

## **The Effect of Appointing Physical Education Teachers in Primary Education Institutions on The Curriculum, From the Perspective of Primary School Principals.**

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### **Abstract:**

This study investigated the impact of appointing Physical Education teachers in primary education institutions on the curriculum, as seen by primary school principals. The researcher adopted a descriptive approach to test the study hypotheses. Data were collected using an appropriate instrument: the questionnaire. The study was conducted with a population of 172 male and female primary school principals. The sample included 30 principals, who were randomly selected from primary schools in the Ouargla Province for the 2023/24 academic year. The study yielded the following results:

According to the viewpoints of primary school principals, there is an effect of appointing Physical Education teachers on the curriculum from a psychological perspective.

- According to primary school principals, there is an effect of appointing Physical Education teachers on the curriculum from a cognitive (knowledge) perspective.

- There is no effect of appointing Physical Education teachers on the curriculum for students from a psychomotor perspective, according to primary school principals.

In light of the study findings, the researcher proposed a set of recommendations, including delivering lessons well and comprehensively; ensuring a suitable space is available for Physical and Sports Education practice so as not to disturb neighbouring classrooms; reconsidering curricula to align them with students' abilities and the school's available resources; adding a theoretical component to lessons; and holding meetings and seminars to keep teachers informed about developments in the subject at primary school level.

**Keywords:** Physical Education teacher, Physical Education, Primary education, Curriculum, Primary school principal.

### **Introduction**

Physical education and school sports lessons form the basis of the physical education and sports curriculum. Therefore, proper preparation is essential to ensure that the objectives of physical education and sports are achieved.

This study emerged from the researcher's experience of working in schools, where the principal is considered directly responsible for leading and directing all efforts, resources and

capacities to achieve the school's goals. The principal supervises the school's activities and events, resolving difficulties that hinder development. However, certain administrative practices within the principal's management lead to crises being addressed at the expense of physical education lessons and school sports activities by marginalising them. This is because they are perceived as a financial and social burden, and because the necessary requirements for physical education lessons and sports activities are not provided.

In this regard, Awadat and Khasaunah (2009) indicated that the school physical education lesson is currently experiencing a crisis, as it forms part of the broader crisis facing education. This is because it is one of the areas of the educational programme most affected by the circumstances and challenges confronting education in general and school sports in particular, especially due to resource and capability shortages. It also faces other challenges and suffers from weaknesses and shortcomings, as well as a lack of enrichment in curricular, organisational and implementation structures.

A major challenge for education is its inability to keep pace with the growing demand for preparation across its various sectors and institutions, and with the obligations involved in providing all the elements required at different stages of education, such as school buildings and various educational facilities. Furthermore, classrooms have been established across a large portion of school buildings and playgrounds. Consequently, thousands of schools have courtyards with improvised spaces or open areas for physical activity, thereby depriving students of their right to engage in such activities within the school environment (Abu Al-Eyain, 1990).

The researcher believes that studying the perceptions of male and female primary school principals may enable them to play an active role in overcoming these problems and maintaining the proper functioning of physical education lessons, given that it is an independent subject. Furthermore, the appointment of specialised teachers at this level, as at other stages of education, may also result in changes to the curriculum, programme and other related aspects.

Accordingly, the following research question is posed:

Is there an effect of appointing physical education teachers in primary education institutions on the curriculum, from the perspective of primary school principals?

## **2. Hypotheses**

### **2.1 Main hypothesis**

The appointment of physical education teachers in primary education institutions affects the curriculum from the perspective of primary school principals.

### **2.2 Sub-hypotheses:**

- There is an effect on the curriculum of appointing Physical Education teachers in primary education institutions from the psychological perspective of students, as seen by primary school principals.
- There is an effect on the curriculum from the cognitive aspect for students when Physical Education teachers are appointed in primary education institutions, from the perspective of primary school principals.

2.3 There is an effect on the curriculum from the psychomotor (motor skills) aspect for students when Physical Education teachers are appointed in primary education institutions, from the perspective of primary school principals.

