PHYSICAL ACTIVITIES FOR CHILDREN GROWTH OF CLASS-1 STUDENTS

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Abstract: *The focus of this research is to develop physical education curriculum contents and activities for overall development and balanced growth of the children at primary level for class-1. Also validate and implement the developed curriculum for students' theoretical and practical guidelines for their overall development, to make physical education & sports an integral part of daily lives of the primary level students for class-1. A questionnaire for class-1 is prepared for the purpose of pre-test and post-test. Results of pre-test and post-test of control and experimental groups were analyzed applying paired t-test. Gain scores were analyzed by independent samples t-test by using SPSS.*

Keywords: physical education, curriculum development, implementation, primary level, class-1

INTRODUCTION

The physical education curriculum emphasizes active living through participation in a balanced variety of movement experiences. Physical education is a requirement for grades one and schools are expected to allocate at least 150 minutes each week to the subject [11].

Movement and play are important in children's lives, critical to all aspects of their growth and development. A physical education program provides opportunities for all students to learn while being physically active regularly. Children learn to enjoy a variety of movement experiences in several activity areas.

The unique learning opportunities in physical education allow all students from Kindergarten to Grade 12 to acquire knowledge, skills and attitudes that enhance their quality of life through active living; a way of life that values physical activity as an essential component. Active living is characterized by the integration of physical activity into daily routines and leisure pursuits [3].

Physical education is an integral part of the educational process. Researchers [9-10] had shown that students who participate in regular physical education enjoy enhanced memory and learning, better concentration and increased problem-solving abilities. Regular physical education encourages a positive attitude toward self and others, which is an important factor in creating a healthy learning environment.

Through physical education, students learn to incorporate physical activity into their daily lives and they come to understand that an active, healthy lifestyle fosters personal growth and enables them to meet the challenges of society [13].

In order to develop decision-making and problem-solving skills, the program challenges students to identify and investigate problems, find active ways to solve them and represent solutions in a variety of ways.

Selection of learning activities, equipment and materials reflect students' diverse characteristics. Cultural heritage, gender, special needs and a variety of interests are considered when planning learning opportunities [18-19].

Wherever possible, the physical education program connects students to what is happening in the community. Students develop basic social skills, including teamwork, problem solving, leadership and effective communication that will be valuable to them in the future.

Athletic programs are essentially designed for youngsters who are eager to specialize in one or more sports and refine their talents in order to compete with others of similar interests and abilities. Developmentally appropriate physical education programs, in contrast, are designed for every child from the physically gifted to the physically challenged. The intent is to provide children of all abilities and interests with a foundation of movement experiences that will eventually lead to active and healthy lifestyles. Athletic competition may be one part of this lifestyle, but it is not the only part [1].

According to [15] children have different abilities, needs, and interests from those of adults. It is inadequate to simply "water down" adult sport and activity programs and assumes that they will be beneficial. Children need, and learn from, programs that were designed specifically with their needs and differences in mind.

Physical education is an important part of the school program. The first priority of educators is the well-being and healthy development of their students. Physical activity is vital to healthy growth and development; however, by its very nature, physical education has the potential for student injury. In physical education, as in every other aspect of life, it is not possible to eliminate all potential risks. The focus in physical education should be on ensuring that the benefits to students of a particular activity are greater than the potential for injury. Selection of appropriate activities, creating a safety mindset among students and staff, and safety conscious instruction and supervision help reduce the potential for injury in physical activity.

Whole of the above stated narration gives us a clue that it is the total personality development of the child that may be managed through the physical education programs at the primary school. Here in Pakistan we have no curriculum of physical education for Primary level for class-1, as well as there is not present any plan of action to be followed by us. In view of the state of affairs it becomes imperative to develop and validate curriculum of physical education for class-1 to manage for the total personality development of the children. This study has been undertaken with the same intent.

LITERATURE REVIEW

Physical education can be divided according to their operational taxonomy containing four major sections:

- Physical education (organic development);
- Psychomotor domain (neuromuscular development);
- Cognitive domain;

- Affective domain (socio-personal emotional development)

Following four curriculum areas were suggested by [2] which can be used as content of physical education programme.

- Basic motor capacities
- Technical and tactical skills
  - Social relationship
  - Movement criteria
  - Evaluation criteria
  - Environmental criteria
- Sports specific knowledge
  - Sports discipline specific
  - General sports specific
- Sports specific attitude

But in content, pedagogy and learning area must take into account the contextual characteristics and breadth in the name and curriculum subject area [16].

