

**Study of the contribution of physical education and sports teachers to develop
physical education and sports curriculum
(study on some middle-grade teachers)**

دراسة مساهمة أساتذة التربية البدنية والرياضية في تطوير مناهج التربية البدنية والرياضية
(دراسة ميدانية على بعض أساتذة الطور المتوسط)

Ben nedjma noureddine

1-University: Mohamed boudiaf ,m'sila,(Algeria), email: noureddine.bennedjma@univ-msila.dz

Received 28/10/2021

Accepted: 09/12/2021 Published: 20/01/2022

Abstract:

This study mainly aims to know the contribution of physical education and sports teachers to the process of planning, implementing and evaluating physical education and sports curriculum for the middle-grade ,This is through conducting a field study on a sample of physical education and sports teachers for the middle-grade, consisting of 60 teachers, chosen randomly, Where the researcher used the descriptive method that fits with this study and after statistical treatment using the (spss) program and by using the statistical method (k2), It was found that physical education and sports teachers do not contribute sufficiently to the process of planning, implementing and evaluating physical education and sports curriculum.

Keywords: : physical education and sports curriculum, teachers of physical education .

الملخص :

تهدف هذه الدراسة أساسا إلى معرفة مدى مساهمة أساتذة التربية البدنية والرياضية في عملية تخطيط وتنفيذ وتقويم مناهج التربية البدنية والرياضية لطور المتوسط، وهذا من خلال القيام بدراسة ميدانية على عينة من أساتذة التربية البدنية والرياضية لطور المتوسط قوامها (60) أستاذا اختيروا بطريقة عشوائية ، حيث استخدم الباحث المنهج الوصفي الذي يتناسب مع هذه الدراسة وبعد المعالجة الإحصائية باستخدام برنامج (spss) وباستخدام الأسلوب الإحصائي (k2) تبين أن أساتذة التربية البدنية والرياضية لا يساهمون بالقدر الكافي في عملية تخطيط وتنفيذ وتقييم مناهج التربية البدنية والرياضية لطور المتوسط..
الكلمات الدالة: مناهج التربية البدنية والرياضية. أساتذة. التربية البدنية والرياضية.

-Introduction:

The curriculum is a variety of experiences that are formed and provided for the learner to pass through, and this includes teaching processes that show results in what students learn, and this may be through the school or other social institutions which take the responsibility of education ,these experiences are required to be logical, applicable and effective (Saad Muhammad, Diaa Awaid, 2015, p,9).

We can define the curriculum according to the traditional school and according to the point of view of traditional educators, that the educational curriculum is a set of information, facts and concepts that the school seeks to provide to students with the aim of preparing them for life and developing their abilities .However, the concept of the curriculum in this perspective has met a lot of criticism because of it focus on one axis, which is knowledge, and led to neglect other aspects of learner's growth, such as the social, technical, mathematical and physical aspects ... and other aspects of growth, and as a result of recent studies in psychology and in the field of teaching methods, Which focused on the teacher's personality and the importance of activity in the educational process, the curriculum appeared in its modern concept, whose definitions varied and its concepts differed among contemporary educators .Likewise, the curriculum was the group of study materials that specialists prepare or author, and teachers implement or teach them and students work to learn or study them (Saada Jawdat,1990,p,58).

In the curriculum books there are many definitions of the curriculum in its modern sense, and these definitions came very close, as it is the set of educational, social, cultural, sports and artistic experiences that the school plans and prepares for its students to learn inside or outside the school with the aim of providing them with patterns of behavior or modifying or changing other patterns of behavior. Towards the desired direction through their exercise of all necessary activities and accompanying learning of those experiences in a way that helps them complete their growth (Qilada, 1976, p.11). Daughtre defines the Physical Education Curriculum as "school-controlled experiences, attitudes, and activities that incorporate positive instruction in and out school programs.

The Algerian educational system has sought to develop its educational curricula, and this is to improve the level of performance, whether on the part of the student or the professor, and he must work hard to achieve the general objectives established in the curriculum through a choice of methods, materials, and educational skills that improve the performance of the professor and raise the level of the student in its various aspects Psychological, kinetic and emotional cognitive in order to reach integrated growth through his acquisition of the competencies that make him able to adapt to the requirements of society, so it was necessary to work diligently on developing and evaluating curricula for physical education and sports ,this is to facilitate the task of the educator or professor of physical education and sports in performing his honorable mission in the educational field in the best way, on the one hand, and on the other hand working to provide effective learning means for the educated individual.

