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The role of the physical education and sports curriculum for the middle school stage in improving some indicators of the quality of social life for children with autism spectrum disorder

Imadeddine Hamza1*, Rafik Hadj Aissa 2
1Ammar Teliji University of Laghouat, Laboratory of Cognitive Dimensions and Applied Perceptions in Sports Training Sciences, (Algeria) *, i.hamza@lagh-univ.dz
https://orcid.org/0009-0005-6772-3566
2Ammar Teliji University of Laghouat, Laboratory of Cognitive Dimensions and Applied Perceptions in Sports Training Sciences, (Algeria), r.hadjaissa@lagh-univ.dz
https://orcid.org/0000-0002-9041-6354

Abstract:

The current study aims to show the effect of the physical education and sports program for middle school on improving some factors of the quality of social life in children with autism spectrum disorder, and in accordance with the nature and purposes of the actual study, the researcher depended on the descriptive way by putting into the practice an electronical questionnaire on a sample of (220) professors of physical and sports education for middle school from different Algerian states, which it covers five axes, and after statistical treatment of the results, it was concluded that physical education and sports program for middle school has an effect on improving some indicators of the quality of social life for children with autism spectrum disorder.

*** Imadeddine Hamza**

Introduction and Study problem:

The term quality of life is one of the modern terms and concepts in the natural sciences and humanities, including ecology, health, medicine, economics, psychology, sociology, education, and others. This concept is considered one of the concepts that has entered into several fields, such as education, economics, family, and social life, through which it expresses the extent of concern for all members of society and achieving their well-being. Especially for marginalized groups such as people with disabilities, the elderly, those with chronic diseases, and others.

Social indicators are among the important elements that constitute the quality of life experienced by individuals in society. They aim to supervise the organization of social activities for individuals, groups, and all social segments. Raising the level of educational status and providing a decent life for citizens has a significant impact on the level of individual productivity, which is reflected in the high level of Quality of life.

Disability in general is one of the important issues facing society in general and educational institutions in particular. This is because it has different dimensions that may lead to obstructing the process of development and development in society, as well as obstructing the teaching and learning process. From this standpoint, caring for individuals with special needs has become a necessary matter necessitated by social and humanitarian necessity, as special groups must be given the appropriate amount of care and attention so that they can be integrated into society according to their abilities.

The student with autism spectrum disorder is considered one of the groups that attention and care for has increased significantly in recent times. This is due to the increasing cases of students with autism spectrum disorder within educational institutions, as well as because this group suffers from a developmental disability that affects multiple aspects of development and leads the child to withdraw and withdraw. on himself.

A child who suffers from autism spectrum disorder has limited channels of communication between him and the outside world, and as a result of this deficiency in the communication process, he suffers from some social and emotional problems while communicating with ordinary people, such as social avoidance, social isolation, and avoidance of verbal and non-verbal communication with them, as a result of the characteristics of His disability and lack of experience related to how to communicate well and its conditions.

Physical activity is considered one of the latest means of developing the abilities of people with disabilities, because of its impact in various aspects, whether in developing physical and mental abilities and preparations. Modern societies have raced to pay attention to people with disabilities in the belief that they carry latent energies that can be creative. History has proven great abilities. Which people with disabilities enjoy and excel in many fields, especially sports.

The inclusion of physical and sporting activities as subjects in various educational stages is considered an embodiment of the extent of importance and interest that countries attach to these activities, as the curriculum is the most appropriate means for shaping the personality of individuals, as the curricula for this subject include educational contents that enhance the ability of learners to integrate into society and acquire the ability to improve Dealing with different facilities and using knowledge to benefit themselves and their community.

There is no doubt that this interest that the Algerian system gives to the subject of physical education and sports stems from its conviction of the importance of the subject, along with other subjects, in learners acquiring the life skills necessary to integrate into local and global society. On the one hand, physical education and sports are no longer intended to promote physical health only without focusing on providing learners with the ability to employ knowledge in different areas and situations of life.

The life skills necessary to promote positive social behavior, such as communication and communication skills, social skills, and psychological and moral skills, are among the necessary skills that the physical education and sports subject is concerned with imparting to learners, especially in light of the requirements of the current era, in which societal security, communication and harmony among peoples have become achieved. In all parts of the earth, the most important need for all humanity. Life skills have expanded to include all areas of life. They include social skills, teamwork, physical, skill, psychological, and moral skills, communication skills, and others.[1]

It appears through the researchers' review of the studies of (Arias et al., 2017; Dijkhuis et al., 2017; Van Heijst and Geurts, 2015) that the group of people with autism spectrum disorder is considered one of the groups that have least benefited from the outcomes of research on quality of life, especially And (60% - 98%) of this segment of society suffer from poor adaptation in living, social relationships, and job opportunities, which makes them dependent on their families, which confirms that they are without appropriate services and effective interventions, and as a result, many parents of children with spectrum disorders Autistic people are not aware of their children's future, which makes them worry about what will happen to them if they integrate into society, since they do not depend on others for care.

The Autism Society of America (2019) believes that the quality of life for individuals with autism spectrum disorder is considered a human right that allows individuals to interact with each other on their own terms, and suggests society's commitment to providing the most important indicators that contribute to raising the level of quality of life for children with autism spectrum disorder. Autism by striving for these children to feel respected and accepted by others in society and family, and to be welcomed to participate in group activities in the school environment and their workplaces. They must also be able to express themselves and interact with others in a meaningful way, and to feel healthy and obtain health services they need. [1]

Hypotheses:

1. General hypothesis:

The physical education and sports curriculum for middle school has a role in improving some indicators of the quality of social life for children with autism spectrum disorder.

