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Abstract:

This descriptive study aims to investigate the feasibility of implementing the content of the second-generation curriculum (competency-based approach) in teaching physical education and sports at the middle school level. The study seeks to bridge the gap between theoretical proposals and actual field implementation. To this end, a field study was conducted among physical education teachers in Chlef province. The hypothesis was that it is not possible to implement the content of the second-generation curriculum given the current socio-economic realities of Algerian schools.

A random sample of 30 teachers from various educational institutions across the province (161 institutions) was selected for the study. A questionnaire was deemed the most suitable tool for the current exploratory study, divided into four axes to prove or disprove the partial hypotheses.

The presentation, analysis, and discussion of the findings revealed that physical education teachers cannot contribute to the practical implementation of the second-generation curriculum developed by the Ministry of National Education's curriculum development committee. Consequently, it is not feasible to implement the content of the second-generation curriculum given the current socio-economic realities of Algerian schools.

Keywords: Second-generation curriculum, physical education, teaching, middle school.

1-1-Introduction and Research Problem:

Physical education and sports is a distinct science that aims to develop and enhance the physical, psychological, and social aspects of adolescent students. Given the significant role of curricula in developing this subject at the middle school level, the researchers sought to shed light on the reality of teaching physical education and sports, and the significant gap between the second-generation curriculum in theory and its practical application in the field by physical education teachers at the middle school level. Regarding that the researcher himself is a physical education teacher at the middle school, and through training sessions with subject inspectors, discussions about the second-generation curriculum in study days and seminars, and attempts to apply the terminal, intermediate, and graduation competencies outlined for each level and year of middle school, the research problem was built as follows:

What is the reality of implementing the second-generation curriculum in teaching physical education and sports at the middle school level?

1-2-General Question:
Can the content of the second-generation curriculum be implemented in the current socio-economic context of Algerian schools?

1-3-Partial Questions:
-Are the current conditions suitable for achieving the goals of the second-generation curriculum in middle school education?
-Is the training received by physical education teachers sufficient for teaching the second-generation curriculum in middle school?
-Does the current grading scale allow for a true assessment of students in the second-generation curriculum?
-Does the implementation of the second-generation curriculum at the middle school level depend on its smooth integration with the content of the primary school curriculum?
1-4-Hypotheses:
1-4-1-General Hypothesis: The content of the second-generation curriculum cannot be implemented under the current socio-economic conditions of Algerian schools.
1-4-2-Partial Hypotheses:
-Not all the necessary conditions have been met to achieve the goals of the second-generation curriculum in middle school education.
-The training received by physical education teachers is insufficient to teach the second-generation curriculum.
-The current grading scale does not allow for a true assessment of students in the second-generation curriculum.
-The implementation of the second-generation curriculum at the middle school level is highly dependent on its smooth integration with the content of the primary school curriculum.
1-5-Study Objectives:
-To understand the conditions of implementing the second-generation curriculum in middle school among physical education teachers.
-To explore the relationship between the training of physical education teachers and the actual implementation of the competency-based approach.
-To highlight the criteria for assessing the acquired competencies of middle school students.
-To determine the relationship between the second-generation curriculum in primary education and its implementation at the middle school level.
1-6-Definition of Concepts and Terms:
Physical Education and Sports: It is not merely a set of games added to the school system, but rather a vital and essential part of the educational system. Through it, students acquire skills and knowledge and achieve educational goals (Mohamed Awad Al-Basyouni, et al., 1992, p. 25).
Second-Generation Curriculum (Competency-Based Approach): The competency-based approach is a pedagogical approach that is based on explicitly stated goals in the form of competencies that are acquired by relying on content as a cultural support, as well as the achievements of previous educational stages. The curriculum, which focuses on the student as the central axis in the learning process, transforms these achievements into abilities, knowledge, and skills that enable the student to be prepared to face new learning and help them solve problems (National Curriculum Committee, 2004, p. 90).
2-Methodology and Field Procedures:
2-1- Exploratory Study:
This involved interviewing physical education teachers in the field, discussing the reality of implementing the second-generation curriculum, the possibility of teaching students based on the competency-based approach, and the extent to which the principles of this curriculum align with its implementation by teachers in terms of their training, the assessment grid prepared for students, the available conditions and resources, and the facilities (gymnasiums, playgrounds, etc.) available in each institution, as well as the financial allocation for physical education in the institution's budget.
2-2- Methodology: In this study, a descriptive survey method was adopted, surveying the opinions of teachers.
2-3- Study Population: Physical education teachers in the province of Chlef who teach in 161 middle schools in the districts of Chlef province.
2-4- Study Sample: A random sample of 30 physical education teachers in middle education.
2-5- Research Instruments: The researcher used a questionnaire, which was sent electronically to the teachers. The data from the questionnaire responses was collected using Google Forms.
2-6- Statistical Tools:
2-7- Percentage: The percentage formula was used to analyze the results of all questions and all points obtained in the observation sheet after counting the frequency of each.