Sports education may frequently be regarded as raising the profile of affective and social domains [4]. The teachers have issues and concerns about how much exactly does sport education helps in achieving the desired outcomes of a physical education curriculum. This depends on the pedagogy and framework, which is used in the instruction of the curriculum. Moreover, teacher and pupil behavior, environment and context of the subject area are very important in this regard [17].

In recent years, Metzler's work directs us to pedagogical issues related to both sport education and physical education. He refers to comprehensive and coherent plan for teaching that includes a theoretical foundation, statement of intended learning outcomes, teacher's content knowledge expertise, developmentally appropriate and sequenced learning activities, unique task structures, assessment of learning outcomes, and ways to verify the faithful implementation of the model itself. This plan was a part of his seven instructional models each of which was a part of coherent framework [14].

The educational principles ensure a successful conduct of physical education programme. Methods can be analyzed on the following level;

a) General education
b) General Sports related
c) Methods for specific sports disciplines

Teaching principles can be categorized into four major sports;

a) Verbal methods
b) Visual modes
c) Audiovisual modes
d) Instrumental and logical modes

Pedagogy has been described as the missing ingredient in the context of development of physical education. Watkins and Mortimer [21] have stressed that while pedagogy may often be associated primarily or exclusively with teaching approaches, methods and associated "teachers – pupils" relations "didactics" is arguably a more appropriate term and if the focus is only upon teachers role and activity.

Metzler [14] emphasizes, 'such comprehensive and unified learning programmes for instructing physical education are so far beyond the limitations of methods, strategies and styles, as part of ongoing evaluation of ways to teach our subject matter to students of all ages. It is important to note that Metzler's motion of 'model' clearly went beyond that of a model [17].

Four clearly student related programmes, competently to be evaluated in any physical education programme, are basic motor capacities, technical and tactical skills, sports specific knowledge and sports specific attitudes. Curriculum evaluation is simply interpreting the data from results of the students and in turn giving suggestions for improvements.

It has been argued that from 'planning' to 'implementation', the relationship between student experiences inside and outside the school is ignored [7]. However, the claim may always be not right, as there have been arguments of it providing connection between physical and emotional aspects of the human [20].

In recent times and particularly in the last decade or so, the concept and norms of physical education have changed in many aspects. There are more and more views that give much attention to lifelong physical activity in a social context through integrated learning. James Garbarino [8] describes,

"if the question in human development is "does x cause y?" the best scientific answer is always "it depends". It depends on context. We'd be hard pressed to find exceptions to that principle".

Culpan [5] suggests that "Integrated learning Processes" would be helpful in making the students understand the social perspective better and hence they would understand Physical Education better. Yet the presumption that Physical Education can reverse the trends of inactivity and poor health in children [12] shall be kept in mind. All these factors combine to make the curriculum development process rather difficult. It gets even harder at a place where no precedent exists. Thus bringing all the essential pre requisites into play and keeping equal focus on all the aspects of a child's development is a demanding task.

During the course of study, the review of related literature relating to; curriculum, development of curriculum, role of sports, the underlying principles in curriculum of different countries and pedagogy of physical education and sports instructions have been used as guidelines to make sure that the objectives, curriculum, learning outcomes and evaluation are in line with practices of physical education curricula for primary level used at international level. The review of literature not only provided a strong recommendation for the need of physical education curriculum, but also highlighted the main areas of attention for the study especially in context of objectives, learning outcomes, evaluation and guidelines for teachers.

In this review, it has been sought that all the important areas relating to the concepts, theory and practice of curriculum are elaborated. These concepts, theory, practice, evaluation, instruction and other related matters have been dealt with generally as well as in the context of physical education.

By all means, it has been tried that all the important material and work of previous researchers is included and duly reviewed. Literature on physical education curriculum testifies that physical education is necessary at primary level in Pakistan. It is beyond argument that it has been given much importance in the educational systems all over the world. The global scenario and the review of related literature

suggested that physical education curriculum needs to be developed, validated and implemented at primary level in Pakistan; for the intent of achieving children's overall development.

METHOD AND PROCEDURE

The method and procedure adopted by the researcher for this study is elaborated in the following lines.

Nature of Study

This study was conducted using descriptive and experimental approaches. In the first phase the contents and activities to be included in the physical education curriculum for class-1 was got determined through the opinion of stakeholders. The judgmental framework has provided an objective footing for what contents and activities would be added to the curriculum. In phase two the curriculum was developed and validated by the experts. In third phase an experiment was conducted in the real classroom situation for testifying its validity and application**.**

Procedure of the Study

A survey to get the opinion was undertaken to determine the content and activities to be included in the curriculum of physical education for class-1. Questionnaire was developed on the basis of review of the existing practices of curricula the world over. This questionnaire had thirty five items which were responded by forty three male and twenty seven female experts and executives in physical education working in Punjab mostly at Lahore.

