

A Content Analysis of the Physical Education Curriculum in Light of Teaching Competencies.

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Abstract:

The study aimed to analyze the content of the "Physical Education Curriculum" course, which is part of the teacher preparation program for physical education teachers, in light of the required teaching competencies. It sought to determine the extent to which these competencies are included in the course and to evaluate their balance and diversity to ensure comprehensive teacher preparation.

The study utilized a content analysis tool, which was developed based on educational literature and established teaching competencies (both professional and specialized). The tool was validated through expert review and tested for reliability by conducting double coding of content units.

Findings:

- 1. The content of the course strongly emphasized cognitive competencies, while performance and assessment competencies were relatively underrepresented.*
- 2. There was an evident imbalance in the distribution of competencies, with some essential competencies missing—especially those related to modern technology use and active teaching strategies.*
- 3. The course lacked practical activities aimed at developing pedagogical and evaluative competencies, which may negatively impact the readiness of student-teachers for real-world teaching.*

Keywords: (A Content Analysis, the Physical Education Curriculum, Teaching Competencies)

Introduction:

Curriculum development is considered one of the fundamental pillars for ensuring the quality of education and achieving the desired educational objectives. Curricula play a vital role in preparing students and equipping them for the demands of professional and practical life.

Physical education, in particular, plays a crucial role in developing students' physical, motor, and cognitive abilities. It also contributes to promoting educational and social values. Teaching physical education requires specific skills and teaching competencies, which are essential for a teacher's success in achieving both educational and instructional goals.

In this context, the importance of analyzing the content of educational courses—particularly those categorized under educational sciences within academic programs for preparing physical education teachers—becomes evident. Among these is the Physical Education Curriculum course, which is one of the foundational courses for preparing future physical education teachers. This course aims to provide them with the necessary knowledge, information, and teaching competencies that qualify them to perform teaching tasks effectively.

Therefore, content analysis of educational courses is a critical factor in the quality of teacher preparation in physical education. These courses should encompass a set of teaching competencies that ensure teachers are trained according to the requirements of effective teaching.

Problem Statement:

Content analysis is a research methodology widely applied across fields such as education, media, and sociology due to its numerous advantages and significance. It enables a deeper understanding of both explicit and implicit messages by exploring the underlying meanings in texts, allowing researchers to identify prevailing trends and ideas. It also supports informed decision-making by analyzing content and data to better understand public opinion and various orientations.

Moreover, content analysis helps in identifying trends and recurring patterns in texts, such as media bias or intellectual tendencies in books and articles. It can also be used to assess the influence of media on audiences and the spread of ideas or concepts across various platforms. Additionally, content analysis plays a key role in improving the quality of educational curricula by evaluating their comprehensiveness and relevance to educational goals (17: 81–98; 19: 834–872; 20: 67–110).

One of the strengths of content analysis lies in its objectivity and precision, as it is based on systematic methods that allow for unbiased data analysis. It is also adaptable to various types of content, including written texts, speeches, videos, and multimedia. Furthermore, it is characterized by ease of data collection and analysis compared to other research methodologies, making it a flexible and efficient tool.

Content analysis also contributes to forecasting future trends by monitoring content changes and analyzing socio-cultural and political developments. Additionally, it assists in refining marketing and media strategies, enabling

companies and media institutions to better understand their target audiences and design effective communication strategies.

In the digital era, content has become one of the most influential factors in determining the success of individuals, businesses, and institutions across various fields. Therefore, striving for content quality and continuously updating it to keep pace with progress offers several advantages, including:

First: The Importance of Content Quality:

1. Building Credibility and Trust

- High-quality content helps establish trust with the audience, whether the source is a website, company, or individual.
- Accurate and valuable content enhances credibility and encourages audiences to return for more.

2. Enhancing User Experience

- Clear, easy-to-understand, and useful content improves the user experience, leading to increased engagement and benefit.

3. Improving Search Engine Rankings (SEO)

- Search engines like Google prioritize high-quality content, helping websites rank higher in search results and attract more visits.

4. Increasing Engagement and Sharing

- Good content motivates audiences to interact through comments and shares, amplifying its reach and impact.

