

A Comprehensive Evaluation of the Secondary Physical Education Curriculum: Insights from National Education Inspectors

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Abstract

This study seeks to conduct a rigorous and comprehensive evaluation of the physical education curriculum implemented at the secondary education level, based on the perceptions of national education inspectors. Utilizing a descriptive survey design, data were gathered from a purposively selected sample of 63 inspectors representing diverse geographical and educational contexts. A validated and psychometrically reliable questionnaire was employed to examine four core dimensions of the curriculum: educational objectives, content structure, instructional methodologies, and assessment practices.

The findings indicate that inspectors assessed the overall quality and effectiveness of the curriculum as moderate, reflecting a balance between notable strengths and several critical shortcomings. These results highlight an urgent need to revise and modernize the curriculum to ensure coherence with contemporary pedagogical frameworks, evidence-based teaching practices, and the evolving developmental needs of secondary-level learners.

Keywords: Curriculum Evaluation, Secondary Education, Physical Education, Inspectors' Perceptions, Instructional Methods, Assessment Practices.

1. Introduction:

Among the educational curricula that have been modified is the physical and sports education curriculum at the secondary level, as it occupies an important aspect of the educational and pedagogical process. It achieves the utmost development and balanced, comprehensive growth of the learner's latent potentials. Therefore, its development has become a necessity of life and an important social duty that all countries must work to achieve. Based on this theoretical framework, the evaluation process of the physical and sports education curriculum is one of the beneficial foundations upon which any educational system aiming to develop and update its curricula according to the latest educational theories relies.

From this standpoint, this research conducts an analytical survey of the elements of the physical education and sports curriculum at the secondary level (objectives, content, teaching methods, evaluation methods) through a survey of Inspectors' opinions. The aim is to clarify the positives of this curriculum when implemented, or its negatives for the purpose of benefiting from them in the evaluation or modification process. We seek to understand the degree of evaluation of the physical education and sports curriculum at the secondary level from the teachers' perspective. We hope that this study will contribute to the modification of the physical education and sports curriculum at the secondary level and provide suggestions that would offer feedback to those responsible for developing this curriculum.

1.1. Problem of the Study:

The physical education and sports curriculum at the secondary level is considered one of the most important elements of the success of the school curriculum in developed countries, as it is the educational field characterized by practice. If there is a curriculum that applies the principles and foundations of education through work and practice, there is no doubt that the physical education and sports curriculum is one of these curricula. Therefore, it is essential that it is continuously evaluated with the aim of renewal and modification to improve the educational process and raise its level, ultimately leading to the creation of an educated individual, prepared in a comprehensive and balanced manner, capable of facing the modern challenges that may confront him (Al-Khouli, et al., 2000, p. 20).

What is the evaluation level of the physical education and sports curriculum at the secondary level according to the fields of study: objectives, content, teaching methods, and evaluation methods from the perspective of national education inspectors?

1. Study hypotheses:

The evaluation of the National Education inspectors for the physical education and sports curriculum at the secondary level, according to the fields of study, came at a moderate level.

3.1. Study Objectives:

The researcher aims to achieve the following objectives through this study:

· Identifying the degree of evaluation of the physical education and sports curriculum from the perspective of national education inspectors according to study journals.

4.1. Importance of the Study:

This study provides accurate information for students, researchers, and educators, as well as teachers, educational supervisors, and all stakeholders in the field of education, with the aim of improving educational services. It also paves the way for subsequent studies related to this topic.

The following can be inferred from the results of this study:

Its results can be beneficial in bringing about a type of development to the physical education and sports curriculum during the modification processes that are supposed to take place in light of the analysis and evaluation of the current curriculum under study.

Study terms:

Definition of the curriculum: It is a set of educational experiences provided by the school to students, either inside or outside the school, with the aim of helping them achieve comprehensive growth, which in turn leads to behavior modification and the attainment of educational goals (Bashir, Al-Wakeel, 1999, p. 11).

Operational definition: A comprehensive plan consisting of objectives, content, teaching methods, and evaluation techniques supervised by the school to achieve the desired goals in the study schools.