2. Partial hypotheses:

1 /The physical education and sports curriculum for the intermediate stage takes into account the category of students with autism spectrum disorder.

2 /The physical education and sports curriculum for the intermediate stage has an impact on the student with autism spectrum disorder through his integration with his colleagues in the department.

3 /The physical education and sports curriculum for the intermediate stage has an impact on improving communication for a student with autism spectrum disorder.

4 /The physical education and sports curriculum for the intermediate stage has an impact on improving cooperation for a student with autism spectrum disorder.

5 /The physical education and sports curriculum for the intermediate stage has an impact on improving the self-adaptation of the student with autism spectrum disorder.

Objectives of the study:

The current study aims to achieve the following objectives:

1 -Knowing the role of the physical education and sports curriculum in the intermediate stage in improving some indicators of the quality of social life for children with autism spectrum disorder.

2 -Find out whether the physical education and sports curriculum takes into account the category of students with autism spectrum disorder.

3 -Identify the impact of the physical education and sports curriculum in improving communication among students with autism spectrum disorder.

4 -Identify the impact of the physical education and sports curriculum in improving cooperation among students with autism spectrum disorder.

5 -Identify the impact of the physical education and sports curriculum on a student with autism spectrum disorder through integration with his colleagues in the department.

6 -Identifying the effect of the physical education and sports curriculum in improving self-compatibility among students with autism spectrum disorder.

Definition of terms:

1.The concept of the physical education and sports curriculum:

1.1. The concept of the curriculum:

The set of educational experiences that the school provides for students, whether inside or outside it, with the aim of helping them achieve comprehensive and integrated growth, that is, growth in all aspects of mental, cultural, religious, social, physical, psychological and artistic aspects, growth that leads to modifying their behavior and ensuring their successful interaction with their environment and society and their innovation of solutions to the problems they face.[1]

The modern curriculum has been defined by many scholars, experts, and educators, and these definitions have varied depending on a number of variables that surround the individual and the group in every society. Among these definitions of the curriculum are:

Taylor's definition: All experiences provided to learners that are planned by the school and directed to achieve the desired goals.

Casobel and Campbell definition: Curriculum consists of all the educational experiences acquired by children under the guidance of the school.

Denison's definition: educational activities centered around learners' needs and interests related to their direct experiences.

Becker's definition: All planned outcomes in education for which the school is responsible.

Definition of states: formal and informal content and processes that contribute to the learner's acquisition of knowledge, skills and values under the supervision and guidance of the school.[1]

1.2. Physical education and sports curriculum:

It is all the experiences, skills, information and knowledge contained in a gradual plan that includes the selected sports study units distributed over the different academic years, in light of a comprehensive and integrated philosophy for students physically, skillfully, culturally and mentally in accordance with the level of performance required to be achieved for all students.

3. The concept of quality of life:

The concept of quality of life has received great attention in medical, economic, social, and political sciences, but it is considered one of the relatively recent concepts in the field of psychology, as the term (quality of life) has appeared as one of the topics in the field of positive psychology, which is concerned with studying the positive characteristics and strengths of humans. With the aim of helping individuals achieve productive behaviors and contribute to personal and social growth[2].

The degree of satisfaction or dissatisfaction that the individual feels with the various aspects of life and the extent of his happiness with human existence and includes interest in personal experiences of the life situation. It also includes internal factors related to the individual's thoughts about his life and external

factors such as those that measure social communication behaviors - activities, and the extent of the individual's achievement. For situations[1].

2.1. Quality of social life:

The dimensions of the psychological quality of life are integrated with the quality of social life. Despite the individual's need for independence, self-acceptance, and personal growth, he cannot achieve this in isolation from a society to which he belongs, accepts him, supports him, and provides him with security and safety.

In his theory and its eight fields, Shalock also emphasizes the quality of an individual's social life, by focusing on social relationships, environmental comfort, and security and safety, all in three locations: home, society, and work or job. In this aspect, Schalock focuses on the importance of achieving security and safety in family relationships, relationships with friends, and relationships with work colleagues.

Raphael and others also point out that the quality of social life boils down to three aspects: the social and economic well-being of the individual, social participation, and public safety.[2]

4. The concept of autism spectrum disorder:

The word "autism" goes back to the Greek word "autos", meaning self, and it generally expresses a state of developmental disorder that affects children. This concept was also recognized in the past in different societies, such as Russia and India, at different times, but the beginning of its accurate diagnosis, if this expression is correct, was only made by Leo Kanner in 1943, as he was considered the first to refer to "autism" as a disorder that occurs in childhood and intended By withdrawing into oneself. [3]

Among the definitions of autism spectrum disorder, we mention the following:

Definition of Kanner 1943: Kanner defines autism as a state of isolation, severe withdrawal, and inability to communicate with others and deal with intelligibility. Autistic children are described as having severe linguistic disorders.

Krek's definition: Krek believes that autism is a disorder that affects children in the first three years of life, as the disorder includes the child's inability to

establish meaningful social relationships, and that he suffers from a disorder in perception and weak motivation, and he has a defect in the development of cognitive functions and the inability to He understands temporal and spatial concepts and has a severe inability to use and develop language. He suffers from what is described as mannerism playing and weak ability to imagine, and he resists changes in his environment.

