THE IMPACT OF THE CURRICULUM OF PHYSICAL EDUCATION ON THE PHYSICAL, KINETIC, PHYSIOLOGICAL, AND SKILLS VARIABLES AMONG THE NORTHERN BADIA EASTERN STUDENTS

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Abstract

The aim of this study is to assess the impact of the curriculum of physical education on the physical, kinetic, physiological, and skill variables of the Northern Badia Eastern students. A study of all the teachers of physical education at the basic stage of the Directorate of Education of the brigade Northern Badia East schools was carried out. Due to the small size of the study population, a total of 181 teachers who teaches physical education were used for the purpose of this study. The researcher uses a questionnaire for the purpose of data collection. The questionnaire consists of two parts. The first include personal information about the members of the study, such as gender, educational qualification, and experience. The second consists of 10 phrases. After data collection and discharged, it was processed using suitable descriptive statistical and analytical methods. The study showed the results to assess the impact of physical education curriculum on the physical and motor skills. In addition, the results show the physiological variables at the north-eastern desert students (medium), where the mean was the responses of the study sample (3.53: 5.00). The existence of differences is statistically attributed to the variable gender in favor of females. Also, the differences are attributable to the qualification variable in favor of less than BA category. Finally, the researcher recommended a number of recommendations due to the lack of differences attributable to variable experience, and in light of the results of this study.

Keywords: Evaluation, curriculum, physical education, physical and motor skills, physiological, variables, Northern Badia East

Introduction

Physical and sports activities are good indicators of children's values, attitudes, and skills for their social development. Therefore, physical education is very important to educators and planners in general. Moreover, it is an important factor in teaching and educating children in using their motor skills and senses.

Due to the fact that humans are the most important elements of production, the leaders took a major interest in this vital element through research on the factors affecting productivity. However, production plays an important role in the success of the economic, social, educational, or health institutions of different types. The interest in the study of performance assessment was imposed by the desire to raise the level of the performance of employees. This is done in a way that ensures the achievement of their goals and at the same time achieving the goals of the institution with a maximum efficiency and effectiveness (Al-qthtani, 1997: 67).

A successful teacher should know all the principles and values of education through teaching, planning, or management in order to fulfill his role and carry out his tasks setting from clear goals and quality performance (Al-khleef, 2010: 19).

Therefore, since the evaluation of curriculum is very important in the development of the society and its future, there is a need to develop the goals of the curriculum so as to achieve the desired goals and cope with future challenges (Abdullah, 1999).

The Evaluation of the educational curriculum has its origins in detecting weakness and strength; and this requires specialized teams that can provide a clear picture of the current status of the curriculum and its future development (Abdullah, 2007).

Thus, the study aims in evaluating the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students. Moreover, this study explores if there are differences at the level of evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to gender, scientific qualification, and experience.

Statement of Problem and Questions

The purpose of the study is to investigate the impact of curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students. Thus, the study seeks to answer the following questions:

1. What is the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students?
2. Are there any significant statistical differences at the level of $\leq \alpha$ 0.05 in the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to gender, scientific qualification, and experience?

Objectives of the Study

1. Evaluating the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students.
2. Exploring if there are differences at the level of the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to gender, scientific qualification, and experience.

Significance of the Study

The importance of this study is represented in:

1. Lending a helping hand in exploring the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students.
2. The findings of this study may help in drawing a suitable strategy to improve the competencies of students and their life skills.

Definition of Terms

- Evaluation: A systematic determination of a subject's merit, worth, and significance, using a criteria governed by a set of standards. Therefore, it can assist an organization, program, project, or any other intervention or initiative to assess any aim (Al-Deyri, 2003). The researcher defines evaluation as an element in the educational process to judge the extent of achieving the desired goals.

- Physical Education Curriculum: A set of general and private goals under the general guidelines to achieve a balanced development of individuals (Al-Deyri, 2003). In this study, the collection of educational experiences was provided by the school to the students inside and outside the classroom. Thus, the aim is to achieve the balanced development of the students' personality.

-**Physical, kinetic, Physiological, and Skills Abilities:** In this study, it refers to the behavioral, cognitive, and emotional dimensions achieved by learners at the end of studying the physical education curriculum

Previous Studies

This section discusses the previous studies related directly or indirectly to the subject of this study.