$$\boldsymbol{percentage} = \begin{pmatrix} \boldsymbol{100\ Total\ sample\ size} \\ \boldsymbol{x\ Sample\ size\ for\ a\ specefic\ question} \end{pmatrix} \Rightarrow \boldsymbol{x}$$
$$= \frac{\boldsymbol{Sample\ size\ for\ a\ specefic\ question} \times \boldsymbol{100}}{\boldsymbol{Total\ sample\ size}} = \blacksquare$$

Chi square test: f_0**:** Observed frequencies f_e**:** Expected frequencies
df**:** Degree of freedom –(n-1) - in which n represents the number of variables.
Significance level: 0.05

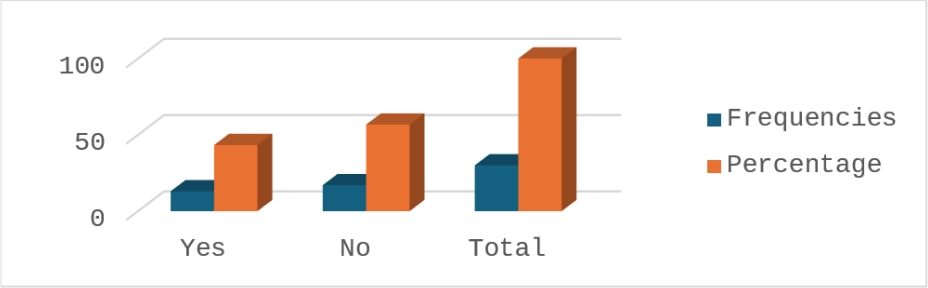
$$x^2 = \sum k^2 = \frac{(f_o - f_e)^2}{f_e}$$

2-8-Study Scope:
Spatial: Middle schools in Chlef Province.
Temporal: From January 20th, 2023, to February 10th, 2023.
2-9-Study Variables:
Dependent Variable: Teaching physical education and sports.
Independent Variable: Second-generation curriculum (competency-based approach).
3-Presentation and Analysis of the Study Results:
3-1-The First Section: Conditions Necessary to Achieve the Goals of Second-Generation Teaching.
Question 1: Does the timetable scheduled by the principal for physical education classes consider the specific characteristics of the subject (morning or afternoon sessions)?
Purpose of the question: To assess the extent to which principals prioritize the subject and the impact of the lesson time on outcomes.

Table 1: Teachers' Responses Regarding the Consideration of Physical Education Subject Specifics in Timetable Scheduling by Principals (Morning or Afternoon Sessions)

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Yes	**13**	**43.3%**	**0.51**	**3.84**	**0.05**	**1**	**Function**
No	**17**	**56.7%**					
Total	**30**	**100%**					

Figure 1: Visualization of Teachers' Responses Regarding the Consideration of Physical Education Subject Specifics in Timetable Scheduling by Principals (Morning or Afternoon Sessions)



Data Presentation and Analysis:
As shown in Table 1 and Figure 1, the calculated chi-square value (0.51) is smaller than the critical chi-square value (3.84) at a significance level of 0.05 with 1 degree of freedom. This indicates that there is no statistically significant difference between the responses.
Specifically, 43.3% of the sample responded "Yes," and 56.7% responded "No."
Question 2: Can a physical education teacher implement the second-generation curriculum under the austerity policy and the limited budget allocated to the subject since 2017?
Purpose of the Question: To identify the financial challenges faced by teachers in acquiring educational resources.

Table 2: Represents the teachers' responses regarding the financial challenges they face in acquiring educational resources and implementing the second-generation curriculum during physical education and sports classes.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Yes	30	100%	05.4	3.84	0.05	1	Function
No	00	00%					
Total	30	100%					

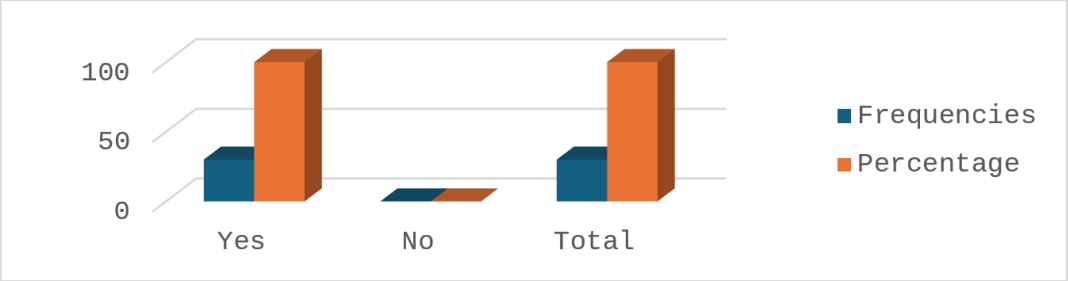


Figure 2: Represents the frequencies and percentages of the financial challenges faced by teachers in acquiring educational resources and implementing the second-generation curriculum during physical education and sports classes.