Definition of the American Individuals with Disabilities Education Act (IDEA). Autism is a developmental disability that significantly affects verbal and non-verbal communication and social interaction. Significant symptoms appear significantly before the age of three years and negatively affect the child's educational performance. Among the other characteristics and manifestations that are associated with autism is the child's preoccupation with repetitive activities and stereotypical movements and his resistance to environmental change or opposition to it. Changes in daily routine, in addition to unusual or normal responses to sensory experiences.[1]

Previous studies:

After the researchers reviewed previous and similar studies, and in line with the objectives of the study, it became clear that there were studies conducted that dealt with the subject of the physical education and sports curriculum in the middle school, studies on quality of life, and other studies that dealt with children with autism spectrum disorder. Below, the researcher presents some of the previous and similar studies, the most important of which are:

1. **A study by Prof. Dr. Atallah Ahmed, Abbas Amira (2017) entitled: "The role of the physical education and sports curriculum in developing some life skills in the middle education stage."** The study aimed to know the life skills contained in the physical education and sports curriculum in the middle education stage, where the researcher used the content analysis approach (analysis of the physical education and sports curriculum for the middle education stage). The research sample consisted of analyzing the physical education and sports curricula for the four years of middle school. The most important results obtained were: The physical education and sports curriculum in the four stages of intermediate education contains some life skills at a very weak percentage.

2. Study A. Hamado Masouda, Prof. Dr. Galti Bashir (2018) in Anzan: "The effectiveness of a proposed training program in developing social communication skills among autistic children." The study aims to identify the impact of a proposed training program for developing social communication skills among children with autism. The experimental approach was used on a sample of (06) children who were chosen intentionally to provide the conditions for experimentation on them. The results resulted in an effectiveness of the proposed program for developing social communication skills among children. Autism.

3. Study A. Jabayli Lias, Prof. Dr. Bazio Salim (2018) entitled: "The role of the second-generation curriculum for physical education and sports in promoting the values of citizenship in its social and value dimensions among middle school students." The study aimed to reveal the role of the second-generation curriculum for physical education and sports in enhancing the values of citizenship in its social and moral dimensions among middle school students. The researcher relied on the descriptive approach. The research sample included (150) students from the middle school in the state of Khenchela. The researcher reached the following conclusions: The second-generation curriculum for physical education and sports has a role in enhancing the values of citizenship in its social dimensions (cooperation, respect for others, solidarity...), and also in its value dimension (tolerance, rejection of violence, rejection of fanaticism...).

4. Study by Qasimi Sufyan, Dr. Boujlida Hassan (2019) entitled "The role of the physical education and sports curriculum for the intermediate education stage in developing some social values among students - a field study on some average levels in the state of Skikda -". The study aimed to identify the role of the physical education and sports curriculum in developing some social values (cooperation, belonging). In light of this study, the researcher used the descriptive approach, and the research sample included 20 teachers. The results of the study indicated that the physical education and sports curriculum for the intermediate education stage helps to develop the values of cooperation and belonging among students.

5. A study by Muhammad bin Saeed et al. (2020) entitled: "The effect of proposed para-sports games in achieving social interaction among children with autism spectrum disorder." The study aimed to find out to what extent para-sports games affect social interaction among a sample of autistic children.

This study followed the experimental approach and used the questionnaire form as a tool for collecting data and measuring social interaction. The research population consisted of 14 children. The results showed that para-sports games affected social interaction among children with autism spectrum disorder.

6. A study by Dr. Maleki Ammar et al. (2020) entitled: "The contributions of the physical education and sports class to improving social relations among secondary school students in the final sections." The study aimed to determine the role of the physical education and sports class in improving social relations among secondary school students and to highlight the role of the physical education and sports class in improving social relations. The descriptive approach was used on the research sample, which was estimated at (71) students from the third year of secondary school in the state of Al-Baidh. The results obtained showed that the physical education and sports class played a role in developing moral values, group spirit, and cooperation among students, a positive impact on the life of the individual towards society and improving psychological emotions among students.

7. The study of Badr al-Din Qebzili and others (2021) entitled: "The share of physical education and sports and its role in achieving socialization in light of the application of the competency approach curriculum in its second generation - a field study of some middle schools in Chlef -". The research aims to highlight the effective role played by the physical education and sports class in achieving socialization among middle school students in light of the application of the second-generation curriculum. The researcher relied in his study on the descriptive survey method, and the study sample was represented by 30 professors and 60 students from an indigenous community representing... In some averages in the state of Chlef. The most important results reached by the researcher were that the teacher plays an important role in achieving the socialization of the teenage student by working to achieve the goals of the physical education and sports class in light of the application of the second generation curriculum, which contributes to achieving the educational goals of the class, and the attitudes of middle school students towards... Practicing physical sports activity is considered an essential factor in achieving socialization, and thus the physical education and sports class contributes effectively to achieving socialization among this sensitive group in middle adolescence, in light of the application of the second generation curriculum.

8. Rahili Murad's study (2022) entitled: "The impact of modified physical sports activities in enhancing mental health for treating autistic children."

The study aims to know the role of modified physical activity in reducing psychological pressures among autistic children, as well as to draw attention towards this type of specialized sport and introduce it among autistic children on a broader basis and to know the most important physical and physical benefits provided through the various activities of modified sports activity. The researcher relied on His study was based on the application of the descriptive survey method. The study relied on a sample of 21 educators with special needs (for autistic children) at the Autism Center in the state of M'sila (5 in the exploratory study and 16 in the basic study). The results of the study showed that adapted physical activity has a significant impact on developing the various developmental deficiencies that the autistic child suffers from, both psychologically, such as improving communication, the spirit of cooperation, accepting others, reducing the severity of his withdrawal from some social situations, alleviating his aggressive behavior such as anxiety and tension, and gaining the ability to coordinate. In some physical movements such as walking and jumping.

