

## Physical Education and Sports and Their Role in Achieving General Education Under the Competency-Based Approach Curriculum

Aziz KHELLAFI<sup>1</sup>; Maamar Badreddine BENSAADA<sup>2</sup>; Badreddine KOBZILI<sup>3</sup>;  
Ali HADDI<sup>4</sup>; Redha BENAÏSSA<sup>5</sup>; Hadj SEFIR<sup>6</sup>; Oussama BENYAHIA<sup>7</sup>;  
Mohamed El Hacène El Maamoun CHERIET<sup>8</sup>

<sup>1,2,3</sup>Hassiba Benbouali University of Chlef

<sup>4,5,7,8</sup>University of Boumerdes

<sup>6</sup>University of Algiers

**Email:** <sup>1</sup>[a.khellafi@univ-chlef.dz](mailto:a.khellafi@univ-chlef.dz); <sup>2</sup>[m.bensaada@univ-chlef.dz](mailto:m.bensaada@univ-chlef.dz); <sup>3</sup>[b.kobzili@univ-chlef.dz](mailto:b.kobzili@univ-chlef.dz);  
<sup>4</sup>[a.haddi@univ-boumerdes.dz](mailto:a.haddi@univ-boumerdes.dz); <sup>5</sup>[r.benaïssa@univ-boumerdes.dz](mailto:r.benaïssa@univ-boumerdes.dz); <sup>6</sup>[sefir.hadj@univ-alger3.dz](mailto:sefir.hadj@univ-alger3.dz);  
<sup>7</sup>[o.benyahia@univ-boumerdes.dz](mailto:o.benyahia@univ-boumerdes.dz); <sup>8</sup>[cheriethassan2017@gmail.com](mailto:cheriethassan2017@gmail.com)

Submission Date: 25.01.2025. Acceptance Date: 22.03.2026 Publication Date: 23.05.2026

### Abstract

This field-based scientific study aims to highlight the pivotal role of physical education and sports in achieving the dimensions of general education among secondary school students, with a special focus on the pedagogical shift towards the "competency-based approach."

The descriptive-analytical method was adopted due to its suitability for the nature of the studied phenomenon. The research sample included 40 specialized physical education and sports teachers distributed across secondary schools in Chlef Province.

A questionnaire was used as the main tool for data collection and statistical analysis. The study results revealed that physical education is not merely a motor activity, but a comprehensive educational tool that contributes to raising the level of academic achievement and developing a balanced personality for adolescents.

The study also confirmed that the competency-based approach places the learner at the center of the educational process and grants them greater independence. However, the success of this curriculum remains dependent on the availability of material resources, sports facilities, and sufficient time allocation—challenges that the study revealed to be severely lacking in reality.

**Keywords:** Physical Education and Sports; General Education; Competency-Based Approach; Secondary Education; Adolescence; Educational System; Academic Achievement.

### Introduction

Since the existence of mankind on Earth, humans have been wrestling with all kinds of inevitabilities, especially nature, in order to survive. They have strived to achieve civilization to fulfill their demands and overcome their problems.

Given the phenomenal development in various fields witnessed in our era, dubbed the era of globalization, human requirements have increased. This world has experienced numerous changes and developments in various domains, especially in the educational and instructional field, which

is the foundational pillar for building a healthy society.

Like other nations, Algeria has not been isolated from these developments. Our educational system has undergone several transformations and modifications to keep pace with the era of speed, aiming to curb the general decline in educational standards and instructional outcomes in particular.

Since Physical Education and Sports (PES) is an integral part of the educational system and a core subject within it, this change has affected it directly. The teaching paradigm shifted from management by objectives to the competency-based approach. This was evident in the reference documents issued by the Ministry of National Education, where the competency-based approach was adopted as the basis for building new curricula. This shift occurred because scientific research and experiments demonstrated the effectiveness of this pedagogy in the educational performance and outcomes of learners by placing the learner at the center of the educational process.

This new curriculum aims to ensure that the educational pathway, with its content, methods, and objectives, aligns with successive variables to prepare the individuals of tomorrow—suitable individuals for suitable circumstances, making them positive in thought and action, and capable of rapid adaptation and interaction.

Physical Education and Sports is considered a component of general education as it works on developing the cognitive and physiological aspects of the individual. Its goal is to form a good citizen who participates in building their society, relying on dimensions of education such as the moral and religious dimensions.

