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The Extent To Which The Physical Education And Sports Curriculum Considers Skills Appropriate For The Pupil (A Descriptive And Analytical Study Of The Curriculum For The Second And Third Primary Levels In Algeria)

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ABSTRACT:

This study investigated the Algerian Physical Education and Sports curriculum for primary grades 2-3, focusing on the inclusion of developmentally appropriate skills. Using content analysis methodology and a validated coding instrument based on theoretical literature, the research examined the extent and balance of skill incorporation within the curriculum itself (the study sample).

The key findings revealed that the majority of developmentally appropriate physical education and sports skills are absent from the curriculum for these grades. Furthermore, the analysis indicated a lack of consistency and balance in the representation of the skills that are included. The study highlights significant gaps in the current curriculum's alignment with students' developmental needs in physical education for these early primary years in Algeria.

Keywords: Physical Education and Sports Curriculum; Skills; Primary Level; Content Analysis.

I. INTRODUCTION

Physical education is a fundamental pillar of the comprehensive educational process. It is not merely a physical activity but a fertile domain for developing the psychological, social, and cognitive dimensions that contribute to building the learner's personality in an integrated manner. Bailey (2005) emphasizes this role, stating: "Physical education should be a fun and rewarding experience for all students, regardless of their physical abilities." It is not a luxury but a necessary condition for balanced development. Hardman (2008) adds, affirming that "the aim of physical education is not only to improve physical fitness but also to enhance self-confidence, social skills, and teamwork."

Thus, the importance of physical education for pupils goes beyond physical and health growth—such as strengthening muscles and bones, improving cardiorespiratory fitness, and preventing chronic diseases—to encompass broader dimensions, including psychological and emotional development. It helps learners reduce stress and anxiety, boosts their self-confidence and capabilities, and nurtures a spirit of initiative. Weiss (2000) confirms that "physical education contributes to promoting mental health in children and adolescents and reduces the risk of depression and anxiety."

Its role is not limited to that; it also contributes to social and moral development through group activities and sports, which instill values of cooperation, respect, sportsmanship, rule adherence, and the development of communication and problem-solving skills. Physical education is an opportunity to instill positive values and raise awareness about the importance of health, personal hygiene, environmental preservation, diversity, and difference, ultimately promoting tolerance and intercultural understanding. Pate et al. (1995)

indicate that "regular participation in physical activity is associated with improved health behaviors and the promotion of positive values among youth."

In addition, studies have shown a positive relationship between regular physical activity and academic achievement, as physical education improves focus, attention, and memory, which positively reflects on students' performance across various academic subjects.

Despite this widely acknowledged importance in educational literature, a gap is observed between the stated importance of physical education and the actual status of curricula in many countries, including those in the developing world such as Algeria. There is a noticeable reduction in the number of physical education sessions, insufficient sports facilities and equipment, and a lack of qualified and specialized teachers. In fact, the early stages of education in Algeria did not include physical education curricula at all, and learners were entirely deprived of developing the physical and value-based dimensions that these curricula offer. It was only in the past ten years that such curricula were introduced, raising questions about the seriousness of the commitment to achieving the comprehensive educational goals set within these programs.

From this standpoint arises a serious concern about the extent to which the content of physical education curricula aligns with the actual skills learners need at various age stages and levels of development. In many cases, traditional sports activities dominate the curricula, neglecting the diversity in learners' interests, capabilities, and preferences. This neglect leads to negative consequences that many researchers have studied and criticized.

Hardman's (2008) study revealed a significant gap between the stated objectives of physical education curricula and the actual conditions in schools, noting that "physical education in many countries suffers from a lack of funding, facilities, and qualified teachers, which negatively affects the quality of the programs provided." This shortage of resources directly undermines the ability to achieve the curriculum's intended goals.

Bailey's (2005) study also confirmed that "curricula are often inflexible and do not consider individual differences among learners, leading to the marginalization of students with special needs or limited physical abilities." This marginalization extends beyond specific groups to a broader segment of learners who find the provided activities irrelevant to their aspirations or personal development.

Kirk (2010) highlighted another aspect of the issue: the absence of learner participation in curriculum design and evaluation. He argues that "student involvement in decision-making increases their motivation and engagement in physical activities." The lack of student participation deepens the gap between what the curriculum offers and what learners actually need.

The situation in Arab countries is no different from elsewhere. In Algeria, for example, some researchers have analyzed physical education curricula to identify their weaknesses and shortcomings. Charaf et al. (2020) analyzed the content of the new physical education curriculum for the first year of middle school (in terms of cognitive competencies according to Bloom's taxonomy), and the results revealed a weak presence of cognitive competencies as defined by the taxonomy.

Moreover, the shortcomings were not limited to the cognitive aspect. Even at the skill level, gaps were identified in Algeria's physical education curricula that require revision and review. In their study assessing the degree of inclusion of skill-based competencies according to Simpson's taxonomy in the new curriculum for the first year of middle school, Charaf et al. (2022) found a weak representation of skill-based competencies under the specified taxonomy.