Since the curriculum for physical education at this level is non-existent, so the review of literature and help of experts in the field was sought. A curriculum development committee and a curriculum development select committee were formed. Both committees had seventeen members each including primary school teachers, headmasters/headmistresses, principals, professors, assistant professors, physical education experts and executives, curriculum experts and educationists from district Lahore.

The developed curriculum was then put before twenty one physical education experts and executives, curriculum experts and educationists so as to develop the face, content and construct validity of the curriculum.

A questionnaire containing ten items was developed for primary level for class-1. It was used for pretest and posttest. Primary schools teachers were trained for seven days to teach the physical education curriculum at primary level. From four public sector schools of district Lahore Cantt., eighty students were taken as sample and were divided into experimental and control groups randomly. After pretest, the curriculum was implemented at four public sector schools, the heads of which allowed the application of the curriculum in the real situation, to check its practical utility for the level and intent it was meant for. Having taught the curriculum for six months in five periods (150 Minutes) a week, the students were asked to undergo a test to measure the skills developed in them and the change prior and post application of the curriculum was noted, the results of which were used to prove the successful validation of the physical education curriculum at primary level for class-1.

Development of instruments

Phase I: In this phase three types of instruments were used.

1. Questionnaire for male and female experts and executives in physical education. It had thirty five items with five points rating scale from strongly disagree to strongly agree having numerical weight of one to five (1-5) points. It was used to gather the opinion, of the experts and executives in physical education, to determine the content and activities for induction into the physical education curriculum for primary level, class-1.
2. Another questionnaire for primary school teachers was developed. It had twenty six items with five points rating scale from strongly disagree to strongly agree having numerical weight of one to five (I-V) points. It was used to gather the opinion of primary school teachers to determine content and activities for induction into the physical education curriculum for class-1.

Phase II

Developed draft curriculum of physical education for class-1 was presented to the physical education experts, education experts and curriculum experts; for determining its judgmental validity through a questionnaire, with seven points rating scale, carrying a numerical weight of one to seven (1-7), containing sixteen items.

Phase III

Pre-test and post-test were conducted for class-1, each containing ten items. Teachers responsible for conducting physical activities at four Government Schools were imparted training for seven days to teach the developed curriculum. The main goal of the training program was to ensure that the practical nature of the subject of physical education was not subdued by the fact that primary school teachers were not 'specifically' skilled to teach physical education. For getting a true reflection of the results of experimental & control groups, it was very necessary that the teachers were skilled enough to teach the content of the curriculum appropriately and deliver promptly the content that would enable the students of the experimental group to become higher achievers than those in the control group. The teachers were given a thorough insight into the content of the draft curriculum for class-1.

Validation of the instruments

To ensure the validity of the instruments these instruments were presented to three relevant professionals for their expert opinion. They pointed out some ambiguities in the format, sequence and language of the items and improvement was made under the guidance of supervisor accordingly.

To determine the reliability of the instruments, pilot testing was done in Lahore on a sample of three physical education experts and executives, three curriculum experts, three education experts and forty eight teachers. For this purpose twenty four Government schools from District Lahore Cantt were selected. Two teachers from each selected school were given these instruments. The convenient sampling technique was used for this purpose. These teachers were other than those who were actually included in the selected sample of the study. After getting the responses of respondents, the item analysis was run using the SPSS. To estimate the reliability coefficient of the instruments Cronbach Alpha method was used. Cronbach Alpha was calculated to estimate reliability of the instrument. The computed value of Alpha acceptable according to Gay [6].

Data Analysis

To analyze the data computer software SPSS was used. In phase-I, the statistical mean, and standard deviation were computed for each item as well as for questionnaires.

In phase-II, t-test was applied to find the significance of difference between the achievement/performance of experimental and control groups for class-1.