### **3. Objectives of the study**

Every research study has its own specific objectives. The objectives of this study are as follows:

- To identify the effect of appointing Physical Education teachers in primary education institutions on the curriculum from a psychological perspective for students, from the perspective of primary school principals.
- To identify the effect of appointing Physical Education teachers in primary education institutions on the curriculum from a cognitive perspective for students, from the perspective of primary school principals.
- To identify the effect of appointing physical education teachers in primary education institutions on the curriculum from a psychomotor (motor skills) perspective for students, from the perspective of primary school principals.

### **4. Importance of the study**

The importance of this study lies in addressing the perceptions of primary school principals regarding the appointment of physical education teachers and their impact on the curriculum. Additionally, the study's use of a sample of principals from primary schools in Ouargla Province allowed the researchers to understand the specific circumstances and details of this viewpoint.

### **5. Definition of terms and concepts**

#### **5.1 Physical Education Teacher:**

Conceptual definition (terminology): BOLDYREW states that the teacher is a leader who organises and initiates the unit of work and activity within the classroom group. Their role is not only to provide students with information and skills and evaluate them in cognitive and skill-related aspects, but also to organise and develop the classroom/work group socially. (Mohamed, Majdi Mahmoud Fahim; Amira, Mahmoud Taha Abdel Rahim, 2014, p. 396).

Operational definition: A physical education and sports teacher holds a scientific degree in physical education and sports and is responsible for teaching physical education and sports programmes.

#### **5.2 Physical Education**

Conceptual definition (terminology): Physical education is defined as an educational process that aims to improve human performance through selected physical activities in order to achieve educational goals.

It is also part of the educational process that contributes to the emotional, social and mental development of every individual through physical activity. (Al-Khouli, A., 1948, p. 574).

Operational definition: Physical education is an educational approach that aims to guide and develop students' abilities for the benefit of society. It is associated with a range of academic disciplines, including psychology, sociology, anatomy and movement science.

It is also a school sports lesson in which all educational tools and methods linked to academic curricula are used to educate individuals in psychological and physiological aspects.

### **5.3 Primary education**

Primary education marks the beginning of a child's transition from self-centredness to engagement with early social groups. It is the stage of education between kindergarten and intermediate education. It generally consists of five or six grades, corresponding to the age range of 5 or 6 to 10 or 11, depending on the educational system of each country.

## **6. Definition of terms and concepts**

### **6.1 Curriculum/Instructional Programme**

In its simplest form, the term refers to a 'structured organisation of educational activities'. In other words, an educational programme is an organised set of learning activities within a given field, based on objectives that have been defined in advance within the framework of the curriculum. The programme is one of the curriculum's constituent elements, composed of its own components. The relationship between the curriculum and the programme is therefore one of the general to the specific: the school curriculum may include multiple programmes, and these programmes may differ in form according to their intended purpose. (Al-Zind and Hani, 2010).

### **6.2 Primary School Principal**

A primary school principal manages the daily activities of an educational institution. They make decisions regarding student admission and are responsible for meeting the standards of the school curriculum, thereby facilitating students' academic development. They supervise staff, work closely with department heads, and evaluate and motivate teachers to ensure optimal performance. They also ensure that the school meets national education requirements as set out in law and promote cooperation with communities and the local government.

## **II. Previous studies**

Miloud (2015): This study examined how the Physical Education and Sports lesson contributes to the development of students' personalities within a competency-based approach at secondary level. The researcher used a descriptive method with a sample of 50 physical education teachers. Data were collected using a questionnaire. The results indicated that Physical Education and Sports lessons contribute significantly to students' personality development through educational objectives, especially when these objectives align with what students need to develop a well-balanced, mature personality. (Miloud, 'The Contribution of the Physical Education and Sports Lesson to Developing Students' Personality in Light of the Competency-Based Approach in Secondary Education', 2015).

Al-Khazaala (2013) aimed to identify the efficacy of various aspects of Physical Education lessons in light of educational development standards for a knowledge economy in schools in the Irbid Governorate, as seen by Physical Education teachers. The study included dimensions related to assessing needs and objectives, assessing skills, providing feedback and solving problems, and utilising the surrounding environment and educational technology. The researcher used a questionnaire to collect data from a sample of 179 male and female teachers. The findings showed that the overall degree to which the effectiveness of aspects of

the PE lesson was evaluated in light of educational development towards the general knowledge economy was moderate, as was the evaluation of learning and teaching outcomes. (Al-Khazaala, Wasfi Mohamed, Mansour & Ahmad, 2013).