## 1. Methodological Framework and Problematic

### 1.1. The Problematic

Physical Education and Sports is an integrated part of the educational system, contributing significantly to achieving its goals in youth formation. It is taught throughout the academic path using a homogeneous curriculum based on continuity and progression in the learning process, allowing the student to acquire motor skills based on developing physical capabilities in parallel with adapting to various situations.

With recent developments, the Ministry of National Education changed the teaching curriculum to the competency-based approach, where the student is the center of attention in alignment with their physical and cognitive abilities. Thus, PES becomes a distinguished space providing a variety of physical activities and games based on the spirit of cooperation, confrontation, and creativity.

From this perspective, the main following question can be raised: **What is the role of physical education and sports in achieving the goals of general education for secondary school students under the competency-based approach curriculum?**

The following sub-questions branch out from it:

- What is the status of physical education and sports within general education?
- What is the role of the student (learner) in achieving the educational process under the competency-based approach curriculum?

- How effective is the new curriculum in achieving the goals of general education?

## 1.2. Hypotheses

**General Hypothesis:** Physical Education and Sports has a role in achieving the goals of general education for secondary school students under the competency-based approach curriculum.

### **Partial Hypotheses:**

- Physical education and sports have an effective role in supporting general education.
- The learner is the main focus of the educational process and is responsible for self-learning.
- The new curriculum is effective in achieving educational goals provided that resources are available.

## 1.3. Objectives and Importance of the Research

The study aims to provide a general overview of the role played by physical education and sports within general education and its role in achieving educational goals for secondary school students, especially after its inclusion in the Baccalaureate exams. It seeks to show the new face of this subject, which aims to achieve integration for students in all mental, health, and social aspects while considering individual differences.

The importance of the research is also highlighted by the novelty of teaching by competencies, formulating a general vision for the curriculum operating with the competency-based approach, and its working methods in educational institutions.

## 2. General Education and Physical Education and Sports

### 2.1. Concept and Domains of General Education

Education means the comprehensive and integrated development of the individual from all spiritual, mental, physical, and social aspects in a balanced manner, with the aim of preparing them to be beneficial to themselves and their society.

John Dewey defined it as the sum of processes and means by which a society transmits its culture and goals to its new generations with the aim of its continuity and growth.

The domains of education include:

- **The Family:** The first and primary base, where the child is born as a blank slate, and the family takes charge of their upbringing, nourishment, and accustoming them to social habits.
- **The School:** Where the child receives purposeful upbringing and education, encompassing various cultural, artistic, and physical activities.
- **The Society:** With its institutions, it contributes to guiding the individual towards ideals and equipping them with habits that enable them to live well within a group.

### 2.2. Factors Influencing Education

To identify the foundations of education for any given nation, one must study the factors influencing it, which include:

- **Historical Factors:** Related to education and its level of progress and maturity interacting

with lived events.

- **Geographical Factors:** Their impact does not stop at economic activity but extends to determining people's temperaments, and affects facilities and program content.
- **Economic Factors:** Control education, as they determine the number of institutions that can be built and the acquisition of means.
- **Political Factors:** The political decision dictates the educational budget and how it is spent.
- **Religious Factors:** Religious teachings help spread a type of education that aligns with societal values.

### 2.3. Physical Education and Sports and Their Objectives

Physical Education and Sports (PES) refers to the educational process that takes place during physical activity practice. It is a manifestation of education that works to achieve its physical, mental, social, and psychological purposes through selected motor activities.

Its objectives include:

- **Physiological Objectives:** Enjoying a healthy body and active vital organs, and developing strength, endurance, and balance.
- **Motor Skill Objectives:** Developing various skills an individual needs in their daily life, which reflects on their appropriate appearance.
- **Recreational and Aesthetic Objectives:** Creating happiness, spending free time in a healthy and useful manner, and providing opportunities for aesthetic appreciation through motor displays.
- **Cognitive and Social Objectives:** Developing comprehension, analysis, and synthesis, and teaching cooperation, respect for work, and the ability to control emotions.

