

Physical Education and Sports in Primary Education

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Abstract:

This study aimed to identify the current state of Physical Education and Sports instruction at the primary education level. To this end, a descriptive methodology was employed, with a research sample of 110 teachers distributed across several primary schools in the Wilaya of Tlemcen, selected through random sampling. A questionnaire consisting of 31 items divided into three axes was used as the data collection instrument. Following the analysis of the results, the study revealed a deficiency in the professional training of Physical Education and Sports teachers at the primary level with regard to the specific characteristics of this educational stage. Additionally, a shortage of sports facilities and pedagogical resources was identified. The surveyed teachers indicated that the curriculum prescribed by the Ministry would be considered effective provided that all necessary conditions and resources are made available.

Keywords: Physical Education lesson, Teaching, Primary Education.

1. Introduction:

Physical Education and Sports is considered one of the academic disciplines, similar to Natural Sciences, Chemistry, and Language; however, it distinguishes itself from these subjects in that it also imparts a wide range of knowledge and information covering health, psychological, and social dimensions, in addition to cognitive knowledge pertaining to the composition of the human body. This is achieved through the utilization of physical activities such as exercises and various team and individual games, conducted under the educational supervision of teachers specifically prepared for this purpose. It constitutes a condensed unit within the curriculum, and provides an appropriate environment for the development of physical skills that contribute to the integration of bodily movement. (Al-Bissouni, 1992, p. 94)

The primary school represents one of the fundamental sources of child growth and development, as it is committed to achieving pedagogical and educational objectives aimed at enhancing cognitive, psychological, educational, and physical development. The modern concept of primary education can be defined as the initial stage of formal schooling, which ensures that the child acquires proper reasoning skills and is provided with the minimum essential knowledge, competencies, and experiences that prepare them for life and enable them to function as a productive citizen within the framework of formal education — whether in rural or urban areas, within and beyond the scope of formal schooling (adult education) — in the context of lifelong

learning. It is further defined as the level of education that consolidates the links between education and training within a single integrated framework, and which addresses practical studies as well as technical and vocational fields across all educational programs for both children and adults alike. (Abboud et al., 1994, p. 11)

Among the established practices in educational institutions are subjects programmed by the Ministry of National Education, among which Physical Education and Sports has become of paramount importance within the broader range of academic disciplines, as well as at the social level, owing to the educational, pedagogical, and psychological objectives it fulfills. Al-Shati (2021) noted that "the Physical Education and Sports lesson in educational institutions does not differ from other forms of instruction within the educational institution, insofar as it constitutes one form among other academic subjects," considering the Physical Education and Sports lesson as a condensed unit within the academic curriculum and one form among the various scholastic disciplines. However, the Physical Education and Sports lesson is distinguished from other subjects in that it achieves not only the teaching of motor skills, but also provides students with extensive knowledge regarding health, psychological, and social dimensions, in addition to scientific information. (Al-Shati, 2021, p. 31)

Having established the significance of Physical Education and Sports at the primary level, it becomes imperative to assess the extent to which the factors necessary for successful instruction and the achievement of its objectives are present. The field study conducted by Qasir Abd Al-Razzaq (2020), which focused on the reality of Physical Education and Sports instruction at the primary education level in Algeria, concluded that in certain primary-stage institutions, physical and sports activity may exist in name only — present in form and structure, but devoid of substance — whether due to the absence of sports facilities, a shortage of supervisors and Physical Education teachers, or the failure to keep pace with the evolution of international curricula. Furthermore, the study indicated that the more critical issue is the complete absence of physical and sports activity in some primary-stage institutions, attributable to several causes including negligence and indifference, whereby physical and sports activity has failed to attain the same status as other subjects such as sciences, languages, and mathematics — falling short of the expectations placed upon it and the inherent vitality present within the child at this stage. (Qasir, 2020, p. 66)