- Jaafara (atallah) (2013): This study aimed to determine secondary school students' attitudes towards participating in sports activities during physical education lessons and to identify differences in students' attitudes according to variables such as gender, family income, directorate of education and academic stream/branch. The researcher used a questionnaire to collect data from a sample of 527 students. The results showed that secondary school students had very positive attitudes towards participating in sports activities during PE lessons. (Atallah, 2013).

Al-Dumur et al. (2011) aimed to identify aggressive behaviour in its physical and verbal forms among Year 9 students during Physical Education lessons. The researchers used a questionnaire to collect data and selected a sample of ninth-grade students using cluster random sampling. The sample consisted of 330 students. The results showed a moderate level of aggressive behaviour in both its physical and verbal aspects, and a correlational (associative) relationship was found between verbal and physical aggressive behaviour. The study recommended developing Physical Education curricula to accommodate students' energies and channel them appropriately through participation in sports and other non-harmful activities that help students maintain emotional balance (Taha, 2011).

## **II. Method and tools**

### **1) Research method**

The descriptive method was used. This is defined as 'a set of integrated research procedures used to describe the phenomenon under study' (Al-Rawashdi, 2000, p. 59). (Al-Rawashdi, 2000, p. 59).

### **2) Study population and sample**

#### **2-1) Study population**

A population is a clearly specified group of people (or documents) that the researcher is interested in studying and generalising the study results to. The definition of the original population depends on the nature of the research and its objectives. (Attifa, 2012, p. 273).

Based on the above, the study population can be defined as follows: "All elements that the researcher is concerned with studying, whether human or material, provided they share a set of characteristics." This population is determined according to the nature and purposes of the research, with the aim of generalising the results to it" (Al-Malhem, 2000, p. 219). (Al-Malhem, 2000, p. 219).

The population of this study consisted of 172 primary school principals in Ouargla Province.

### **3) Scientific Foundations of the Research Instruments**

**3-1) Instrument validity (content/discriminatory validity):** Although this scale had previously been applied in a similar Arab environment to the Algerian context and found to have high validity and reliability, we ensured its validity for this study because instrument validity is one of the most important conditions for measurement tools. Validity indicates what the test measures and the accuracy of this measurement. Validity is also accepted through correlation coefficients.

To verify the instrument's validity, we employed the methods outlined by Ridwan (2006, p. 177) for standardising validity coefficients.

Discriminatory validity was calculated using the extreme-groups method (end-point comparison validity), and the results are presented in the following tables:

Table No. 01: Discriminatory validity of the study instrument.

Variables		Number of individuals	Arithmetic mean	Standard deviation	Degrees of freedom	Value (reliability)	Significance level
Questionnaire as a whole	Lower	03	1,58	0,28	04	3.61	0.00
	Upper	03	2,58	0,38			

Based on the results in Table 1, we observe a difference in the arithmetic means of the lower and upper groups, which are 1.58 and 2.58, respectively. The p-value at the 0.05 significance level is 0.00, which is significant. This indicates that the mean scores of the lower and upper groups differ. Therefore, the study instrument possesses a high degree of discriminant validity.

## 7.2 Reliability of the instrument

The reliability of the questionnaire was verified using Cronbach's alpha formula to estimate internal consistency for tests and multi-item scales, i.e. when the probabilities of responses are not equal to zero (Ridwan, 2006, p. 216).

### 7.2.1 Method of Internal Consistency (Cronbach's Alpha)

Table 2 shows the internal consistency reliability coefficient (Cronbach's alpha).

Variable	Statements	Cronbach's alpha coefficient	Decision
Questionnaire as a whole	28	0.72	Significant at 0.01

Based on the results in Table 2, it is clear that the reliability coefficient produced using Cronbach's alpha for the questionnaire as a whole is 0.72 and is statistically significant at the 0.01 level. This suggests that the study instrument has a high degree of reliability.

