

# CURRICULUM FOR PHYSICAL FITNESS OF CLASS-3 CHILDREN

Sana Ullah Khan<sup>1</sup>, M. Farhan Tabassum<sup>2\*</sup>

<sup>1</sup>Sanai Psychological and Spiritual Institute, Gulberg-III, Lahore, Pakistan.

[drsanaullah786@yahoo.com](mailto:drsanaullah786@yahoo.com)

<sup>2</sup>Education Department, University of Engineering and Management, Lahore, Pakistan.

[farhanuet12@gmail.com](mailto:farhanuet12@gmail.com)

**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-3. 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-3. A questionnaire for class-3 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-3

## INTRODUCTION

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 [19-20].

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.

According to Murray & Wall [18] 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.

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 [14].

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 [2].

Physical education is an integral part of the educational process. Researchers [12-13] 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 [17].

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-3, 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-3 to manage for the total personality development of the children. This study has been undertaken with the same intent.

## LITERATURE REVIEW

The theory and practice of curriculum in context of schooling was elaborated by Smith [22] into four categories

- Curriculum as a body of knowledge to be transmitted via syllabus.
- Curriculum as an attempt to achieve certain ends or products.

- Curriculum as a process.
- Curriculum as an action that is committed.

Syllabus originates from Greek and refers to the subjects of a series of lectures. Curzon [6] has indicated that the makers of syllabus follow a logical pattern in the context of that particular subject for which that syllabus is compiled. Thus it ought to be taught in a logical pattern, as a whole. Only then may it achieve its objective of transmission of knowledge.

Hence education is the process by which the bodies of knowledge are transmitted by the best possible method [3]. This approach is reminiscent of the structure-oriented theory of Glatthorn [11] and is manipulated to agree with local interests, values, needs and wants of controlling agency. Thus this approach relies heavily on instructional techniques and how curriculum is taught.

Smith [22] also presents a “product” aspect of curriculum theory and practice. Bobbit [4] in his work has pointed out that curriculum fulfills some objectives. In his words “The curriculum will then be that series of experiences which children and youths must have by way of obtaining those objectives”. Tyler [25] was also a proponent of this approach. In his viewpoint, any statements of objectives of the school should be a statement of changes to take place in the students. Mager [16] in this context argued that behavior should be specified in observable terms. He also emphasized the use of details in mentioning the standard of performance. This approach seems closely related to Glatthorn’s Structure-oriented theories. Gagne and Briggs [12] added in this aspect by stating that operational definitions of performance did not elaborate the learned - capability properly and it should be taken care of. Stenhouse [24] and other authors have agreed that prime attention should be the content. If it is accepted and focus is given to the content, the “product” would or might not be a marketable one, thus producing good personal or social characters in students but not taking them anywhere in terms of fulfilling their economic ends. Yet there are many who believe that early consideration should be given to the assessment. There are still many who proposed that non-traditional learning experiences should be given a priority [8]. This idea of using objectives has its critics as well. Einser [7] advocated against their use in higher level learning and said that behavioral objectives should not be used in arts. He also criticized Stenhouse [24] and Eraut, Mackenzie & Papps [8]. In all these cases, it is the complex work of student that hinders the applicability of objectives Socket argues that objectives have an impact on teaching but they should not be described of a teacher’s end.

Jackson [15] also worked in this area. He interviewed outstanding teachers and concluded that they sought student involvement in creating productive learning conditions, rather than focusing on achieving objectives.

This shows that the approach to get certain ends or achieve certain objectives do not go hand in hand with the approach that curriculum is a body of knowledge to be transmitted, although there are some resemblances in the sense that both are structure oriented and might be pre-planned. Atkin [1] suggests that these should be dealt on an opportunity basis instead of being prioritized. Yet, it is a matter of personal preference for it depends on how planners plan and how

teachers teach. These objectives, which are divided into cognitive, affective and psychomotor domains of knowledge, are also used in instructional design and evaluation. However it is arguable whether teachers and students have a consensus upon instructional design and whether a balance is maintained between transmission of knowledge and performance.

Farmer [9] believes that in this approach, the product itself and the process of its development are both self-evaluated. They are further evaluated by the audience in accordance with the previously established “real world” criteria that are appropriate for such products.