In order to achieve educational goals , what physical and sports education professors collect from data and information in this regard is in fact one of the most important sources needed in the process of evaluating the curriculum, which is the process that precedes and follows an evolutionary process, and these data are as objective, comprehensive and

Study of the contribution of physical education and sports teachers to develop physical education and sports curriculum

integrated as the soundness of the decision required by the expert. To determine the position that the development act should take place, the professor of physical education and sports in this regard is not just an observer of the educational process, but an expert working in the field and he is required to go into depth, analysis, detection and observation so that he can see, for example, whether the curriculum suits all students or whether it does not suit some and suits others, and are the experiences received Is it appropriate for the individual differences between the students or not? are there basic aspects of learning that are consistent with the objectives of the curriculum or not? These and other questions require adequate answers from the curriculum expert, which is something that the expert cannot do, but the professor, as the resident expert in the field, is the one who must answer these and other questions, which provides clear and specific information about the curriculum and when he comes to decisions about the flaws of the curriculum he is implementing, he must have opportunities to discuss everything with his fellow professors, mentors, and all those concerned with the curriculum.

There is a great benefit in that. As opportunities are available for everyone to give strength and honesty decisions. This is the motive that prompted the researcher to know the extent of the contribution of physical education and sports teachers to the development of physical education and sports curricula through the process of planning, implementation and evaluation.

-Study problem:

Since the second half of the last century, our contemporary world has witnessed amazing and rapid scientific developments in various fields ,These scientific and technological victories have left their mark on various aspects of life in society, including, of course, the school as a social institution, educators called for benefiting from developments in psychology, communication technology and other sciences to advance the reality of educational work, by Developing the means, methods, information, and human relations in educational institutions . (Saad Muhammad, Diao Awaid, 2015, pg. 157).

It was necessary to develop the educational process in its form and content, And in its goals and means ,To become a suitable environment for gaining experiences and skills And to instill values, The means for educators to make the desired change was the school curriculum, with its knowledge, skills, trends, and values consistent with the characteristics of the learner, and the aspirations of society, armed with a renewed educational philosophy accordingly, the process of developing the curriculum was an urgent need, dictated by moral responsibility, and national interest, because it targets the most valuable possession of society, which is educated today, the builder of tomorrow (Saad Muhammad, Diao Awaid, *ibid.*, P, 157).

The development of the curriculum means for some educators partly or completely improving the existing curriculum, changing or replacing it with others, which is a process intended to make appropriate adjustments in some or all of the curriculum elements and its field, according to a deliberate plan in order to improve the educational process and raise its level, (Megawer and Fathi, 1421, p. 585).

Mustafa believes that curriculum development is a review of all curriculum elements from objectives to evaluation, and it also addresses all factors related to the curriculum. (Mustafa, 2000, p. 171).

This development is considered deficient if it is not accompanied by development in technical guidance and supervision, especially if the education system is central, and the development should include training teachers to apply the developed curriculum, but it must extend to training programs in universities and institutes, in order to provide graduates with the skills, informations and trends that Qualifies them to deal efficiently with the developed curriculum (The Caliph, 2005, p, 298).

The development must also be based on an educational philosophy stemming from the goals and aspirations of society, and a clear vision in the minds of developers at all levels of the goals and objectives of the educational process.

And that the development depends on clear and specific development goals that reflect the individual's development of a comprehensive and balanced development to satisfy his needs, solve his problems, and enhance his positive tendencies and trends, consistent with the community's interest, aspirations and goals, by using psychological social sciences

Curriculum development must also be characterized by a cooperative spirit, through the participation of those involved in the educational process, directly or indirectly, including civil society institutions, in addition to various official institutions.

The fact that the developed curriculum today has a high degree of efficiency and effectiveness does not mean that it obtained the same degree in another period of time And that the development is scientific, avoiding randomness, by adopting proper planning for the development process, using scientific methods based on tools that meet the scientific requirements, and dealing with the results with the utmost sincerity and objectivity, and benefit from previous experiences to develop local and foreign curricula, and the results of scientific studies and research related to learning, its methods, strategies, principles and foundations And that the development should keep pace with modern educational trends (Al-Ajami, 2005, p. 340).

