. This is supported by the calculated intrinsic validity coefficient, which was 0.91, a value greater than the critical value of the correlation coefficient, which was 0.514, at a degree of freedom ($n-2$). Therefore, the questionnaire has a high degree of both validity and reliability.

c. Objectivity:

The researcher focused on the simplicity and clarity of the statements, avoiding difficulty or ambiguity. Respondents were provided with all the necessary details and requirements for answering the questionnaire, with the method of response clearly explained. Additionally, necessary adjustments were made according to the guidance of the expert reviewers based on the results of the pilot study to ensure the questionnaire met the condition of objectivity.

4-3-3-Study Tool

Since this research was limited to the data contained within the questionnaire, we found that the most effective statistical method for analyzing the results was the percentage method using the rule of three (Abdel Rahman Mohamed Essawy, 2003, p. 332).

4-4-1-Statistical Methods

The use of statistics guides the researcher toward the correct approach and valid results. In this study, we used the following statistical techniques:

a. Percentage (The Rule of Three):

The percentage is calculated using the following formula:

$$P = \frac{N \times 100}{S}$$

The percentage % = (Number of repetitions / Sample size) x 100.

Where:

- P: Represents the percentage P%
- N: Represents the number of frequencies.
- S: Represents the number of individuals in the sample.

Statistical Significance**b. The Chi-Squared (X^2) Law:**

This law allows us to determine if there are significant differences in the responses of students and teachers to the questionnaire questions.

The formula is:



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$$\chi^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

Where:

- F_o : Represents the observed frequencies.
- F_e : Represents the expected frequencies.

The level of significance was set at 0.05.

The degrees of freedom are calculated as:

Degree of Freedom = $n - 1$ where n represents the number of categories and columns (Ikhlas Mohamed Abdel Hafeez Mustafa Hussein Bahy, 2000, p. 83).

Chapter Two: Presentation, Analysis, and Discussion of Results

In this chapter, we will present and analyze the results derived from the teachers' responses to the questionnaire. This is to provide a statistical interpretation through tables that will facilitate their reading and lead us to the facts we are seeking. This will be done by systematically analyzing and discussing the information that supports the hypotheses.

5-1-Presentation, Analysis, and Discussion of Results Related to the First Hypothesis

-The current time allocation is insufficient for formulating the subject's operational objectives throughout the school year.

a. To determine the adequacy of the current time allocation in formulating the subject's operational objectives throughout the school year, the results from the following table were presented and discussed:

Question 2: What are the difficulties that hinder the progress of the physical education and sports class (fourth and fifth grade)?

Purpose of the Question: To identify the types of difficulties that hinder the progress of physical education and sports class (fourth and fifth grade)

Table 3. Teachers' Responses on the Sufficiency of Time Allocation to Meet Student Needs

Response	Frequency	Percentage	Calculated Chi-squared	Critical Chi-square	Significance
YES	02	16.66%	5.32	3.84	Statistically Significant
NO	10	83.33%			
TOTAL	12	100%			

Source:MALKI MOHAMED

Presentation, Analysis, and Discussion of Results

The results presented in Table 3 reveal a statistically significant difference favoring the "No" responses. At a significance level of 0.05 and 1 degree of freedom, the calculated X^2 value was 5.32, which is greater than the critical X^2 value of 3.84.

This indicates that most of the physical education and sports teachers believe that the current time allocation is insufficient to meet the needs and requirements of fourth and fifth-grade students during the class, a view held by 83.33% of the teachers.

In contrast, only 16.66% of the teachers held a neutral or affirmative opinion ("Yes"). This result confirms that most teachers feel the current time allocation is inadequate for addressing the specific needs and requirements of students in the fourth and fifth grades during class.

Question 6:

Question: Do you take the principle of individual differences into account when outlining the lesson's objective for fourth and fifth graders?

Purpose of the Question: To determine the extent to which teachers consider the principle of individual differences when outlining the lesson's objective for fourth and fifth graders.

Table 6. Teachers' Responses on Considering Individual Differences

Response	Frequency	Percentage	Calculated Chi-squared	Critical Chi-square	Significance
YES	05	41.66%	0.33	3.84	not statistically significant
NO	07	58.33%			
TOTAL	12	100%			



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Source:MALKI MOHAMED

Presentation, Analysis, and Discussion of Results

The results in Table 6 show that there is no statistically significant difference. At a significance level of 0.05 and 1 degree of freedom, the calculated X^2 value was 0.33, which is less than the critical X^2 value of 3.84.

This finding indicates that most of the physical education and sports teachers do not consider the principle of individual differences when outlining the lesson's objective for fourth and fifth graders. A significant portion of teachers, 58.33%, answered "No," while 41.66% responded "Yes." This suggests that most teachers are not accounting for individual differences when planning their lessons.