### 2.4. Physical Education and Sports Lesson and Teaching Methods

The physical education and sports lesson has become an effective tool for achieving the purposes of modern society. The lesson contains three main sections:

- **The Introductory (Preparatory) Section:** Ensures an organized start to the lesson, where the student is prepared psychologically and physically with exercises suitable for their age.
- **The Main Section:** Contains an educational part to present the skills and experiences to be learned, and an applied part for use in practical reality.
- **The Concluding Section:** Its goal is to return to the natural state and calm the body's organs through relaxation exercises.

Teaching methods vary depending on the type of activity, including: the whole method (learning the experience as a whole), the part method (dividing the skill into parts), the whole-part method, and the progressive part method.

## 3. The Competency-Based Approach

### 3.1. Concept of the Competency-Based Approach

It is an approach based on declared objectives in the form of competencies acquired by adopting

contents as a cultural support and prior acquisitions, where the student is the main focus.

These acquisitions transform into abilities and skills that qualify the student to be prepared to face new situations and solve problems.

Competency is defined as a person's ability to act effectively in a specific type of situation, relying on knowledge but not limited to it.

Competency is characterized by several features: mobilizing and employing resources, ultimate finality, connection to a set of situations, relation to the subject, and evaluability.

### 3.2. Levels and Types of Competencies

Competency levels are graded through a structural path:

- **Basic Competency:** The first level connected to the educational unit, serving as the foundation upon which the rest of the competencies are built.
- **Phasic Competency:** Built from a set of basic competencies over a period (a month or a trimester).
- **Terminal Competency:** Describes an integrated whole action constructed at the end of a cycle or academic year.

In terms of type, they are classified into: cognitive competencies, performance competencies, execution competencies (psychomotor skills), and affective competencies (emotional and moral).

### 3.3. Reasons for Choosing the Competency-Based Approach

The reasons for using it summarize into the necessity to respond to the growing volume of information, provide meaningful learning to solve realistic life problems, and equip the learner with mechanisms that grant them independence, teaching them how to learn and how to act instead of passive indoctrination and merely cumulative knowledge.

### 3.4. The Difference Between the Competency-Based Approach and the Objective-Based Approach

The competency-based approach (constructivism) differs from the objective-based approach (contents) on several foundations:

The competency-based approach relies on meaningful situations and life problems, gives importance to the process before the outcome, stems from the self (learner), and considers the learning strategy specific to each individual.

Meanwhile, the objective-based approach relies on simple performance, stems from the standard (the other), and education within it is for knowledge and achievement as a strategy that applies to everyone.

## 4. Adolescence and Physical Education

### 4.1. Concept and Stages of Adolescence

Adolescence is the period of gradual transition towards physical, sexual, mental, and psychological maturity, occurring between the end of late childhood and the beginning of adulthood.

It is divided into three stages:

- **Early Adolescence (12-15 years):** Characterized by rapid, irregular growth and weakness in neuromuscular coordination.
- **Middle Adolescence (15-18 years):** More stable, neuromuscular coordination and the ability to control movements appear.
- **Late Adolescence (18-21 years):** Corresponds to the university education stage, where the individual becomes physically and psychologically mature with great concentration and willpower.

#### 4.2. Growth Characteristics and Conflicts of the Adolescent

Adolescence is characterized by accelerated physical growth accompanied by physiological changes, mental growth where the higher functions of intelligence and critical thinking are completed, and emotional growth characterized by sensitivity and vigor. In addition, there is a desire for independence and self-realization (social growth).

The adolescent suffers from internal conflicts (between independence and submission to the family) and needs to fulfill psychological needs such as the need for security, love, belonging, and self-actualization.

#### 4.3. The Impact of Sports on the Adolescent

Physical education and sports help the adolescent identify their physical and mental abilities and uncover their talents. They act as a social and psychological guide avoiding deviance.

Fields teach the adolescent courage, patience, cooperation, discipline, and responsibility, alleviating psychological tensions and pains, and satisfying basic needs.

### 5. Field Procedures and Research Methodology

#### 5.1. Method and Sample

The **descriptive method** was adopted as it is the most appropriate for the nature of the topic, analyzing and interpreting the phenomenon, and extracting scientific conclusions.

The research sample included **40 teachers** of Physical Education and Sports, randomly selected from 18 secondary schools in the Directorates of Education for Chlef Province (including: El-Mokrani Secondary School, Cheikh Bouamama Secondary School, Said Hamdine Secondary School, Mahmoud Mentouri Secondary School, and others).