PROPOSED CURRICULUM FOR CLASS-1

Chapter -1: Parts of Body

Objectives	**Cognitive:** 1. To identify parts of body. 2. To understand the function of parts of body. **Affective:** To develop a sense of gratitude towards the blessings of Allah Almighty. **Psychomotor:** Ability to identify different parts of body by names and movements.
Concepts	Parts of body and their functions.
Contents	1. Names of parts of body.-Head-Eyes-Hands-Legs-Arms-Nose-Ears-Feet 2. Functions of-Head-Eyes-Hands-Legs-Arms-Nose-Ears-Feet
Activities	1. Use A.V. Aids, diagrams and pictures of parts of body. 2. Practical demonstration of the use of hands, legs, arms etc. 3. Question and answers on different parts of body and their functions.
Learning Outcomes	The students are expected to be able to: 1. Identify major parts of body in diagrams. 2. Understand the function of parts of the body shown in the practical demonstration.
Evaluation	1. To assess the ability to identify diagrams and pictures. 2. To assess the ability to understand function of each part of body shown in diagram. 3. To assess the skill through verbal question and physical demonstration.

Chapter-2: Personal Cleanliness

Objectives	**Cognitive:** 1. Knowledge of cleanliness in Islam. 2. To develop understanding of cleanliness of different parts of body and dress. **Affective:** 1. Develop positive attitude towards being clean. 2. Develop appreciation of the emphasis of Islam on cleanliness. **Psychomotor:** Ability to avoid dirt by using mask or other things.
Concepts	1. Cleanliness in Islam. 2. Personal cleanliness
Contents	1. Importance of cleanliness with reference to Islam. 2. Importance of cleanliness of body and dress.-Washing hands-Cutting nails-Brushing teeth -Not playing in dirt-Washing face.-Keeping kit clean.
Activities	1. Describe the orders of Islam about cleanliness.2. Describe that students should cut their nails and brush teeth. 3. Describe how to keep the dress clean. 4. Compare children as per their personal cleanliness. 5. Questioning about why (if any) students are not cleanly dressed.
Learning Outcomes	The Students are expected to be able to: 1. Understand the significance of cleanliness in Islam. 2. Understand importance of personal cleanliness. 3. Understand the things necessary to do for personal cleanliness.
Evaluation	1. To assess the ability of students to understand importance of cleanliness. 2. To assess the students through verbal questions as to what effect they are able to understand the things necessary for cleanliness. 3. To evaluate the cleanliness of students by comparison among class fellows.

Chapter -3: Hygiene

Objectives	**Cognitive:** 1. Knowledge to identify different fruits and vegetables in Pakistan. 2. To understand the concept of healthy eating. 3. To understand the connection between healthy eating and healthy body. **Affective:** To develop appreciation of blessing of Allah Almighty. **Psychomotor:** 1. Ability to identify and choose between fruit and vegetables. 2. Ability to keep the body clean and germ free.
Concepts	1. Vegetables and fruits. 2. Cleanliness of vegetables and fruits for healthy eating.
Contents	1. Names of vegetables and fruits in Pakistan. -Apple-Potato-Banana-Cauliflower-Pea 2. Cleanliness of fruits and vegetables. 3. Effect of not eating with clean hands.
Activities	Use AV aids: 1. Pictures and diagrams for identification. 2. Describe what to make sure before eating. 3. Questioning 4. Describe what happens if food or hands are not cleaned.
Learning Outcomes	Students are expected to be able to: 1. Identify fruits and vegetables in pictures. 2. Differentiate between fruit and vegetables. 3. Understand the importance of healthy eating in relation to fruits and vegetables.
Evaluation	1. To assess the ability to identify fruits and vegetables in diagrams. 2. To assess the ability to describe names of fruits and vegetables. 3. To evaluate through verbal questions, the ability of students to understand essentials of healthy eating.

Chapter-4: Self-Safety

Objectives	**Cognitive:** 1. To identify major threats to safety. 2. To develop an understanding of ways to avoid injury. **Affective:** 1. To develop respect for others. 2. To develop a sense of caution in daily life. **Psychomotor:** 1. Skill to avoid falling on playground. 2. Ability to play particular role in different situations.

Concepts	Safety
Contents	1. Safety from germs. -Washing hands before eating-Washing the fruit before eating.-Don't eat uncovered items of food.-Don't wear dirty clothes.-Brushing the teeth. 2. Safety from injury- (falling on the playground)-Wear kits for playing.-Wear proper shoes.-Tie up shoelaces before play.-Don't push other players.
Activities	1. Describe germs.2. Describe that germs affect health if personal cleanliness is not maintained 3.Germs and Unhealthy eating. 4. Demonstrate that students should tie up their laces while in the playground. 5. Warn them to avoid pushing in playground6.Use of AV aids. 7. Verbal questions. 8. Describe how to seek the help of instructor while injury in Playground.
Learning Outcomes	Students are expected to be able to: 1.Understand the relation between unhealthy eating and germs.2. Understand effects of germs on health.3. Understand the concept of injury. 4. Identify ways to avoid injury.
Evaluation	1. To assess the ability to use means to avoid injury through verbal questions and demonstration. 2. To evaluate the ability to identify the safety threats in playground.