Educational objectives (Goals & objectives) (The simplest definition of a goal, intention, aim, or purpose is that it represents the final outcome to be achieved from an activity, action, method, or approach. In education, two types of visions for objectives have been used since Tyler presented his curriculum vision, which includes the aims or goals and general objectives that represent the long-term results and purposes to be achieved. As for the other type, they are the specific or behavioral objectives that express short-term or phased results, and sometimes immediate ones that are intended to be achieved (Al-Zand, Obaidat, 2010, p. 21).

Operational definition: The objectives in this study refer to the general goals of the physical education curriculum at the secondary level, which are planned educational outcomes that we strive to impart to the learner in a functional manner that aligns with their abilities and meets their needs.

Content: It is generally defined as a collection of knowledge and educational experiences in its various fields, encompassing everything that is seen, read, and heard according to specific guidelines (Ahmed, Mohamed Salem, 2005, p. 15).

Operational definition: By "content" in this research, we mean the content of the physical education and sports curriculum at the secondary level in Algeria, which we can define as a set of collective and individual activities, as well as floor gymnastics, that have been selected and organized in a specific manner in this curriculum.

Teaching methods (Tacheng) can be described as a way of feeling and acting, relying on systems or fields of knowledge. If the teaching method is successful, it creates means for thinking, feeling, and interacting. The term "method" is also commonly used in education to express a set of activities and procedures carried out by the teacher, which have visible effects on what students learn (Al-Zand, Obaidat, 2010, p. 208).

Operational definition: It is the set of procedures followed by the physical education and sports teacher to help students achieve educational goals and transfer motor skills to secondary school students. Among the main methods used in the field of motor learning are the holistic method, the partial method, and the mixed method. The concept of curriculum evaluation (évaluation curriculum) considers evaluation as one of the

elements of the curriculum, given that the curriculum is a system and evaluation is correction and adjustment. It is a process that includes sub-processes such as the evaluation process (i.e., assessment), the diagnosis process meaning identifying strengths and weaknesses, the measurement process (i.e., quantifying evaluation), the follow-up process, the feedback process, and the judgment process. (Mahmoud Dawood Al-Rubaie, 2013, page 22)

Operational definition: By evaluation in this research, we mean the evaluation of the physical education curriculum in secondary education from the perspective of physical education teachers. Therefore, based on the above, we can define the evaluation of the physical education and sports curriculum in secondary education as an intentional and organized process aimed at collecting data and information about the physical education and sports curriculum to issue a judgment on its suitability and ability to achieve the desired goals and to reveal its strengths and weaknesses.

The concept of physical and sports education Physical education)) Physical education and sports are an integral part of general education and an experimental charter aimed at shaping a well-rounded citizen physically, mentally, emotionally, and socially through various forms of

physical activity. (Mahmoud Basyouni, Faisal Yassin Al-Shati, 1992, page 17). Fayed Mahna believes that physical and sports education is not just a part but an art of general education that aims to prepare a good citizen physically, morally, and mentally. The good citizen is one who develops in their mental, physical, moral, and social abilities (Fayed Mahna, 1987, p. 45).

The concept of the secondary stage The secondary stage is for learners who are in their teenage years, making it one of the most critical stages of learning. The ages of students in this stage range from 15 to 18 years. Students pursue their studies in the secondary stage for three years, after which they are awarded the baccalaureate certificate upon passing a national exam. (Ahmed Bouskara, 2005, page 70)

Operational definition: The researcher refers to the secondary stage in this study as the educational stage that comes after the basic primary intermediate education, extending from 15 to 18 years in the secondary schools under study.

Previous and similar studies:

Study (Rashad Tarek Al-Zughbi, 2008) An evaluative study of the teaching methods used in physical education lessons at the secondary level and their effectiveness in achieving the curriculum objectives.