The study instrument is evidently characterised by a high degree of validity and reliability; therefore, it can be relied upon in the main study.

## 8. Statistical methods used

After entering the data from the valid questionnaires that satisfied the required number of responses into the computer and analysing and processing them using the Statistical Package for the Social Sciences (SPSS v25) to discuss the hypotheses in light of the research objectives, the following statistical methods were used:

- Calculating Cronbach's alpha to determine the psychometric properties of the research instrument (validity and reliability).
- Calculating means and standard deviations for the scores of the study sample members on the questionnaire.
- Calculating chi-square ( $\chi^2$ ) for independence.
- Frequencies.
- Percentages.

Table 01: Represents the distribution of the study sample according to gender and age.

Sample members	Gender		Age		
	Male	Female	From 8–15 years	from 16–18 years	more than 18 years
	18	02	09	09	02
Total	20		20		

**Research instruments**

In this study, the researcher used the Sports Achievement Motivation Scale, which was designed by Muhammad Hasan Al-Alawi. The scale consists of 20 items distributed across two dimensions: The motive for achievement/success and the motive to avoid failure. It follows a graded response scale with five levels: Very high, high, moderate, low, and very low.

Table 2 presents the dimensions and number of items in the scale.

Number	Dimension title	Number of statements in the dimension
01	Achievement motivation	10
02	Failure avoidance motivation	10
Instrument as a whole		20

**Psychometric properties of the study instruments**

A pilot (exploratory) study was conducted with a group of four gymnasts. The following results were obtained:

- **Reliability of the study instrument:** reliability of the scale was verified by calculating Cronbach's alpha. The value obtained was 0.95, which is considered good and acceptable, confirming the reliability of the sports achievement motivation scale.

**Validity of the study instrument:** Validity of the scale was verified through self-validity (self-validity method), by calculating the square root of the reliability coefficient. The resulting value was 0.97, which is good and acceptable, confirming the validity of the sports achievement motivation scale. Accordingly, we conclude that the scale is both reliable and valid.

**Statistical Methods Used:**

- Arithmetic mean

- Standard deviation
- Cronbach's alpha
- Chi-square ( $\chi^2$ )

**Scope of the study:**

- Spatial scope: The study was conducted on a sample of primary school directors in Ouargla.
- Time scope: The study was carried out between 01/01/2024 and 30/04/2024.
- Human scope: The study was limited to school directors of primary schools in Ouargla.

**1. Presentation and analysis of hypotheses****1.1 Presentation and analysis of the general hypothesis:**

General hypothesis: 'Appointing physical education teachers in primary education institutions affects the curriculum/academic programme from the perspective of primary school directors.'

The collected data were processed using the calculated chi-square ( $\chi^2$ ) value and the tabulated chi-square value in order to determine statistical significance. The results are presented in the following table:

Table 3 shows the effect of appointing physical education teachers on the curriculum/programme for pupils.

Variables	Frequencies	Percentages	Chi-square		Degrees of freedom	Significance level	Decision
			Calculated	Tabulated			
No	151	30.87%	58.06	5.99	02	0.00	Significant
To some extent	101	20.65%					
Yes	237	48.46%					
Total	489	100%					

Based on Table 3, the significance level (p-value) was found to be 0.00, which is statistically significant at the 0.05 significance level. Furthermore, the calculated chi-squared value was 58.06, which is greater than the tabulated chi-squared value of 5.99.

This indicates differences in respondents' ratings ('No', 'To some extent', 'Yes'), with the 'Yes' category having the highest frequency (237) and percentage (48.46%).

Accordingly, we accept the hypothesis that appointing physical education teachers has an effect on the curriculum/programme in primary education institutions from the perspective of primary school directors.

**1.2 Presentation and analysis of the first sub-hypothesis:**

First sub-hypothesis: 'There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the psychological perspective of primary school directors.'

The data were processed using the calculated and tabulated chi-square values, and their statistical significance was determined. The results are presented in the following table:

Table 04 shows the effect of appointing physical education teachers on the curriculum/programme from a psychological perspective for pupils.