Data Presentation and Analysis:

As shown in the table above and confirmed by the Chi-Square test, the calculated Chi-Square value (05.4) was greater than the critical Chi-Square value (3.84) at a significance level of 0.05 with 1 degree of freedom. Therefore, we conclude that there is a statistically significant difference between the results, with 100% of the sample facing difficulties in acquiring educational resources.

Question 3: Is the allocated time for physical education and sports classes sufficient to develop a specific physical quality?

Purpose of the Question: To determine the feasibility of developing a specific physical quality within the current time allocation in the second-generation curriculum.

Table 3: Represents the teachers' responses regarding the sufficiency of the allocated time for developing a specific physical quality.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Sufficient	06	20%	2.6	5.99	0.05	2	Non-function
Insufficient	14	46.7%					
To some extent	10	33.3%					
Total	30	100%					

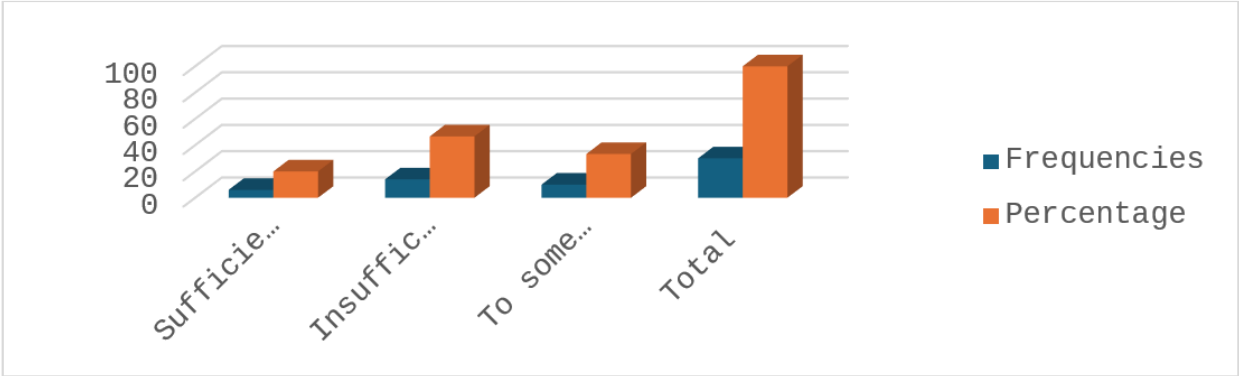


Figure 3: Illustrates the frequencies and percentages of teachers' responses regarding the sufficiency of the allocated time for developing a specific physical quality.

Data Presentation and Analysis:

As shown in the table above and confirmed by the Chi-Square test, the calculated Chi-Square value (2.6) was smaller than the critical Chi-Square value (5.99) at a significant level of 0.05 with 3 degrees of freedom. Therefore, we conclude that there is no statistically significant difference between the results. 20% of the samples consider the current time allocation sufficient for developing a specific physical quality in the second-generation curriculum, while 46.7% believe it is insufficient, and 33.3% consider it somewhat sufficient.

3-2-The Second Section: The Relationship Between Physical Education Teachers' Competence and the Implementation of the Second-Generation Curriculum.

Question 4: Do in-service training days and pedagogical workshops led by inspectors contribute to the effective implementation of the curricular objectives?

Purpose of the question: To investigate the extent to which professional development contributes to the realization of the second-generation curriculum content.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Yes	23	76.7%	8.52	3.84	0.05	1	Function
No	07	23.3%					
Total	30	100%					

Table (04): Represents the teachers' responses regarding the role of training in realizing the content of the second-generation curriculum.