Al- Dwery (1997) evaluated the physical education curriculum of the basic stage in the northern region of Jordan. The sample of the study consisted of (398) male and female teachers, and (34) supervisors. The study adopted the descriptive approach through the questionnaire. The findings of the study showed that the goals of this curriculum are achieved in a high level within the educational stage and in an average level within the desired goals.

Johns (2002) examined the differences between the formal educational goals and the school achievement. The sample consisted of parents, teachers, and students who were interviewed by the researcher. Consequently, the findings showed that there is an objective expectation between teachers, while there is a lack between the implementation and the standards.

Khnfar (2003) explored the obstacles facing the execution of physical education programs through Al-aqsa uprising as perceived by male and female teachers in Nablus governorate. The sample of the study consisted of (74) male and female teachers who responded to the questionnaire. Furthermore, the findings of the study showed that the obstacles were on the internal and external activities and in carrying out the content properly.

In another study, Amy (2004) evaluated the effectiveness of an in-service training program and understands teachers' receptivity to curriculum change in physical education. However, a total of 183 primary school teachers were recruited as participants on a voluntary basis. They were asked to respond to a questionnaire about their receptivity to changes in the current physical education curriculum, as well as their views on the effectiveness of a teacher development program. The results showed that the participants felt that in-service training was needed to equip them to implement a physical education program in line with the curriculum reform. Thus, the in-service training program was deemed to be practical and effective, bringing about good communication among school teachers, educational experts, and government curriculum officers.

Sugiyama (2008) studied the characteristics of the physical education curriculum based on life skills, as well as reviewing the related Japanese literature in this field. The sample of the study consisted of (34) male and female teachers who responded to the questionnaire. The findings of the

study showed that most of the teachers assume that the content can develop students' personality from all aspects, and allows them to continue practicing and learning in the future.

Al-ali (2010) studied the obstacles facing the implementation of physical education curriculum according to knowledge economy in Irbid city. The findings of the study showed that there are many obstacles facing the implementation of the curriculum according to information technology, while there are average obstacles in the fields of life skills and assessment strategies.

As can be seen above, there is continuous need to evaluate the impact of the curriculum of physical education on different aspects of student's life. Therefore, the current study is seeking to evaluate the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students.

Study Methodology

Participants

The population of the study consisted of all male and female teachers in the basic stage at the northern east Badia educational directorate totaling (181) male and female teachers. Due to the size of the study sample, the researcher administrated the questionnaire to all teachers and retrieved (175) questionnaire at the rate of 96.6%. Table (1) shows the characteristics of the sample.

Table 1: Characteristics of the sample according to study variables

Variable	No	%
Gender		
Male	134	%76.6
Female	41	%23.4
Total	175	%100
Scientific Qualification		
Less than Bs	37	%21.1
More than Bs	138	%78.9
Total	175	%100
Experience		
Less than 5yrs	112	%64.0
More than 5yrs	63	%36.0
Total	175	%100

Study Instrument

The study instrument is a questionnaire directed to the physical education teachers. The questionnaire contained (10) items which was described. The questionnaire consisted of two parts: the first contained personal information about the sample such as gender, scientific qualification, and experience, while the second contained (10) items.

Consequently, the questionnaire was developed according to 5-likert scale (extremely agree, agree, none, disagree, and extremely disagree).

Instrument Validity

Validity was established through content and face validity. However, the instrument was standardized based on the response of the experts of psychology, curriculum, and teaching methods. These experts were asked to comment on and discuss any part of the instrument they might consider as ambiguous.

Instrument reliability

The reliability of the instrument was determined through a pilot study i.e. a sample of 30 respondents from the study population. The reliability coefficient was 0.78 and it seemed to be reliable for use by the Jordanian population.

Study Variables and Statistical Procedures

Data was processed through SPSS software by coding the variables in a clear way as well as recording each variable and its symbol as in the list. Then data were processed in the computer according to the following method: the maximum is 5 alternative for each item: 1 = ¾ levels (high, average, low) = 1.33. Therefore, the minimum limit is 1+1.3 = 2.33, the average is 2.34+1.33= 3.67, and the highest level is 3.68+ . Therefore, the scale of the items is 3.68- 5.00 high degree, 2.34- 3.67 average, and 1.00- 2.33 low.

Study Findings

The findings of the first question: What is the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students?

The study contains (10) items describing the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students. Therefore, the means, standard deviations, and rank for each item were calculated as shown in table (2).