This study aimed to evaluate the reality of the methods used in physical education classes for the secondary stage in the schools of the Irbid Directorate and the extent to which they achieve the curriculum objectives. The study also aimed to identify the differences among the study sample members according to the study variables related to teachers, student variables, and the variable of the educational process element - teacher-student. The descriptive method was used as the study's approach, and the study tools were designed in the form of a questionnaire for teachers and another for students. Regarding the study sample, the stratified random sampling method was used according to the study variables, with the sample consisting of (56) male and female teachers and (936) male and female students. The researcher concluded the following results: The results related to teachers' perspectives indicated that the reality of teaching physical education lessons was appropriate, with an appreciation level ranging between (high and very high) for the three study areas.

While the students' evaluations from the study sample were unsatisfactory, with a rating ranging from (low to very low).

The study results recorded statistically significant differences in the evaluation of the teaching reality used in physical education lessons across the three study areas between the teachers' perspective and the students' perspective.

The results also showed no statistically significant differences in the second domain in the estimates of the study sample of teachers attributed to the variables (school location - type - gender - academic qualification).

The results related to the responses of the sample students indicated that there are statistically significant differences attributed to the variables (school location - type - gender - branch) in the teaching practices used in physical education lessons related to the first and third domains.

The extent of employing the knowledge economy in the physical education curricula for the basic education stage in Palestine, from the perspective of supervisors and teachers, was at a moderate level across all study areas.

- The results showed no statistically significant differences in the extent of employing the knowledge economy in physical education curricula from the perspective of supervisors and teachers according to the variables (gender - academic qualification - experience - educational stage).

The presence of statistically significant differences in the extent of employing the knowledge economy in physical education curricula from the perspective of supervisors and teachers according to the variables (work - type of school - specialization). The study concluded that the physical education curricula for the basic education stage do not meet the requirements of the knowledge economy.

Study (Masaheli Al-Saghir, 2012) titled "An Evaluative Study of the Content of Physical Education and Sports Curriculum Elements for the Intermediate Education Stage and Their Relationship to Teaching Skills and the Nature of Psychological and Social Interaction within the Classroom - A Field Study in Some Intermediate Schools." Wilaya of Sétif and Batna

This study aimed to understand the extent to which physical education and sports teachers comprehend and grasp the requirements of modern educational curricula and how this relates to their teaching skills and the nature of psychosocial interaction within the classroom. The researcher used the descriptive method and applied the first questionnaire tool to evaluate the elements of the physical education and sports curriculum and the second tool related to teaching skills (teaching performance). Additionally, the Hamdan tool for comprehensive verbal interaction in its simplified form as an observation card was used to measure the quality of interaction (positive, negative) within the classroom group and during the educational process. The study sample included 75 male and female physical education and sports teachers, randomly selected from 31 middle schools affiliated with the Sétif and Batna provinces. The study yielded the following results:

- The elements of the physical education and sports curriculum (objectives - content - teaching methods - technologies - evaluation) do not adequately meet the requirements of the reality in Algerian middle schools according to the teachers' assessments. The most practiced skills in terms of performance level are the skills of planning execution and classroom management, while the teachers do not possess sufficient skills regarding professional preparation and evaluation according to the dimensions indicated by the questionnaire.

There is a positive and statistically significant correlation between the level of understanding and perception of physical education and sports curriculum elements by the teachers and their teaching practice level. There are no statistically significant differences in the level of understanding and perception of the content of physical education and sports curriculum elements between the two interaction groups (negative, positive).

There are no statistically significant differences in the level of teaching skills between the positive and negative interaction groups.

Study (Kacimi, Boujlida, 2018) titled "Evaluation of the Content of the Physical Education and Sports Curriculum for the Fourth Year of Middle School from the Perspective of Physical Education Teachers."

This study aimed to evaluate the content of the physical education and sports curriculum for the intermediate education stage from the perspective of physical education and sports teachers, specifically in the three areas included in the curriculum: team sports, individual sports, and gymnastics. The research also aimed to determine the impact of both the teachers' experience and academic qualifications on their evaluation of the three areas included in the physical education and sports curriculum for the intermediate education stage. The research sample consisted of 96 intermediate education teachers of physical education and sports, randomly selected from middle schools in some eastern provinces. The researcher used a questionnaire to measure the research hypotheses, and after conducting the necessary field procedures and statistical treatments for the data related to the three hypotheses, the researcher reached the following results:

The overall evaluation score of the physical education and sports curriculum content, from the perspective of the subject teachers, was average. The evaluation level of the physical education curriculum content in the field of team sports activities was moderate. The evaluation level of the physical education curriculum content in the field of individual sports activities was moderate. The evaluation level of the physical education curriculum content in the field of floor gymnastics activities was very low. There are no statistically significant differences in the evaluation score of the fourth-year intermediate education curriculum based on the variable of educational qualification and based on the variable of experience.