Variables	Frequencies	Percentages	Chi-square		Degrees of freedom	Significance level	Decision
			Calculated	Tabulated			
No	67	29.91%	49.56	5.99	02	0.00	Significant
To some extent	36	16.04%					
Yes	121	54.01%					
Total	224	100,0%					

Based on Table 04, the significance value (p-value) was found to be 0.00, which is statistically significant at the 0.05 significance level. Additionally, the calculated chi-square value was 49.56, which is greater than the tabulated chi-square value of 5.99.

This indicates differences in respondents' ratings ('No', 'To some extent', 'Yes'), with the 'Yes' category receiving the highest value of 121 and percentage of 54.01%.

Accordingly, we accept the hypothesis that appointing physical education teachers in primary education institutions has an effect on the curriculum/programme from a psychological perspective, as seen from the viewpoint of primary school directors.

### **1.3 Presentation and analysis of the second sub-hypothesis:**

Second sub-hypothesis: 'There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the cognitive (knowledge) aspect, from the perspective of primary school directors.'

The data were processed using the calculated chi-square value and the tabulated chi-square value to determine their statistical significance. The results are presented in the following table.

Variables	Frequencies	Percentages	Chi-square		Degrees of freedom	Significance level	Decision
			Calculated	Tabulated			
No	37	26.42%	16.12	5.99	02	0.00	Significant
To some extent	34	24.28%					
Yes	69	49.28%					
Total	140	100%					

Table 05 shows the effect of appointing physical education teachers on the curriculum/programme from the cognitive (knowledge) perspective for pupils.

Based on Table 5, the significance value (p-value) was found to be 0.00, which is statistically significant at the 0.05 significance level. Furthermore, the calculated chi-squared value was 16.12, which is greater than the tabulated chi-squared value of 5.99.

This indicates that there are differences in the respondents' ratings ('No', 'To some extent', 'Yes'), and these differences favour the 'Yes' category, with a value of 69 and a percentage of 49.28%, which is the highest.

Accordingly, we accept the hypothesis that appointing physical education teachers in primary education institutions has an effect on the curriculum/programme from the cognitive (knowledge) aspect, from the perspective of primary school directors.

#### **1.4 Presentation and analysis of the third sub-hypothesis:**

Third sub-hypothesis: 'There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the psychomotor (kinesthetic) aspect for pupils, from the perspective of primary school directors.'

The data were processed using the calculated and tabulated chi-square values, and their statistical significance was extracted. The results are presented in the following table.

Variables	Frequencies	Percentages	Chi-square		Degrees of freedom	Significance level	Decision
			Calculated	Tabulated			
No	47	37.6%	4.09	5.99	02	0.12	Significant
To some extent	31	24.8%					
Yes	47	37.6%					
Total	125	100%					

Table 06 shows the effect of appointing physical education teachers on the curriculum/programme from the psychomotor (kinesthetic) perspective for pupils.

Based on Table 6, the significance value (p-value) for the significance level was 0.12, which is not statistically significant at the 0.05 level. Additionally, the calculated chi-square value was 4.09, which is less than the tabulated chi-square value of 5.99.

This indicates that there are no differences in the respondents' ratings (No, To some extent, Yes). Therefore, it can be concluded that appointing physical education teachers has no effect on the curriculum/programme from the psychomotor (kinesthetic) aspect in primary education institutions from the perspective of primary school directors.

### **3. Discussion and interpretation of the hypotheses in light of the results**

#### **3.1 Discussion and interpretation of the first hypothesis**

Hypothesis: There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the psychological aspect, from the perspective of primary school directors.

As shown in Table 4, the significance value (p-value) at the significance level was 0.00, which is significant at the 0.05 level. Furthermore, the calculated chi-squared value was 49.56, which is greater than the tabulated chi-squared value of 5.99.

This indicates that there are differences in the respondents' ratings (No, to some extent, Yes), and these differences favour the "Yes" category, which has the highest value (121) and percentage (54.01%). Accordingly, the hypothesis is accepted, confirming the effect of appointing physical education teachers on the primary education curriculum from a psychological perspective, as seen by primary school directors.