- **Research Problem**

Through the review of theoretical literature and the growing body of evidence pointing to multiple issues related to physical education curricula, the researchers focused particularly on the primary education level, noting that a dedicated physical education curriculum was only introduced in Algeria at this stage approximately ten (10) years ago. Based on their examination of available literature and studies, the researchers were unable to find any academic studies using a rigorous analytical methodology that specifically addressed primary school physical education curricula in Algeria.

The closest study identified was conducted by Hammani, Walid; Fernouch, Nasir; and Cheraa, Abdallah (2024), in which they analyzed the teaching programs for physical education across all primary school grades and defined the objectives and competencies targeted for achievement by the end of the academic year. They also attempted to examine the alignment between the content of the

education programs and the implementation of a school health approach during physical education sessions in the primary stage.

However, upon reviewing the study's content, the researchers found it unsuitable as a reliable prior study, due to significant methodological inconsistencies particularly a mismatch between the study questions, which focused on correlational relationships, and the methodology and tool used, which consisted solely of content analysis through a checklist, along with frequency counts and percentages, without any assessment of validity or reliability, nor any construction of the tool based on established scientific frameworks.

Accordingly, the research question arises: To what extent do primary physical education curricula address the diverse skill-based, cognitive, and social needs of learners at this stage?

Based on this, the current study seeks to investigate the extent to which appropriate physical education and sports skills are included in the physical education curricula for the second and third primary levels in Algeria.

- **Research Questions**
    - To what extent are appropriate physical education and sports skills included in the physical education curriculum for the second and third primary levels in Algeria?
    - Is there consistency and proportionality in the degree of inclusion of physical education and sports skills in the curriculum for the second and third primary levels in Algeria?

- **Significance of the Study**

The study analyzes physical education curricula in Algeria using content analysis. Its importance lies in the method used, the nature of the topic, and the study population. The use of content analysis in curriculum evaluation remains limited in Algeria compared to descriptive approaches. According to the researchers' knowledge, physical education curricula at the primary level have not previously been studied within recognized academic frameworks, due to the recent introduction of such curricula in Algeria.

Another reason for its significance is the nature of the studied variable physical education skills which are essential to comprehensive education in schools and should not be overlooked in favor of cognitive aspects alone. Educational integration requires attention to physical development and sensorimotor activities in children, especially during early educational stages such as primary school.

Extracurricular activities also play a key role in the educational process by connecting students to school, increasing motivation to learn, and developing non-cognitive skills related to physical and motor activity. Moreover, physical education and sports help promote moral and ethical values through school curricula.

Operational Definition of Research Variables

- **Physical Education Curriculum:**

In this study, it refers to the physical education and sports curriculum for the second and third primary levels, approved by the Ministry of National Education in 2023. It covers the third, fourth, and fifth years of primary education. The reason for selecting the second and third levels instead of the first will be explained later in the discussion of the study sample.

- **Physical Education Skills:**

These refer to the skills included in the analysis form used in the study, which covers the following components:

- **Motor Skill Competency:**

  Operationally defined as the students' ability to master fundamental motor and sports skills in a manner appropriate to their age.

- **Knowledge of Movement Concepts:**

  Operationally defined as enabling students to understand the scientific principles and strategies related to physical movement.

- **Physical Fitness:**

  Operationally defined as developing students' ability to improve and maintain physical fitness (strength, endurance, flexibility).

- **Responsible Behavior and Respect:**

  Operationally defined as promoting positive behavior, cooperation, and respect during physical activity.

- **Value of Physical Activity:**

  Operationally defined as instilling appreciation for physical activity as part of a healthy and enjoyable lifestyle.

Conceptual Framework of the Study

- **The Concept of Physical Education and Sports:**

The term "physical education" acquired a new dimension after the addition of the word "physical" to it. The word "physical" refers to the body and is often used to denote physical attributes such as strength, speed, and flexibility, in contrast to the mind.

The term “physical education and sports” has been used in educational and training institutions and has developed shared meanings among educators and specialists. Although its form may vary, its essence remains unchanged.

In the context of the educational process, it is necessary to define a concept of physical education and sports that aligns with the general goals and aims of the national educational system and the ideological and political directives of the state. Therefore, physical education and sports can be defined as: "An educational process that occurs through the practice of physical and sports activities, relying on the influence of all inputs from modern sciences (biology, genetics, internal physiology, psychology, etc.), and aiming to develop the individual holistically—sensorimotor, socially, emotionally, and cognitively." (Boussekra, 2005, p. 07)

Charles Bucher views physical education and sports as “an integral part of general education and an experimental field aimed at developing a citizen who is physically, emotionally, and socially fit, through various types of sports activities.” (Si Tahar et al., 2011)

Thus, perceiving physical education and sports merely as physical strength or skill is a misinterpretation of its true meaning.

From former Czechoslovakia, Kopesky Kozlik defines it as: "A part of general education, whose goal is to develop the citizen physically, mentally, emotionally, and socially through selected physical activities to achieve this goal." (El-Khouli, 2001, p. 35)

The American Association for Health, Physical Education, and Recreation in 1965 defined physical education as: "A subject where children learn to move and move to learn."

