

An evaluative study of the reality of teaching physical education and sports in the primary education stage according to the 2023 curriculum from the standpoint of the subject teachers

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Abstract:

The current study aimed to investigate the reality of teaching physical education and sports in the primary education stage according to the modern curriculum for the year 2023 from the standpoint of the subject teachers, in addition to identifying the most important difficulties and obstacles facing the physical education and sports teacher in applying the content and objectives of the curriculum in the learning and educational sessions. To achieve this goal, the descriptive and analytical approach was used by applying a questionnaire form designed by the researcher as a tool for the study, after presenting it to arbitration and ensuring its psychometric properties. It was applied to a sample that included 80 contract teachers to teach physical education and sports in primary schools in the province of Ain Defla whom were selected randomly. And after the data statistical analysis, the results showed that the reality of teaching physical education and sports in the primary education stage faces some difficulties and obstacles that prevent the implementation of the content and objectives of the 2023 curriculum, and that the absence of the document accompanying the curriculum has an impact on the process of evaluating and assessing educational sessions in the primary education stage.

Keywords: Educational Curriculum; Physical Education and Sports Session; Primary Education Stage

Introduction:

In line with the recent attempts of the Algerian state to generalize effective sports practice at all educational levels, teaching physical education and sports at the primary education level has become a target for the attention of higher authorities. The best evidence of this is the recent ministerial decree of the President of the Republic on April 16, 2023, which involves the employment of 12,000 specialized physical education teachers to supervise school sports nationwide. Physical education and sports in our time are of great importance, more than ever before, as it has become possible to make it one of the standards by which we can measure the extent of development of countries and populations. It is considered a deeply integrated educational system because it is subject to the same goals and objectives that general education seeks to achieve and reach in any country (Taleb Alali et al., 2023, p. 17). Practicing physical and sport activities in the primary education stage also contributes to the integrated building of the student's personality from the psychological, physical and social aspects, since sport activity is considered an educational goal that aims to satisfy the psychological and physical needs of the student in the primary education stage through an educational medium, which is structured play (Youssef Lournik, Al-Saeed bin Al-Bar, 2021, p. 226).

From this standpoint, the course of teaching physical education and sports at all educational levels has witnessed diversity and development in the quality of educational curricula in order to meet the needs and objectives of each age stage. The Ministry of National Education, through the National Council for Programs and the National Institute for Research in Education, has sought to develop its educational curricula. It also worked to re-evaluate it and encourage those working in the field of education to research and evaluate the educational curriculum. Among the curricula that the research and amendment covered was the physical education and sports curriculum for the primary education stage, as the National Program Council of the Ministry of National Education issued a new version of the curriculum in the middle of the year 2023, which determines the frameworks and process of the operation of teaching physical education and sports in the primary education stage, as the 2023 curriculum seeks to achieve several goals and refine them in students through a group of dimensions (the functional dimension, the utilitarian dimension, the psychological dimension, the sports dimension, and the value dimension). The curriculum also aims to achieve transversal competencies and determine the contribution of physical education and sports to controlling and learning other subjects included in the academic program for the primary education stage. Among the most important transversal competencies included in the curriculum is the possibility of learning mathematics through learning numbers, distances, shapes, and angles, in addition to learning religious and civil values such as tolerance, cooperation, respect for others, and love of the homeland. The content of the curriculum also aims to learn the subject of scientific and technological education, by introducing good healthy nutrition and the most important first aid that the student learns from physical education and sports teachers during the educational lessons (Ministry of National Education, 2023, p. 5- 8).

After an in-depth review of the content and elements of the physical education and sports curriculum in the primary education stage for the year 2023, the aim of conducting this

scientific study came to know the reality of teaching physical education and sports in the primary stage in accordance with the goals, objectives and resources included in the curriculum to control basal movements and acquire various movement and physical skills in addition to instilling human values in the child in the age group (6-11 years) and refining his talents and developing them from the physical, skill, emotional, aesthetic aspects to be a reservoir for school sports and one of the pillars of the national elite in the future. After the presentation and analysis of the variables in this research paper, we can pose the following general question:

- What is the reality of teaching physical education and sports in the primary education stage according to the 2023 curriculum?