Field procedures for the study:

1.2. Study Methodology:

In line with the nature of the study's topic, the researcher in this study relied on the descriptive method using the survey study approach as an appropriate and suitable method for the study's topic. This method depends on collecting data and facts, classifying them, recording them, interpreting this data, and analyzing it comprehensively to derive useful results and indicators that lead to the possibility of issuing generalizations about the studied situations or phenomenon (Bouhache, Al-Dhuhibat, 1995, p. 65).

2.2. The exploratory study:

The researcher conducted a preliminary study to cover the research topic and highlight its importance, using the personal interview tool directed at physical education and sports inspectors at the secondary level on the occasion of attending a study day organized by the Training and Inspection Department of the Education Directorate of Skikda Province to understand the inspectors' orientations and opinions regarding the curriculum applied on 17/10/2018.

We conducted open interviews with inspectors at the secondary level, and these interviews resulted in a number of findings, the most important of which is the deficiency in the physical education and sports curriculum at the secondary level.

3.2. Study Community:

The current community consists of national education inspectors for the secondary education stage, present at the national level, numbering 63 inspectors and inspectorates according to the

statistics of the 2019-2020 academic year.

Study

sample

The sample is defined as that part of the community which is selected according to scientific rules and methods so that it accurately represents the community (Mohamed Zian Omar, 1974, page 21). The current research sample includes 63 national education inspectors at the national level. It was chosen through a comprehensive enumeration of the research community.

2-5. The spatial and temporal domain

This study was conducted during the academic year 2018-2019, from October 2018 to April 2019. The study was carried out in the People's Democratic Republic of Algeria.

6.2. Study Tool:

In this study, we used the questionnaire tool, which is considered one of the methodological tools for data collection in the descriptive approach. It consists of a form with a set of questions systematically and precisely linked to the research topic. The researcher prepares it in advance and presents it to respondents to gather information that may confirm or refute the research hypotheses proposed by the researcher (Safwat Farag, 2001, p. 33). The initial version of the questionnaire contained more than 70 items divided into four dimensions. Based on the guidance and clarifications of experts and specialists, the items were rephrased, merged, deleted, and modified. After the review, revision, and modification process, we concluded with a final questionnaire that contained four dimensions distributed as follows:

- The first axis: Specific to the objectives
- The second axis: content-specific
- The third axis: Specific to teaching methods
- The fourth axis: specific to assessment methods.
- A method for grading the paragraph formulation tool with a positive format and evaluating the answer on a five-point scale (very low - low - medium - high - very high).

Stability using the Alpha Cronbach method:

It refers to the test's ability to consistently yield the same results when repeated under the same conditions (Kamel Mohamed Al-Maghrabi, 2011, p. 264). It was found that the value of $\alpha = 0.811$, which is a high value, indicating the consistency of the tool's items.

Table 1: Shows the Cronbach's alpha coefficient for measuring the reliability of the questionnaire.

Field	Stability
Objectives	0.871
Content	0.775
Teaching methods	0.826
Assessment methods	0.775
stability coefficient	0.811

The judges' verdict:

Validity is considered one of the important conditions and essential steps in preparing tests, using them, and making appropriate decisions for a specific purpose (Allam, Salah El-Din Mahmoud, 2000, p. 231).

The tool was presented to a group of five specialized professors to provide their opinion on

the appropriateness of the tool's items in terms of ease, clarity, relevance of the axis to the tool, content, formulation, language, and the suitability of the items to the four axes of the tool: objectives, content, teaching methods, and assessment methods. Any inappropriate item was to be removed, and they were invited to suggest what they deemed appropriate to enrich this study on one hand and to find a clear style that is closest to the understanding of the sample on the other hand. The judges were proposed three responses to The following: An inappropriate adjustment flow, and after data processing, the statements (paragraphs) that achieved a 90% acceptance rate were accepted.