The generalization of the developed curriculum does not mean the completion of the work, but rather the start of a new phase of follow-up and evaluation. As it is considered an existing curriculum that needs to reveal its gaps and shortcomings, in preparation for a new development process. The process of developing the curriculum does not stop, but rather it is a continuous and renewed process that renews life. (Al-Ajami, 2005, p. 364,365).

So it is necessary to involve the teacher in the process of developing the curriculum in its modern sense, which we must adopt, but we practice the curriculum in its old concept with its partial vision, and it is decided for us as well that his role should not remain in the implementation framework, but must be involved in the planning and evaluation stages as well. And informing him of the foundations of the curriculum and the elements of its construction and the required standards, otherwise we make it an entrance unable to interact except within narrow limits.

Curriculum development is a process that includes any of its elements, and the teacher is the implementer of this curriculum, as he prepares goals, plans to present content and activities, builds evaluation methods and tools, and observes the feasibility and merit of the curriculum, as he is able to update and develop goals, update its teaching methods and activities, and update and develop its evaluation methods To his disciples.

This means that he practiced one of the roles of curriculum development, as the curriculum is not only a textbook, but rather includes the book and the methods in which

Study of the contribution of physical education and sports teachers to develop physical education and sports curriculum

its content is presented, and knowledge is not only what is included in this book, but the teacher must urge his students to refer to other sources of knowledge and this is one of the development roles that You should not lose sight of the teacher, because the curriculum today is no longer the book that the students have in hand, this book is only part of the curriculum.

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers should be involved in curriculum development. For example, teacher's opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum, teacher involvement is important for successful and meaningful curriculum development. Teachers being the implementers are part of the last stage of the curriculum development process.(Merfat Ayesh Alsubaie,2016,p.106)

Perhaps teachers of physical education and sports are not safe from these developments, which included the curricula of physical education and sports, and this is by involving them in the process of developing physical education and sports curricula through planning, implementation and evaluation processes.

The professor of physical education and sports is the one who executes this curriculum as he prepares goals, plans to provide content and activities, builds evaluation methods and tools, and notes the feasibility and merit of the curriculum, as he is able to update and develop goals, update his teaching methods and activities, and update and develop his evaluation methods for his students, which means that he played a role One of the roles of curriculum development is that the curriculum is not only a textbook, but it includes the content, activities and methods by which its content is presented .

The professor of physical education and sports is the one who executes this curriculum as he prepares goals, plans to provide content and activities, builds evaluation methods and tools, and notes the feasibility and merit of the curriculum, as he is able to update and develop goals, update his teaching methods and activities, and update and develop his evaluation methods for his students, which means that he played a role One of the roles of curriculum development is that the curriculum is not only a textbook, but it includes the content, activities and methods by which its content is presented.

Do teachers of physical education and sports contribute actually to the development of physical education and sports curricula for the intermediate stage?

-Partial questions :

-Do teachers of physical education and sports participate in the process of planning the elements of the physical education and sports curriculum in the middle phase ?

-Do teachers of physical education and sports contribute to the process of implementing the elements of the physical education and sports curriculum in the middle phase?

-Do teachers of physical education and sports contribute to the process of evaluating the elements of the physical education and sports curriculum in the middle phase?

-General hypothesis :

- teachers of physical education and sports participate in the process of planning the elements of the physical education and sports curriculum in the middle phase.

- teachers of physical education and sports contribute to the process of implementing the elements of the physical education and sports curriculum in the middle phase.

- teachers of physical education and sports contribute to the process of evaluating the elements of the physical education and sports curriculum in the middle phase.

1-Study Aims:

-Identify the extent of the contribution of physical education and sports professors to the process of planning the elements of the physical education and sports curriculum.

-knowing the degree of contribution of physical education and sports professors to developing the physical education and sports curriculum in the middle phase
Knowing the extent of the contribution of physical education and sports professors to the process of implementing the elements and components of the physical education and sports curriculum in the middle phase.

2- Importance study:

The importance of the study is reflected in the importance of educational curricula on the one hand and the process of developing them on the other hand in raising the level of educational performance for both teacher and learner. It is a continuous process that does not stop to align with updates, whether positive or negative.

as it has become certain and necessary that the process of developing curricula be given the utmost importance in the educational field so that we can achieve the desired goals, which is why everyone must contribute in this regard, especially those working in the educational field, and perhaps the most important of them are teachers and professors, as they have to contribute seriously and effectively to the process of developing educational curricula

3-Key words:

3-1- physical education and sports curriculum:

The word curriculum comes from the Latin origin it means (race track), Specifically some educators see that the curriculum resembles the prepared and planned land that students use in their race to reach the finish line, which is the academic certificate So the curriculum in this case became a race track for the prescribed academic subjects for the pupils. (Saad Muhammad, Diaa Awaid, 2015, p.9) .