5. Strengthening Brand Identity

- Organizations that consistently produce high-quality content reinforce their reputation and value in a competitive environment.

Second: The Importance of Keeping Up with Developments:

1. Adapting to Changes in the Labor Market

- As markets and technologies are rapidly evolving, content must be updated to reflect these changes to remain relevant and impactful.

2. Meeting Audience Needs

- Learner interests and needs are constantly evolving, making it necessary to track developments and update content accordingly.

3. Leveraging Modern Technologies

- Using analytical tools, artificial intelligence, and modern technologies can enhance content quality and provide better experience for users.

4. Outperforming Competitors

- In a highly competitive environment, keeping up with developments and innovating in content creation is essential for maintaining a leading position.

5. Ensuring Sustainable Success

- Relying on static content without updates leads to a decline over time, while continuous improvement ensures ongoing effectiveness and impact. (27: 114; 22: 298–311)

Content analysis is an effective tool for ensuring the quality of education and enhancing the effectiveness of academic programs in physical education. It contributes to evaluating the educational content and determining its quality and alignment with educational objectives. Additionally, striving for high-quality content and keeping pace with ongoing developments is a fundamental factor in the success of individuals and institutions in the modern digital environment. High-quality content not only attracts learners and increases their engagement but also improves visibility in search engine rankings, while continuous development ensures its lasting relevance and impact.

Numerous studies have highlighted the importance of content analysis in physical education curricula. For instance, the study by Hamani et al. (2024) focused on analyzing curricula to assess their comprehensiveness and alignment with quality standards. Ghasham (2023) examined instructional patterns and the extent to which course content meets students' needs. In a broader context, the UNESCO (2021) study reviewed physical education curricula in light of global changes, while Qaddour et al. (2020) analyzed the integration of educational standards within academic content. Similarly, Kahan and McKenzie (2020) conducted a study to evaluate the balance between physical and cognitive aspects in curricula, and Mohamed Ahmed (2019) addressed the relationship between theoretical content and practical applications in various physical activities.

The shared objectives across these studies include achieving a balance between physical and intellectual components by promoting both theoretical understanding and practical training, ensuring the inclusiveness of curricula by integrating emerging topics in physical education, and fostering the connection between academic theory and applied practice through diverse physical activities.

Content analysis plays a significant role in education, as it contributes to improving curricula through analytical reviews of content. This process aids in modifying educational programs to meet students' needs and ensures comprehensive coverage of physical and psychological aspects. It also enhances instructional effectiveness by refining physical education methods and developing new teaching strategies based on scientific content analysis. Moreover, it provides a deeper understanding of gaps within academic programs, thereby supporting their continuous development in alignment with advancements in the field (21: 123–150; 18: 45–78).

Teaching competencies represent the framework that defines the knowledge, skills, and attitudes a teacher requires to ensure effective learning. These include cognitive competencies related to teaching methods and planning, technical competencies related to classroom management and the execution of physical activities, and affective competencies, which involve fostering positive attitudes toward the profession and students. Thus, analyzing the content of the Physical Education Curriculum course in light of these competencies aims to assess its

alignment with the standards of modern teacher preparation and its effectiveness in equipping future educators with the necessary skills to keep pace with educational developments (9: 32; 23: 1–15).

The integration between curriculum content and teaching competencies is a crucial issue in curriculum development. Educational studies emphasize the importance of equipping future teachers with comprehensive instructional skills, including planning, implementation, assessment, and classroom management. A notable challenge lies in the gap between what is taught in university courses and what is required in real-world teaching environments (28: 1–13; 7: 61).

Teaching competencies encompass subject-matter knowledge, pedagogical skills, and technological proficiencies that enable teachers to deliver effective lessons tailored to learners' needs. Consequently, teacher preparation programs must include innovative teaching strategies and modern assessment techniques that enable pre-service teachers to operate effectively in real classroom settings (6: 47–60).

It is important to note that a lack of teaching competencies leads to decreased performance among novice teachers, who often struggle to apply theoretical concepts in practice. This shortfall negatively impacts the quality of education. One proposed solution is the integration of modern technologies such as digital learning, active learning strategies, and the development of critical thinking and problem-solving skills to bridge this gap (1: 22–38).