9.2. Objectivity of the tool:

The items of the scale for the evaluation tool of the physical education curriculum at the secondary level, from the perspective of national education inspectors, are easy and clear, especially since the respondents received a comprehensive explanation of the tool, its specifications, and its conditions (the response should be personal, adhering to answering all statements). After analyzing the sample's response data, it became clear that the sample responded to all items easily, which indicates the objectivity of the response.

Presentation and discussion of the study results:

3. 1. Presentation and discussion of the results of the first hypothesis: The evaluation of the physical education and sports curriculum from the inspectors' perspective was average.

To verify the validity of this hypothesis, the arithmetic means and standard deviation of the estimates of physical education teachers for each area of the inspectors' tool related to the evaluation of the physical education curriculum at the secondary level were extracted, as shown in Table No. 02. The researcher adopted the following scale to estimate the degree of inspectors' evaluation by classifying the arithmetic mean into five levels:

2.09 - 2.38 The evaluation score is very low.

2.39 - 2.68 is a low evaluation score.

2.69 - 2.98 is an average evaluation score.

2.99 - 3.28 The evaluation grade is significant.

3.29 - 3.58 The evaluation score is very high.

Table 2: Shows the ranking, mean, and standard deviation of different journals and the overall evaluation score.

The results of this study are consistent with the findings of (Msahli El-Saghir, 2012) on the evaluation of the physical education curriculum in the middle school stage from the perspective of physical education teachers. This study concluded that the elements of the physical education curriculum—objectives, content, teaching methods, techniques, and assessment—do not sufficiently meet the practical requirements of Algerian middle schools.

The number	Field	Mean	Standard Deviation	Evaluation Level
1	Objectives	3.14	0.82	Moderate
2	Content	2.92	0.75	Moderate
3	Teaching methods	2.96	0.78	Moderate
4	Assessment methods	2.91	0.74	Moderate
-	Evaluation Approaches	2.98	0.70	Moderate

Similarly, the study aligns with (Kassimi & Boujlida, 2018), which examined middle school physical education teachers in Skikda. The researcher found that the overall evaluation of the physical education curriculum content was at a moderate level.

Moreover, the findings of this study are in line with those of (Rashad Tariq Al-Zoghbi, 2008), who conducted research on physical education teachers and high school students in the Hashemite Kingdom of Jordan. His study concluded that the objectives of the physical education curriculum were achieved to a very high degree from the teachers' perspective.

Additionally, this study agrees with (Asi Amin Asi, 2014), who conducted research on physical education teachers and inspectors in Palestine. His findings indicated that the evaluation of the physical education curriculum was at a moderate level across all study domains

The evaluation of the physical education curriculum at the secondary school level from the perspective of inspectors indicates dissatisfaction with the current curriculum, as it is deemed unsuitable for this stage and in need of modification to align with the set objectives. In this regard, (Mohamed, Ayman Mahmoud Abdel Rahman, 2007, p. 121) states that inspectors' opinions on the curriculum serve as a means to identify the difficulties faced by curriculum designers. Since inspectors are closer to students, they are more aware of the topics that learners prefer and that align with their interests, readiness, and cognitive abilities. These difficulties may prevent students from engaging effectively with the curriculum.

The results showed a high evaluation score for the objectives domain, with an average score of (3.14). This could be attributed to the fact that the objectives of the physical education curriculum at the secondary school level encompass all aspects of the learner's personality—physical, cognitive, and social. In this regard, (Al-Hayek, 2018, p. 16) states that the objectives of the physical education curriculum help teachers achieve a balance between these goals, ensuring that the cognitive domain does not overshadow the physical or social aspects. Furthermore, it prevents the overlap of learning outcomes by ensuring that each educational objective is formulated as a single behavioral action, clearly specifying its nature and level. The objective should be stated at an appropriate level of generality and should be directly related to a physical or cognitive ability or an emotional and affective stance.