Chapter-5: School Assembly

Objectives	**Cognitive:** To develop a sense of discipline and punctuality. **Affective:** 1. To develop respect for national anthem. 2. To develop patriotism. **Psychomotor:** 1. Develop skills of queuing. 2. Develop ability of participation in group activities.
Concepts	Assembly
Contents	1. Recitation of the Holy Quran. 2. Naat. 3. National anthem. 4. Poem. Importance of Assembly. -Making queues-Walking in lines/queuing-Standing in respectable manner -Respect of teacher
Activities	Students are expected to be able to: 1. Understand the importance of assembly. 2. Demonstrate discipline and punctuality. 3. Participate in recitation of Naat, poems, national anthem.
Learning Outcomes	1. The students are expected to be able to describe the relation of discipline and assembly. 2. Ask kids to learn the National anthem, Naat, poem by activity. 3. Ensure participation.4. Check personal cleanliness. 5. Check uniforms. 6. Participation in group activities.
Evaluation	1. To evaluate participation. 2. To assess the ability to be disciplined and punctual.

Chapter-6: Warm Up

Objectives	**Cognitive:** 1. To create awareness about importance of warm-up. 2. To develop an understanding of techniques of warming-up. **Affective:** Acceptance of one's own limitations **Psychomotor:** Ability to take part in warm-up.
Concepts	Importance and techniques of warm-up.
Contents	1. Locomotors movements. -Running -Chasing 2. Non Locomotors movements. -Jumping -Arms rotation –Stretching 3. Importance of warm-up through physical activities.
Activities	1. Demonstrate how to jump on the toes. 2. Ball chasing and chasing others. 3. Use of small footballs and plastic balls at this level. 4. Ball games, Practical demonstration of arm rotation. 5. Ball games, Demonstrate the position of body while running. 6. Use of AV aids.
Learning Outcomes	Students are expected to be able to demonstrate warm-up activities.
Evaluation	1. To assess the ability to understand the importance of warm up. 2. To evaluate the understanding of effects of playing without warm up.

Chapter-7: Cool Down

Objectives	**Cognitive:** 1. Develop an understanding that cooling down is essential. 2. Develop an understanding of techniques of cooling down. **Affective:** Develop a sense of accepting one's own limitations. **Psychomotor:** Ability to perform cooling down activities.
Concepts	Cooling down.
Contents	. Importance of cooling down: 1. Slow walk. 2. Deep breathing. 3. Jumping. 4. Stretching slowly
Activities	1. Practical demonstration of slow walk. 2. Group participation. 3. Explain not to sit under fan after physical activity.
Learning Outcomes	Students are expected to be able to take part in cooling down activities.
Evaluation	To evaluate that students understand the importance of cooling down.

ANALYSIS AND INTERPRETATION OF DATA

Data Analysis has three sections. In the first section analysis of questionnaire related to opinion of physical education experts and executives, and teachers is given. In section 2, for validation of draft curriculum, a questionnaire of 16 items was developed and responses from 21 experts of physical education obtained. Analysis of these responses was conducted and the results were presented. In section 3, results of pre-test and post-test of control and experimental groups were analyzed applying paired t-test. Gain scores were analyzed by independent samples t-test.

One sample t-test was conducted to test whether majority agreed with the content and activities to be inducted or not. Results showed that majority of male physical education

experts agreed with statements from 1 to 7. Values of means varied from 4.41 to 4.76. This showed the intensity of agreement. It was concluded that most of the male physical education experts agreed with the content and activities to be included in physical education curriculum for class one.

Table-1: Opinion of Male Physical Education Experts about the Inclusion of Content and Activities to Physical Education Curriculum for Class One (I)

Sr. #	Statements	M	SD	t-value
1.	In primary level physical education curriculum, names of the parts of body and their functions should be included.	4.63	.645	17.15*
2.	Importance of personal cleanliness and its concepts in Islam should be included in the curriculum.	4.50	.863	11.81*
3.	Name of vegetables, fruits and the effects of their cleanliness should be included in physical education curriculum.	4.61	.774	14.10*
4.	Concept of safety from germs and injury should be included in the primary level physical education curriculum.	4.43	.935	10.41*
5.	School assembly activities should be a part of physical education curriculum.	4.41	.686	13.98*
6.	Importance and techniques of warm-up activities should be a part of physical education curriculum.	4.76	.480	24.88*
7.	Importance of cooling down activities should be a part of physical education curriculum.	4.41	.956	10.02*

*P<0.05

One sample t-test was conducted to test whether majority agreed with the content and activities to be inducted or not. Results showed that majority of female physical education experts and executives agreed with all statements. Values of means varied from 4.38 to 4.80. This showed the intensity of agreement. It was concluded that most of the female physical education experts agreed with the content and activities to be included in physical education curriculum for class one (I).