The UNESCO study (2020) emphasized that recent developments in physical education necessitate a redesign of curricula to incorporate training in life skills such as critical thinking, teamwork, problem-solving, effective communication, and the reinforcement of educational and athletic values. This approach enhances teachers' readiness to face pedagogical challenges, thereby requiring course content to be comprehensive and aligned with internationally recognized teaching standards (4: 20–73). Teaching competencies in physical education and their indicators within academic courses—particularly in the Physical Education Curriculum course—are among the most critical guarantees for delivering an effective educational experience. This has been confirmed by several studies, including those by Mohamed El-Naggar (2024), Ahmed Abdel-Fattah and Iman Rabie (2024), Noha Shoura (2024), Nehad Badr (2023), and Amr El-Gamal (2023). These studies outline the essential competencies that a teacher must possess as follows:

1. Effective instructional planning

- Description: Preparing lessons based on modern teaching strategies and clearly defined learning objectives.
- Presence indicator: The course addresses planning concepts but lacks practical application for designing lessons tailored to real-life classroom dynamics.

2. Use of diverse teaching strategies

- Description: Incorporating a mix of lectures, group activities, and project-based learning.
- Presence indicator: The course focuses on traditional methods, with limited training on modern strategies such as active learning.

3. Modern assessment techniques

- Description: Including self-assessment, performance-based evaluation, and practical testing.
- Presence indicator: Emphasis is placed on written tests, with limited exposure to contemporary assessment tools.

4. Classroom management and discipline

- Description: Creating a motivating learning environment and managing student behavior effectively.
- Presence indicator: The course includes theoretical aspects of classroom management but offers insufficient practical training.

5. Integration of technology in teaching

- Description: Utilizing digital applications and online platforms for physical education instruction.
- Presence indicator: The course lacks a focus on the use of technology in the teaching process.

6. Promotion of educational and athletic values

- Description: Teachers are expected to instill moral values and sportsmanship in students.
- Presence indicator: While these values are addressed theoretically, there is a lack of practical reinforcement activities.

7. Development of critical thinking and problem-solving

- Description: Enabling students to analyze and evaluate athletic performance in a scientific manner.
- Presence indicator: These skills are not a primary focus of the current course content.

8. Effective communication

- Description: The teacher's ability to communicate with students verbally and non-verbally, to explain concepts clearly and encourage discussion.
- Significance: Helps students better understand the curriculum and express their ideas openly.

9. Adaptation to diverse student needs

- Description: The ability to modify teaching methods to meet the needs of students with varied abilities, including those with special needs or differing fitness levels.
- Significance: Ensures an inclusive learning experience that allows every student to grow based on their capabilities and needs

The significance of this study stems from the need to evaluate the extent to which the content of the Physical Education Curriculum course aligns with the academic and professional requirements for physical education teachers.

It aims to identify the strengths and weaknesses in the course's design and content, in order to offer developmental recommendations that contribute to improving the quality of teacher preparation and enhancing their ability to fulfill their educational roles effectively and efficiently.

The problem of the study lies in determining the extent to which the necessary teaching competencies are present and whether the course content and its topics are sufficient to prepare teachers for real-world educational challenges, especially considering that this course has not yet been subjected to development based on specific standards or labor market exploratory studies.

In light of the above, the researcher identified the importance of conducting this study for the following reasons:

1. To keep pace with modern trends in student preparation.
2. To improve the quality of physical education instruction.
3. To assess the degree of alignment between the course content and labor market requirements.
4. To examine the consistency of course learning outcomes with the academic standards required for graduates of academic programs.
5. To support evaluation processes and the professional development of teachers.

Study Objectives:

- To analyze the content of the Physical Education Curriculum course based on teaching competencies.
- To assess the adequacy of the course content in addressing the required teaching competencies through systematic analysis.
- To provide recommendations for developing the course content in a way that ensures the integration of essential teaching competencies required by the labor market.

Study Questions:

- To what extent are teaching competencies integrated into the Physical Education Curriculum course?
- Does the course content align with modern standards for teaching physical education?
- What are the key modifications required to ensure that the course achieves the necessary teaching competencies?