Numerous studies indicate that the child's primary mode of acquiring knowledge is through movement, which serves as a fundamental means of cognition, through which the child explores the surrounding world and apprehends symbols, concepts, and relationships, generating linguistic enrichment that subsequently grows and develops. In addition to the development and enhancement of physical capacities, physiological research has confirmed that regular practice of physical education contributes to the healthy growth of the child — an outcome that falls within the delineated objectives of Physical Education at the primary education stage, which aim to cultivate the intrinsic value of the body and foster the dynamic relationship between the child and both the physical and human environment, while providing the child with the opportunity to

express themselves and their potential in accordance with the demands of each situation, through the selection of appropriate solutions aligned with their cognitive and physical capacities. (D.I., 2011, p. 131)

In light of the foregoing, and despite the well-established importance of teaching Physical Education sessions at the primary education level, certain difficulties and obstacles may arise that impede the proper conduct of the session and prevent the attainment of its curricular, pedagogical, and educational objectives. Understanding and identifying the factors and challenges to which this subject may be exposed — with respect to the proposed curriculum, the availability of materials, resources, and facilities, and the level of professional training of Physical Education and Sports teachers — constitutes a set of factors and impediments that were identified through prior and related studies addressing the same subject matter. In light of these studies, the significance of the present research became apparent, as it is concerned with examining the reality of Physical Education and Sports instruction at the primary education level. In order to comprehensively address the subject, the following research questions were formulated:

Main Research Question:

- What is the current state of Physical Education and Sports instruction at the primary level, and to what extent does it encounter difficulties and obstacles?

Sub-Questions:

- To what extent are Physical Education and Sports teachers at the primary level adequately trained?
- To what extent are the necessary resources and facilities available for the teaching of Physical Education and Sports sessions at the primary education level?
- To what extent is the prescribed curriculum effective in the teaching of Physical Education and Sports sessions?

2. Study Hypotheses: Based on the aforementioned research questions, the following research hypotheses were proposed:

2-1. Main Hypothesis:

- The most significant difficulties in teaching Physical Education and Sports can be attributed to the shortage of sports facilities, resources, and pedagogical materials, the inadequate professional training of Physical Education and Sports teachers, and the lack of alignment of the instructional curriculum.

2-2. Sub-Hypotheses:

- Physical Education and Sports faces inadequate professional training of its teachers at the primary education level.
- Physical Education and Sports faces a shortage of sports resources and pedagogical materials at the primary education level.
- The curriculum holds effectiveness in the teaching of Physical Education and Sports.

3. Study Objectives:

- To identify the difficulties and challenges that may impede the proper conduct of Physical Education and Sports sessions at the primary education level.
- To determine the extent to which the shortage of pedagogical materials, resources, and sports facilities affects the implementation of Physical Education and Sports.
- To evaluate the teaching methods and curriculum employed in the delivery of Physical Education sessions.
- To shed light on the professional training of Physical Education and Sports teachers and the extent of their competency in teaching the subject.
- To highlight the significance of the childhood stage within primary education.

4. Study Concepts:

4.1. Physical Education and Sports:

Charman defined it as: that simple component of education which is carried out through activities relying on the human body's motor system, and through which certain specific psychological attributes are acquired. (Atallah, 2021)

Ferry defines it as: a part of general education that encompasses the motivational drives for activities inherent in every individual, aimed at development from organic and emotional-adaptive perspectives. (Bastouni, 1984)

It may be operationally defined as: a set of physical activities and exercises aimed at achieving specific behavioral objectives, encompassing cognitive, sensorimotor, and affective-emotional domains.

It is a system through which information is transmitted from the sender (the teacher) to the receiver (the learner) in order to achieve educational objectives. (Ben Qennab, 2021)

Operational Definition: Teaching refers to the set of procedures carried out by the teacher with their students within the classroom to accomplish specific and clearly defined tasks, in pursuit of objectives predetermined by competent authorities, with the aim of reaching a particular educational outcome.