Methodological procedures for the study:

The methodological framework of the research is considered the most important aspect of the study, so that the researcher cannot abandon or neglect it. There is a close relationship between the research topic and its methodology. The process of thinking about establishing an organized methodological work can translate most of the research objectives. This importance can be attributed to the method that was relied upon and the sample. The focus of the study and the type of tools through which information will be collected from the field.

1. Study methodology:

Determining the method or scientific method that the researcher uses and applies to study a particular phenomenon or problem is linked to the subject and content of the phenomenon studied, meaning that the approaches and methods of scientific research differ according to the phenomena and problems studied, and what is suitable for studying a particular phenomenon may not be suitable for studying another phenomenon due to the differences in the phenomena studied in their characteristics and topics. However, this does not absolutely deny the possibility of studying a phenomenon using more than one scientific method or

method, noting that some phenomena can only be studied using specific scientific methods and approaches.

The choice of method depends mainly on the nature of the problem to be solved, and every phenomenon has an approach that is compatible with the nature of its idea and path. For this reason, the researchers relied on the descriptive approach, which is appropriate for such studies, and this is in line with the objectives of the study.

2. Research population and sample:

2.1. Research community:

Defining the research community is one of the important steps for any research project that seeks to follow the scientific method to conduct the study according to sound scientific foundations.

The research population is defined as: "the statistical population on which the study is conducted and includes all types of vocabulary such as people, cars, streets,...etc."

The research community in our study is represented by middle school physical education and sports teachers in some states of Algeria who teach students with autism spectrum disorder within the departments assigned to them.

2.2. Research sample:

A research sample is defined as: "a subset of the elements of a particular research population."

The research sample was purposefully selected for middle school physical education and sports teachers who teach students with autism spectrum disorder within the departments assigned to them, numbering 220 teachers from various states of Algeria.

3. Search tools:

In order to find solutions to the problem at hand and to verify the validity of the hypotheses, a questionnaire was designed consisting of five (05) axes, and each axis consists of several paragraphs, as shown in Table No (01).

Table No (01): Shows the dimensions of the questionnaire form (prepared by the researchers).

Axis	Dimensions	Number of paragraphs

The first axis	Does the content of the physical education and sports curriculum take into account the category of students with autism spectrum disorder in light of working on the principle of individual differences between students?	05
The second axis	Does the physical education and sports curriculum have an impact on the student with autism spectrum disorder through his integration with his colleagues in the department?	06
The third axis	Does the physical education and sports curriculum have an impact on improving communication for a student with autism spectrum disorder?	07
The first axis	Does the physical education and sports curriculum have an impact on improving cooperation for a student with autism spectrum disorder?	08
The first axis	Does the physical education and sports curriculum have an impact on improving the self-adjustment of a student with autism spectrum disorder?	07

4. Scientific conditions for the tool:

4.1. Reliability:

The validity of the tool means the ability of the questionnaire to measure the variables that it was designed to measure. To verify the validity of the questionnaire used in the research, we did the following: The questionnaire form was presented to a panel of arbitrators, university professors and specialists from some universities in Algeria, and they expressed their opinion on it in terms of the suitability of the phrases to the content, and the adequacy of the research tool in terms of the number and comprehensiveness of the phrases, the content of the phrases, or any other observations they deemed appropriate. The arbitrators' comments and suggestions were studied, and amendments were made in light of the recommendations and opinions of the arbitration panel to become more effective in achieving the research objectives. It was considered that taking into account the arbitrators' observations and making the required amendments amounted to the apparent validity and validity of the tool's content.

4.2. Stability:

This means the extent to which the researcher would obtain the same results or close results if he repeated the research in similar circumstances using the same tool. In this research, the stability of the research tool was measured using

Cronbach's alpha coefficient, which determines the level of acceptance of the measurement tool by the level of (0.6) and more, as the results were as shown in the following table:

Table No (02): Reliability coefficients for the study scale (prepared by the researchers).

Variables	Number of expressions	alpha coefficient
The content of the physical education and sports curriculum for the intermediate stage takes into account the category of students with autism spectrum disorder, in light of working on the principle of individual differences between students.	05	0.67
The physical education and sports curriculum for the intermediate stage has an impact on the student with autism spectrum disorder through his integration with his colleagues in the department.	06	0.86
The physical education and sports curriculum for middle school has an impact on improving communication for a student with autism spectrum disorder.	07	0.73
The physical education and sports curriculum for the intermediate stage has an impact on improving cooperation for a student with autism spectrum disorder.	08	0.83
The physical education and sports curriculum for middle school has an impact on improving the self-adjustment of a student with autism spectrum disorder.	07	0.67
Total	33	0.91

The results shown in Table No (02) indicate that the alpha coefficient values for the scales used in the study were greater than (0.6), which is the minimum acceptable limit for the Alpha coefficient, and the total alpha coefficient was (0.91), which is a high reliability coefficient, and therefore the questionnaire is distributable. The researchers have also verified the validity and reliability of the study tool, which makes them fully confident of the validity of the results.

4.3. Objectivity:

Marwan Abdel Majeed believes that objectivity is one of the important factors that must be present in the tool in order to be free from bias or fanaticism and not to introduce personal factors into research. Objectivity means commitment to the credibility of scientific research, scientific honesty, and complete confidentiality of what surrounds it. With the research subjects and following

systematic scientific steps to extract the purpose of the research to enrich scientific research.