Study Delimitations:

- Spatial domain: The study was conducted on the Physical Education Curriculum course at the Faculty of Physical Education for Men, Alexandria University.
- Temporal domain: The study and data analysis were conducted during the academic year 2024/2025.
- Human domain: The study involved two faculty members holding doctoral degrees with over ten years of experience in teaching the Physical Education Curriculum course.

Research Methodology:

- The researcher adopted a descriptive method using content analysis, as it suits the nature and objectives of the study.
- Study Population
- The study population consisted of undergraduate academic programs' courses at the Faculty of Physical Education for Men, Abu Qir Campus, Alexandria University, for the academic year 2024/2025.

Study Sample:

A purposive sample was selected, consisting of the Physical Education Curriculum course for first-year students (credit hour system). The sample included five course units (chapters) from the course syllabus, representing the core content under investigation

Table (1)

Description of the Research Sample (for the Physical Education Curriculum Course) at Alexandria University for the Academic Year 2024/2025

<i>Academic Level</i>	<i>Course Title</i>	<i>Course Code</i>	<i>Number of Chapters</i>	<i>Number of Pages</i>
<i>First Level (Credit Hours)</i>	<i>Physical Education Curricula</i>	<i>02-17-10101</i>	<i>5</i>	<i>189</i>

Data Collection Tools:

Content Analysis Checklist:

The researcher referred to the literature sources numbered (3), (4), (5), (11), (12), (13), (14), and (26) in order to identify the essential teaching competencies required by the labor market, which academic programs must ensure in graduate curricula. Based on the literature review, the researcher derived nine core teaching competencies, which

constitute the main axes of the analysis checklist (Appendix 2). These competencies are:

1. Effective lesson planning
2. Use of diverse teaching strategies
3. Application of modern assessment techniques
4. Classroom management and discipline
5. Integration of technology in teaching
6. Promotion of educational and sporting values

7. Development of critical thinking and problem-solving skills
8. Effective communication
9. Adaptation to diverse student needs

Teaching Competency List: (See Appendix 2)

To construct this tool, the researcher followed the following criteria:

First: Objective of the List Development

To identify the teaching competencies that should be included in the Physical Education Curriculum course.

Second: Sources of List Construction

The competencies were derived from various sources in the field of physical education and other relevant educational disciplines as cited in the study references.

Third: Validity of the List

The initial version of the list was reviewed by a panel of experts in physical education curriculum and instruction, educational measurement and evaluation, and educational psychology to ensure its validity.

Teaching Competency Analysis Checklist: (See Appendix 3)

The derived list of teaching competencies was then transformed into a content analysis checklist, which was used to assess the course content. The analysis involved the following steps:

- Defining the Objective of the Content Analysis Checklist: The checklist aimed to identify the extent to which teaching competencies are included in the Physical Education Curriculum course.

Design of the Content Analysis Checklist

After defining the objective of the checklist and reviewing the relevant literature, the researcher developed the preliminary version of the checklist. This version included a set of teaching competencies, each accompanied by descriptive indicators that reveal the presence of the competency and clarify its meaning and relevance within the course content.

Tool Validity (Appendix 4)

After constructing the initial version of the checklist, it was presented to a panel of experts in the field. The experts were asked to assess the relevance and appropriateness of the competencies in relation to the nature of the course, and to

suggest any additions, deletions, or modifications. Based on their feedback, some competencies were removed due to redundancy or conceptual overlap with others, and some were excluded from not aligning with teacher preparation standards. The researcher then revised the list accordingly, and the final version of the content analysis checklist was produced (Appendix 4). It included 9 main competencies, each associated with 4 specific indicators, resulting in a total of 36 indicators for the nine competencies.

Checklist Reliability (Appendix 5)

The reliability of the checklist was determined using inter-rater reliability. To do this, the researcher randomly selected one unit from the textbook—Chapter Five (Assessment) and analyzed it using the finalized content analysis checklist. Frequencies of the competencies were recorded in the prepared coding tables.