The following partial questions arise from it:

- Is the process of teaching physical education and sports in the primary education stage according to the 2023 curriculum considered effective?

- Do the elements of the physical education and sports curriculum for the year 2023 respond to the reality of teaching in the primary education stage?

- Does the absence of the document accompanying the physical education and sports curriculum for the year 2023 affect the process of evaluating educational lessons in the primary education stage?

1. Study hypotheses:

1.1. Main hypothesis:

- The reality of teaching physical education and sports in the primary education stage according to the 2023 curriculum includes some obstacles that prevent the achievement of the educational goals set in the curriculum.

2.1. Partial hypotheses:

- The process of teaching physical education and sports in the primary education stage according to the 2023 curriculum suffers from a number of shortcomings and obstacles.

- The elements of the physical education and sports curriculum for the year 2023 respond adequately to the reality of teaching in the primary education stage.

- The absence of the document accompanying the physical education and sports curriculum for the year 2023 affects the process of evaluating educational lessons in the primary education stage.

2. Objectives of the study:

In light of the frame of reference for the study problem and its specificity, we put a set of goals that we seek to achieve, which are:

- Identifying the reality of teaching physical education and sports in the primary education stage according to the 2023 curriculum.

- Identifying the obstacles that prevent the achievement of the educational goals set forth in the physical education and sports curriculum for the year 2023 at the primary education level.

- Identifying the suitability of the elements of the physical education and sports curriculum for the year 2023 to the reality of teaching in the primary education stage.

- Identifying the impact of the unavailability of the document accompanying the physical education and sports curriculum for the year 2023 in the process of evaluating educational lessons in the primary education stage.

3. Procedural definition of study terms:

3.1. Educational curriculum:

The educational curriculum is defined as a set of activities and experiences that the school provides to students with the aim of evaluating their behavior and achieving the established and desired goals (Al-Saghir Masahili, 2012, p. 31).

It is defined procedurally as: a set of goals and experiences that the school aims to cultivate in the student.

3.2. The session of physical education and sports:

It is known as part of the curriculum and the academic program. It includes a set of activities that the teacher practices with the learners in order to achieve a set of competencies and refine some motor skills (Ahmed Baqi et al., 2023, p. 49).

It is defined procedurally as: a group of educational sports activities that allow the student to acquire the most important motor skills.

3.3. Primary education stage:

The primary education stage is defined as the period of compulsory education in which children from different social groups receive education and knowledge in school (Abdelkader Ben Abdullah et al., 2018, p. 25).

It can be defined procedurally as the basic stage in a child's life in which he receives a set of knowledge as well as mental and academic skills that contribute to forming his personality and crystallizing his ideas.

4. Previous and similar studies:

- **Study by Salim Jaballah and others (2023):** in the form of a scientific article entitled **"Physical Education and Sports in the Curriculum for the Primary Education Stage: An Analytical Study."**

The study aimed to analyze the content of the physical education and sports curriculum for the primary education stage, version 2016, and this is by addressing the importance of the physical education and sports subject in developing the learner's independence and forming his personality, and in helping him develop his emotional, psychological and cognitive aspects. Practicing physical education and sports also allows the student to acquire a set of educational and social values.

- **Study by Bilal Boudhaina (2022):** in the form of a scientific article entitled **"The Relationship of Physical Education and Sports with Motor Skills in the Primary Stage."**

The study aimed to identify the nature of the relationship between teaching physical education and sports in the primary education stage and students' motor skills. The study sample included (58) students who were distributed equally into an experimental sample and a control sample. The researcher relied on the experimental approach by applying an educational program for a period of two months for the experimental sample members, and after statistical analysis of the data, the results of the study showed that the application of the educational program revealed the presence of statistically significant differences between the two groups in skills of (running, jumping, handling) in favor of the experimental group.