3.2 teachers of physical education:

He is the competent individual who is able to practice his sports educational work as fully as possible as a result of the scientific qualification obtained and the scientific experience resulting from practice and application (Shabuki Abdul Aziz, 2011 p. 07)

The professor of physical education is the individual or educator who uses educational physical activity in the teaching and learning process

4-Previous studies:

Study of the contribution of physical education and sports teachers to develop physical education and sports curriculum

***Study n°(1):**(The Shifting Sands of Curriculum Development)(A case study of the development of the Years 1 to 10 The Arts Curriculum for Queensland Schools),by Madonna Therese Stinson ,a thesis submitted in fulfilment of requirements of the degree of Doctor of Philosophy, Faculty of Education School of Education and Professional Studies Griffith University, 2007.

This study focuses on a particular curriculum development project, the Years 1-10 The Arts Curriculum for Queensland Schools, which was undertaken at the cusp of 21st century, while grounded in a technical model of curriculum development the project was influenced by reconceptualist concepts, particularly in terms of the valuing of diversity, and extensive and ongoing consultation which involved stakeholders in the construction of the curriculum. It was constrained by power disjunctions between contributing authorities, and the existing “model of the state”. This thesis uses a narrative case study approach to document and analyze the process of curriculum development on this particular project.. The initial research question focused particularly on significant influences and constraints that contributed to the development of this arts curriculum. However, during the process of analysis, a second important question emerged: What does it mean to be a curriculum developer involved in systemic curriculum construction at the beginning of the 21st century?.

In seeking to answer this second question he draw on reconceptualist approaches to curriculum theorising. A review of literature encompasses curriculum theory, suggestions for curriculum This study calls for increased attention to the nature and processes of consultation. It highlights the importance of teachers’ contributions to systemic curriculum development and the need for mechanisms of support that enable and value diversity of input.

***Study n°(2):** (curriculum development in professional education: a design model for information studies) by Debra Kay Wallace, a thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy Department of Curriculum: Teaching and Learning Ontario Institute for Studies in Education of the University of Toronto(1999).

This research study develops a process model for curriculum design in professional education that was identified from the critical analysis of a curriculum design project at a graduate faculty of library and information studies.

The research study also provides a description of the curriculum design team's actions as a record for future use in other curriculum development projects by the faculty, as an account of a particular experience in information studies curriculum design, and as a guiding framework for the first phase of curriculum development in other schools with professional preparation programs.

In addition to a design process model, this research study identifies seven challenges to curriculum development in library and information studies programs and suggests four new Lessons learned by the curriculum development team. The researcher participant also offers a reflection on the role of a curriculum design team facilitator

***Study n°(3):** (Investigating the implementation process of a curriculum): A case study from Papua New Guinea by Anna Marisen Joskin a thesis Submitted to the Victoria University of Wellington in fulfilment of the requirements for the degree of Doctor of Philosophy in Education (2013).

The purpose of this study was to investigate how policy intentions of the curriculum were received and practiced by teachers and to evaluate the effectiveness of the implementation process. The study probed three levels of an implementation process of an Outcomes-Based English Education curriculum in two urban secondary schools in Port Moresby, Papua New Guinea.

The specific focus of implementation was on: the initial introduction process, teachers' beliefs and attitudes, and classroom practices. This research was an exploratory one using focus group discussions, structured interviews, participant observations, and document analysis. a case study method was used; two qualitative studies situated within the constructivist and symbolic interactions paradigms were used to probe alignment of policy with practice using the diffusion of innovation theoretical lenses. Content, discourse, and document analyses were used to give interpretations to themes resonating with the research focus; these themes were derived both deductively and inductively from data. Findings revealed that the curriculum change was challenging as policy expectations failed to align with practices. There were little shared meanings between teachers' views and classroom practices; this lack of connection contradicted policy intentions.

There also appeared to be no connection by policy makers of the inbuilt tensions inherent in the outcomes based model of education adopted for PNG. In relation to this, findings from this study revealed the need for collaborative professional development if policy is to be aligned with practice. Hence, this study offers a working tool called a Kibung PD framework as a priority for curriculum implementation at the classroom level.