Understanding by design is the prime example of product-based approach that focuses on assessment first and instructional activities in the end [26].

This almost reminds us of the Smith’s curriculum as process approach. This approach follows what actually happens in the classroom and focuses on the interaction between different groups directly related to the process of learning i.e. teachers, parents, school, kids and knowledge, rather than emphasizing on content or end product. Stenhouse [24] defined curriculum as “an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and is capable of effective translation into practice”(p. 4). According to him it’s like a recipe in cooking and it can be varied according to task. It means that curriculum only puts an educational proposal into practice and it’s not itself the process. Hence its scope is not unlimited.

Glatthorn’s concept of value-oriented theorist is quite relevant to Smith’s process. Researcher might tentatively say that it is a latter form of instructional design process. It includes development of instructional materials and activities, and tryout and evaluation of all instruction and learner activities [23].

The process approach includes all parties or groups into its focal area. It can be said, then, that these groups are involved in the process of decision making with regards to “Development of Curriculum”. This, however, remains an issue that who ought to make a decision or who has the power to decide. According to Saylor et al [21], curriculum development includes a “cast of thousands.” This gives us an overview of curriculum development which of course is a process, but what is curriculum itself then? It will not be absurd to state that it is a transformation of “instructional design process’ which still is an important part of planning, implementation and evaluation of curriculum [11]. In this approach, focus shifts from teaching to learning; it is on interactions. Learning becomes a task of the teacher.

## 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-3 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-3. 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-3. 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-3.

### **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-3.
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-3.

### **Phase II**

Developed draft curriculum of physical education for class-3 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-3, 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-3.

### **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 [10].

### **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-3.

## PROPOSED CURRICULUM FOR CLASS-3

### Chapter -1: CHANGES IN HUMAN BODY

<b>Objectives</b>	<b>Cognitive:</b> 1. Develop an understanding of changes in human body with respect to age. 2. Develop an understanding of contribution of physical activity in achieving growth. <b>Affective:</b> To develop appreciation of Allah's blessings. <b>Psychomotor:</b> To develop ability to participate in physical activities.
<b>Concepts</b>	Growth and development.
<b>Contents</b>	1. Changes in height. 2. Changes in weight. 3. Changes in physical appearance. -Changes in body size -Changes in strength. 4. Neuro-muscular development.
<b>Activities</b>	1. Describe that growth is a necessary element of life of humans. 2. Provide comparative knowledge of changes in human body. 3. Ask students to compare size, weight and height of their body with that in the previous class. 4. Use of AV Aids. 5. Use of diagrams and questions. 6. Describe that physical activity helps in attaining growth & development. 7. Describe the impacts of physical activity on growth & development.
<b>Learning Outcomes</b>	Students are expected to be able to: 1. Identify changes in their bodies. 2. Understand the importance of physical activity in growth.
<b>Evaluation</b>	1. To assess the ability to 1. Identify the changes in body weight, size, height 2. To evaluate the understanding of importance of physical activity in achieving growth.

### Chapter-2: MOVEMENT AND POSTURES

<b>Objectives</b>	<b>Cognitive:</b> 1. Develop an understanding of difference between locomotive and non-locomotive movements. 2. Develop an understanding of ideal body postures. <b>Affective:</b> Develop appreciation towards learning of physical activities. <b>Psychomotor:</b> 1. To take part in physical activity. 2. To move according to ideal patterns.
<b>Concepts</b>	1. Movements 2. Postures
<b>Contents</b>	1. Locomotors movements. 2. Non-Locomotors movements (diff.) 3. Difference between locomotive and non-locomotive movements. 4. <u>Sitting, Standing, Sleeping, Walking, Running.</u>
<b>Activities</b>	1. Describe what the locomotive and non-locomotive movements are. 2. Describe the difference between locomotive and non-locomotive movements. 3. Practically demonstrate how to sit, stand, walk, run and lie down. 4. Use of AV Aids. 5. Use of diagrams and pictures.
<b>Learning Outcomes</b>	Students are expected to be able to. 1. Distinguish between locomotive and non-locomotive movements. 2. Understand ideal body postures while sitting, standing and sleeping.
<b>Evaluation</b>	1. To assess the ability to differentiate between locomotive and non-locomotive movements. 2. To evaluate the understanding of ideal postures to sit, stand, sleep, walk and run.