- **Study by Abdul Razzaq Kassir (2020):** in the form of a scientific article entitled **"The Reality of Teaching Physical Education and Sports in Primary Education."**

The study aimed to reveal the reality of teaching physical education and sports and practicing physical and sport activities in the primary education stage. The study was applied to a sample that included (105) teachers from elementary schools in the city of Setif who were chosen

randomly. To achieve the goal of the study, the researcher used the descriptive approach and a questionnaire form that included three basic axes (training of teachers in the primary stage, curriculum, sports facilities and means). And after statistical analysis of the data, the results showed the lack of pedagogical means, sports facilities and playing spaces that allow practicing physical education and sports in the primary education stage.

- **Study by Abdel Hamid Laghrur and others (2018):** in the form of a scientific article entitled “**The Effect of the Physical Education and Sports Curriculum in Improving Some Motor Skills for Processing and Handling (Throwing, Catching) Among Primary School Students (6-7 years old).**”

The study aimed to identify the effect of the physical education and sports curriculum in improving some motor skills (throwing, catching) among primary school students. The researchers relied on the experimental approach with a single group design consisting of (33) students from the second year of primary school by applying a set of motor tests that help achieve the goal of the study. And after statistical analysis of the data, the results of the study showed that there were statistically significant differences in the throwing tests, and the absence of statistically significant differences in the catching tests.

4.1. Comment on previous and similar studies:

Through our review of these studies, we found that most researchers focused on knowing the reality of teaching physical education and sports in the primary education stage, in addition to knowing the role that the physical education and sports curriculum plays in improving the motor skills of primary school students, as these studies are similar to our current study in the goal that it sought, that is to know the reality of teaching physical education and sports. Our current study also differs from previous studies in our choice of the research topic, as we addressed the knowledge and evaluation of the reality of teaching physical education and sports in the primary education stage according to the modern curriculum for the year 2023. These studies helped us choose research tools and identify the appropriate methodology and statistical methods in preparing such studies in order to obtain objective and accurate results that contribute to enriching scientific research and contribute to improving the level of teaching physical education and sports in the primary stage.

5. Methodological procedures of the study:

5.1. The method used in the study:

Due to the nature of the study subject, we relied on the descriptive analytical approach, which is defined as a method of analysis based on accurate and sufficient information about a specific phenomenon, with the aim of obtaining practical results, interpreting them in an objective manner, and issuing a judgment on them (Ahmed Baqi et al., 2022, p. 205).

5.2. Study population:

The population of the current study represents contract professors who teach physical education and sports in the primary education stage in the state of Ain Defla.

5.3. The study sample:

Due to the nature of the current study and the place where it was conducted, we relied on a simple random sample by applying the field study to 80 contract teachers out of 303 teachers who teach physical education and sports in the primary education stage.

5.4. fields of study:

5.4.1. The human domain: The human domain of the current study includes 80 contract teachers teaching physical education and sports at the primary education stage.

5.4.2. Spatial field: The field study was conducted at the level of 80 primary schools located in the municipalities and districts of Ain Defla Province.

5.4.3. Temporal scope: The field study was conducted in the 2023/2024 academic season, during the period extending from 01/12/2023 until 01/24/2024.

5.5. Study tool:

A questionnaire form was designed as a tool for the study, consisting of 40 statements distributed over three axes, as shown in the following table:

Table No. (1) represents the distribution of questionnaire statements across its axes

Axes of the questionnaire	Number of statements	Sum total of statements
Evaluating the reality of teaching physical education and sports in the primary education stage	from 01 to 12	12
Evaluating the elements of the physical education and sports curriculum (goals, target competencies, study program)	from 12 to 27	15
Evaluating the impact of the absence of the Accompanying Document on the process of educational evaluation of learning lessons	from 28 to 40	13

Source: Prepared by the researcher

- Scoring method: The questionnaire form is scored according to the three-tiered scale, as shown in the following table:

Table No. (2) shows the scoring method for the questionnaire form.