Two faculty members who teach the course and have extensive experience were enlisted to perform independent analyses of the same chapter. They were briefed on the objectives of the study and the tool itself and were trained in using the checklist accurately. The Cooper's Agreement Formula was applied to calculate the reliability coefficient: $\text{Agreement Coefficient} = \frac{\text{Number of agreements}}{\text{Number of agreements} + \text{Number of disagreements}} \times 100$. Agreement Coefficient = $\frac{\text{Number of agreements}}{\text{Number of agreements} + \text{Number of disagreements}} \times 100$.

The inter-rater agreement rates ranged from 83% to 92%, with an overall reliability coefficient of 89% for the checklist, which is considered high and confirms its reliability. Therefore, the checklist was deemed suitable for achieving the study's objectives and was used as a dependable tool for data collection. (25)

Scoring Scale Used in the Tool:

To evaluate the presence of the nine competencies, the researcher adopted the actual category limits as a criterion for interpreting the results of each domain, as presented in the following table:

Table (2)
Rating Scale for Study Tool

<i>Level of Inclusion of Teaching Competencies</i>	<i>Percentage Range</i>
<i>Low Inclusion</i>	<i>0.01% – 33.33%</i>
<i>Medium Inclusion</i>	<i>33.34% – 66.66%</i>
<i>High Inclusion</i>	<i>66.67% – 100%</i>

Study Implementation Procedures

After verifying the validity and reliability of the study tool, the following steps were taken:

1. Selection of the Course Material

The selected course for content analysis was "Physical Education Curriculum for Level One."

2. Analysis of Sub-Ideas

The sub-ideas included in the selected course textbook were analyzed, covering the cognitive content, activities, illustrations, tables, figures, and conceptual boxes.

3. Course Content Analysis

The content of the selected course was analyzed to measure the frequency of occurrence for each item listed in the analysis tool, including textual content, activities, illustrations, tables, figures, and conceptual boxes.

4. Statistical Analysis

The inclusion percentage for each item was calculated by dividing the frequency of each statement by the total number of sub-ideas in the book, then multiplying the result by 100.

5. Data Processing

After applying the content analysis tool to the course textbook under investigation, statistical processing of the data was conducted. Frequency was calculated for each

item within the course content to determine the total frequency count for each sub-idea.

Presentation and Discussion of Results

Results of the First Research Question:

To what extent are the teaching competencies included in the Physical Education Curriculum course?

The competencies examined were as follows:

- Effective instructional planning
- Use of diverse teaching strategies
- Modern assessment techniques
- Classroom management and discipline
- Integration of technology into teaching
- Promotion of educational and athletic values
- Development of critical thinking and problem-solving skills
- Effective communication
- Adaptation to students' diverse needs

Table (3)

Frequencies, Indicators, Percentages, and Degree of Inclusion for All Teaching Competencies in the Analysis Card in the Physical Education Curricula Course (02-17-10101)

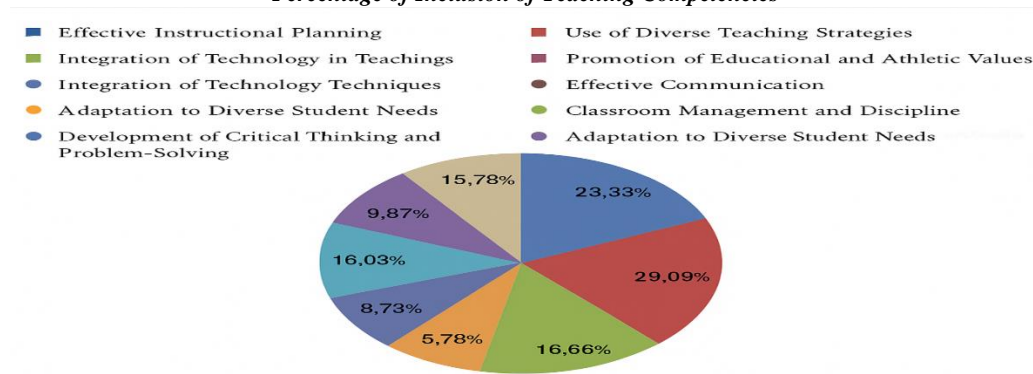
No.	Teaching Competencies	Frequency	Indicators	Percentage	Rank	Inclusion Level
1	Effective Instructional Planning	28	120	23.33%	2	Low
2	Use of Diverse Teaching Strategies	32	110	29.09%	1	Low
3	Modern Assessment Techniques	17	106	16.03%	5	Low
4	Classroom Management and Discipline	8	81	9.87%	7	Low
5	Integration of Technology in Teaching	21	114	18.42%	3	Low
6	Promotion of Educational and Athletic Values	5	71	7.04%	9	Low
7	Development of Critical Thinking & Problem-Solving	9	103	8.73%	8	Low
8	Effective Communication	12	76	15.78%	6	Low
9	Adaptation to Diverse Student Needs	16	96	16.66%	4	Low