5. Statistical tools:

In the current study, the researchers used the Statistical Package for the Social Sciences (SPSS.V26) system to enter and analyze the study data, relying on a number of the following statistical methods:

• Arithmetic average: to determine the extent to which responses to study items increased or decreased to paragraphs and their main areas.

• Standard deviation: This is in order to identify the extent of deviation in the responses of the study individuals and explains the dispersion in the responses of the study individuals. The closer its value is to zero, this means that the answers are concentrated and not dispersed, and thus the results are more reliable.

• Frequencies and percentages to analyze the answers of the study sample members and identify their attitudes towards the questions and phrases of the study tool.

• K-square test: to statistically indicate the presence of differences in the sample's answers to the questions of the study tool.

• Range to specify the length of the category.

• Arithmetic mean

• Correlation coefficient.

1. Analysis of study data:

First: Study design and statistical treatment:

To achieve the objectives of the study and analyze the collected data, we used several appropriate statistical methods using the Statistical Package for the Social Sciences (SPSS) program, after coding and entering the data into the computer. To determine the length of the category for the five-point Likert scale (the lower and upper limits on the study axes), the range was calculated. The length of the category is as follows, and this is after determining the grades for the options as follows:

Options	always	sometimes	usually	little	Never
Class	5	4	3	2	1

• Calculating the range: the largest number on the five-point Likert scale minus the smallest number to become (5-1 = 4)
• Class length = range/options =4/5 = 0.80
The first category of arithmetic average values is from (1 to 1 + 0.80) and so on to the rest of the averages. The following table shows the method of interpreting arithmetic average values:

Table No (03): Shows the values of the arithmetic averages for the level (prepared by the researchers)

level	Weighted arithmetic mean
Never	From 1 to 1.80
little	From 1.81 to 2.60
usually	From 2.61 to 3.40
sometimes	From 3.41 to 4.20
always	From 4.21 to 5

Second: Presentation, analysis and interpretation of the study results:

1. Presentation, analysis and interpretation of the results of the first hypothesis:

The first hypothesis stated that: "The physical education and sports curriculum for the intermediate stage takes into account the category of students with autism spectrum disorder."

Through the goals we wanted to achieve, we used statistical methods represented by percentages, frequencies, as well as the arithmetic mean and standard deviation. We also used the chi-square goodness of fit test, and the following results were reached:

Table No (04): Weighted arithmetic means and standard deviations for professors' responses, as well as the chi-squared value for the first axis (prepared by the researchers).

Axis Expressions	Arithmetic Mean	Standard Deviation	Calculated Kai²	Value Tabular Ka²	Value Sig	Significance Level	Statistical Significance
Content fit with cognitive abilities	2.47	1.21	76.22	9.49	0.00	0.05	significat
The curriculum includes items that take into account this category	1.93	1.10	148.04		0.00		significat
The objectives of the class are formulated in a way that serves this category	2.20	1.24	84.63		0.00		significat
The professor is facing difficulties in presenting the class with this class	3.85	1.18	81.59		0.00		significat
			36.81		0.00		significat
Total score	2.28	0.50	184.67		0.00		significat

Table No (05): Weighted arithmetic means and standard deviations for professors' responses to the fifth statement of the first axis (prepared by the researcher).

In your opinion, what sports activities help a student with autism spectrum disorder improve his social skills in physical education and sports class?	the scale	Individual activities		Team activities	Arithmetic average	Standard diviation	result
	repetition	65		155	1.70	0.45	**Team activities**
	rate	29.5%		70.5%			
If individual activities, is the activity		Speed	Long jump	Shot put			

that has the most impact on integration?	repetition	45	14	06			speed
	rate	69.23%	21.53%	9.23%			
If it is group activities, is it the most influential activity?		Handball	Basketball	Volleyball			
	repetition	83	50	22			Handball
	rate	53.54	32.25	14.19			

From Table No (04), we notice that the values of the arithmetic mean were limited to (3.85-1.93), where the statement (01) obtained the largest arithmetic mean of (3.85) and a standard deviation estimated at (1.18), while the statement (02) obtained The lowest arithmetic mean is estimated at (1.93) and a standard deviation (1.10), and the total value of the sum of arithmetic means for the phrases (1-2-3-4) reached (2.28) and a standard deviation (0.50).

As we can see in Table No (05), which consists of the phrase (05) of the first axis, which states: "In your opinion, what sports activities help a student with autism spectrum disorder improve his social skills in the physical education and sports class." The results of the respondents showed that group activities are what help the student with autism spectrum disorder improve his social skills, with an arithmetic mean estimated at (1.70) and a standard deviation of (0.45). They also chose the handball activity specifically, and this is based on the repetitions in the respondents' answers.

To indicate the difference between the answers, we used the chi-square goodness-of-fit test, and the results are shown in Table No (04), where the calculated K^2 value reached (184.673), which is greater than the tabulated K^2, which reached (9.49) at the significance level (0.05).

From this we conclude that there are statistically significant differences between the answers of the respondents and in favor of the answer that says: "The physical education and sports curriculum for the intermediate stage takes into account the category of students with autism spectrum disorder."