Alternatives	Strongly agree	Somewhat agree	Disagree
Scoring	03	02	01

Source: Prepared by the researcher

6.5. Psychometric characteristics of the study tool:

6.5.1. Validity:

- Apparent validity (honesty of arbitrators):

It is based on the idea that the questionnaire appears valid in its apparent form and that the wording of its statements is clear and appropriate to what it was designed to measure. From this standpoint, the questionnaire form was presented to a group of professors specialized in the field of educational sports and physical activity in order to benefit from their opinions in amending it, and to verify the appropriateness of each statement to the axis to which it belongs and the clarity and accuracy of its linguistic and scientific formulation. And in light of the opinions of the arbitrators, some statements were reformulated and others were deleted to be consistent with the goal it was set to measure.

- Internal consistency validity:

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By calculating the correlation coefficient between each statement and the total score of the questionnaire, where the correlation coefficients between the statements and the total score of the questionnaire were all statistically significant at the inferential level of 0.01 and 0.05, where the value of the correlation coefficient was limited to between 0.527 and 0.816, and this indicates that the questionnaire It has an internal validity that makes it an instrument that is true to what it was designed to measure.

6.5.2. Stability:

- Test and retest method:

In extracting the reliability factors, we relied on the test and retest method for a sample of (20) primary education teachers outside the main study sample, by calculating the Pearson correlation coefficient between the first and second application, and we obtained the following results as shown in the following table:

Table No. (3) shows the reliability coefficients for the questionnaire.

Axes	Number of statements	Pearson correlation coefficient
1 st axis	12	0.80**
2 nd axis	15	0.82**
3 rd axis	13	0.71**
4 th axis	40	0.88**

Source: Prepared by the researcher based on the outputs of SPSS

**Significant at (0.01)

It is clear from Table (3) that the Pearson correlation coefficients range between 0.71 and 0.88 for the questionnaire axes, and this is at the significance level of 0.01, which indicates that the questionnaire has a high degree of reliability.

- Split-Half method:

This is done by dividing the questionnaire statements into two parts (odd statements and even statements) and applying the correlation coefficient before and after correction, as shown in the following table:

Table No. (4) shows the reliability coefficients for the questionnaire using the split-half method.

Reliability coefficients using the split-half method				
The correlation of odd statements	The correlation of even statements	The correlation of the two parts	Spearman-Brown	Guttman
0.727	0.716	0.874	0.933	0.933

Source: Prepared by the researcher based on the outputs of SPSS

It is clear from Table No. (4) that the values of reliability coefficients are high with the split-half method, as the correlation coefficient between the odd items reached 0.727 and between the even items the value of 0.716, while the correlation coefficient between the two parts reached 0.874, and the reliability value with the Spearman-Brown coefficient reached

0.933, and with the Gettman method. The reliability coefficient reached 0.933, and all of this confirms that the questionnaire has a high degree of reliability that allows us to apply it in the current study.

.8. Analyzing and discussing the results:

8-1- Presentation, interpretation and discussion of the results of the first hypothesis: The process of teaching physical education and sports in the primary education stage according to the 2023 curriculum suffers from a set of shortcomings and obstacles.

Table No. (5) shows the responses of primary education teachers regarding the first axis of the questionnaire

The axis of evaluating the reality of teaching physical education and sports in the primary education stage	Arithmetic mean	Standard deviation	Variance
	23.71	1.70	2.89

Source: Prepared by the researcher based on the outputs of SPSS

It is clear from Table (5) that the assessment of physical education and sports teachers in the primary education stage in the state of Ain Defla of the reality of teaching physical education and sports was moderate, as the arithmetic mean reached 23.71 with a standard deviation of 1.70 and a variance of 2.89, where the teachers confirmed that the process of teaching physical education and sports for the primary education stage in the state of Ain Defla has a set of shortcomings and obstacles that prevent the application of most of the educational goals set in the educational curriculum. This is what is consistent with the study of (Abdel RazzaqKassir, 2020), which concluded that the current situation witnessed in primary schools, in terms of educational means and sports facilities, are not compatible with the nature of the objectives contained in the educational curriculum for the primary education stage (Abdul Razzaq Kassir, 2020, p. 76).