### Chapter -3: DISCIPLINE

<b>Objectives</b>	<b>Cognitive:</b> To develop an understanding of importance of discipline with respect to physical activity. <b>Affective:</b> 1. To develop an attitude of order and obedience. 2. To develop an attitude towards appreciation of and love for Quaid-e-Azam M.A. Jinnah. <b>Psychomotor:</b> The ability to follow orders and instruction, 2. The ability to develop the abilities of role play.
<b>Concepts</b>	Discipline
<b>Contents</b>	1. Importance of discipline: sayings of MA Jinnah. 2. Discipline and play activity. 3. Following the teacher instruction - Queuing -Following the rules set by the teacher in the playground. -Starting at whistle -Stopping at whistle -Sitting in queues -Walking in queues
<b>Activities</b>	1. Describe importance of discipline with reference to sayings of Q.A. M.A. Jinnah. 2. Describe that students should observe discipline in playground. 3. Ask them not to break Queues and not to push others while playing. 4. Start at the whistle and stop at the Whistle. 5. Use AV Aids. 6. Practical demonstration. 7. Question and answers.
<b>Learning Outcomes</b>	Students are expected to be able to: 1. Understand the importance of discipline. 2. Follow the instructions of teachers, and rules set out in playground.
<b>Evaluation</b>	1. To assess the understanding of importance of discipline. 2. To evaluate the understanding to follow the instruction.

### Chapter-4: AGILITY AND FLEXIBILITY

<b>Objectives</b>	<b>Cognitive:</b> To develop understanding of techniques to get agility and flexibility <b>Affective:</b> To develop an understanding of one's own limits. <b>Psychomotor:</b> To develop ability to take part in physical activities.
<b>Concepts</b>	1. Agility. 2. Flexibility
<b>Contents</b>	Agility- Zig zag -running -Chasing -Flexibility - Bending -Stretching -Arching
<b>Activities</b>	Practical demonstration of physical exercise. Use of AV Aids. Use of pictures
<b>Learning Outcomes</b>	Students are expected to be able to understand the importance of agility and flexibility. Perform different exercises of agility and flexibility.
<b>Evaluation</b>	To assess the understanding of agility and flexibility. To evaluate the performance of exercise of agility and flexibility.

### Chapter-5: LEADING ACTIVITIES OF SPORTS AND SAFETY

<b>Objectives</b>	<b>Cognitive:</b> To develop an understanding of various activities leading to sports. <b>Affective:</b> 1. To develop an attitude of co-ordination. 2. To develop appreciation and love for sports. <b>Psychomotor:</b> 1. To develop ability to take part in leading up activities. 2. To develop basic skills regarding different
-------------------	--

	sports.
<b>Concepts</b>	Activities leading to different sports.
<b>Contents</b>	<b>1. Gymnastic</b> - Front role - Backward role. <b>2. Cricket.</b> – Bowling – Batting – Catching <b>3. Football</b> – Kicking – Stopping –Heading <b>4. Hockey</b> - Hitting. -Stopping. <b>5. Volley Ball</b> –Smashing –Service <b>Safety in games:</b> -Warm up -Proper postures. -Rule following -Proper uniform -Cool down.
<b>Activities</b>	1. Practical demonstration of - Front role - Backward role – Hitting – Kicking – Stopping - Catching 2. Describe the correct body postures to be used in these activities. 3. Use of AV Aids. 4. Use of small and soft balls. 5. Use of small sticks. 6. Use of pictures.
<b>Learning Outcomes</b>	Students are expected to be able to perform various leading up activities of cricket, hockey, football, gymnastic.
<b>Evaluation</b>	1. To assess the understanding of various leading up activities. 2. To evaluate performance of leading up activities.