It is evident from the above table that the competency of "Using diverse teaching strategies" ranked first, with a percentage of 29.09%, indicating a low level of achievement. In contrast, the competency of "Promoting educational and athletic values" ranked last, with a percentage of 7.04%, also reflecting a low level of achievement.

Overall, the nine teaching competencies demonstrated a low degree of inclusion in the course content.

Figure (1)

Percentage of Inclusion of Teaching Competencies



"Interpretation and Discussion of Results: Analysis of the Low Inclusion of Teaching Competencies in the Physical Education Curriculum Course", along with the proposed solutions:

Interpretation and Discussion of Results:

Analysis of the Low Inclusion of Teaching Competencies in the Physical Education Curriculum Course

Table (3) reveals a low level of integration of teaching competencies within the Physical Education Curriculum course under study. This indicates significant challenges in embedding these competencies effectively in the course content. Below is a detailed analysis of each competence:

1. Effective Lesson Planning

- Weak planning may lead to disjointed lessons that are misaligned with the intended learning objectives.
- A lack of structured strategies for organizing physical activities and exercises.

2. Utilization of Diverse Teaching Strategies

- Over-reliance on traditional methods, with minimal application of modern approaches such as cooperative learning or project-based learning.
- Insufficient consideration of individual differences among students in acquiring physical skills.

3. Modern Assessment Techniques

- Limited use of varied assessment tools such as formative or self-assessment.
- A predominant dependence on traditional tests without comprehensive analysis of students' athletic performance.

4. Classroom Management and Discipline

- Weak control over the classroom environment, potentially leading to student distraction during physical education sessions.
- Absence of effective strategies to maintain discipline during physical activities.

5. Integration of Technology in Teaching

- Inadequate use of digital tools such as fitness apps and performance-tracking devices.
- Lack of interactive content or instructional videos that could enhance students' motor understanding.

6. Promotion of Educational and Athletic Values

- Limited focus on instilling values such as teamwork, respect, and sportsmanship.
- Failure to link athletic activities with ethical and educational values within the curriculum.

7. Development of Critical Thinking and Problem-Solving Skills

- Scarcity of activities that encourage students to analyze sports scenarios and think through tactical solutions.
- Lack of motivational situations require decision-making during gameplay.

8. Effective Communication Competency

- Insufficient training for students in communication skills specific to sports, such as giving clear instructions or effectively interacting with peers.

- Absence of teaching methods that foster group interaction in a sporting context.

9. Adaptability to Diverse Student Needs

- Lack of targeted strategies for students with varying abilities, including both gifted athletes and students with special needs.
- No provision of flexible instructional plans that accommodate different levels of fitness and skill

The researcher believes that these findings are consistent with those reported in previous studies, including Mohamed El-Naggar (2024) [10], Ahmed Abdel-Fattah and Iman Rabie (2024) [2], Noha Shoura (2024) [15], Nihad Badr (2023) [14], Amr El-Gamal (2023) [8], and Kahan & McKenzie (2020) [26]. Several factors may explain the low integration of teaching competencies in the Physical Education Curriculum course, including:

- **Deficiencies in Curriculum Development:** The failure to update course content in alignment with modern trends in physical education instruction.
- **Lack of Professional Training:** Inadequate training programs and limited professional development opportunities for pre-service teachers to adopt innovative teaching strategies.
- **Weak Technological Integration:** Insufficient use of digital technologies to support student learning and performance assessment.
- **Overemphasis on Physical Aspects:** Neglect of cognitive and educational components in physical education.
- **Limited Resources and Infrastructure:** A shortage of instructional tools and educational materials to support the inclusion of these competencies in classroom practice.
- **Absence of Labor Market Feedback:** A lack of surveys and feedback mechanisms from the labor market to assess the presence of these competencies in graduates and employers' satisfaction with them.