***Study n°(3):** (Curriculum Development: Teacher Involvement in Curriculum

Development)by Merfat Ayesha Alsubaie Department of Educational Leadership, Research and Technology, K-12 Leadership, Western Michigan University, 1903 W Michigan Ave, Kalamazoo, MI 49008 Faculty of Education College, King Faisal University, Saudi Arabia).

In order for curriculum development to be effective and schools to be successful, teachers must be involved in the development process. An effective curriculum should reflect the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise a specific educational program ("Guide to curriculum development,(2006).

It can be subject specific or a generalized overview of expectation. It must be a usable tool to assists teachers in the development of individualized strategies and the methods and materials necessary for them to be successful. Journal of Education and Practice

***Study n°(5):** (The Millennial School: A Theoretical Basis for Curriculum Design in a Time of Educational 'Transgression') Brian Roy Mundy Bachelor of Science, (University College of Wales, Aberystwyth) Master of Science, (University of South Carolina) Submitted in total fulfilment of the requirements of the degree of Doctor of Philosophy June 2012

This study is an insider, practitioner, case study presented under a narrative framework, occurring within one well regarded and successful school in the western suburbs of Melbourne. It is a study about the relationship between theory, practice and values in a rapidly changing world, based on evidence from my own experience and belief. The thesis examines the changing nature and characteristics of curriculum design and development in

Study of the contribution of physical education and sports teachers to develop physical education and sports curriculum

a school at the beginning of the 21st century (2000 – 2009). It critically traces my journey as I develop a living curriculum theory of practice to describe the processes used to produce and implement a more holistic curriculum relevant to education today. It describes and analyses the conceptual models and tools used to design, develop and implement that curriculum. The research reflects significant global changes within a local setting. In particular the move to personalization of curriculum, the inclusion of the ‘thinking curriculum’ and a more holistic approach is explored. This has resulted in the development of a learning ‘lattice’ as a model of curriculum along with a number of curriculum design tools. A detailed narrative approach is taken to the transition from one paradigm to the next in what I describe as an educational ‘transgression’ (in the geological sense). The narrative is essentially a single case study organised chronologically into 6 years exploring different elements of this dramatic transition. Extensive use is made of diagrams to both present data and show developing ideas. Future scenarios are also used to explore the directions of the transgression. In this study a ‘living educational theory’ (Whitehead 1989, 1993, McNiff and Whitehead 2005) leads to a ‘living curriculum theory’ for contemporary Australian schools which allows teachers and students to maximise planning and learning in an increasingly complex educational environment in which they face ever growing demands. 21st century curriculum planning characteristics are identified and incorporated into an appropriate curriculum model. A rigorous and systematic approach to sustaining this model is also described. Teachers are seen as designers of curriculum rather than mere implementers. The value of this type of insider practitioner, narrative research is also endorsed.

5-Psychometric characteristics of the questionnaire:

5-1-Content Validity :

The initial image of the tool was shown to a number of professors in psychology and educational sciences, and a professor in the Department of Physical Education and Sports ,this is to express an opinion on the questionnaire axes, and the validity and appropriateness of the phrases put in place to know the extent of the contribution of physical education and sports teachers to the development of physical education and sports curricula .

5-2-internal Validity:

it means the internal validity of the questionnaire and it is experimental scores of the test attributed to the real scores free from measurement errors , the square root of the coefficient of stability of the tool; so is the coefficient of internal Validity = 0.86

5-3 Internal Consistency Validity:

The correlation coefficients were calculated between each items of the questionnaire axes, and the correlation coefficients between the scores of all axes.

Validity of the internal consistency of the questionnaire axes with the total score of the questionnaire N=20

Tool \ Axis	Stander deviation	Mean	correlation coefficients
participation in the process of planning curriculum	3.44	22.08	0.72**
participation in the process of implementing curriculum	3.26	22.70	0.71**
participation in the process of evaluating curriculum	3.45	20.10	0.66**

table n: (01)

5-4-Reliability : The reliability coefficients of the data collection tool were calculated by using Alpha Cronbach equation .