**Chapter-6: COMPETITION**

<b>Objectives</b>	<b>Cognitive:</b> 1. To develop an understanding of competing internationally. 2. To develop an understanding of attitude to competition. <b>Affective:</b> 1. To develop an attitude of self-esteem. 2. To develop sportsman spirit. <b>Psychomotor:</b> To develop ability to take part in competition.
<b>Concepts</b>	Competition & Group activities.
<b>Contents</b>	1. Competition and self-esteem. 2. Competition and sportsman spirit. -Shaking hands with opponents. -Showing good gesture to opponents. -Care for opponents -Self and opponents respect.
<b>Activities</b>	1. Describe that competition creates self-esteem and independence. 2. Describe that winning is not everything during the competition. 3. Arrange different competitions of running, throwing, hitting and catching. 4. Practical demonstration. 5. Describe that sportsman spirit is necessary for a good sportsman.
<b>Learning Outcomes</b>	Students are expected to be able to: 1. Understand importance of competition. 2. Understand attitude to competition. 3. Take part in different competitions at their respective levels.
<b>Evaluation</b>	1. To assess the understanding of competition on international level. 2. To evaluate the performance in competition. 3. Evaluate sportsman spirit during competition.

**Chapter-7: ENDURANCE**

<b>Objectives</b>	<b>Cognitive:</b> To develop an understanding of the importance of endurance during competition. <b>Affective:</b> To develop an attitude of accepting one’s own limits. <b>Psychomotor:</b> To take part in physical activities of endurance.
<b>Concepts</b>	Endurance in competition.
<b>Contents</b>	1. Exercise of endurance: - Climbing stairs. - Rope jumping. –Jumping 2. Importance of endurance in competition.
<b>Activities</b>	1. Practical demonstration of exercise of endurance. 2. Emphasize the importance of endurance. 3. Describe that endurance supplements self-esteem.
<b>Learning Outcomes</b>	Students are expected to be able to: 1. Understand the importance of endurance in competition. 2. Perform different activities of endurance.
<b>Evaluation</b>	1. To assess the ability to perform exercise of endurance. 2. To evaluate the importance of endurance in competition.

**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 all statements. Values of means varied from 4.41 to 4.63. 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 three (III).

**Table-1:** Showing Opinion of Male Physical Education Experts and Executives about the Inclusion of Content and Activities to Physical Education Curriculum for Class Three (III).

Sr. #	Statements	M	SD	t-value
1	Steps of growth and developmental changes in human body should be added to the physical education curriculum.	4.63	.532	20.80*
2	Difference between locomotive and non-locomotive movements should be included in the physical education curriculum.	4.52	.547	18.85*
3	Statements of Quaid-e-Azam Muhammad Ali Jinnah for discipline and physical activities should be a part of the physical education curriculum.	4.52	.722	14.28*
4	Activities of agility and flexibility should be a part of physical education curriculum.	4.54	.751	13.93*
5	Name of different sports activities and safety should be included in the physical education curriculum.	4.41	.805	11.90*
6	Cooperation with players and sportsman	4.54	.721	14.51*

	spirit in competition should be a part of physical education curriculum.			
7	Endurance activities during the competition should be a part of physical education curriculum.	4.52	.722	14.28*

\*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 agreed with all statements. Values of means varied from 4.43 to 4.63. 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 three (III).

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

Sr.#	Statements	M	SD	t-value
1	Steps of growth and developmental changes in human body should be added to the physical education curriculum.	4.63	.540	19.03*
2	Difference between locomotive and non-locomotive movements should be included in the physical education curriculum.	4.58	.549	18.13*
3	Statements of Quaid-e-Azam Muhammad Ali Jinnah for discipline and physical activities should be a part of the physical education curriculum.	4.50	.751	12.63*
4	Activities of agility and flexibility should be apart of physical education curriculum.	4.48	.784	11.89*
5	Name of different sports activities and safety should be included in the physical education curriculum.	4.43	.844	10.67*
6	Cooperation with players and sportsman spirit in competition should be a part of physical education curriculum.	4.55	.749	13.08*
7	Endurance activities during the competition should be a part of physical education curriculum.	4.53	.751	12.85*

\*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 with all statements. Values of means varied from 4.45 to 4.81. This showed the intensity of agreement. It was concluded that most of the male urban teachers agreed with the content and activities into be included in physical education curriculum for class three (III).

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

Sr.#	Statements	M	SD	t-value
11	Changes in human body and posture movements should be included in the physical education curriculum.	4.73	.509	28.44*
12	Discipline should be a part of the physical education curriculum.	4.80	.403	37.38*
13	Agility and flexibility exercises should	4.83	.416	36.77*

	be a part of the physical education curriculum.			
14	Activities leading to sports should be a part of the physical education curriculum.	4.45	.631	19.07*
15	Exercises for emotional control and endurance during competition should be included in the physical education curriculum.	4.81	.490	30.96*

\*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 4.67 to 4.94. 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 three (III).