Based on these definitions, physical education can be understood as a purposeful process aimed at developing and preparing the individual by nurturing their cognitive, physical, and emotional (psychological and social) abilities through modern teaching methods that correspond to the demands of the times, while providing the necessary means and suitable working conditions.

- **Skill:**

Linguistically, skill means mastery and proficiency. Technically, it is defined as: "Accurate and effortless performance based on understanding of what is learned—whether motor or mental—with minimal effort and cost." (Dawood & Abu Shaqir, 2003, p. 14)

Mohamed Hassan Allawi and Mohamed Nasr El-Din Radwan define it by noting: "It is difficult to establish an absolute definition of skill, as it refers to relative levels of performance. In other words, skill denotes a degree of quality relative to an individual's or group's level." (Ben Bernou, 2006, pp. 45–46)

Operationally, skill can be defined as: A construct closely related to learning, involving the effective use of cognitive, sensory, ethical, and motor processes. It is relatively stable in achieving successful task execution or behavior, and it is more specific than ability, as it can be easily observed. (Haji, 2005, p. 11)

II – Method and Tools

1. **Research Method:**

The study adopted the content analysis method, which is the most appropriate for this type of research that focuses on analyzing school curricula, textbook content, and various official documents.

2. **Study Sample:**

The study sample consists of the physical education and sports curriculum for the primary education stage approved by the Ministry of National Education in 2023. The official document issued by the Ministry is not specific to a single grade but rather covers the entire primary stage. However, the researchers selected the second and third levels, since the physical activities prescribed for the first three years are merely preliminary activities that do not qualify as structured, varied, and progressive physical sports activities that can be meaningfully analyzed and studied.

The curriculum defines the intended objectives for each stage as follows:

Table (1): General Competencies by Education Stage According to the Physical Education Curriculum for Primary Education

Competency Details	Targeted General Competency	Year	Level
Awareness of body functions and coordination between body parts	Awakening and Initial Adaptations	First and Second Year	First Level
Practice of physical movements and basic skills	Deepening of Basic Learnings	Third and Fourth Year	Second Level
Execution of instructions and performance of basic movements	Mastery of Basic Learnings	Fifth Year	Third Level

Source: Prepared by the researchers based on (Ministry of National Education, Algeria, 2023, p. 8)

It is noted from the table that the general competency targeted in the first level is the recognition of bodily functions and coordination between body parts. Therefore, the activities in this stage are merely introductory and aim to achieve that goal. Accordingly, the study focused on the second and third levels, where there are physical and bodily activities and skills that can be analyzed using the study tool.

As for the content of the curriculum, it includes the following elements (Ministry of National Education, Algeria, 2023, p. 3):

1. Subject Overview
2. Structure of Educational Stages and Competencies of the Educational Phase
3. Concept and Knowledge Resource Matrix
4. Annual Programs for the Primary Education Stage

4.1. Program for the First Year of Primary Education

4.2. Program for the Second Year of Primary Education

4.3. Program for the Third Year of Primary Education

4.4. Program for the Fourth Year of Primary Education

4.5. Program for the Fifth Year of Primary Education

5. Guidelines and Recommendations

The study sample which in fact represents the entire population consists of elements (4.3) to (4.5), i.e., from page 17 to page 24 of the curriculum. These pages contain detailed information on the competencies and prescribed activities for the second and third levels of primary education, as illustrated in the following figure:

Physical Education Curriculum – Primary Education Stage

4.3 Grade Three Program of the Primary Stage

Learner Exit Profile	Overall Competency	Constructs and performs a set of basic actions related to running and throwing according to the situation.				
	Values and Attitudes	Algerian Identity	Enriches and uses sports-related vocabulary			
		National Conscience	Integrates into a team and works for its benefit			
		Citizenship	Respects given instructions, guidelines, and safety rules			
		Openness to the World	Respects the anthems appropriate for national teams			
	Cross-Curricular Competencies	**Cognitive Dimension:**	Understands the progression in running and throwing situations, and recognizes the importance of instructions and guidelines for maintaining safety and security. – Grasps the requirements of running and throwing, and acknowledges the importance of adhering to safety rules. – Masters the rules of transitioning between markers by discovering basic actions and being aware of the importance of following competition rules.			
		Methodological Dimension:	Engages in running and throwing situations and follows instructions and guidelines. – Runs at various paces and throws from different positions while applying safety rules. – Moves between different markers and acts according to appropriate situations, adhering to competition rules.			
		Communicative Dimension:	– Responds to instructions and guidelines. – Explains safety rules. – Explains competition rules.			
		Personal and Social Dimension:	– Maintains personal safety and that of peers. – Commits to appropriate safety rules. – Observes safety and security regulations.			
Field:		**Terminal Competency:**	**Competency Components:**	**Affective Resources:**	**Knowledge Resources:**	**Time:**
Positions and Movements		Combines and performs a series of actions according to the demands of the situation.	– Recognizes how to link a sequence of movements (running, throwing). – Adheres to appropriate instructions and guidelines during throwing and running. – Respects the given instructions and directives.	**Cognitive:** – Understands the progression in running and throwing situations – Recognizes the importance of instructions and guidelines for maintaining safety and security **Methodological:** – Participates in running and throwing situations – Follows instructions and guidelines **Communicative:** – Responds to instructions and guidelines **Personal/Social:** – Maintains his own safety and that of his peers	**Running and Throwing** – **Running:** from walking to jogging, from a free start, from varied running – **Sprinting** – **Throwing:** from a stationary position with one hand, with both hands **Instructions and Guidelines:** – Group safety and security – Respect for the throwing area	**10 hours**