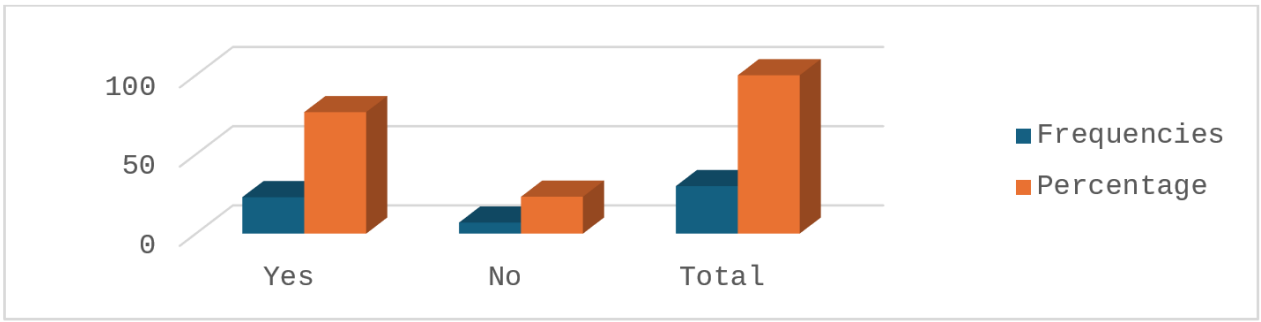


Figure (04): Illustrates the percentage and frequency of responses related to training and the realization of the second-generation curriculum content.

Data Presentation and Analysis:

As indicated by the responses in the table above and confirmed by the Chi-square test, the calculated Chi-square value (8.52) was greater than the critical Chi-square value (3.84) at a significance level of 0.05 and with 1 degree of freedom. Hence, we can conclude that there is a statistically significant difference between the results. Specifically, 76.7% of the sample responded affirmatively regarding the contribution of training to realizing the content of the second-generation curriculum, while 23.3% responded negatively.

Question 5: What are the types of difficulties that you faced in the field when implementing the competency components in the second-generation curriculum?

Purpose of the question: To identify the types of difficulties that hinder the implementation of competent components in the second-generation curriculum.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Conceptual	08	26.7%	22.8	5.99	0.05	2	Function
Material	12	40%					
Relating to students	10	33.3%					
Total	30	100%					

Table (05): Represents the types of difficulties that hinder the implementation of competency components in the second-generation curriculum.

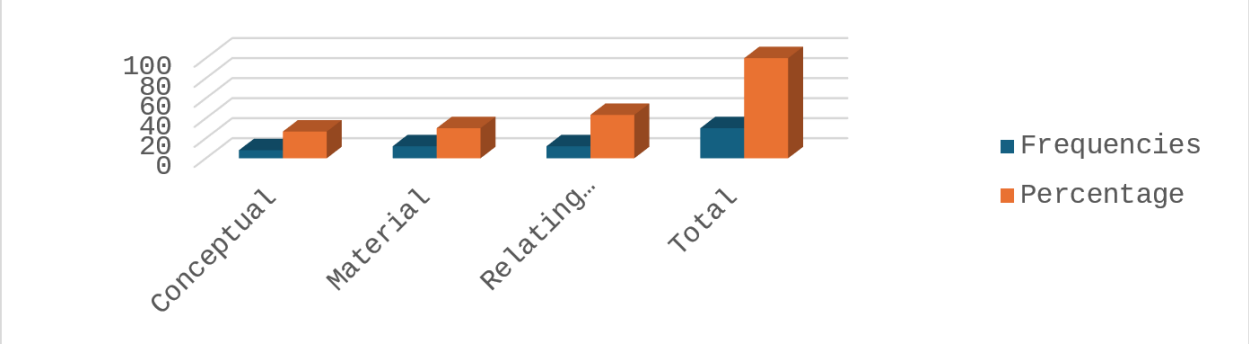


Figure (05): Shows the percentages and frequencies of the types of difficulties that hinder the implementation of competency components in the second-generation curriculum.

Data Presentation and Analysis:

As shown in the table above and confirmed by the Chi-square test, the calculated Chi-square value (22.8) was greater than the critical Chi-square value (5.99) at a significance level of 0.05, with 3 degrees of freedom. Therefore, we conclude that there are statistically significant differences between the results. We see that 26.7% of the sample consider the difficulties hindering the implementation of competency components in the second-generation curriculum to be conceptual, while 40% consider them to be material, and 33.3% consider them to be difficulties related to students.

Question 6: Do you use the accompanying document and the curriculum when preparing your annual plan and educational and learning units?

Purpose of the question: To determine the extent to which teachers are committed to the actual implementation of the second-generation curriculum.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Always	09	30%	11.4	5.99	0.05	2	Function
Never	03	10%					
Sometimes	18	60%					
Total	30	100%					

Table (06): Represents how teachers use the curriculum and the accompanying document in preparing annual plans and units.