The results of the first hypothesis obtained are consistent with the study of Prof. Jabayli Lyas and Prof. Dr. Bzio Salim (2018), the results of which concluded that the second generation curriculum for physical education and sports has a role in enhancing the values of citizenship in its social dimension (cooperation,

respect for others, solidarity, etc.). ..), and also in its value dimension (tolerance, rejection of violence, rejection of anger, ...). Given that physical education classes in the intermediate stage are dominated by para-sports games in achieving the goals of the classes, the results of the first hypothesis in our study were consistent with the study of Muhammad bin Saeed et al. (2020), whose results showed that para-sports games affected the achievement of social interaction among children with ADHD. Autism spectrum. This was confirmed by the study of Badr al-Din Qebzili et al. (2021), which is consistent with the results of the first hypothesis of our study, as the most important results reached by the researcher were that the teacher plays an important role in achieving the socialization of the teenage student by working to achieve the goals of the physical education and sports class in light of the application of The second generation curriculum, which contributes to achieving the educational objectives of the class, and the attitudes of middle school students towards practicing physical sports activity is considered an essential factor in achieving socialization, and thus the physical education and sports class contributes effectively to achieving socialization among this sensitive group in middle adolescence. This is in light of the application of the second generation curriculum.

From this, it can be said that the first hypothesis states: "The physical education and sports curriculum for the intermediate stage takes into account the category of students with autism spectrum disorder." Realized

2. Presentation, analysis and interpretation of the results of the second hypothesis:

The second hypothesis stated that: "The physical education and sports curriculum for the intermediate stage has an impact on the student with autism spectrum disorder through his integration with his colleagues in the department." Through the following tables:

Table No (06): Weighted arithmetic means and standard deviations of professors' responses, as well as the chi-squared value of the second axis (prepared by the researchers).

Axis statements	Arithmetic mean	Standard diviation	Calculated Kai²	Tabular Kai²	Sig value	Significance level	Statistical significance
This category contributes to the formation of new relationships	4.09	1.06	146.27		0.00		Significant
The curriculum contributes to understanding the new relationships of this group	3.79	1.18	69.59		0.00		Significant
The curriculum helps in developing social abilities	3.88	1.17	93.45		0.00		Significant
The curriculum for this category contributes to the formation of friendships with peers	4.02	1.03	118.40	9.49	0.00	0.05	Significant
The curriculum for this category contributes to improving the social aspect	4.00	1.11	117.31		0.00		Significant
The curriculum achieves a positive impact on the social aspect of this group	4.01	1.10	116.18		0.00		Significant
Overall score	3.96	0.85	116.76		0.00		Significant

Through Table No (06), which shows the results of the questionnaire related to the second axis, we notice that the results of the statistics point to a positive direction, and this is through our observation of the percentages and frequencies, as well as the values of the arithmetic averages for each item, which were limited to (4.09-3.79) with an overall average of the averages. The calculation reached (3.96) and standard deviation (0.85).

To indicate the differences between the respondents' answers, we used the chi-square goodness-of-fit test and the results are shown in Table No (06), where the calculated K^2 value was (116.764), which is greater than the tabulated K^2 estimated at (9.49) at the significance level (0.05).

From this we conclude that there are statistically significant differences between the answers of the respondents and in favor of the answer that says: "The physical education and sports curriculum for the middle school stage has an

impact on the student with autism spectrum disorder through his integration with his colleagues in the department."

The results of the second hypothesis are consistent with study A. Hamado Masouda, Prof. Dr. Galti Bashir (2018), whose results showed that there is effectiveness for the proposed program for developing social communication skills in autistic children. It also agrees with the study of Dr. Malki Ammar et al. (2020), whose results showed that the physical education and sports class has an impact. Positive impact on an individual's life and improving social relationships.

From this, it can be said that the second hypothesis states: "The physical education and sports curriculum has an impact on improving communication for a student with autism spectrum disorder." Realized

3. Presentation, analysis, and interpretation of the results of the third hypothesis:

to answer the third hypothesis, which states that: "The physical education and sports curriculum for the intermediate stage has an impact on improving communication for a student with autism spectrum disorder." We used the statistical methods represented in: percentages, frequencies, arithmetic mean, and standard deviation. We also used the chi-square goodness-of-fit test to indicate the presence of statistically significant differences or the absence of statistically significant differences, and Table No. (09) shows this:

Table No (07): Weighted arithmetic means and standard deviations of professors' responses, as well as the chi-squared value of the third axis (prepared by the researchers).

Axis statements	Arithmetic mean	Standard diviation	Calculated Kai^2	Tabular Kai^2	Sig value	Significance level	Statistical significance
Use of words and self-expression	3.93	1.03	107.31	9.49	0.00	0.05	Significant
Developing the ability to communicate non-verbally.	3.93	1.02	116.31		0.00		Significant
Developing the ability to respond auditory.	4.08	0.97	130.54		0.00		Significant
Do not withdraw from social situations.	3.57	1.04	95.45		0.00		Significant

Interaction with those caring for .this group	4.13	1.01	148.72		0.00		Significant
Having difficulty communicating with colleagues.	3.52	1.11	65.68		0.00		Significant
Expressing an opinion during practice.	3.58	1.16	63.00		0.00		Significant
Overall score	3.82	0.65	128.76		0.00		Significant

From the results shown in Table No (07), it is clear to us that the respondents' answers were in the positive direction, as the largest value was for the arithmetic mean of the fifth statement, estimated at (4.13), and the lowest value of the arithmetic mean was for the sixth statement, estimated at (3.52), and the total arithmetic mean reached For the third axis (3.82) and a standard deviation estimated at (0.65). To indicate the presence of statistically significant differences between the answers of the respondents, we used the chi-square goodness-of-fit test, as shown in Table No (07), the results of which revealed that the calculated Ka^2 value reached (128.764), which is greater than the tabulated Ka^2 value, which reached (33.92) at Significance level (0.05).