6- Discussion of Results

6-1-Discussion of the First Hypothesis

The first hypothesis states, "The current time allocation is insufficient for formulating the subject's operational objectives throughout the school year." The results confirm that this hypothesis is substantiated. This conclusion is drawn from the findings of tables 1 through 8, where all results were statistically significant, except for Table 5. We used Tables 2 and 7 as examples to clarify the findings for this hypothesis.

A broad consensus among most of the primary school physical education and sports teachers that the current time allocation for fourth and fifth graders is insufficient for effective instruction. It is particularly difficult to formulate operational objectives for a single lesson, let alone for an entire semester's worth of classes. This severely hinders the achievement of intended goals, preventing adequate knowledge transfer and the acquisition of motor skills.

The temporal breakdown of a lesson—which should include time for teaching a new skill, reinforcement, mastery, applying previously learned material, repetition, and a final review of the lesson's content—cannot be implemented with the current time limits. This aligns with the findings of Tawfik Sawalhi's study, which concluded that the time allocation set by the Ministry of Education for physical education is inadequate for proper practice and does not benefit the student, a view shared by many teachers. Based on this, we can confirm that the partial hypothesis, "The current time allocation is insufficient for formulating the subject's operational objectives throughout the school year," is substantiated.

6-1-1-Discussion of the Second Hypothesis

The second hypothesis states, "The current time allocation does not meet the desires and interests of primary school students." The results from tables 9 through 15 show that the calculated X^2 values were greater than the critical X^2 values in five out of seven tables, confirming the hypothesis. This indicates that the current time allocation does not align with the students' physiological, psychological, and cognitive characteristics during physical education class.

The current duration is not suitable for the physical development of children in this age group. Physical education lessons are structured into preparatory, main, and concluding phases. In childhood, students are characterized by a strong inclination to play and rapid development of their functional and morphological systems. For this growth to be healthy, they need to practice sports properly, embodying the saying, "A healthy mind in a healthy body." Based on these findings, we can confirm that the partial hypothesis, "The current time allocation does not meet the desires and interests of primary school students," is substantiated.

7- Conclusions and Recommendations

Based on our analysis of the research problem, which we addressed with appropriate hypotheses and statistical tools, we have reached the following conclusions and suggestions:

The current time allocation is insufficient for formulating the subject's operational objectives throughout the school year. This time is a fundamental basis upon which an educator (physical education and sports teacher) builds their pedagogical goals, and developing this basis is crucial for them.

Achieving the goals outlined in the general curriculum depends on providing teachers with enough time. Adjusting the time allocation is essential to developing students' physical and motor skills.

The current time allocation does not meet the interests and desires of primary school students. A one-hour physical education class for fourth and fifth graders is not enough to achieve the set objectives. To reach various goals, we must implement systematic principles for physical education, which aim to develop motor skills within the Algerian educational system.

It is necessary to rely on scientific principles specific to this field, one of which is the need to increase time allocation for this subject to foster its development.



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The time and content of the physical education curriculum must be considered within the framework of the academic program.

Physical education classes should be given a fair distribution of time and duration, considering students' preferences for morning or evening sessions.

The duration of the class should be increased, or an additional class should be added per week. This is particularly important as we are dealing with a foundational age group, and this is the starting point for scientific processes such as proper selection and guidance based on scientific principles, which can only be achieved with sufficient time.

8. Conclusion:

This research began with the unknown and now concludes with what is known. It started with ambiguity and ended with clarity. It began with a problem statement and assumptions, and now it concludes with solutions and results. Every beginning has an end, and every endeavor has a deliberate and intended goal.

The aim of this conclusion is to present the essence of the topic and the extent to which the desired goal was achieved: to restore the educational value of physical education and sports. This does not merely mean providing resources or creating curricula with athletic activities. Global developments dictate that this sensitive educational subject can only be elevated to the level of other academic subjects by broadening its scope. Physical education is a compulsory subject directed at all segments of society, especially children in the primary school stage.

Despite the challenges hindering the implementation of physical education classes in schools and educational institutions—particularly in the fourth and fifth grades, where it is a relatively new subject with a specialized teacher, these problems prevent the achievement of goals outlined in the general curriculum. Therefore, it is essential for the teacher to research and select suitable sports activities for this sensitive age group.

A teacher must be fully aware of the value and difficulty of their noble profession to build a strong relationship with the student. This involves working to detect disorders and reduce the severity of dangerous nervous and psychological tensions that students experience in their relationships with others. The primary source of all this is physical education and sports class. This perspective guided this research to provide a concise overview of the time allocation for physical

education classes and its adequacy in achieving the objectives outlined in the primary school curriculum for fourth and fifth graders.

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