Mandelaoui (1990) also indicated that physical education is the main means of building and shaping pupils' psychological and social character. During physical education lessons and training units at school, students learn many psychological, educational and social qualities, such as courage, honesty, sacrifice, accuracy, cooperation, respect for others, commitment to applying rules and instructions, adherence to order and discipline, and the implementation of commands and guidance. As physical education plays a key role in developing pupils' abilities, attention must be given to this subject in terms of the necessary human and material resources, such as fields, equipment, tools, programmes and curricula.

Our study's results are also consistent with those of Miloud (2015), who aimed to identify the contribution of physical and sports education lessons to the development of pupils' personalities within a competence-based approach at secondary level. We attribute our results to the fact that self-confidence is well developed among pupils during physical education and sports lessons and can be further enhanced.

Accordingly, we accept the hypothesis that appointing physical education teachers in primary education institutions has a psychological effect on the curriculum/programme, from the perspective of primary school directors.

### **3.2 Discussion and interpretation of the second hypothesis**

Hypothesis: There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the cognitive (knowledge) aspect, from the perspective of primary school directors.

Based on Table 5, the significance value (p-value) was 0.00, which is statistically significant at the 0.05 level. Furthermore, the calculated chi-squared value was 16.12, which is greater than the tabulated chi-squared value of 5.99.

This indicates that there are differences in the respondents' ratings ('No', 'To some extent', 'Yes'), and these differences favour the 'Yes' category, which has a value of 69 and a percentage of 49.28%, the highest. Therefore, the hypothesis is accepted, confirming that appointing physical education teachers has an effect on the curriculum/programme in primary education institutions from the cognitive (knowledge) aspect, from the perspective of primary school directors.

El-Basyouni and Faysal (1992) also stated that it is widely accepted that the selected activities should be consistent with pupils' interests and needs and match the characteristics of this stage as well as environmental, social and cultural influences. They also emphasised the importance of considering available capabilities, school conditions and budget allocation. Furthermore, the findings of our study are consistent with those of Al-Khazale (2013), who aimed to identify the general training aspects of the effectiveness of physical education lesson

components in light of development standards towards the knowledge economy in schools in the governorate of Irbid, from the perspective of physical education teachers.

We attribute our results to the positive impact of physical education and sports lessons on pupils' cognitive perception, which can be further developed.

Within the limits of the results, we also found no studies contradicting our findings regarding the cognitive aspect.

### **3.3 Discussion and interpretation of the third hypothesis**

Hypothesis: There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the psychomotor (kinesthetic) aspect for pupils, from the perspective of primary school directors.

As shown in Table 6, the significance value (p-value) was 0.12, which is not significant at the 0.05 level. Additionally, the calculated chi-square value was 4.09, which is less than the tabulated chi-square value of 5.99.

This indicates that there are no differences in the respondents' ratings (No, To some extent, Yes). Therefore, we can conclude that appointing physical education teachers in primary education institutions has no effect on the curriculum/programme from the psychomotor (kinesthetic) aspect, from the perspective of primary school directors.

Moreover, the findings of our study are consistent with those of Ramzi (2009), who aimed to identify the attitudes of secondary school students towards participating in sports activities at school in the Gaza Strip.

We attribute our findings to the fact that the results indicate that changes are not significant with regard to balance and psychomotor aspects. However, within the limits of the study, we found no studies contradicting our findings regarding the psychomotor (kinesthetic) aspect.

## **4. General conclusion of the study**

Based on our study of the difficulties faced by physical education and sports teachers in primary education, we reached the following results:

- There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the perspective of primary school directors.
- There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from a psychological perspective, as seen by primary school directors.
- There is an effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the cognitive (knowledge) perspective, from the primary school directors' perspective.
- There is no effect of appointing physical education teachers in primary education institutions on the curriculum/programme from the psychomotor (kinesthetic) perspective for pupils, according to primary school directors.

## **Recommendations**

In light of the results obtained through this study, we recommend the following to those responsible for this field:

- Implement lessons properly and in an integrated manner.
- Ensure the provision of a field/space for practising physical education and sports so that there is no disruption to neighbouring classes.
- Reconsider the curricula to make them compatible with pupils' abilities and the resources available in the school.
- Add a theoretical component outside the practical class sessions.
- Hold seminars and workshops to keep teachers informed about developments in the subject at primary school level.

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