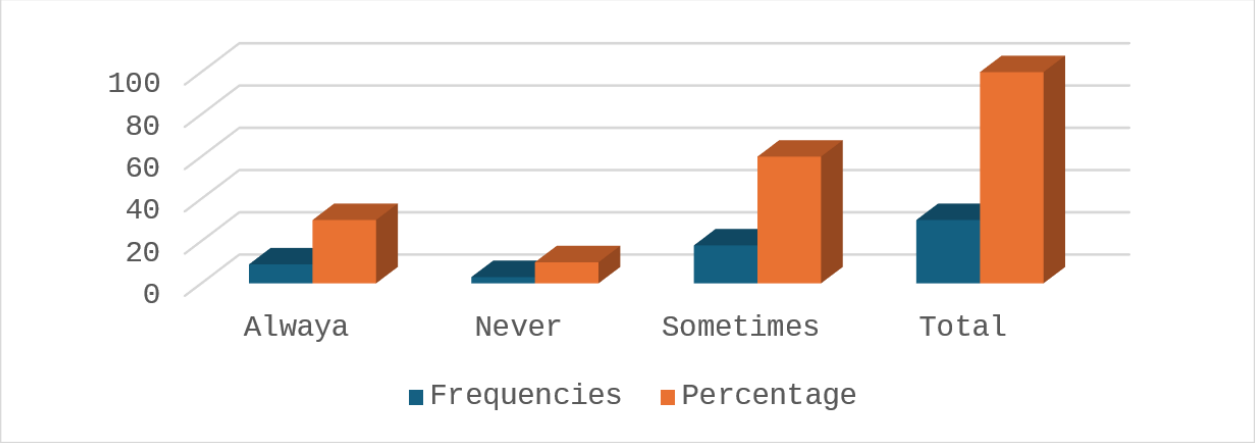


Figure (06): Shows the percentages and frequencies of how teachers use the curriculum and the accompanying document in preparing annual plans and units.

Data Presentation and Analysis:

As shown in the table above and confirmed by the Chi-square test, the calculated Chi-square value (11.4) was greater than the critical Chi-square value (5.99) at a significance level of 0.05, with 3 degrees of freedom. This means that there is a statistically significant difference between the responses in which 30% of teachers always use the curriculum and the accompanying document in preparing annual plans and units,10% never use them, and 60% use them sometimes.

3-3-The Third Section: Evaluation in the Second-Generation Curriculum

Question 7: Is the grading scale used to assess student abilities suitable for them?

Purpose of the question: To determine whether the specific grading scale used to evaluate students is appropriate for them.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Yes	6	20%	10.8	3.84	0.05	1	Function
No	24	80%					
Total	30	100%					

Table (07): Represents teachers' responses regarding the suitability of the grading scale used to assess students.

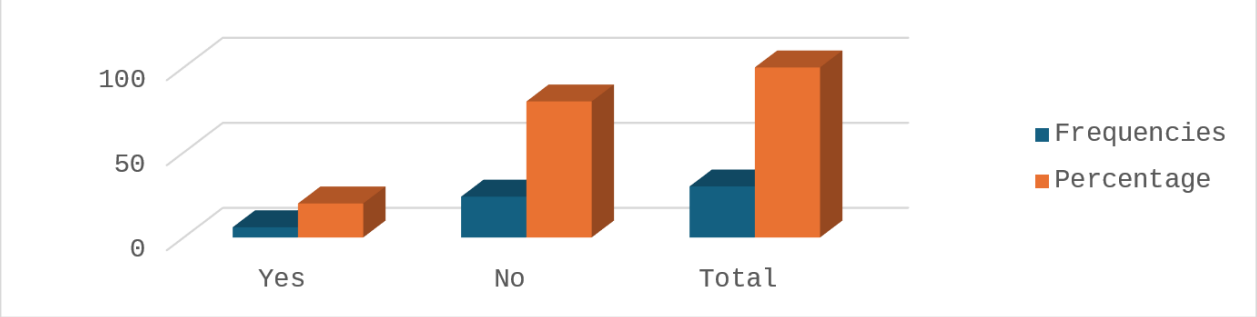


Figure (07): Shows the percentage and frequency of teachers' responses regarding the suitability of the grading scale used to assess students.

Data Presentation and Analysis:

As shown in the table above and confirmed by the Chi-square test, the calculated Chi-square value (10.8) was greater than the critical Chi-square value (3.84) at a significance level of 0.05 and with 1 degree of freedom. This indicates that there is a statistically significant difference between the results. Notably, 20% of respondents believe that the grading scale used to assess student abilities is suitable for them, while 80% of the sample believe that the grading scale used to assess student abilities is not suitable.

Question 8: Do you assign an observation card to each student for continuous assessment of the competency components to be achieved?

Purpose of the question: To determine whether teachers assign a specific observation card to each student for the purpose of evaluating them.