Figure 1: Example of the Distribution of Competencies and Activities in the Physical Education and Sports Curriculum for Primary Education

Source: (Ministry of National Education, Algeria, 2023, p. 17)

It is observed from Figure 1 that the table presenting the annual curriculum program consists of two main sections:

- The upper part includes the overall competencies, the graduation profile in terms of values and attitudes, as well as the transversal competencies in various domains (cognitive, methodological, communicative, individual, and social) that the learner is expected to acquire by the end of the academic year.
- The lower part of the table contains the detailed components of what is outlined in the upper part. Here, the overall competency is broken down into final competencies by field, specifying their subcomponents as well as the knowledge and transversal resources. These represent the activities and instructions that must be implemented and carried out to achieve the targeted competencies, along with the time allocated for achieving the final competency in each field.

The aspects targeted by the analysis in this study are the knowledge resources and transversal resources found in the lower part of the curriculum program table, as they include indicators of partial physical education competencies, both core and transversal.

3. Research Tool:

Given the nature of the studied problem and the adopted research method, the tool used for data collection in this study is a content analysis form. This form was developed based on a recognized source in the theoretical literature namely, the 2013 publication by SHAPE America (Society of Health and Physical Educators). The skills were adapted to suit the Algerian context.

In its preliminary version prior to being submitted for expert review the form included the following categories:

Table (2): Preliminary Version of the Analysis Form

Subcategories	Main Categories
The curriculum defines basic motor skills (such as walking, running, jumping, and throwing) with clear progression across the primary school years.	**Developing Motor Competence and Physical Skills**
It includes practical activities to develop motor coordination (such as kicking or hitting a ball) using simple, locally available tools.	
The curriculum provides repeated drills to improve accuracy and control of movements (such as throwing a ball at a specific target).	
The curriculum considers the feasibility of implementing activities in Algerian school playgrounds with limited resources.	
It includes traditional Algerian games (such as football or folk games) to enhance motor competence in an enjoyable way.	
The curriculum teaches basic movement concepts (such as balance, speed, and distance) in a simplified way for children.	**Understanding Movement Concepts and Principles**
It explains how to improve physical performance (such as the importance of body posture during running or jumping).	
It includes educational activities that link movement and health (such as the benefits of warming up before exercises).	
The curriculum encourages pupils to analyze their movements (e.g., “Why did the ball fall?” or “How can I jump farther?”).	

The curriculum takes into account the comprehension level of Algerian primary school pupils through practical local examples.	
The curriculum includes daily exercises to improve cardiovascular endurance (such as short-distance running appropriate to age).	**Achieving and Maintaining Physical Fitness**
It includes activities for muscle strengthening (such as modified push-ups or lifting light weights suitable for children).	
The curriculum teaches flexibility exercises (such as simple stretching) with clear instructions to avoid injuries.	
It provides a fitness assessment plan (such as running or jumping tests) with goals appropriate for the primary level.	
The curriculum considers Algeria's climatic conditions (such as avoiding strenuous exercises during extreme heat).	
The curriculum encourages pupils to cooperate in team games (such as assigning roles in a small match).	**Demonstrating Responsible Behavior and Respect in Physical Activities**
It teaches respect for sports rules (such as avoiding aggressive interference or accepting defeat with sportsmanship).	
The curriculum includes activities that promote responsibility (such as cleaning the playground after play or taking care of sports equipment).	
It integrates Islamic values such as patience and tolerance during competition or conflicts in activities.	
The curriculum provides guidance for teachers on addressing irresponsible behavior in an educationally appropriate way for the Algerian context.	
The curriculum encourages pupils to associate physical activity with health (e.g., "Sports make me stronger and protect me from illness").	**Valuing Physical Activity for Health and Enjoyment**
It includes fun and varied activities (such as Algerian folk dance or traditional games) to increase enthusiasm.	
The curriculum promotes physical activity as a daily habit (such as walking to school or playing in the yard).	
It includes simple discussions on the benefits of sports for the mind and body (such as reducing stress and improving focus).	
The curriculum reflects Algerian social values, such as group play as a way to strengthen family and social bonds.	

Source: Prepared by the researchers

- **Unit of Analysis:**

The unit of analysis in this study is the statement or idea that reflects a competency or skill in the curriculum. The aim is to extract physical and sports skills as expressed in the curriculum, specifically in the column dedicated to knowledge resources and the column related to transversal resources (see Figure 1).

The first column includes the components of core physical education competencies, while the second column covers transversal competencies related to complementary aspects such as cognitive, methodological, communicative, and social dimensions.