4.3. Primary School:

According to Ibrahim Nasser, the school is a social institution established by society with the aim of meeting its fundamental emerging needs, preparing individuals to become productive members of the society for which they are being trained, while also fostering the holistic development of individuals' personalities so that they may become positive and contributing members of society. (Ashour, 2025)

According to Ibrahim Nasser, the school is a social institution established by society to fulfill one of its basic needs, namely the social socialization of its members in a manner that renders them useful contributors to society; thus, the school is a social institution that shapes the prevailing behavioral patterns of individuals. (Bel'asla, 2017)

The primary school may be operationally defined as: a social institution established by society with the aim of meeting its fundamental needs in the upbringing of new generations, working to

socialize them in a manner that renders them constructive, active, and beneficial members of society, while fostering the holistic development of individuals' personalities across various dimensions — cognitive, sensorimotor, and affective-emotional.

4.4. The Primary Stage:

This stage spans from 6 to 9 years of age and is referred to by a number of researchers as the first primary stage. At this stage, the child enters primary school having transitioned directly from home, a nursery, or kindergarten. During this cognitive and intellectual phase, the child acquires various academic and educational skills, as well as the fundamental psychomotor skills required for play and diverse physical activities. (Mulham, 2004, p. 264)

It may be operationally defined as: the educational stage situated between the preparatory stage and the middle school stage, corresponding to the age range of 6 to 11 years.

5. Previous Studies:

First Study: Al-Alawi Abd Al-Hafidh (2008) — An Analytical and Critical Study of the Reality of Physical Education and Sports in Algerian Primary Schools. This study aimed to analyze, critique, and diagnose the current state of Physical Education and Sports, and to highlight the marginalization of this subject at the primary education level. The researcher employed the descriptive methodology, utilizing a questionnaire instrument in the form of three separate forms directed at: the teacher, the inspector and school principal, and the parents of students. The study concluded that Physical Education and Sports does not, in theory, suffer from neglect, insofar as Algerian legislation and law has addressed the subject with considerable attention, particularly within the educational environment in general and primary education in particular.

Second Study: Saleh Khuwaitem and Naji Al-Silami (2016) — Obstacles to the Teaching of Physical Education in Public Schools. This study aimed to identify the obstacles to the teaching of Physical Education in primary schools. The researcher relied on a sample of 125 Physical Education teachers at the primary level in the city of Jeddah. The study concluded that Physical Education and Sports teachers face numerous and considerable obstacles in primary schools during the preparation, planning, and implementation of Physical Education lessons, primarily due to the unavailability of the necessary materials and equipment — including halls and sports courts — as well as the absence of a dedicated budget for the subject.

The Field Component of the Study:

1.2. Research Methodology: The selection of an appropriate research methodology is considered one of the most critical phases in attaining the most accurate and precise results. Accordingly, the descriptive methodology was adopted in this study, given its suitability to the nature of the research subject.

2-1-1. Research Population: The research population comprised all Physical Education and Sports teachers employed in primary schools across the Wilaya of Tlemcen.

2-1-2. Research Sample: The research sample retains the common characteristics of the study population and is divided into an exploratory sample and a primary study sample, the latter constituting a partitioned subset of the research population. In this study, the research sample

was determined as follows: the sample comprised 110 Physical Education and Sports teachers from the Wilaya of Tlemcen, selected through random sampling.

Sample Characteristics:

Table 1: Distribution of the Sample According to the Age Variable

Age Group	Frequency	Percentage
Under 25 years	15	14%
25 years	88	81%
Over 25 years	17	16%
Total	110	100%

Table 2: Distribution of the Sample According to Teaching Seniority

Teaching Experience	Frequency	Percentage
Less than 15 years	104	94%
More than 15 years	06	6%
Total	110	100%

2.2. Study Delimitations: The research scope is divided into three domains: the spatial domain, referring to the geographic area in which the research was conducted; the human domain, referring to the individuals upon whom the research was carried out; and the temporal domain, referring to the duration of the field research. These are outlined as follows:

a. Human Domain: The study was conducted on a sample of Physical Education and Sports teachers active in primary schools across the Wilaya of Tlemcen, totaling 110 teachers.

b. Spatial Domain: The questionnaire was distributed via the Facebook platform within a group dedicated to Physical Education and Sports teachers of the Wilaya of Tlemcen practicing in primary schools.

c. Temporal Domain: The questionnaire was distributed electronically during the period from April 5th to April 25th, with results being compiled and analyzed in the latter part of the month of April.