Most educational institutions do not contain places and spaces designated for practicing sports activities in a safe and sound manner, as the process of teaching physical education and sports in most primary schools takes place in spaces in the middle of the school courtyard, characterized by solid ground and not subject to security and safety standards (Hassan Boujlida, Muhammad Al-Sharif bin Thabet, 2019, p. 86).

Both (Ammar Tibi and Abdel Salam Lamouchi, 2021) also believe that the lack of pedagogical means and sports facilities is considered an obstacle in the process of pedagogical communication during the teaching of educational situations in the primary education stage, since their absence creates a disturbance in the process of physical, health, social and psychological education of the student, and conflicts with the goals and objectives. of the educational curricula (Ammar Tibi, Abdel Salam Lamouchi, 2021, p. 20). Therefore, those responsible for monitoring the process of teaching physical education and sports at the primary education level must find solutions to these shortcomings and obstacles that would limit the process of achieving the educational goals set forth in the curriculum and obstruct the ministerial project of the President of the Republic that calls for improving and promoting the level of school sports.

Based on the above analysis and comparison of the results of the current study with previous and other similar studies, it can be said that the hypothesis which states that the process of teaching physical education and sports in the primary education stage according to the 2023 curriculum suffers from a group of shortcomings and obstacles has been achieved.

8-2- Presentation, interpretation and discussion the results of the second hypothesis:

The elements of the physical education and sports curriculum for the year 2023 do not respond sufficiently to the reality of teaching in the primary education stage.

Table No. (6) shows the responses of primary education teachers regarding the second axis of the questionnaire

The axis of evaluating the elements of the physical education and sports curriculum (goals, targeted competencies, academic program)	Arithmetic mean	Standard deviation	Variance
	35.91	1.06	1.14

Source: Prepared by the researcher based on the outputs of SPSS

It is clear from Table (6) that the evaluation of physical education and sports teachers in the primary education stage in the province of Ain Defla for the elements and content of the curriculum (goals, targeted competencies, academic program) was acceptable, as the arithmetic mean reached 35.91 with a standard deviation of 1.06 and a variance of 1.14. Teachers believe that the formulation of educational objectives is understandable to them and expresses the nature of physical education and sports in the primary education stage, and that it is formulated in a smooth and acceptable manner and are compatible with the abilities of the students and their social life. It is also consistent with the theoretical and practical aspects and the cognitive competencies of the professor. And this is what contradicts the study of (Boumedien Hajjaj and Adel Ashour, 2022), which confirms that teachers of the Arabic language in primary education do not have sufficient knowledge about teaching physical education and sports in the field of primary education, and this is due to the nature of their specialization and the lack of primary schools to have a professor specialized in teaching sports activities.

While the results of the second axis of the questionnaire are consistent with the study of (Saad bin Sha'a and others, 2019), which found that there is a moral relationship between the elements of the physical education and sports curriculum and the achievement of educational and emotional goals, the physical education and sports curriculum in the primary education stage for the year 2023 aims to implant human, social and sports values in the students by urging them to act socially and patriotically, help others, and coexist with them. Sport is more of a soul refinement than it is the winning of trophies. From this standpoint came the importance of entrusting the teaching of physical education and sports in the primary stage to specialists, since the basic university training that the professor received is in the sports field enables him to understand the content and elements of the curriculum and apply it in both its educational and sports aspects, which makes the student acquire sports knowledge and skills and be creative with them (Ministry of National Education, 2023, p. 6).

Based on the above analysis and comparison of the results of the current study with previous and other similar studies, it can be said that the hypothesis which states that the elements of the physical education and sports curriculum for the year 2023 respond sufficiently to the reality of teaching at the primary level has been achieved.