Table (08): Represents teachers' responses regarding assigning an observation card to each student for their evaluation.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Yes	16	53.3%	0	3.84	0.05	1	Non-function
No	14	46.7%					
Total	30	100%					

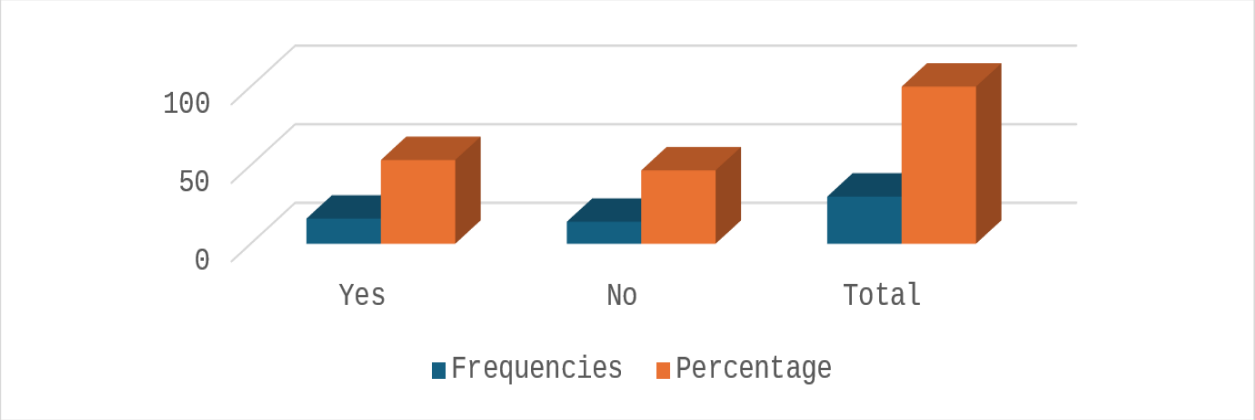


Figure (08): Shows teachers' responses regarding assigning an observation card to each student for their evaluation.

Data Presentation and Analysis:

As shown in the table above and confirmed by the Chi-square test, the calculated Chi-square value was 0 (negligible), which is smaller than the critical Chi-square value (3.84) at a significance level of 0.05 and with 1 degree of freedom. This indicates that there is no statistically significant difference between the results. The findings reveal that 53.3% of the sample assign an observation card to each student for continuous assessment of the competency components to be achieved, while 46.7% of the sample do not assign an observation card to each student for this purpose.

Question 9: Does overcrowding in classrooms allow for the implementation of the second-generation curriculum using the proposed grading scale?

Purpose of the question: To determine the impact of classroom overcrowding on the feasibility of implementing the proposed grading scale in the second-generation curriculum.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Allow	03	10%	8.5	5.99	0.05	2	Function
Does not allow	16	53%					
To some extent	11	37%					
Total	30	100%					

Table (09): Represents teachers' responses regarding the impact of class size on the feasibility of implementing the proposed grading scale in the second-generation curriculum.

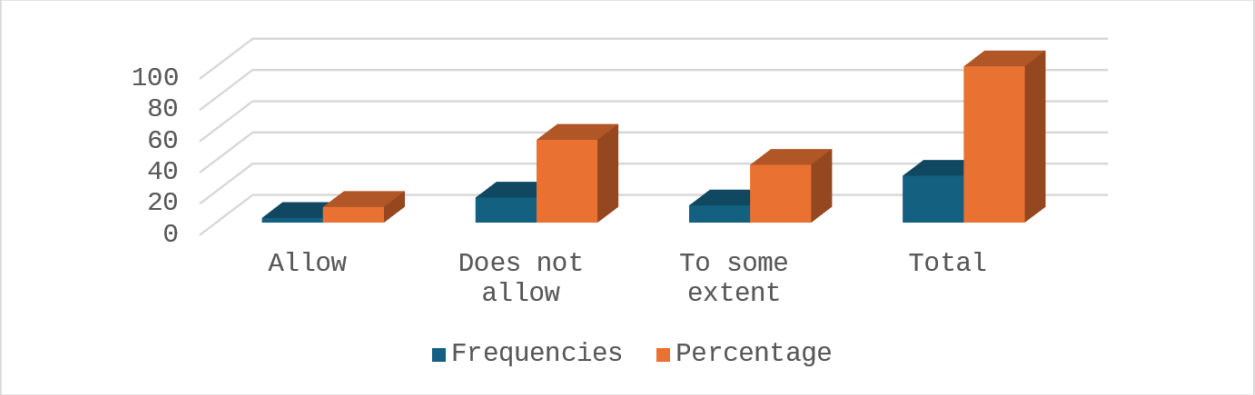


Figure (09): Shows the percentage and frequency of teachers' responses regarding the impact of class size on the feasibility of implementing the proposed grading scale in the second-generation curriculum.