The results also showed a moderate evaluation score for the teaching methods domain, with an average score of (2.96). This could be attributed to several reasons, the most significant being that the teaching methods used in the physical education curriculum are outdated and no longer meet students' needs. They are based on an old approach that prioritizes content as the core of the educational process rather than centering the learning experience around the student. Additionally, the teaching methods in the secondary school physical education curriculum rely on a movement-drillling approach that is more akin to training rather than actual teaching. This method does not allow students the freedom to think creatively or solve problems within the physical education lesson.

The solution, therefore, lies in adopting modern approaches that integrate educational media and technology. In this regard, (Mohamed, Ayman Mahmoud Abdel Rahman, 2007, p. 120) states that modern educational techniques play a crucial role in the learning process. They assist teachers in performing their tasks more efficiently, making them more capable of achieving curriculum objectives and effectively delivering learning experiences to students. These techniques also enhance learning speed, improve knowledge retention, and help address individual differences among learners while providing opportunities for self-directed activities. The results showed a moderate evaluation score for the content area with an average of (2.92). The researcher attributes this shortcoming to a set of reasons.

The most important issue is that the curriculum is comprehensive for all states without considering the capabilities, nature, and specificity of each state. The planning is centralized, meaning it is done by the National Curriculum Development Committee. Fatiha Msahel (2016, p. 86) notes the lack of a strong and practical functional link between institutes and secondary schools, and the deficiency in pedagogical follow-up during service. In this regard, Mohamed Said Azmi believes that the curriculum content is a means to achieve the goals, and therefore, the content should be chosen based on a study of the community and the nature of the educational process carried out by the school.

The results showed a moderate evaluation degree for the field of assessment methods with a mean score of (2.91). The researcher attributes this to a number of reasons, the most important of which are the difficulty of assessing students' motor performance due to the limited time allocated for physical education, the large number of students in a single class, which can reach up to forty-five students, the teachers' reliance on personal observation, and the fact that standardized tests in the physical education curriculum are impractical and do not align with the students' levels.

Therefore, it can be said that the first hypothesis, which stated that the evaluation of the physical education and sports curriculum at the secondary level from the teachers' perspective was moderate, has been achieved.

4. Conclusion:

Through the study we conducted in this research, we aimed to shed light on the opinions of national education inspectors at the secondary level regarding the physical education curriculum applied in the secondary stage. The main idea we derived, based on the applied study conducted on physical education and sports inspectors using the developed physical education curriculum evaluation tool in light of the study's objectives, and through the presentation and discussion of the study tables' results, the researcher concluded:

- The physical education curriculum for the secondary stage does not meet the requirements of the secondary stage in Algeria, according to the study results, which showed that the evaluation of the physical education curriculum at the secondary stage, from the perspective of physical education and sports inspectors, came at an average level in all areas of study except for the objectives area.

In the end, we came up with a set of suggestions and recommendations, among which were:

- Assigning the task of developing physical education and sports curricula to specialists and field experts, with the necessity of involving subject teachers in their preparation by producing reports at the level of educational institutions concerning elements of physical education and sports curricula, evaluated by teachers and national education inspectors, which would contribute to revealing the main difficulties faced during fieldwork.

- Reviewing the physical education and sports curricula at the secondary level and working on restructuring them to align with the new changes occurring in the field of educational physical sports activities.

- Clarifying the components of the physical education and sports curriculum at the secondary level for subject teachers through holding workshops and organizing training courses for this purpose, while raising awareness among teachers about the necessity of attending these workshops and seminars.

Providing the physical education and sports curriculum at the secondary level with a guide that includes various teaching methods for the physical activities and sports included in the

curriculum.

Activating the role of educational technology in physical education and sports curricula for the secondary education stage in line with the knowledge economy and modern assessment methods.

- Updating the contents of the training programs currently available in various institutes of physical and sports sciences across the country, especially the programs of physical education and sports departments, in accordance with the latest developments in the field of education and the incorporation of educational curricula and their preparation and development within the university training programs and as courses taught in these institutes.

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