2-3. Research Instruments: The questionnaire instrument was constructed using an observation grid, and was divided into three axes encompassing the following:

- **Axis One:** The professional training of Physical Education and Sports teachers.
- **Axis Two:** Sports facilities and pedagogical resources.
- **Axis Three:** The Physical Education and Sports curriculum.

Each axis comprised 16 items, for a total of 36 statements across the questionnaire as a whole.

2-3-1. Psychometric Properties of the Instrument:

Reliability: In order to calculate the reliability coefficient, the questionnaire forms were distributed to the exploratory pilot sample comprising 16 teachers, who were subsequently excluded from the primary study sample. The questionnaire was then redistributed after an interval of 15 days, through which the degree of instrument reliability was determined.

Face Validity: With regard to validity, the questionnaire was distributed to a panel of six specialized academics. Several observations were raised concerning the wording of certain items,

and the remarks of the expert reviewers were duly incorporated. Following the necessary revisions, the final version of the questionnaire was produced, with the review process addressing the following criteria:

- The appropriateness of the proposed axes for the questionnaire.
- The linguistic and structural soundness of the proposed statements.
- The relevance of each statement to its corresponding axis.
- The deletion or modification of statements that did not contribute to the enrichment of the questionnaire.

Construct Validity: To determine the construct validity of the questionnaire used in the study, the square root of the reliability coefficient was calculated. Table 3 presents the psychometric properties of the questionnaire as applied to the exploratory pilot sample.

Table 3: Psychometric Properties of the Questionnaire

Axis	Reliability	Validity
Axis One	0.90	0.94
Axis Two	0.89	0.94
Axis Three	0.92	0.95

The results presented in Table 3 indicate that the reliability coefficients across all questionnaire axes fall within the range of (0.89 – 0.92), while validity values ranged between 0.94 and 0.95, demonstrating that the study questionnaire possesses high coefficients of both validity and reliability.

2-4. Statistical Methods: In order to facilitate clear and comprehensive commentary and analysis of the questionnaire results, statistical analysis methods were employed by converting the obtained data into numerical values. The statistical methods utilized were as follows:

a. Chi-Square Test (χ^2): expressed by the following formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E} \quad \chi^2 = \sum \frac{(O - E)^2}{E}$$

Where **O** = observed frequencies and **E** = expected frequencies.

b. Pearson Correlation Coefficient: used to determine the relationship between two variables (X, Y), denoted by (**r**), and calculated according to the following formula:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \cdot \sum (y - \bar{y})^2}} \quad r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \cdot \sum (y - \bar{y})^2}}$$

Where **r** = Pearson's simple correlation coefficient, **x** = values of group X, $\bar{x}$ = arithmetic mean of group X, **y** = values of group Y, $\bar{y}$ = arithmetic mean of group Y.

3. Presentation and Analysis of Results:

Table 4: Axis One — The Reality of the Professional Training of Physical Education and Sports Teachers at the Primary Education Level at significance level 0.05

Table 5: Axis Two — The Availability of Resources, Facilities, and Pedagogical Materials for Teaching Physical Education and Sports Sessions at the Primary Education Level at significance level 0.05

Question	Yes	No	Sometimes	Calculated χ^2	Tabulated χ^2	Statistical Significance
Are adequate sports facilities and equipment available in the school for conducting the session?	13	95	12	144.31	—	Significant
Does the school provide sports structures specific to team games?	15	95	11	139.55	5.99	Significant
Do you consider a multi-purpose court sufficient for teaching the session?	13	96	11	144.89	—	Significant
Do you believe that the type of pedagogical materials provided by the school assists your teaching approach?	58	37	15	25.22	—	Significant
Do you consider the nature of the available sports resources and equipment to be modern?	31	51	28	13.64	—	Significant
Do you believe that the sports facilities in the school comply with the standards of students' practical training?	21	75	14	61.45	—	Significant
Do you consider that the available pedagogical materials and sports equipment fulfill the objectives of the session?	16	81	13	81.53	—	Significant
Do you believe that the available resources in your school require renovation, repair, and maintenance?	98	07	05	153.92	—	Significant
Do you consider the financial budget of your institution sufficient for providing updated sports equipment and pedagogical materials?	15	91	04	171.73	—	Significant