#### 5.2. Research Tool

The **questionnaire** was used as the primary tool. It was formulated in three main axes (the role of physical education in supporting general education, the learner as the center in the competency-based approach, and the effectiveness of the curriculum given the resources) and contained 20 closed and open-ended questions.

## 6. Presentation and Detailed Analysis of Field Results

Below is a tabulation and analysis of the results of the questionnaire distributed to physical education teachers in Chlef secondary schools, reflecting the reality of field application of the competency-based approach.

### 6.1. The First Axis: The Status of Physical Education in Learning

Table No. (01): Order of Physical Education and Sports Objectives by Priority					
Order	Acquiring Motor Skill	Physical Fitness	Physical Care	Fitness	Physical and Social Development
First Place	12.5% (5 occurrences)	7.5% (3 occurrences)	82.5% (33 occurrences)		
Second Place	40% (16 occurrences)	50% (20 occurrences)	12.5% (5 occurrences)		
Third Place	47.5% (19 occurrences)	42.5% (17 occurrences)	5% (2 occurrences)		

**Analysis:** The majority of teachers (82.5%) confirm that "Physical and Social Development" ranks first as the most important objective of physical education and sports. This reflects an awareness that the subject transcends the boundaries of the purely motor aspect to directly contribute to general education and comprehensive social upbringing of the student.

Table No. (02): Teachers' Vision of the Status of Physical Education Among Other Subjects		
Responses	Frequencies	Percentage %
Recreational	04	10%
Educational	08	20%
Recreational and Educational	26	65%

**Table No. (02): Teachers' Vision of the Status of Physical Education Among Other Subjects**

Responses	Frequencies	Percentage %
Something else	02	5%

**Analysis:** 65% of the surveyed teachers believe that the subject has both a recreational and educational nature simultaneously, making it an outlet and an educational tool contributing to breaking the routine and providing a stimulating educational environment that aids achievement.

**Table No. (04) & (05): Status and Academic Achievement**

Question / Assessment	Yes / Essential (%)	No / Secondary (%)
Status in achieving educational goals	85% (34)	15% (06)
Does it raise academic achievement in other subjects?	100% (40)	0% (0)

**Analysis:** All sample members (100%) agreed that physical education clearly raises the level of academic achievement for students, and 85% confirmed that it plays an essential role in achieving comprehensive educational aspects.

**Table No. (06): Areas of Development Under Reforms (Competency-Based Approach)**

Responses	Frequencies	Percentage %
Developing cognitive aspect	7	17.5%
Developing physical aspect	5	12.5%
Cognitive and physical together	28	70%

**Analysis:** 70% of the teachers acknowledged that the competency-based curriculum allows

developing the students' level from both physical and cognitive aspects together, aligning with the approach's philosophy that merges the motor aspect with theoretical analysis and decision-making.

## 6.2. The Second Axis: The Position of the Student and Teacher in the Competency-Based Approach

**Table No. (08): Involving the Student in Determining Their Educational Path**

Responses	Frequencies	Percentage %
Yes	33	82.5%
No	07	17.5%

**Analysis:** 82.5% of the sample believe that this curriculum gives the student a real opportunity to be a partner in choosing and determining their educational path, consecrating the student's independence.

**Table No. (09): The Student's Role Within the Curriculum**

Responses	Frequencies	Percentage %
Making the student the main core	27	67.5%
Involving them in leadership responsibilities	06	15%
Executing the learning process using knowledge	07	17.5%

**Analysis:** The majority (67.5%) confirm that the student has become the main focus around which the educational process is built. This result aligns with responses where 85% of teachers indicated that the teacher's role shifted from an indoctrinator of information to an organizer, motivator, and guide for students.

### 6.3. The Third Axis: Challenges and the Reality of Capabilities in Educational Institutions

**Table No. (15): Availability of Equipment and Pedagogical Means for the New Curriculum**

Responses	Frequencies	Percentage %
Available	09	22.5%
Insufficient	29	72.5%
Non-existent	02	5%

**Analysis:** This axis represents the most prominent obstacle to applying the competency-based approach, as 77.5% of teachers stated (combining "Insufficient" and "Non-existent") that educational institutions severely lack the necessary means and facilities. All sample members (100%) agreed that this severe shortage negatively and directly affects and hinders achieving the new curriculum's goals.