- **Tool Validity:**

Since the tool is related to content analysis, its validity was confirmed using expert judgment validity. The preliminary version—which included 25 skills—was submitted to several experts with experience in teaching and supervision at the middle and secondary school levels, as well as some university professors specialized in physical education, to obtain their opinions on the appropriateness of the listed skills for primary

school students. A total of five (05) forms were returned, representing the number of expert reviewers in this study (see Appendix 01).

It is worth noting that no primary education experts in physical education and sports had prior inspection experience, as the recruitment of physical education teachers at the primary level began in 2022, and as for the inspectorate, the competitive exam was held during the current academic year (2024/2025), and the successful candidates are still in training.

The Lawshe method was used to calculate the content validity ratio (CVR) among the experts, applying the following formula: (Charaf et al., 2020, p. 458).

$$CVR = \frac{n_e - (N/2)}{N/2}$$

Where **CVR** refers to the Content Validity Ratio, (**n_e**) represents the number of experts who agreed that the item is essential for measuring the domain it belongs to, and (**N**) indicates the total number of expert reviewers. The results of the validation process were as follows:

Table (3): Results of the Expert Review Process

Percentage	Lawshe's Coefficient	Number of Agreements	Statements	Number
80	0.6	4	The curriculum defines basic motor skills (such as walking, running, jumping, and throwing) with clear progression across the primary school years.	1
100	1	5	It includes practical activities to develop motor coordination (such as kicking or hitting a ball) using simple, locally available tools.	2
60	0.2	3	The curriculum provides repeated drills to improve accuracy and control of movements (such as throwing a ball at a specific target).	3
60	0.2	3	The curriculum considers the feasibility of implementing activities in Algerian school playgrounds with limited resources.	4
20	-0.6	1	It includes traditional Algerian games (such as football or folk games) to enhance motor competence in an enjoyable way.	5
80	0.6	4	The curriculum teaches basic movement concepts (such as balance, speed, and distance) in a simplified way for children.	6
80	0.6	4	The curriculum explains how to improve physical performance (such as the importance of body posture during running or jumping).	7
40	-0.2	2	It includes educational activities that link movement and health (such as the benefits of warming up before exercise).	8
40	-0.2	2	The curriculum encourages pupils to analyze their movements (such as "Why did the ball fall?" or "How can I jump farther?").	9
80	0.6	4	The curriculum takes into account the comprehension level of Algerian primary pupils through practical local examples.	10

100	1	5	It includes daily exercises to improve cardiovascular endurance (such as short-distance running appropriate to age).	11
60	0.2	3	It includes activities for muscle strengthening (such as modified push-ups or lifting light weights suitable for children).	12
80	0.6	4	The curriculum teaches flexibility exercises (such as simple stretching) with clear instructions to avoid injuries.	13
60	0.2	3	It provides a fitness assessment plan (such as running or jumping tests) with goals appropriate for the primary stage.	14
80	0.6	4	The curriculum considers Algeria's climatic conditions (such as avoiding strenuous exercises during extreme heat).	15
100	1	5	It encourages pupils to cooperate in team games (such as assigning roles in a small match).	16
100	1	5	The curriculum teaches respect for sports rules (such as avoiding aggressive interference or accepting defeat with sportsmanship).	17
60	0.2	3	It includes activities that promote responsibility (such as cleaning the playground after play or taking care of sports equipment).	18
100	1	5	The curriculum integrates Islamic values such as patience and tolerance during competition or conflicts in activities.	19
60	0.2	3	It provides guidance for teachers on how to address irresponsible behavior in an educationally appropriate way for the Algerian context.	20
80	0.6	4	The curriculum encourages pupils to link physical activity with health (e.g., "Sports strengthen me and protect me from illness").	21
0	-1	0	It includes fun and diverse activities (such as Algerian folk dancing or traditional games) to increase enthusiasm.	22
100	1	5	The curriculum promotes physical activity as a daily habit (such as walking to school or playing in the yard).	23
40	-0.2	2	It includes simple discussions on the benefits of sports for mind and body (such as reducing stress and increasing focus).	24
80	0.6	4	The curriculum reflects Algerian social values such as group play as a means to strengthen family and social bonds.	25

Source: Prepared by the researchers

Lawshe's coefficient depends on the number of experts included in the study, and in this research, its value ranges between –1 and 1. Statements that achieved a CVR of 0.2 or higher equivalent to a percentage of 60%

or more were retained. As shown in the table, most items fall within the acceptable range, except for items (5, 8, 9, 22, 24), which were excluded from the final analysis form. The final version of the form included 20 skills.