Do you believe that the sports facilities in your institution may pose a safety risk to you and the students given their current condition?	48	50	12	24.95	—	Significant
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Table 6: Axis Three — The Effectiveness of the Prescribed Curriculum in Teaching Physical Education and Sports Sessions at significance level 0.05

Question	Yes	No	Sometimes	Calculated χ^2	Tabulated χ^2	Statistical Significance
Do you consider it necessary to evaluate the curriculum by identifying its strengths and weaknesses in order to improve the teaching and learning process?	91	07	12	121.11	—	Significant
Does the current curriculum achieve the development of students' sensorimotor aspects?	69	13	28	59.47	5.99	Significant
Do you believe the current curriculum achieves psychological and affective educational objectives?	59	11	30	31.35	—	Significant
Do you consider that it achieves the educational objectives of teaching students positive communication, values, and positive attributes?	72	18	20	61.12	—	Significant
Do you believe the curriculum can be implemented within the allocated session time?	35	41	34	1.78	—	Not Significant
Does the curriculum align with the psychological and physiological developmental needs of	52	18	41	16.22	—	Significant

students at this age stage?						
Do you believe that the second generation curriculum is essential in achieving the targeted objectives?	78	12	22	75.35	—	Significant
Do you consider one session per week sufficient for the requirements of the curriculum?	31	65	14	36.78	—	Significant
Are you sufficiently familiar with the objectives of the curriculum courses in developing competencies?	67	23	21	37.76	—	Significant
Do you consider it necessary to align the curriculum with technological advancement?	95	05	10	139.12	—	Significant

3.1. Discussion:

Results of Axis One pertaining to the First Hypothesis: "Physical Education and Sportsfaces inadequate professional training of its teachers at the primary education level."

The results presented in Table 4 reveal that the teachers regard the training they received — namely, their university-level training — as sufficient. However, their responses were contradicted by those of another group of teachers who indicated that they do not benefit from adequate training specific to the primary education stage, yet nonetheless attempt to manage the session.

The most significant conclusions drawn from the analysis of the results are as follows:

- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the training they received adequately qualifies them to teach this session effectively.
- The existence of statistically significant differences in teachers' responses, in favor of those who indicated that sufficient training courses in lesson planning and classroom management are not available for developing their instructional skills.

- The existence of statistically significant differences in teachers' responses, in favor of those who face difficulties in implementing the Physical Education and Sports program at the primary level.
- The existence of statistically significant differences in teachers' responses, among those who did not receive training in health and safety principles related to physical activity practice in the primary education environment.
- The existence of statistically significant differences in teachers' responses, in favor of those who have not undergone classroom management training consistent with the requirements of modern pedagogy.
- The existence of statistically significant differences in teachers' responses, in favor of those who feel capable of managing and delivering the Physical Education and Sports session.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider it necessary to integrate technology and artificial intelligence into professional training.
- The existence of statistically significant differences in teachers' responses, in favor of those who have undergone specific training for implementing the assessment process in Physical Education and Sports sessions.

Results of Axis Two pertaining to the Second Hypothesis: "Physical Education and Sports sessions face a shortage of resources and pedagogical materials at the primary education level."

The results and analyses of Table 5 reveal that teachers encounter considerable difficulties in delivering Physical Education and Sports due to the shortage of sports facilities and their lack of modernization. Although teachers reported the availability of some pedagogical materials, these were found to be insufficient and incapable of fulfilling the objectives of the subject.

The most significant conclusions drawn from the analysis of the results are as follows:

- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the school does not possess adequate sports facilities and equipment for conducting the session.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the school does not provide sports structures specific to team games.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that a multi-purpose court is insufficient for teaching various individual and team sports activities.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the type of pedagogical materials provided by primary schools assists their teaching approach.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the available sports resources and equipment lack modernization.