Table-2: Showing Opinion of Female Physical Education Experts and Executives about the Inclusion of Content and Activities to Physical Education Curriculum for Class One (I)

Sr. #	Statements	M	SD	t-value
1.	In primary level physical education curriculum, names of the parts of body and their functions should be included.	4.58	.675	14.75*
2.	Importance of personal cleanliness and its concepts in Islam should be included in the curriculum.	4.43	.903	9.98*
3.	Name of vegetables, fruits and the effects of their cleanliness should be included in physical education curriculum.	4.58	.813	12.25*
4.	Concept of safety from germs and injury should be included in the primary level physical education curriculum.	4.43	.984	9.15*
5.	School assembly activities should be a part of physical education curriculum.	4.43	.712	12.65*
6.	Importance and techniques of warm-up activities should be a part of physical education curriculum.	4.80	.464	24.53*
7.	Importance of cooling down activities should be a part of physical education curriculum.	4.38	1.005	8.65*

*P<0.05

One sample t-test was conducted to test whether majority agreed with the content and activities to be inducted or not. Results showed that majority of male urban primary school teachers agreed to all statements. Values of means varied from 4.64 to 4.77. This showed the intensity of agreement. It was concluded that most of the male urban teachers agreed to the content and activities to be included in physical education curriculum for class one (1).

Table-3: Showing Primary School Teachers' (Male Urban) Opinion about the Inclusion of Content and Activities to Physical Education Curriculum for Class One (I)

Sr. #	Statements	M	SD	t-value
1	Names of parts of body and personal cleanliness should be a part of the physical education curriculum.	4.64	.512	26.85*
2	Name of the vegetable and fruits should be included in the physical education curriculum.	4.73	.536	26.96*
3	Self safety precautions should be added in the physical education curriculum.	4.77	.456	32.50*
4	All activities of school assembly should be added in the physical education curriculum.	4.71	.568	25.23*
5	Warm-up and cool down activities should be included in the physical education curriculum.	4.73	.509	28.44*

*P<0.05

One sample t-test was conducted to test whether majority agreed with the content and activities to be inducted or not. Results showed that majority of male rural primary school teachers agreed with all statements. Values of means varied from 4.57 to 4.89. This showed the intensity of agreement. It was concluded that most of the male urban teachers agreed with the content and activities to be included in physical education curriculum for class one (1).

Table-4: Showing Primary School Teachers' (Male Rural) Opinion about the Inclusion of Content and Activities to Physical Education Curriculum for Class One (I)

Sr. #	Statements	M	SD	t-value
1	Names of Parts of body and personal cleanliness should be a part of the physical education curriculum.	4.57	.499	25.03*
2	Name of the vegetable and fruits should be included in the physical education curriculum.	4.81	.435	33.04*
3	Self safety precautions should be added in the physical education curriculum.	4.89	.317	47.32*
4	All activities of school assembly should be added in the physical education curriculum.	4.84	.368	39.67*

5	Warm-up and cool down activities should be included in the physical education curriculum.	4.75	.507	27.33*

*P<0.05

One sample t-test was conducted to test whether majority agreed with the content and activities to be inducted or not. Results showed that majority of female urban primary school teachers agreed with all statements. Values of means varied from 4.39 to 4.61.This showed the intensity of agreement. It was concluded that most of the female urban teachers agreed with the content and activities to be included in physical education curriculum for class one (I).

Table-5: Showing Primary School Teachers' (Female Urban) Opinion about the Inclusion of Content and Activities to Physical Education Curriculum for Class One (I)

Sr. #	Statements	M	SD	t-value
1	Names of Parts of body and personal cleanliness should be a part of the physical education curriculum.	4.54	.744	10.91*
2	Name of the vegetable and fruits should be included in the physical education curriculum.	4.39	.916	8.04*
3	Self-safety precautions should be added in the physical education curriculum.	4.61	.629	13.523*
4	All activities of school assembly should be added in the physical education curriculum.	4.46	.922	8.40*
5	Warm-up and cool down activities should be included in physical education curriculum.	4.39	.629	11.70*

*P<0.05

One sample t-test was conducted to test whether majority agreed with the content and activities to be inducted or not. Results showed that majority of female rural primary school teachers agreed to all statements. Values of means varied from 4.75 to 4.89. This showed the intensity of agreement. It was concluded that most of the female rural teachers agreed with the content and activities to be included in physical education curriculum for class one (I).