This is what prompts us to say that there are statistically significant differences between the answers of the respondents and in favor of the answer that says: "The physical education and sports curriculum for the intermediate stage has an impact on improving communication for the student with autism spectrum disorder."

The results of the third hypothesis are consistent with study A. Jabayli Lyas, Prof. Dr. Bazio Slim (2018), whose results showed that the second generation curriculum in the subject of physical education and sports has a role in enhancing the values of citizenship in its social dimension (cooperation, respect, solidarity...), and the results of the third hypothesis are also consistent with the study a. Hamado Masouda, Prof. Dr. Galti Bashir (2018), whose results showed the effectiveness of the proposed program for developing social communication skills in autistic children.

From this, it can be said that the third hypothesis states: "The physical education and sports curriculum has an impact on improving communication for a student with autism spectrum disorder." Realized.

4. Presentation, analysis and interpretation of the results of the fourth hypothesis:

The second hypothesis stated that: "The physical education and sports curriculum for the intermediate stage has an impact on improving cooperation for a student with autism spectrum disorder." Through the following table:

Table No (08): Weighted arithmetic means and standard deviations of professors' responses, as well as the chi-squared value of the fourth axis (prepared by the researchers).

Axis statements	Arithmetic mean	Standard diviation	Calculated Kai^2	Tabular Kai^2	Sig value	Significance level	Statistical significance
Getting along with colleagues during class.	3.64	1.09	86.95	9.49	0.00	0.05	Significant
Hiring him to assume some responsibilities.	3.81	1.09	101.50		0.00		Significant
Tasks assigned to this category.	3.19	0.98	117.77		0.00		Significant
Colleagues assist in group activities.	3.38	1.12	70.50		0.00		Significant
He helps his colleagues in competition.	3.50	1.08	80.13		0.00		Significant
Positive interaction with colleagues during practice	3.73	1.04	78.59		0.00		Significant
Colleagues participate in assigned group tasks	3.57	1.10	80.13		0.00		Significant
Love of collaborative work.	4.02	1.09	122.13		0.00		Significant
Overall score	3.60	0.73	108.87		0.00		Significant

Through Table No (08), which shows the results of the questionnaire related to the fourth axis, we notice that the results of the statistics point to a positive direction, and this is through our observation of the values of the arithmetic averages for each item, which were limited to (4.02-3.19), with a total average of the arithmetic averages amounting to ((3.60). and standard deviation (0.73).

To indicate the differences between the respondents' answers, we used the chi-square goodness-of-fit test and the results are shown in Table No (08), where the calculated K^2 value was (108.873), which is greater than the tabulated K^2 estimated at (40.71) at the significance level (0.05).

From this we conclude that there are statistically significant differences between the answers of the respondents and in favor of the answer that says: "The physical education and sports curriculum for the intermediate stage has an impact on improving cooperation for the student with autism spectrum disorder."
The results of the fourth hypothesis agree with the study of Prof. Jabayli Lyas and Prof. Dr. Bziou Salim (2018), the results of which concluded that the second-generation curriculum for physical education and sports has a role in enhancing the values of citizenship in its social dimension (cooperation, respect for others, solidarity, ... And also, in its value dimension (tolerance, rejection of violence, rejection of anger,). The results related to the fourth hypothesis also agree with the study of Muhammad bin Saeed et al. (2020), whose results showed that para-sports games affected the achievement of social interaction among children with autism spectrum disorder. They also agree with the study of Badr al-Din Qazili et al. (2021), whose results showed that the physical education and sports class contributes effectively to achieving socialization among this sensitive group in light of the application of the second-generation curriculum.
From this, it can be said that the fourth hypothesis, which states: "The physical education and sports curriculum for the intermediate stage has an impact on improving cooperation for a student with autism spectrum disorder." Realized.

5. Presentation, analysis and interpretation of the results of the fifth hypothesis:

The fifth hypothesis stated that: "The physical education and sports curriculum for the intermediate stage has an impact on improving the self-adjustment of the student with autism spectrum disorder."
Through the goals we wanted to achieve, we used statistical methods represented in percentages, frequencies, as well as the arithmetic mean and standard deviation. We also used the chi-square goodness-of-fit test, and the following results were reached:

Table No (09): Weighted arithmetic means and standard deviations of professors' responses, as well as the chi-squared value of the fifth axis (prepared by the researchers).

Axis statements	Arithmetic mean	Standard diviation	Calculated Kai²	Tabular Kai²	Sig value	Significance level	Statistical significance
Finish the class without problems.	3.67	1.03	73.45	9.49	0.00	0.05	Significant
Exhibiting unusual behavior during class.,	2.79	1.12	89.36		0.00		Significant
Increased self-confidence especially when relying on it.	4.15	0.96	151.59		0.00		Significant
Getting rid of negative behavioral outcomes.	4.00	0.97	118.50		0.00		Significant
Behavior refinement.	3.97	1.04	104.54		0.00		Significant
Overcoming suffering.	3.85	1.06	86.31		0.00		Significant
Overall score	4.05	0.71	137.14		0.00		Significant

Table No (10): Shows the frequencies and percentages for the seventh (open-ended) question of the fifth axis (prepared by the researchers).