Table 2: Means, standard deviations, and rank for the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables

No	Item	M	SD	R
1	The curriculum contributes in developing students' motor skills.	1.68	0.83	10
2	The curriculum enhances students' intellectual and psychological skills.	4.32	0.67	4
3	The curriculum contributes in building students' personality.	4.43	0.49	3
4	The curriculum develops the physiological balance among students	2.68	0.67	9
5	The curriculum trains students to face situations.	3.00	1.33	7
6	The curriculum helps to evaluate the problems students are facing.	3.93	1.41	5
7	The curriculum develops responsibility and discipline.	4.49	0.50	1
8	The curriculum develops health and activity.	3.53	1.11	6
9	The curriculum in increasing students' awareness.	2.81	1.46	8
10	The curriculum develops self learning skills and creativity.	4.45	0.60	2
	Total	3.53	0.44	-

Table (2) shows that the means ranged between 4.49- 1.68. However, item (7) (The curriculum develops responsibility and discipline) ranked first, followed by item (10) (The curriculum develops self learning skills and creativity). Furthermore, item (1) (The curriculum contributes in developing students' motor skills) was ranked last. This can be interpreted by the samples' positive views that appreciate the physical educational curriculum role in the life of Jordanian students since it learns students' responsibility, team work, creativity, and self-learning. Consequently, this finding is consistent with the findings of previous studies such as Al-Dwery, 1997; Johns, 2002; Khnfar, 2003; Amy, 2004; Sugiyama, 2008; and Al-ali, 2010.

The findings of the second question: Are there any significant statistical differences at the level of $\leq \alpha$ 0.05 in the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to gender, scientific qualification, and experience?

To explore if there are differences in the evaluation of the impact of curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to gender, the means, standard deviations, and (t) tests were used as can be seen from table (3)

Table (3). Means, standard deviations, and (t) tests on domains and the tool as a whole

Tool as a whole	Gender	No	M	SD	F	Sig
	Male	134	3.39	0.40	28.567	*0.000
	Female	41	3.98	0.22		

*** Sig at the level of ≤ α 0.05**

Table (3) shows that there are significant statistical differences at the level of ≤ α 0.05 in the evaluation of the impact of curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to gender in favor of females. This can be attributed to the variance in opinions between males and females due to the variance of knowledge, understanding, and attitudes towards the curriculum, as well as the interests of females in sports in general. Thus, this finding is consistent with the findings of Al-Dewery (1997).

To explore if there are differences in the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to scientific qualification, the means, standard deviations, and (t) tests were used as can be seen from table (4).

Table (4). Means, standard deviations, and (t) tests on domains and the tool as a whole

Tool as a whole	Qualification	No	M	SD	F	Sig
	Less than Bs	134	3.60	0.33	21.441	*0.000
	More than Bs	41	3.51	0.46		

*** Sig at the level of ≤ α 0.05**

Table (4) shows that there are significance statistical differences at the level of ≤ α 0.05 in the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to scientific qualification in favor of less than Bs holders. However, this may be attributed to the long experience of those teachers who have Diplomas and their correct and valuable judgment on the importance of physical education in schools. However, the finding is consistent with the findings of Al-Dwery, 1997; Johns, 2002; Khnfar, 2003; Amy, 2004; Sugiyama, 2008; and Al-ali, 2010.

To explore if there are differences in the evaluation of the impact of curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to experience, the means, standard deviations, and (t) tests were used as can be seen from table (5)

Table (5). Means, standard deviations, and (t) tests on domains and the tool as a whole

Tool as a whole	experience	No	M	SD	F	Sig
	Less than 5yrs	112	3.55	0.42	1.966	*0.163
	More than 5yrs	63	3.50	0.47		

- **Sig at the level of $\leq \alpha$ 0.05**

Table (5) shows that there were no significant statistical differences in the evaluation of the impact of the curriculum of physical education on the physical, kinetic, physiological, and skills variables among the Northern Badia Eastern students according to experience. Therefore, this means that all teachers have the same opinion about the impact of this curriculum in building the balanced and distinguished personality of students. Furthermore, the finding is consistent with the findings of Al-Dwery, 1997; Johns, 2002; Khnfar, 2003; Amy, 2004; Sugiyama, 2008; and Al-ali, 2010.

Recommendations

Based on the findings of this study, the researcher recommended:

1. Shifting physical education curriculum from the theoretical application into a more practical application to develop students' abilities.
2. Conducting educative and training programs to achieve a balanced development of students and to achieve a general satisfaction to accept physical education activities.
3. The continued update and development of Jordanian physical education curriculum.

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