**Table No. (19): Adequacy of the Time Allocation for the Subject**

Responses	Frequencies	Percentage %
Yes (Sufficient)	05	12.5%
No (Insufficient)	35	87.5%

**Analysis:** 87.5% of the teachers stated that the time allocation (two hours weekly) is entirely insufficient to crystallize competencies and achieve the complex goals the curriculum aspires to.

## 7. General Conclusions and Comprehensive Suggestions

### 7.1. General Conclusions

Based on the theoretical and field studies applied to Chlef secondary schools, we conclude the following:

- Physical education and sports work effectively and contribute significantly to developing the individual's personality from all motor, psychological, cognitive, and social aspects.
- The subject holds a fundamental and vital status in achieving the educational goals of the Algerian system, having a positive and effective role in raising the general academic achievement level of students in other scientific and literary subjects.
- The competency-based curriculum successfully makes the learner (student) the core focus,

developing their mental capacities, increasing their independence and freedom of expression, and motivating them to create and explore to solve life problems.

- There is a gap and contradiction between the theoretical educational aspirations of the curriculum and the field reality.
- Implementation clashes with a severe shortage and sometimes a total absence of facilities, pedagogical means, and insufficient time allocation, standing as an obstacle against the proper application of the competency-based approach.

## 7.2. Suggestions and Recommendations

To ensure the success of the new educational curriculum and activate the real role of the physical education and sports subject, we lay the following suggestions before the concerned authorities:

- **Providing Facilities and Means:** The Ministry of National Education and the State must provide financial support and equip all secondary and educational institutions with appropriate sports facilities (specialized halls, tracks, equipment) required by the competency system.
- **Reconsidering the Time Allocation and Coefficient:** Increase the subject's time allocation to exceed two hours per week to enable the teacher to achieve goals, alongside increasing the subject's coefficient in the Baccalaureate exams to boost students' interest and motivation towards practice.
- **Continuous Training and Reskilling:** Organize continuous training courses and study days for subject teachers to keep them updated on developments, deepening their understanding of modern teaching methods, how to construct situations, and integrate competencies.
- **Developing Societal Awareness:** Prepare awareness programs in social circles, involving families and media to clarify the importance of physical education in building adolescent health and preventing deviance and social ills.
- **Conducting Comparative and Evaluative Studies:** Encourage future research to conduct analytical and comparative studies between management by objectives and the competency-based approach to evaluate which method is more successful and realistic, and involve teachers as practitioners in the curriculum-building process.

## 8. References

- Ministry of National Education, Algeria (2005): *Physical Education and Sports Curriculum for Secondary Education*.
- Goundouzan, Nadhir (2010): *Physical Education and the Competency-Based Approach*, University of Algiers.
- Dewey, John (1998): *Democracy and Education* (Translated), Dar Al-Ma'arif.
- Perrenoud, P. (1997): *Building Competencies in School*.
- Roegiers, Xavier (2006): *Competencies and the Integration of Acquisitions: Towards an Approach for the Integration of Learning* (Translated by: Abdelkrim Gharib), Alam Al-Tarbiyah Publications, Casablanca.

- Ed-Drij, Mohamed (2003): *Competencies in Education: Towards a Scientific Foundation for the Integrated Curriculum*, Knowledge for All Series, Rabat.
- Fathi, Mohamed (2004): *Evaluating Competencies: Concepts, Applications, Tools*, Dar Al-Thaqafa for Publishing and Distribution, Casablanca.
- Boumaza, Ammar (2012): *Teaching by Competencies in Physical Education and Sports*, University Publications Office, Algiers.
- El-Khouli, Amin Anwar (1996): *Foundations of Physical Education and Sports*, Dar Al-Fikr Al-Arabi, Cairo.
- Abdel-Khaleq, Essam (2003): *Sports Training: Theories and Applications*, Mansha'at Al-Ma'arif, Alexandria.
- Hassanin, Mohamed Sobhi (2001): *Measurement and Evaluation in Physical Education and Sports*, Dar Al-Fikr Al-Arabi, Cairo.
- Hammad, Mufti Ibrahim (2001): *Modern Sports Training: Planning, Application, and Leadership*, Dar Al-Fikr Al-Arabi, Cairo.
- Shehata, Hassan (2003): *Physical Education Curricula Between Theory and Application*, Arab Book House Library, Cairo.