STATEMENT	**the scale**	**Suggestion 1**	**Suggestion 2**	**Suggestion 3**	**Suggestion 4**	**Suggestion 5**	**Suggestion 6**	**Suggestion 7**	**Suggestion 8**	**Suggestion 9**	**Suggestion 10**	**Standard diviation**
What are your suggestions as an experienced professor regarding what the course of study offered to this category should include.	repetition	25	24	14	13	21	21	22	16	18	46	0.11
	rate	11.36	10.90	6.36	5.90	9.54	9.54	10	7.27	8.18	20.90	

From Table No (09), we notice that the arithmetic mean values were limited to (4.15-2.79), where the statement (03) obtained the largest arithmetic mean of (4.15) and an estimated standard deviation of (0.96), while the statement (02) obtained The lowest arithmetic mean is estimated at (2.79) and a standard deviation (1.12), and the total value of the sum of arithmetic means for the phrases (1-2-3-4-5-6) reached (4.05) and a standard deviation (0.71).

As we can see in Table No (10), which consists of the phrase (07) of the fifth axis, which states: "What are your suggestions as a professor with experience in the field of sports and professional practice with children regarding what the curriculum of the academic subject offered to this group (students with spectrum disorders) should include?" "Autism" is an open question directed to the respondents to express their opinions, which helps the research in enriching information through the respondents' suggestions, especially since they are considered an elite. The researcher collected the respondents' opinions and limited them to ten suggestions, and this is for the convergence of ideas. The respondents' suggestions were as follows:

The first suggestion: Pay more attention to this category from the psychological aspect. The second proposal: Not accepting exemptions for this group and trying to integrate them socially.

The third suggestion: Suggesting mental activities such as chess, for example

Fourth suggestion: Taking into account individual differences while planning units.

Fifth suggestion: Developing their own adapted curriculum.

Sixth proposal: Allocating training days for professors.

Seventh suggestion: Relying on semi-sporting games in the course.

Suggestion Eight: Create their own sections.

Ninth proposal: Review educational objectives.

Tenth suggestion: Reconsider the curriculum with the introduction of this category.

From Table (10), the tenth proposal was the most approved with a frequency of (45) professors who suggested it, at a rate of (20.90%). As for the fourth proposal, it was the least suggested, with a frequency of (13), equivalent to a rate of (5.90%). To indicate the difference between the answers, we used the chi-square goodness-of-fit test, and the results are shown in Table No (09), where the calculated K^2 value reached (137.145), which is greater than the tabulated

K^2, which reached (37.65) at the significance level (0.05). From this we conclude that there are statistically significant differences between the answers of the respondents and in favor of the answer that says: "The physical education and sports curriculum for the intermediate stage has an impact on improving the self-adaptation of the student with autism spectrum disorder."

The results of the fourth hypothesis are consistent with the study of Rahili Murad (2022), whose results showed that physical activity has a significant adaptogenic effect in developing the various developmental deficiencies that the autistic child suffers from, whether psychologically, such as improving communication, the spirit of cooperation, accepting others, and alleviating the severity of his withdrawal from social situations. Reducing his aggressive behavior, such as anxiety and tension. From this, it can be said that the fifth hypothesis, which states: "The physical education and sports curriculum has an impact on improving the self-adaptation of the student with autism spectrum disorder." Realized.

Conclusion:

The issue of the quality of social life for children with autism spectrum disorder is of great importance, especially when it comes to physical education and sports, as they are two topics related to each other, so that each directly affects the other. Therefore, through this modest study, we have tried to find out the role of the education curriculum. Physical and sports activities for middle school improve some indicators of the quality of social life for children with autism spectrum disorder. In order to meet their needs, it was necessary for the physical education and sports curriculum for the intermediate stage to take this group into consideration, especially in light of the approach to competencies and the use of acquired skills in the child's daily life.

Several studies and research have been conducted on the subject of the physical education and sports curriculum, as well as quality of life, and others have dealt with children with autism spectrum disorder, and each of them has attempted to design a training or educational program or address the deficiencies of this group in social skills, although the objectives of these researches differ except They agree on the necessity of educating a child with autism spectrum disorder and providing him with social skills that help him improve the quality of his social life and enable him to adapt within his social environment.

Through the results of our study entitled "The role of the physical education and sports curriculum for the intermediate stage in improving some indicators of the quality of social life for children with autism spectrum disorder," it became clear to us from the interpretation of the results that the physical education and sports curriculum for the intermediate stage has a role in improving some indicators of the quality of social life among children. People with autism spectrum disorder, which is consistent with the findings of some previous and similar studies mentioned in the theoretical aspect. Despite reaching these results, the issue still needs a lot of research and investigation. Therefore, we suggest conducting other studies in order to improve the quality of social life for children with autism spectrum disorder in educational institutions, as well as expanding the list of indicators of the quality of social life, in order to create psychological, social, and academic harmony. For children with autism spectrum disorder.

Suggested recommendations:

Based on the results of the study, we decided to present a set of recommendations as follows:

- Working to train physical education and sports teachers on how to deal with this category of students and work with them during class, and this is through training courses under the supervision of specialists.
- Involving students with autism spectrum disorder with their normal peers while practicing sports activities.
- Discussing this category in more detail in the curriculum, in light of working on the principle of individual differences among students, as well as the increasing spread of this category within educational institutions.
- The use of para-athletic games by physical education and sports teachers, especially with departments where there is a student with autism spectrum disorder.
- It is necessary to include adapted sports activities, so that they are linked to the goals and take into account the problems experienced by the student with autism spectrum disorder.
- Paying more attention to physical education and sports because it is considered educational physical activity, adapted physical activity, competitive physical activity, and recreational physical activity.

- Activating the mutual relationship between families of students with autism spectrum disorder and teachers to discuss emerging problems and appropriate solutions to them.
- This study will be disseminated and give more attention to this category by conducting more studies related to this category.

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