The reliability coefficients of the data collection tool were calculated by using Alpha Cronbach equation reliability of the questionnaire value Alpha = 0.77

Alpha Cronbach	Items
0.77	28

6-Field Study:

6-1-scoping Study :we have done the scoping study at 5 middle schools across the territory state of(M'sila), where the researcher conducted a meeting with the teachers of physical education and sports working in these institutions in order to listen them about there contribution to the development of physical education and sports curriculum.

6-2-study Methodology : we used an descriptive method in this study

Study population: our study population consists of all the teachers of physical education and sports working in all public educational institutions of middle school.

6-3-study Sample: The sample consisted of (60) teachers of physical education and sports Of middle school.

6-4 study Tools: to collect the data we used a questionnaire in this study in order to answer the questions of the study , then the researcher exposed this questionnaire for many experts .

6.5-Study variables :

-Independent variable: teachers of physical education and sports

-dependent variable: physical education and sports curriculum

6-6-fields of study:

-Spatial field: This study was done in some institutions of middle school, situated in state (of M'sila).

-Temporal field: This study was extended during the two seasons (2019/2020) in which the scoping study was done ,and the academic season (2019/2020) where the application of study field started from October until late December(2020).

Study of the contribution of physical education and sports teachers to develop physical education and sports curriculum

8-Study results: After unpacking the questionnaires' data into the computer and processing them in the Statistical Package for Social Science (SPSS) version, we obtained the following results:

8-1- Presentation and analysis of the first hypothesis results:

To verify the validity of the first hypothesis "teachers of physical education and sports participate in the planning process of the elements of the physical education and sports curriculum in the middle phase" we used in this hypothesis, the (K2) test to indicate the differences between the frequencies. We may obtain the following results, as shown in table n: (03)

Table :(03) N=60

Axes		Degree		K2	SIG
		Yes	no		
participation in the process of planning curriculum	Repetition	20	40	7.62	0.005*
	Percentage	32.70%	67.30%		
Total score for a questionnaire	Repetition	21	39	3.26	0.039*
	Percentage	37.70%	62.30%		

Statistically significant at the level of 0.01 **

Statistically significant at 0.05 level *

The frequency and percentage was calculated of the first axes, (K2) was calculated to denote the differences between grades (yes / no) and it is clear from the table that the degree of contribution in planning the physical education and sports curriculum was (YES) reached 32.70% with (20) Repetitions and (no) reached 67.30% with (40) Repetitions, it appears from the application of (K2) to the axis of participation in the planning of the physical education and sports curriculum, and on the overall score of the questionnaire that there is statistical significance for the first axis at the level of significance 0.01, and for the questionnaire as a whole at the level of significance 0.05, and upon it, the results indicate that physical education and sports teachers do not participate in the planning process for the physical education and sports curriculum.

8-2- Presentation and analysis of the second hypothesis results:

To verify the validity of the second hypothesis teachers of physical education and sports contribute to the process of implementing the elements of the physical education and sports curriculum in the middle phase" we used in this hypothesis, the (K2) test to indicate the differences between the frequencies, we may obtain the following results, as shown in table n: (04) N=60

Axis		Degree		K2	SIG
		Yes	no		
participation in the process of implementing curriculum	Repetition	19	41	9.60	** 0.002
	percentage	31%	69%		
Total score for a questionnaire	Repetition	21	39	4.27	0.039*
	percentage	37.70%	62.30%		

The frequency and percentage was calculated of the **second** axis, (K2) was calculated to denote the differences between grades (yes / no) and it is clear from the table that the degree of contribution in implementing the physical education and sports curriculum was, (yes) reached (31.70%) with(19) Repetitions and(no) reached 68.30% with (41) Repetitions it appears from the application of (K2) to the axis of participation in the implementing of the physical education and sports curriculum, and on the overall score of the questionnaire that there is statistical significance for the first axis at the level of significance 0.01, and for the questionnaire as a whole at the level of significance 0.05.

And upon it, the results indicate that physical education and sports teachers do not participate in the implementing process for the physical education and sports curriculum.

8-3- Presentation and analysis of the third hypothesis results:

To verify the validity of the third hypothesis “teachers of physical education and sports contribute to the process of evaluating the elements of the physical education and sports curriculum in the secondary phase” we used in this hypothesis, the (K2) test to indicate the differences between the frequencies. We may obtain the following results, as shown in table n: (05).