Table-6: Showing Primary School Teachers' (Female Rural) Opinion about the Inclusion of Content and Activities to Physical Education Curriculum for Class One (I)

Sr. #	Statements	M	SD	t-value
1	Names of Parts of body and personal cleanliness should be a part of the physical education curriculum.	4.75	.441	21.00*
2	Name of the vegetable and fruits should be included in the physical education curriculum.	4.86	.356	27.57*
3	Self safety precautions should be added in the physical education curriculum.	4.79	.418	22.61*
4	All activities of school assembly should be added in the physical education curriculum.	4.89	.315	31.80*
5	Warm-up and cool down activities should be included in the physical education curriculum.	4.82	.390	24.71*

*P<0.05

Validation of Physical Education Curriculum

The questionnaire for the validation of physical education curriculum at primary level had sixteen items. It was presented before twenty one experts to validate this curriculum.

One sample t-test was conducted to test whether majority agreed with the statement or not. Results showed that majority of experts agreed with all statements. The responses were collected on seven point (1-7) rating scale. Values of means varied from 4.43 to 6.29.

Table-7: Showing Experts' Opinion for Validation of Physical Education Curriculum at Primary Level

Sr. #	Statements	M	SD	t-value
1	Objectives of the draft curriculum are rational/ justified	5.86	.854	9.97*
2	Curriculum may be helpful to develop required abilities among students	5.81	1.030	8.05*
3	This curriculum can easily be delivered at primary level	5.43	1.748	3.74*
4	Teachers at primary level are able to follow and deliver this curriculum	5.19	1.537	3.55*
5	Students at primary level can follow this curriculum	5.71	1.146	6.85*
6	Curriculum has vertical logical sequence in the content	5.71	.784	10.03*
7	This curriculum is able to fulfill social needs of the students	6.10	.995	9.65*
8	This curriculum is able to fulfill physical needs of the students	4.71	1.821	1.79*
9	This curriculum is able to fulfill psychological needs of the students	6.00	.894	10.25*
10	Curriculum is practicable in schools in terms of age of students	6.00	.894	10.25*
11	Basic facilities for the delivery of this curriculum are available in schools	4.43	1.938	1.01*
12	This curriculum may help students to adopt healthy habits in their lives.	6.10	.700	13.71*
13	Curriculum may help students to be more disciplined citizens in society	6.24	.831	12.34*
14	Curriculum delivery is feasible regarding duration of session	5.95	.669	13.37*
15	Curriculum of physical education is needed for primary level students	6.29	.902	11.60*
16	Curriculum is in line with the national ideology and philosophy	6.10	.889	10.79*

*P<0.05

Analysis of Students' Achievement Scores

Achievement tests were developed for class-1. These tests were based on curriculum of physical education. These tests covered all topics of content and all levels of cognitive and effective domains. Four Govt. schools were selected for tests. Total eighty students were taken. Forty were male and forty were female. Each sub group of male and female students comprised of fifty percent students from urban area and fifty percent from rural area of district Lahore Cantt. These were then further sub-divided into control and experimental groups.

Paired sample t-test was conducted to compare pretest and post test scores of class one (I) students for boys and girls separately. There is no significant difference between pre and post test scores of boys and girls.

Table-8: Pre-test and Posttest Mean Scores and Standard Deviation of Control Group of Class One (I)

	Pre test		Post test		t-value
	M	SD	M	SD	
Boys	58.0	12.81	63.3	12.2	1.89

Girls	56.0	13.13	61.3	14.1	1.74

*P<0.05

Paired sample t-test was conducted to compare pretest and post test scores of class I students for boys and girls relating to experimental groups separately. There is significant mean difference between pre and post test scores of boys and girls. The mean score of posttest (M=91.7, SD=3.4) is greater than mean score of pretest (M=58.7, SD=11.2) of boys and the mean score of posttest (M=93.6, SD=2.8) is greater than mean score of pretest (M=62.0, SD=10.8) of girls.