- **Tool Reliability:**

Reliability was verified by applying the tool by one researcher, and reapplying it by the second researcher, after agreeing on the method and procedures of analysis. The main skills and sub-skills were coded in the analysis form, as illustrated in the following table:

Table (4): Coding of Main and Sub-Skills in the Analysis Form

Code	Sub-skills	Main Skills
(A1) (A2) (A3)	skill1 skill2 skill3	**Developing Motor Competence and Physical Skills** (A)
(B1) (B2) (B3)	skill1 skill2 skill3	**Understanding Movement Concepts and Principles** (B)
(C1) (C2) (C3)	skill1 skill2 skill3	**Achieving and Maintaining Physical Fitness** (C)
(D1) (D2) (D3)	skill1 skill2 skill3	**Demonstrating Responsible Behavior and Respect in Physical Activities** (D)
(E1) (E2) (E3)	skill1 skill2 skill3	**Valuing Physical Activity for Health and Enjoyment** (E)

Source: Prepared by the researchers

After that, 10% of the research population was randomly selected, and after collecting the frequencies, reliability was measured using the Cooper equation (Al-Harbi, 2012, p. 47):

$$100 \text{ X} \frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Number of Disagreements}}$$

After substituting into the equation, we found a reliability rate of 70%. Accordingly, we considered this percentage sufficient and appropriate to meet the objectives of the study.

Following that, the coding process was carried out in preparation for the content analysis, as follows:

4. Analysis Procedures:

- The curriculum content was read thoroughly and attentively, focusing on the skills specified in each domain, both in the **knowledge resources** and the **transversal resources** sections.
- Each skill was counted **only once** when mentioned for a given final competency. A skill was considered **repeated** only if it appeared again in relation to a different physical activity or another final competency.
- The frequencies of each sub-skill were collected, organized into tables, and their percentages were calculated.

5. Statistical Processing:

- **Lawshe's Formula:** Used to calculate the **validity** of the study tool.
- **Cooper's Formula:** Used to calculate the **reliability** of the study tool.
- **Frequencies:** Used to count the occurrence of physical education skills in the curriculum.
- **Percentages:** Used to determine how the sub-skills are distributed and how proportionate they are within the curriculum.

III – Results and Discussion

1. Presentation of the Results for the First Question:

The first research question stated:

To what extent are appropriate physical education and sports skills included in the physical education curriculum for the second and third primary levels in Algeria?

To answer this question, frequencies and percentages of the skills in the curriculum were calculated. The results were as follows:

Table (5): Frequencies and Percentages of Skills in the Curriculum

Percentage	Frequencies	Statements	Number
42.86	12	The curriculum defines basic motor skills (such as walking, running, jumping, and throwing) with clear progression across the primary school years.	1
0.00	0	It includes practical activities to develop motor coordination (such as kicking or hitting a ball) using simple, locally available tools.	2
14.29	4	The curriculum provides repeated drills to improve accuracy and control of movements (such as throwing a ball at a specific target).	3
0.00	0	The curriculum considers the feasibility of implementing activities in Algerian school playgrounds with limited resources.	4
0.00	0	It teaches basic movement concepts (such as balance, speed, and distance) in a simplified way for children.	5
10.71	3	The curriculum explains how to improve physical performance (such as the importance of body posture during running or jumping).	6
0.00	0	The curriculum takes into account the comprehension level of Algerian primary school pupils through locally relevant practical examples.	7
0.00	0	It includes daily exercises to improve cardiovascular endurance (such as short-distance running appropriate to age).	8
0.00	0	It incorporates activities for muscle strengthening (such as modified push-ups or lifting light weights suitable for children).	9
3.57	1	The curriculum teaches flexibility exercises (such as simple stretching) with clear instructions to avoid injuries.	10
0.00	0	It provides a fitness assessment plan (such as running or jumping tests) with goals appropriate for the primary stage.	11
0.00	0	The curriculum considers Algeria's climatic conditions (such as avoiding strenuous exercises during extreme heat).	12
10.71	3	It encourages pupils to cooperate in team games (such as assigning roles in a small match).	13
17.86	5	The curriculum teaches respect for sports rules (such as avoiding aggressive interference or accepting defeat with sportsmanship).	14
0.00	0	It includes activities that promote responsibility (such as cleaning the playground after play or taking care of sports equipment).	15

0.00	0	The curriculum integrates Islamic values such as patience and tolerance during competition or conflict in activities.	16
0.00	0	It provides guidance for teachers on addressing irresponsible behavior in a pedagogically appropriate way for the Algerian context.	17
0.00	0	The curriculum encourages pupils to link physical activity with health (e.g., “Sports strengthen me and protect me from illness”).	18
0.00	0	It promotes physical activity as a daily habit (such as walking to school or playing in the yard).	19
0.00	0	The curriculum reflects Algerian social values such as team play as a means to strengthen family and social bonds.	20

Source: Prepared by the researchers

It is observed from the table that 14 skills, which were considered by the expert reviewers to be appropriate for pupils, were completely absent from the curriculum. These include skills (2, 4, 5, 7, 8, 9, 11, 12, 15, 16, 17, 18, 19, 20), with a percentage of 0%.

Meanwhile, the percentages of the remaining skills—only six skills—ranged between 3.57% and 42.86%. The highest percentage (42.86%) corresponded to the skill related to the curriculum specifying basic motor skills (such as walking, running, jumping, throwing) with clear progression across the primary years. This was followed by the skill "The curriculum teaches respect for sports rules (e.g., avoiding violent interference or accepting defeat with sportsmanship)", which appeared at a percentage of 17.86%.