- The existence of statistically significant differences in teachers' responses, in favor of those who consider that sports facilities do not comply with the standards of students' practical training.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the available pedagogical materials and sports equipment do not fulfill the objectives of the applied curriculum programs.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the resources available in educational institutions require renovation and maintenance.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that their schools' financial budget is insufficient for providing updated pedagogical equipment.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the sports facilities in their institutions — such as multi-sports courts — do not pose a safety risk given their current condition.

Results of Axis Three pertaining to the Third Hypothesis: "The prescribed curriculum is effective in the teaching of Physical Education and Sports."

The results and analyses of Table 6 reveal that teachers concur on the effectiveness of the current curriculum in achieving the objectives of Physical Education and Sports, while nevertheless indicating the necessity of its further development, improvement, and refinement — building upon its strengths and addressing its shortcomings.

The most significant conclusions drawn from the analysis of the results are as follows:

- The existence of statistically significant differences in teachers' responses, in favor of those who consider that curriculum evaluation through the identification of its strengths is necessary for improving the teaching and learning processes.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the current curriculum achieves the development of students' sensorimotor aspects.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the current Physical Education curriculum achieves psychological and affective educational objectives.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the current curriculum achieves the educational objectives of teaching students positive communication, values, and positive attributes.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the curriculum aligns with the psychological and physiological developmental needs of students during childhood.

- The existence of statistically significant differences in teachers' responses, in favor of those who consider that the second-generation curriculum reform is necessary for achieving the targeted competencies.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider that one session per week of one hour's duration is insufficient for the requirements of the curriculum.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider themselves sufficiently familiar with the objectives of the Physical Education and Sports curriculum in developing student competencies.
- The existence of statistically significant differences in teachers' responses, in favor of those who consider it necessary to align the curriculum with current technological advancement.

3.3. Verification of Results Against Hypotheses:

First Hypothesis: *"Physical Education and Sports faces inadequate professional training of its teachers at the primary education level."*

Verification of Axis One Results Against the First Hypothesis: Teachers indicated that they had undergone sufficient academic training; however, they had not received adequate field-based training specific to this age group, owing to the scarcity of training courses and workshops. Based on the results of the tables and following statistical processing, it is concluded that the hypothesis has been confirmed — that is, Physical Education and Sports faces, to a considerable degree, a deficiency in the field-based and professional training of its teachers in the practical application of the subject. This was corroborated by the study of Miftah Majdi (2017), whose findings indicated that primary-stage teachers are unable to fulfill their duties during Physical Education sessions in the absence of specialized training, which is incompatible with the management of the session as outlined in the curriculum prescribed by the Ministry of National Education. It was further concluded that the curriculum is not subjected to practical implementation at the primary level, and that even the available resources and facilities are either insufficient or inadequate for achieving the objectives of the Physical Education and Sports session at this stage.

These findings are also consistent with the study of Boujelida Thabet (2011), which indicated that the absence of specialized training in Physical Education and Sports for primary school teachers confronts them with a range of difficulties and problems across several dimensions related to the implementation of the instructional situations proposed in the teacher's guide.

Accordingly, and in light of the foregoing, by cross-referencing the results of the present study with those of comparable studies, it is concluded that the first hypothesis has been confirmed.

Verification of Axis Two Results Against the Second Hypothesis:

Second Hypothesis: *"Physical Education and Sports faces a shortage of sports facilities, resources, and pedagogical materials at the primary education level."*

The shortage and inadequate quality of sports facilities impedes the proper conduct of Physical Education and Sports at the primary level. Likewise, the shortage and inadequate quality of pedagogical materials impedes the delivery of the subject.