Table :(05) N=60

Axes		degree		K2	SIG
		Yes	no		
participation in the process of evaluating curriculum	Repetition	17	43	6.67	0.010*
	percentage	28%	72%		
Total score for a questionnaire	Repetition	21	39	4.27	** 0.039
	percentage	37.70%	62.30%		

Statistically significant at the level of 0.01 **

Statistically significant at the level of 0.05*

The frequency and percentage was calculated of the third axis, (K2) was calculated to denote the differences between grades (yes / no) and it is clear from the table that the degree of contribution in evaluating the physical education and sports curriculum was, (yes) reached (28% %) with(17) Repetitions and(no) reached 72% with (43) Repetitions it appears from the application of (K2) to the axis of participation in the evaluating of the physical education and sports curriculum, and on the overall score of the questionnaire that there is statistical significance for the first axis at the level of significance 0.01, and for the questionnaire as a whole at the level of significance 0.05. and upon it, the results indicate that physical education and sports teachers do not participate in the evaluating process for the physical education and sports curriculum.

Study of the contribution of physical education and sports teachers to develop physical education and sports curriculum

A study of the average ranks of the questionnaire axes (fride man test)

Table :(06)

axes number	Axis of questionnaire	Degrees	
		Average ranks	Axis rank
1	participation in the process of planning curriculum	2.00	2
2	participation in the process of implementing curriculum	2.03	1
3	participation in the process of evaluating curriculum	1.98	3

9-Main Results:

The results of the study revealed that there:

- *the results of study indicate that physical education and sports teachers do not participate in the planning process for the physical education and sports curriculum.
- * the results also indicate that physical education and sports teachers do not participate in the implementing process for the physical education and sports curriculum.
- * study indicate that physical education and sports teachers do not participate in the evaluating process for the physical education and sports curriculum.

10-Main Recommendations:

- *Involving teachers of physical education and sports in the process of developing educational curriculum for physical education and sports.
- *Conducting training courses for physical education and sports teachers on the process of educational curriculum for physical education and sports.
- *Enriching the standards related to the educational curriculum with the knowledge and experiences necessary for the formation of students at the university.
- *Linking the process of developing educational curriculum to educational and social reality through the process of planning, evaluation and implementation.

References :

- khalipha, Hassan Jaafar(2005): The Contemporary School Curriculum, Al-Rushd Library, Riyadh,.
- Mustafa Salah Abdel Hamid(2000): The Curriculum, Its elements, Its Foundations and Applications, , Dar Al-Marikh, Riyadh.
- Mujawar Muhammad Salah Al-Din, Fathi Abdul Maqsood(2001): The School Curriculum Its Foundations and Applications, 10th Edition, Dar Al-Qalam, Kuwait .
- Saad Muhammad Jabr, Diaa Awaid Harbi(2015): Curriculum construction and development, 1st Edition, Dar Safaa for Publishing and Distribution, Amman.
- saada Jawdat Ahmed(1990):Curricula of Social Studies, 2nd Edition, House of Science for Millions, Beirut.
- khilada, Fouad Suleiman(1976): Fundamentals of Curricula, Dar Nahdet Misr, Cairo.
- Abdelaziz Chabouki(2011):the obstacles facing the professor during the activation of the physical and sports education class in the age group (14-16) years, Faculty of Humanities and Social Sciences, University of Mohamed Khider Biskra, Algeria.

-
- Madonna Therese Stinson(2007): :The Shifting Sands of Curriculum Development)(A case study of the development of the Years 1 to 10 The Arts Curriculum for Queensland Schools), a thesis submitted in fulfilment of requirements of the degree of Doctor of Philosophy, Faculty of Education School of Education and Professional Studies Griffith University.
 - Debra Kay Wallace(1999): curriculum development in professional education: a design model for information studies), a thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy Department of Curriculum: Teaching and Learning Ontario Institute for Studies in Education of the University of Toronto.
 - Anna Marisen Joskin (2013):Investigating the implementation process of a curriculum, a thesis Submitted to the Victoria University of Wellington in fulfilment of the requirements for the degree of Doctor of Philosophy in Education .
 - Merfat Ayesh Alsubaie (2019):Curriculum Development: Teacher Involvement in Curriculum Development, Journal of Education and Practice, Vol.7 Issue 9,(p.106).
 - Brian Roy Mundy(2012): The Millennial School: A Theoretical Basis for Curriculum Design in a Time of Educational ‘Transgression’), Submitted in total fulfilment of the requirements of the degree of Doctor of Philosophy(University of South Carolina) .