Based on the above, and in response to the first research question, we conclude that most of the physical education and sports skills appropriate for pupils are not included in the physical education curriculum for the second and third primary levels in Algeria.

2. Presentation of the Results for the Second Question:

The second research question stated:

Is there consistency and proportionality in the degree of inclusion of physical education and sports skills in the physical education curriculum for the second and third primary levels in Algeria?

To answer this question, the frequencies and percentages of the skills in the curriculum were calculated. The existing skills were compared to one another, and the distribution of skills across the grade levels within the two cycles was also analyzed. The results were as follows:

Table (6): Frequencies and Percentages of Skills

Percentage of the Skill	Total Frequency of the Skill	years 5	years 4	years 3	Skill	Skill Number
42.86	12	3	5	4	The curriculum defines basic motor skills (such as walking, running, jumping, and throwing) with clear progression across the primary school years.	1
14.29	4	2	1	1	The curriculum provides repeated drills to improve accuracy and control of movements (such as throwing a ball at a specific target).	3

10.71	3	0	1	2	The curriculum explains how to improve physical performance (such as the importance of body posture during running or jumping).	6
3.57	1	0	1	0	The curriculum teaches flexibility exercises (such as simple stretching) with clear instructions to avoid injuries.	10
10.71	3	1	2	0	The curriculum encourages pupils to cooperate in team games (such as assigning roles in a small match).	13
17.86	5	1	1	3	The curriculum teaches respect for sports rules (such as avoiding aggressive interference or accepting defeat with sportsmanship).	14
100	28	7	11	10	**Total Frequency by Grade Level**	
	100	25.00	39.29	35.71	**Percentage**	

Comparison Between Skills and Across Grade Levels

Source: Prepared by the researchers

It is observed from the table that there is a disparity in the distribution percentages of the skills when compared to one another. While proportional distribution would require the skills to appear at a rate equal to the average (16.67%), two of the skills fall within the low-to-average range—namely skills (10, 6, and 13), with percentages of 3.75% and 10.71%, respectively. Skills (3 and 14) approached the average, whereas skill (1) had a very high percentage, far above the average, reaching 42.86%. This reflects a significant disparity and lack of consistency in the degree of inclusion of physical education and sports skills in the curriculum for the second and third primary levels in Algeria.

Furthermore, regarding the distribution of the total skills across the three school years within the second and third cycles, the percentages were relatively close: approximately 35.71% for the third year and 39.29% for the fourth year. The percentage for the fifth year was 25%, which is slightly below the average of 33.33%.

Based on the above, and in response to the second research question, we conclude that there is no consistency or proportionality in the degree of inclusion of physical education and sports skills in the physical education curriculum for the second and third primary levels in Algeria.

3. Discussion of the Results for the First Question:

The results showed that most of the physical education and sports skills appropriate for pupils are not included in the physical education curriculum for the second and third primary levels in Algeria. These findings are consistent with previous studies that highlighted a lack of integration in the content of school curricula, such as the study by Charaf et al. (2020), which revealed a weakness in the availability of cognitive competencies according to Bloom's taxonomy in the new physical education curriculum for the first year of middle school.

The findings also align with Charaf et al. (2022), which concluded that there is a deficiency in the inclusion of skill-based competencies according to Simpson’s taxonomy in the new physical education curriculum for the same level.

Although the curriculum and its accompanying documents may refer to some of these skills, this is not sufficient, as such references usually appear in the general introduction of the curriculum or in the accompanying document, without being integrated into the detailed program or clearly specifying how to address them. For example, the curriculum, when discussing the general goals of the subject at the primary level, refers to the value-based dimension and states that physical and sports education "contributes significantly to the development of moral and ethical values and the reinforcement of social and national attitudes, such as cooperation, respect for the opponent,

coexistence, listening, and accepting differing opinions" (Ministry of National Education, Algeria, 2023, p. 6).

However, even with such statements, the curriculum addresses these values only marginally and does not present them as explicit, planned objectives to be actively pursued. Additionally, the curriculum author outlines in the annual program introduction for each grade a graduation profile and specifies certain national and human values, but these values sometimes appear detached from the domain in question. An example is found in Grade 3, where a value associated with Algerian identity is defined as "enriching sports-related vocabulary and using it" (Ministry of National Education, Algeria, 2023, p. 17).

Clearly, this is a linguistic competency related to the sports field in general and cannot be considered as contributing to Algerian identity. Moreover, the detailed program of the curriculum does not include activities or content that would actually achieve or embody these values in a way that makes them part of the learner's graduation profile.

Some values and skills are mentioned only as general recommendations at the end of the curriculum—such as activities that promote responsibility, like taking care of sports equipment after class. However, this is not sufficient, since teachers usually rely on the detailed program and accompanying document, and do not refer to the full curriculum document for every lesson.

The same applies to the accompanying document, which defines a range of desired values in primary education, such as knowing and respecting the symbols of the Algerian nation, committing to behaviors that ensure national cohesion, and being immersed in a correct and deep understanding of the historical and linguistic heritage of the Algerian nation, etc. (Ministry of National Education, Algeria, 2016, p. 8).