Data Presentation and Analysis:

As shown in the table above and confirmed by the Chi-square test, the calculated Chi-square value (8.5) was greater than the critical Chi-square value (5.99) at a significance level of 0.05 and with 3 degrees of freedom. This indicates that there is a statistically significant difference between the results. The findings reveal that 10% of the sample believe that class size allows for the implementation of the proposed grading scale in the second-generation curriculum. While 53% of the sample believe that class size does not allow for the implementation of the proposed grading scale in the second-generation curriculum and the 37% of the sample believe that class size allows to some extent for the implementation of the proposed grading scale in the second-generation curriculum.

3-4-The Fourth Section: The Second-Generation Curriculum and Its Relationship to Curricula.

Question 10: To what extent do you adhere to the competency-based approach within the context of the second-generation curriculum?

Purpose of the Question: To measure the teacher's adherence to the second-generation curriculum based on the competencies acquired by students in primary education.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
To some extent	09	30%	11.4	5.99	0.05	2	Function
Rarely	03	10%					
Not committed	18	60%					
Total	30	100%					

Table 10: Represents the teachers' responses regarding their ability to adhere to the second-generation curriculum based on the competencies acquired by students in primary education.

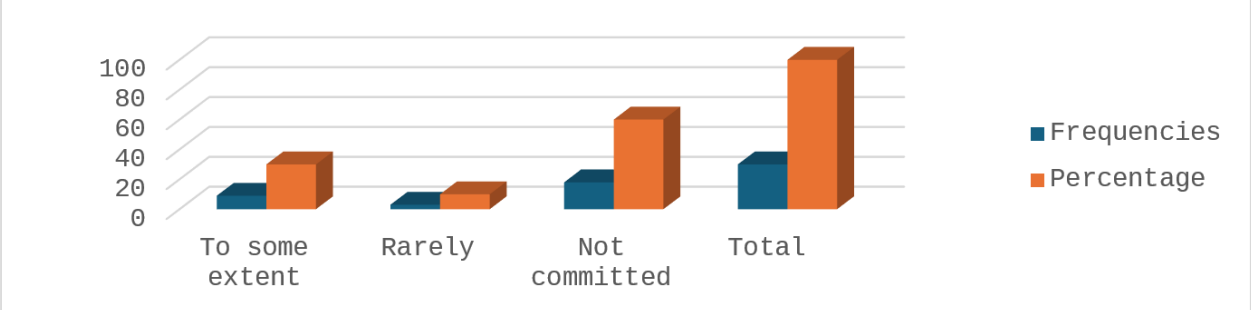


Figure 10: Illustrates the percentage and frequency of teachers' responses regarding their ability to adhere to the second-generation curriculum based on the competencies acquired by students in primary education.

Data Presentation and Analysis:
As shown in the table above and confirmed by the Chi-square test, the calculated Chi-square value (11.4) was greater than the critical Chi-square value (5.99) at a significance level of 0.05, with 3 degrees of freedom. From this, we can conclude that there are statistically significant differences between the results. These differences are reflected in the fact that 30% of the sample somewhat adhere to the second-generation curriculum based on the competencies acquired by students in primary education, while 10% rarely adhere to this curriculum, and 60% of the sample do not adhere to it.
Question 11: During the diagnostic assessment session, how would you rate the level of first-year students?
Purpose of the question: To determine the level of cognitive and motor skills accumulation of first-year middle school students, based on their prior knowledge and the cognitive and motor skills they acquired during elementary education.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
Weak	09	30%	7.59	7.82	0.05	3	Non-function
Below average	10	33.3%					
Average	10	33.3%					
Good	1	3.3%					
Total	30	100%					

Table 11: Represents the level of first-year middle school students' prior knowledge and the cognitive and motor skills they acquired during elementary education.