To address the shortcomings in the inclusion of teaching competencies in the Physical Education Curriculum, the researcher recommends the following actions:

1. Deficiencies in Curriculum Development:

- Establish specialized committees to revise academic program curricula for teacher preparation in line with global best practices and the recommendations of internal and external review teams.
- Utilize content analysis findings to identify strengths and weaknesses in existing courses.
- Integrate life skills, educational values, and interdisciplinary activities that support diverse learning domains.

2. Lack of Professional Training for Students:

- Offer continuous training programs for students focused on modern instructional strategies such as active learning and cooperative learning.

- Combine theoretical and practical training to prepare students for applying diverse teaching techniques.
- Support students through professional learning communities that facilitate the exchange of knowledge and experiences.

3. Weak Technological Integration:

- Provide adequate technological infrastructure in schools, including internet access and smart devices.
- Train students to effectively use educational technologies (e.g., augmented reality and fitness apps) in physical education lessons.
- Design digital learning units that promote autonomous learning and continuous progress tracking.

4. Overemphasis on Physical Aspects:

- Redesign courses to incorporate cognitive and affective dimensions alongside physical development.
- Include learning activities that promote critical thinking, problem-solving, and student collaboration.
- Apply varied assessment methods that address students' intellectual and social growth.

5. Limited Resources and Infrastructure:

- Encourage innovative use of locally available resources to create simple yet effective teaching tools.
- Seek partnerships with sports and community institutions to obtain financial and technical support.
- Provide access to open and digital educational resources to enrich the teaching-learning process at minimal cost.

Conclusions:

The analysis revealed the following findings:

1. The course content includes essential teaching competencies, but they are presented at low levels, lacking in several modern skills such as the integration of technology in teaching, the promotion of educational and athletic values, and the development of critical thinking and problem-solving abilities.
2. There is a noticeable gap in the course content regarding modern assessment techniques, with a predominant reliance on traditional evaluation methods.
3. There is a need to incorporate updated strategies for classroom management and handling students' behavioral challenges.

Recommendations:

1. Effective Lesson Planning

- Organize training workshops focused on designing daily and annual lesson plans using scientific approaches.
- Train students to formulate measurable behavioral objectives and align them with instructional activities.

2. Utilization of Diverse Teaching Strategies

- Develop a practical guide for students that includes teaching strategies relevant to physical education.
- Encourage students to apply active learning methods, cooperative learning, and critical thinking strategies.

3. Modern Assessment Techniques

- Train students to design alternative assessment tools such as portfolios, self-assessment instruments, and digital assessment methods.
- Adopt performance-based evaluation as a core method to assess the attainment of both skill-based and cognitive objectives.

4. Classroom Management and Discipline

- Implement programs aimed at developing classroom management skills among students.
- Provide simulations and role-playing scenarios to train students on managing real-life classroom situations effectively.

5. Integration of Technology in Teaching

- Include training modules in professional development programs on how to use digital tools and applications in physical education.
- Utilize educational platforms and multimedia resources to deliver content in interactive formats.

6. Promotion of Educational and Athletic Values

- Revise course content to include purposeful activities that promote belonging, teamwork, and mutual respect.
- Organize school-based competitions and activities that emphasize values and sportsmanship.

7. Development of Critical Thinking and Problem-Solving

- Integrate instructional scenarios that require students to analyze real-world sports situations and make informed decisions.
- Encourage students to ask open-ended questions and engage in brainstorming activities.

8. Effective Communication

- Offer training sessions in effective communication skills, including both verbal and non-verbal techniques.
- Reinforce active listening and constructive feedback skills among students.

9. Adaptation to Diverse Student Needs

- Equip students with differentiated instruction techniques and diagnostic assessment tools.
- Increase students' awareness and competence in addressing disabilities and individual differences through specialized training programs

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