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

Sr.#	Statements	M	SD	t-value
11	Changes in human body and posture movements should be included in the physical education curriculum.	4.89	.317	47.32*
12	Discipline should be a part of the physical education curriculum.	4.94	.246	62.53*
13	Agility and flexibility exercises should be a part of the physical education curriculum.	4.90	.346	43.67*
14	Activities leading to sports should be a part of the physical education curriculum.	4.67	.539	24.55*
15	Exercises for emotional control and endurance during competition should be included in the physical education curriculum.	4.90	.296	51.09*

\*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 4.21 to 4.54. 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 three (III).

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

Sr.#	Statements	M	SD	t-value
11	Changes in human body and posture movements should be included in the physical education curriculum.	4.50	.577	13.75*
12	Discipline should be a part of the physical education curriculum.	4.25	.967	6.84*
13	Agility and flexibility exercises should be a part of the physical education curriculum.	4.21	.917	7.00*
14	Activities to sports should be a part of the physical education curriculum.	4.21	.876	7.33*

15	Exercises for emotional control and endurance during competition should be included in the physical education curriculum.	4.54	.576	14.10*
----	---	------	------	--------

\*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 the statements. Values of means varied from 4.82 to 4.93. 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 three (III).

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

Sr.#	Statements	M	SD	t-value
11	Changes in human body and posture movements should be included in the physical education curriculum.	4.93	.262	38.91*
12	Discipline should be a part of the physical education curriculum.	4.82	.390	24.71*
13	Agility and flexibility exercises should be a part of the physical education curriculum.	4.93	.262	38.91*
14	Activities to sports should be a part of the physical education curriculum.	4.82	.390	24.71*
15	Exercises for emotional control and endurance during completion should be included in the physical education curriculum	4.93	.262	38.91*

\*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	6.00	.894	10.25*

	psychological needs of the students			
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-3. 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 pre test and post test scores of class three (III) 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 Post test Mean Scores and Standard Deviation of Control Group of Class Three (III).

	Pre test		Post test		t-value
	M	SD	M	SD	
Boys	57.0	14.82	62.0	13.7	1.57
Girls	56.0	10.46	59.4	09.9	1.49

P<0.05

Paired sample t-test was conducted to compare pre test and post test scores of class three (III) students for boys and girls relating to experimental group separately. There is significant mean difference between pre and post test scores of boys and girls. The mean score of post test (M=84.3.0, SD=2.1) is greater than mean score of pre test (M=57.5, SD=8.6) of boys and the mean scores of post test (M=83.6, SD=4.3) is greater than mean scores of pre test (M=51.2, SD=17.0) of girls.

**Table-9:** Pre and Post test Mean Scores and Standard Deviation of Experimental Group of Class Three (III)

	Pre test		Post test		t-value
	M	SD	M	SD	
Boys	57.5	08.6	84.3	2.1	15.1*
Girls	51.2	17.0	83.6	4.3	9.86*

\*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 three (III). The gain mean score of experiment group (M=26.8, SD=7.9) is greater than gain mean score of control group (M=5.0, SD=16.6) of boys and the gain mean score of

experiment group (M=32.3, SD=14.6) is greater than gain mean score of control group (M=3.4, SD=14.6) of girls.

**Table-10:** Mean Scores and Standard Deviation of Gain Control and Gain Experiment (Classified by Gender) of Class Three (III)

	Gain Control		Gain Experiment		t-value
	M	SD	M	SD	
Boys	5.0	16.6	26.8	07.9	7.49*
Girls	3.4	14.6	32.3	14.6	8.85*

\*P<0.05

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

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

	Pre test		Post test		t-value
	M	SD	M	SD	
Rural	59.5	13.9	63.5	13.9	1.29
Urban	54.0	10.9	56.4	09.4	1.05

P<0.05

Paired sample t-test was conducted to compare pre test and post test scores of class three (III) rural and urban students of experiment 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 Three (III)

	Pre test		Post test		t-value
	M	SD	M	SD	
Rural	55.0	11.0	84.1	2.2	13.1*
Urban	53.7	16.2	83.8	4.3	9.63*

\*P<0.05

An independent samples t-test was conducted to compare mean gain score of control group and gain score of experimental group classified by location. There is significant difference between gain scores of control group and experimental group for class three (III).