Based on the results of the tables and following statistical processing, it is concluded that the hypothesis has been confirmed — that is, the shortage of sports facilities, resources, and pedagogical materials at the primary education level prevents the proper functioning of Physical Education and Sports instruction. This was corroborated by the study of Qasir Abd Al-Razzaq (2020), which focused on the reality of Physical Education and Sports instruction at the primary level in Algeria, concluding that in certain primary-stage institutions, physical and sports activity exists in form only — present structurally but devoid of substance — whether due to the absence of sports facilities, a shortage of supervisors and Physical Education teachers, or the failure to keep pace with international curricular developments. The study further indicated that the most critical factor is the complete absence of physical and sports activity in some primary-stage institutions, attributable to neglect and indifference, whereby physical activity has failed to attain the same status as other subjects such as sciences, languages, and mathematics, falling short of the expectations placed upon it and the inherent vitality present within the child at this stage. (Qasir, 2020)

The results of the present study are also consistent with those of Boujelida and Thabet (2011), which established that the shortage of resources and pedagogical materials necessary for the implementation of various physical and sports activities during Physical Education sessions — and their inappropriateness, where they do exist, relative to the instructional situations proposed in the teacher's guide — constitute the most significant obstacles to the development of sports practice at the primary level. Additional obstacles identified included the inadequacy of spaces designated for Physical Education and Sports activities and their failure to meet all safety and security standards.

Furthermore, the results are consistent with the study of Ben Jeddi Misbah (2021), whose findings revealed that the available sports facilities and resources constitute a barrier to the teacher in the performance of their professional duties. In light of the foregoing, it can be concluded that the second hypothesis has been confirmed.

Verification of Axis Three Results Against the Third Hypothesis:

Third Hypothesis: *"The prescribed curriculum is effective in the teaching of Physical Education and Sports sessions at the primary level."*

The curriculum prescribed by the Ministry of National Education is effective and is favorably regarded by Physical Education and Sports teachers.

Based on the results of the tables and following statistical processing, it is concluded that the hypothesis has been confirmed — that is, the applied curriculum is characterized by effectiveness in achieving the objectives of the Physical Education and Sports lesson at the primary education level. Given the limited number of studies addressing the effectiveness of the Physical Education and Sports curriculum specifically, reference is made to the study of Majdi

(2017), which indicated that certain problems exist in relation to the conduct of the Physical Education session by primary-stage teachers in accordance with the curriculum, leading to the conclusion that the curriculum is not fully subjected to practical implementation at the primary level.

These results may be interpreted in conjunction with the findings of the first hypothesis — namely, the insufficient experience and training of Physical Education and Sports teachers with regard to the subject's curriculum. The confirmation of this hypothesis may further be interpreted in light of the theoretical framework outlined by Abdullah (2012), who stated that the curriculum constitutes the primary instrument and medium for the transmission of knowledge, science, and skill; and that the more it is aligned with the instructional context and harmonized with the learner's intelligence, receptiveness, and inclinations, the broader and more profound the educational objectives it achieves. He further noted that the success of education is largely contingent upon the effectiveness of sound methodology in addressing numerous instructional challenges. (Abdullah M., 2012) Accordingly, it can be stated that the third hypothesis has been confirmed.

4. Conclusion

This study examined the reality of Physical Education and Sports instruction at the primary education level, and sought to shed light on the challenges confronting the teaching of this important subject. The study findings revealed several obstacles impeding the attainment of the desired objectives of Physical Education and Sports, the most prominent of which were the inadequate training and experience of Physical Education teachers, and the shortage of sports facilities and available pedagogical materials. Nevertheless, the study demonstrated the effectiveness of the curriculum prescribed by the Ministry of National Education, indicating the existence of a robust theoretical framework upon which improvements to the current situation can be built.

In conclusion, Physical Education and Sports at the primary education level faces multiple challenges that prevent its optimal delivery. It was established that the inadequate training and experience of Physical Education teachers constitutes a significant barrier to the achievement of the desired educational and pedagogical objectives — a deficiency the researcher attributes to the university academic program, which is largely oriented toward the middle and secondary school levels. Furthermore, the shortage of facilities and pedagogical materials compounds the difficulty of delivering effective and engaging lessons to students. Despite these challenges, the results demonstrated that the adopted curriculum is effective and capable of fulfilling the session's objectives, provided that an appropriate foundation is established including sufficient training for graduating students, the provision of basic infrastructure, and the availability of pedagogical materials so as to achieve all the desired outcomes of the session during this critical and formative age stage, in service of Algerian sport at large.

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