Table-9 Pre-test and Posttest Mean Scores and Standard Deviation of Experimental Group of Class One (I)

	Pre test		Post test		t-value
	M	SD	M	SD	
Boys	58.7	11.2	91.7	3.4	14.2*
Girls	62.0	10.8	93.6	2.8	14.6*

***P**<0.05

An independent samples t-test was conducted to compare mean gain score of control group and gain score of experimental group. There is significant difference between gain scores of control group and experimental group for class one (I). The mean score of posttest (M=84.3.0, SD=2.1) is greater than mean score of pretest (M=57.5, SD=8.6) of boys and the mean scores of posttest (M=83.6, SD=4.3) is greater than mean scores of pretest (M=51.2, SD=17.0) of girls.

Table-10: Mean Scores and Standard Deviation of Gain Control and Gain Experimental (Classified by Gender) of Class One (I)

	Gain Control		Gain Experiment		t-value
	M	SD	M	SD	
Boys	5.3	13.0	33.0	10.3	10.56*
Girls	5.3	17.1	31.6	09.7	08.46*

*P<0.05

Paired sample t-test was conducted to compare pre test and post test scores of class one (I) students of control group separately. There is no significant difference between pre and post test scores of urban and rural girls.

Table-11: Pre and Post test Mean Scores and Standard Deviation of Control Group (Classified by Location) of Class One (I)

	Pre test		Post test		t-value
	M	SD	M	SD	
Rural	60.5	13.5	66.5	11.3	1.88
Urban	53.5	11.3	57.0	14.8	1.19

*P<0.05

Paired sample t-test was conducted to compare pre test and post test scores of class one (I) rural and urban students of experimental group separately. There is significant difference between pre and post test scores of urban and rural. The decrease in the value of SD reveals that this curriculum is more beneficial for lower achievers than higher achievers.

Table-12: Pre and Post test Mean Scores and Standard Deviation of Experiment Group (Classified by Location) of Class One (I)

	Pre test		Post test		t-value
	M	SD	M	SD	
Rural	61.2	12.0	92.4	3.4	12.8*
Urban	59.5	10.1	92.9	3.1	16.6*

*P<0.05

An independent samples t-test was conducted to compare mean gain score of control group and gain score of experimental group. There is significant difference between gain scores of control group and experimental group classified by location for class one (I). The decrease in the value of SD reveals that this curriculum is more beneficial for lower achievers than higher achievers.

Table-13: Mean Scores and Standard Deviation of Gain control and Gain Experiment groups (Classified by Location) of Class One (I)

	Gain control		Gain Experiment		t-value
	M	SD	M	SD	
Rural	6	14.2	31.1	10.8	5.85*
Urban	3.5	15.0	33.4	9.0	10.81*

*P<0.05

CONCLUSION

The responses by Experts of physical education, relating to the determination of content and activities to be included in physical education curriculum at primary level' showed a strong degree of agreement to the fact that a physical education curriculum at primary level was necessary for overall development of the children. This was a compliment to the previous research on the topic of need and importance of physical education at primary level. Through the review of literature, it seemed apparent that a physical education curriculum/program was required at the early stages of human development, that is to say, primary level of schooling. This was very important for embedding the concept of healthy living in our society. It is understandable that habits developed in an early age become part and parcel of life and people continue to practice them throughout their lives.

In a country like Pakistan where there were no frameworks for physical activity at primary level, except unframed recess and assembly to be seen as compensating for a physical education curriculum at primary level, the need for the curriculum was aggravated. They cannot help much as far as physical activity is concerned. Studies showed that when children's exercise and fitness needs were met, they were more able to learn and achieve academically. Given the link between physical activity and academic performance, parents and schools must work together to make quality daily physical education a priority in our schools and to provide our children more opportunities to be physically active throughout the school day.

Since the need was inevitable, provocation was there to act. The primary school teachers were asked about the content, activities and parameters to be included in the curriculum. The framework, content, activities, strategy and evaluation issues were resolved by review of literature, indicating the objectives of a primary level physical education curriculum, divided into cognitive, affective and psychomotor domains of knowledge. The responses pointed to a high degree of agreement with the content and activities. It is important at this point of our discussion to address the developmental stages in children. The curriculum was drafted in the light of the Piaget's theory of developmental stages, and the parameters, content and activities were matched with it, before the teachers could give an opinion about it. The agreement of teachers and experts with the content showed that the draft curriculum suited to the levels of children's maturity and the issues relating to teachers were easy to be

understood and implemented. It was, however, important to note that there is an increasing belief that teachers and students are considered to operate as independent and rational selves as physical education embraces a much wider scope of activities than the 'drill' of the beginning of the century; it also reflects a different relationship between teacher and the class, and a different conception of discipline.

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