As with the curriculum, the accompanying document also fails to include in its detailed program of resources, activities, and competencies any clear indications of how these values could be translated into practice and realized in the learner's character.

4. Discussion of the Results for the Second Question:

The study revealed, regarding the second research question, that there is a lack of consistency and proportionality in the inclusion of physical education and sports skills in the curriculum for the second and third primary levels in Algeria. This finding is consistent with the studies previously mentioned in the discussion of the first question namely, Charaf et al. (2022) and Charaf et al. (2020) which highlighted imbalances in physical education curricula and their failure to meet cognitive and skill-based values according to recognized standards such as Bloom's taxonomy.

It appears that the official curriculum designer in Algeria has placed special emphasis on basic motor skills (such as walking, running, jumping, and throwing), with clear progression throughout the primary years. This category alone accounted for 42.86%, significantly above the average of 16.67%, thus comprising nearly half of the included skill content.

These results reflect a flawed approach to curriculum design, with an overemphasis on certain aspects while neglecting others. While the skill "the curriculum specifies basic motor skills (e.g., walking, running, jumping, throwing) with clear progression" is undeniably important and received the highest inclusion rate (about 42.86%), other skills are equally essential whether core physical education skills like muscle-strengthening activities or endurance exercises, or transversal skills such as promoting responsibility, instilling patience and tolerance, or encouraging physical activity as a daily habit. All of these were absent from the curriculum.

Moreover, this does not justify the lack of attention to critical skills such as flexibility exercises, which had a very low inclusion rate of around 3.75%. Such skills should have been equally prioritized alongside walking and running, especially considering that fifth-year pupils are at a developmental stage that allows them to perform flexibility exercises and other physical activities. However, there is no reference to such exercises in the curriculum. Instead, the curriculum includes contact-intensive and physically demanding activities, such as team sports like handball.

This imbalance may stem from the curriculum committees being influenced by the reality of sports culture in society, where team sports dominate public interest, while individual sports (like gymnastics or combat sports) receive little participation. This can indirectly affect the orientation of the committees responsible for curriculum development—especially in the absence of strict adherence to scientific and organizational procedures recommended by specialists and experts during various stages of curriculum design.

Additionally, the lack of consistency and proportionality in including physical education skills may also result from insufficient coordination among key actors in the educational process. For instance, relying solely on experienced practitioners while excluding academic experts and researchers may lead to gaps in curriculum development—and vice versa. In fact, curriculum development should extend beyond professionals to include parents and learners themselves, which is rarely the case.

As Kirk (2010) noted in his study, there is often a lack of student involvement in the design and evaluation of curricula. He emphasized that "student participation in decision-making increases their motivation and engagement in physical activities."

This lack of student input further widens the gap between what the curriculum offers and what learners actually need.

IV – Conclusion

In this study, we aimed to determine the extent to which appropriate physical education and sports skills for pupils are included in the physical education curriculum for the second and third primary levels in Algeria. This was done by answering two central questions:

- To what extent are appropriate physical education and sports skills included in the curriculum?
- Is there consistency and proportionality in the degree of their inclusion in the same curriculum?

We used the content analysis method and a content analysis form as the research tool, derived from theoretical literature. We analyzed the physical education curriculum for the second and third primary levels, which represented the study sample. After conducting the analysis and organizing the data, the results showed that most of the appropriate physical education and sports skills for pupils are not included in the curriculum. Moreover, there is a lack of consistency and proportionality in the inclusion of these skills.

Based on the study findings, we present the following recommendations:

- Ensure coordination among the various stakeholders and involve them at all stages of developing physical education curricula and textbooks.
- Focus on the learners and their needs, giving them priority throughout all stages of the educational process from design to implementation and evaluation.
- Integrate a variety of individual and team sports activities drawn from the country's cultural reality, history, and values.
- Highlight examples of Algerian athletes as role models for learners when introducing various physical activities.

We also encourage researchers and students to critically analyze and evaluate physical education curricula at all educational levels especially in primary education with a focus on activity implementation in schools and assessment methods, given the unique nature of the physical education subject.

Moreover, future studies may examine the physical education curriculum at the primary level in terms of its emphasis on values in different domains such as health, citizenship, and humanitarian dimensions, among others.

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Appendices

Appendix 01: List of Experts Who Reviewed the Study Instrument

professional experience	Position	Affiliated Institution	Name and Surname of the Reviewer
30 years	Senior Lecturer (Grade A)	University of Béjaïa	Jamal Jennad
25 years	University Professor	University of Tébessa (Director, Institute of Sciences and Techniques of Physical and Sports Activities)	Fayçal Kacemi
30 years	Former Middle School Teacher. Physical Education Inspector for Primary Education.	Ferdi Mohamed Middle School, Naâma Province	Abdelkader Amara
31 years	Physical Education Subject Inspector.	Directorate of Education, El Oued Province	Hassan Babai

22 years	Trainer Teacher in Physical Education for Secondary Education (Holder of a PhD in Physical Education).	Khaled Ibn Al-Walid Secondary School, El M'Ghair – Djamaa	Kais Babai