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

	Gain control		Gain Experiment		t-value
	M	SD	M	SD	
Rural	4	18.0	29.1	9.9	7.73*
Urban	2.4	12.9	30.0	13.9	9.20*

\*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.

**REFERENCES**

- [1] Atkin, J. M. "Behavioral Objectives in Curriculum Design": A cautionary note. *Sci. Teach.* **35**: 27-30. (1968)
- [2] Belka, D. "Teaching Children Games. Champaign", IL: Human Kinetics. (1994)
- [3] Blenkin, G. M. et al. "Change and the Curriculum". London: Paul Chapman. (1992)
- [4] Bobbitt, F. "The Curriculum. Boston": Houghton Mifflin. (1918)
- [5] Brewerton, M. "Thoughts on the characteristics of a 'successful school leaver". Discussion paper prepared by Melissa Brewerton for the Ministry of Education, dated October, 2006.
- [6] Curzon, L. B. "Teaching in further education. An outline of principles and practice". London: Cassell. (1985)



- [7] Eisner, E. W. "The Educational Imagination: on the Design and Evaluation of School Programs". New York: Macmillan. (1979)
- [8] Eraut, M. R., Mackenzie N., & Papps, I. "The mythology of educational development: Reflections on a three-year study of economics teaching". *Br. J. Educ. Res.*, **46**: 691-720. (1975)
- [9] Farmer, D. "Curriculum differentiation: An overview of the research into the curriculum differentiation educational strategy". Retrieved from (1996, January).
- [10] Gay, L. R. "Educational research". (5th Ed.) Englewood Cliffs, NJ: Prentice-Hall, pp.151. (1997)
- [11] Glatthorn, A. A. "A guide for developing an English curriculum for the eighties". Urbana, IL: NCTE. (1980)
- [12] Graham, G. "Teaching Children Physical Education: Becoming a Master Teacher". Champaign, IL: Human Kinetics. (1992)
- [13] Hellison, D. "Goals and Strategies for Teaching Physical Education". Champaign, IL: Human Kinetics. (1985)
- [14] Henning, B. "Grades 4-6 and Winfair Physical Education Class News, What Is Elementary Physical Education All About?" Retrieved from <http://www.windom.k12.mn.us/staff/henning.bill/default.html> on 22-03-2011.
- [15] Jackson, P. W. "Life in Classrooms". Holt Rinehart and Winston New York. (1968)
- [16] Mager, R. F. "Preparing Instructional Objectives". Fearon; Palo Alto, California. (1962)
- [17] Masser, L. "Teaching for affective learning in elementary physical education". *Journal of Physical Education, Recreation and Dance*, **62**(7): 18-19. (1990)
- [18] Murray, N. & Wall, J. "Children and Movement: Physical Education in the Elementary School". (2nd Ed.) Wm. C. Brown. (1994)
- [19] Reston, V. A. "From moving into the future: National standards for physical education". A guide to content and assessment. National Association for Sport and Physical Education. (1995)
- [20] Rink, J. "Teaching Physical Education for Learning" (3rd ed.). Whitby, ON: McGraw-Hill Ryerson. (1998)
- [21] Saylor, J. G., & Alexander, W. M. "Planning Curriculum for Schools". New York, Holt, Rinehart and Winston, Inc. (1974)
- [22] Smith, M. K. "Curriculum theory and practice". *The encyclopedia of informal education*. Retrieved from <http://www.infed.org/biblio/b-curric.htm> on February 20, 2003.
- [23] Shulman, J. "Institute for case development". West Ed Inc. (2003)
- [24] Stenhouse, L. "An Introduction to Curriculum Research and Development". London: Heineman. (1975)
- [25] Tyler, R. W. "Basic Principles of Curriculum and Instruction. Chicago": University of Chicago Press. (1949)
- [26] Wiggins, G., & McTighe, J. "Understanding Design" (expanded 2nd. ed.). Alexandria, VA: Association for Supervision and Curriculum Development. (2005)