8-3- Presentation, interpretation and discussion the results of the third hypothesis:

The absence of the document accompanying the physical education and sports curriculum for the year 2023 affects the process of evaluating and assessing educational lessons in the primary education stage.

Table No. (7) shows the responses of primary education teachers regarding the third axis of the questionnaire

The axis of evaluating the impact of the absence of the accompanying document on the process of educational assessment and evaluation of learning lessons	Arithmetic mean	Standard deviation	Variance
	23.06	0.86	0.74

Source: Prepared by the researcher based on the outputs of SPSS

We conclude from Table (7) that the absence of the document accompanying the physical education and sports curriculum for the year 2023 in the primary education stage has a negative impact on the process of evaluating and assessing the learning sessions from the point of view of the subject teachers, as the arithmetic mean reached 23.06 with a standard deviation of 0.86 and a variance of 0.74, as most teachers believe that the process of evaluating motor skills in the primary education stage is based on the document accompanying the physical education and sports curriculum for the year 2016, since the modern curriculum for the year 2023 has not yet issued the document accompanying it, which specifies the frameworks and parameters for applying its elements, content, and the process of evaluation, because the educational curriculum cannot be applied and taught to students unless there is a document accompanying it, since the comprehensive plan for the physical education and sports curricula includes all the sports activities that the teacher aims to teach to students in primary schools (Bilal Budhaina, 2022, p. 41).

From this standpoint, the results of the third axis of the questionnaire contradict the study of (Hayat Ammari, 2018), which concluded that the reliance of middle and secondary education teachers on the evaluation and assessment standards approved in the physical education and sports curriculum and the document accompanying it go hand in hand with field employment of the teaching methods and methods adopted in conducting educational and learning sessions. Accordingly, the absence of a process of pedagogical assessment and evaluation makes applied classes lose their credibility, as subject teachers must take into account individual differences among learners and give a comprehensive picture of the general level to which students have risen during their academic path (Hayat Amari, 2018, p. 248). Therefore, those responsible for monitoring the process of teaching physical education and sports in the primary education stage must expedite the issuance of the document accompanying the 2023 curriculum in order to facilitate the process of evaluating educational lessons for the subject teachers.

Based on the above analysis and comparison of the results of the current study with previous and other similar studies, it can be said that the hypothesis which states that the absence of the document accompanying the physical education and sports curriculum for the year 2023 affects the process of evaluating educational classes in the primary education stage has been achieved.

9. Conclusions and suggestions:

Through analyzing and interpreting the results of the field study, it became clear that the reality of teaching physical education and sports in the primary education stage has a set of obstacles that prevent the achievement of the competencies stipulated in the physical education and sports curriculum for the year 2023, and that the absence of the accompanying document has a somewhat negative impact on the evaluation process of the learning and educational sessions. Accordingly, the study concluded with a set of suggestions that would effectively activate and embody the content and elements of the physical education curriculum, the most important of which we mention are the following:

- Conducting a periodic evaluation process in order to update the content and elements of the educational curriculum for the purpose of academic and professional growth and development for the physical education and sports professor during the teaching process.
- Unifying concepts regarding the new curriculum by organizing national courses and forums that affect most of the country's provinces.
- Accelerating the issuance of the document accompanying the 2023 curriculum in order to facilitate the process of educational evaluation of the learning and educational sessions for the subject teacher.
- Providing the necessary educational means in all primary schools to enable physical education and sports teachers to implement the content of the curriculum and raise the level of school sports.
- Increasing the size of the physical education and sports class in the primary stage and creating more job positions.
- Conducting other similar scientific studies on an educational stage that was not covered by the current study.
- Holding intensive training courses for teachers of physical education and sports at the primary level in the field of psychology, educational sciences and applied pedagogy.
- It is necessary to intensify visits by inspectors to provide teachers with everything new in the field of teaching physical education and sports in the primary stage.

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