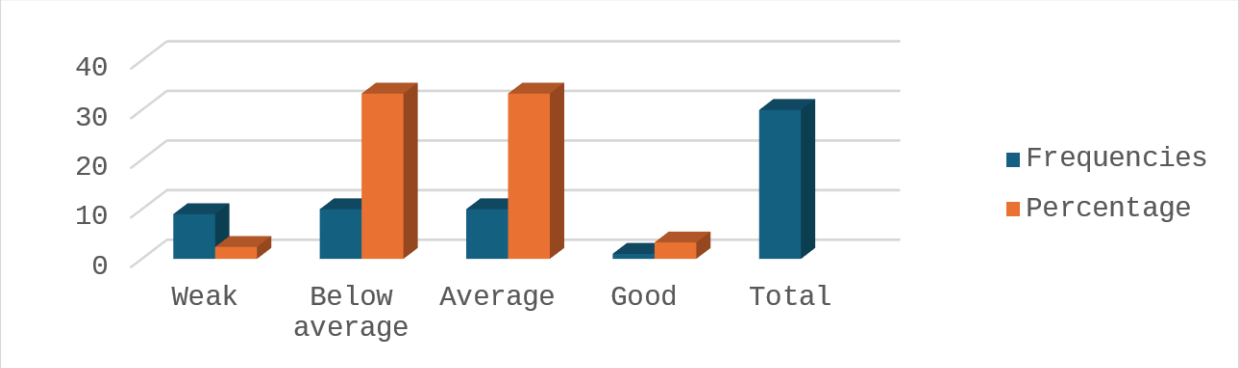


Figure 11: Illustrates the percentage of first-year middle school students' level of prior knowledge and the cognitive and motor skills they acquired during elementary education.

Data Presentation and Analysis:
Based on the responses in the table above and confirmed by the Chi-square test, the calculated Chi-square value (7.59) was smaller than the critical Chi-square value (7.82) at a significance level of 0.05 with 3 degrees of freedom. From this, we can conclude that there are no statistically significant differences between the results. The findings show that 30% of teachers believe that the level of cognitive and motor skills accumulation of first-year middle school students is weak, 33.3% believe it is below average, and another 33.3% believe it is average. The remaining 3.3% of teachers believe it is good. Based on these results, we can infer that most teachers in the sample consider the level of cognitive and motor skills accumulation of first-year middle school students to be weak to average.
Question 12: In which year of middle school did you encounter the most difficulty in implementing the second-generation curriculum?
Purpose of the question: To determine which year level of middle school is the most challenging for implementing the second-generation curriculum.

Choice	Frequencies	Percentage	Calculated Chi^2	Critical Chi^2	Significance Level	Degree of Freedom	Statistical Significance
First year	20	66.7%	32.39	7.82	0.05	3	Function
Second year	1	3.3%					
Third year	1	3.3%					
Fourth year	08	26.7%					
Total	30	100%					

Table 12: Represents the most challenging year for implementing the second-generation curriculum in middle school levels.

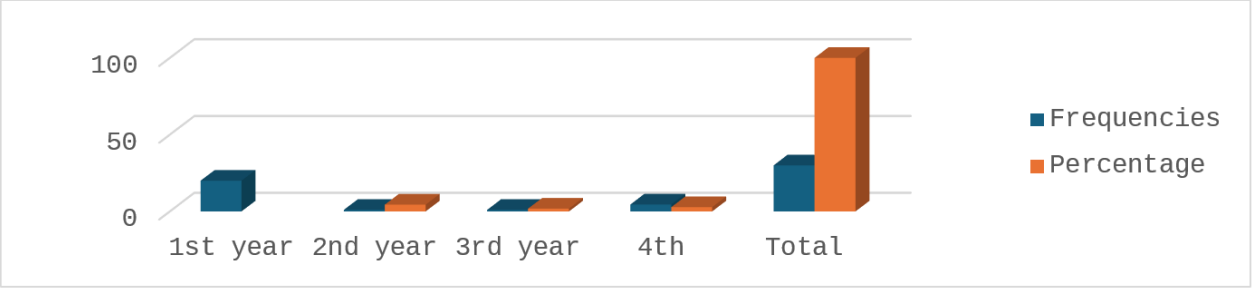


Figure 12: Illustrates the most challenging year for implementing the second-generation curriculum in middle school levels.

Data Presentation and Analysis:

Based on the responses in the table above and confirmed by the Chi-square test, the calculated Chi-square value (32.39) was greater than the critical Chi-square value (7.82) at a significance level of 0.05 with 3 degrees of freedom. From this, we can conclude that there are statistically significant differences between the results. The findings show that 66.7% of physical education teachers face difficulties with the first year of middle school in implementing the second-generation curriculum, 26.7% face difficulties with the fourth year, and 3.3% face difficulties with both the second and third years.

Findings

Discussion of Results based on Hypotheses:

Based on the statistical results of the survey and the results of the hypotheses, it became clear to us that:

Hypothesis 1:

Based on the teachers' responses, the hypothesis was confirmed.

It was assumed that (not all the necessary conditions were available to achieve the goals of the second-generation curriculum in middle school), as all the specific working conditions made it impossible to implement the curriculum content due to several reasons:

1- Principals do not give much importance to scheduling physical education classes compared to other subjects. The nature and specificity of the subject requires appropriate timing for its practice, yet we see classes scheduled in the afternoon or between other subjects without considering the climatic and physiological conditions that affect the student's body. Additionally, scheduling two study groups at the same time (two teachers in the schoolyard) during school hours, where overcrowding makes it difficult to implement the second-generation curriculum, which is based on the principle of individual differences, as confirmed by (Saleh Abdel Aziz, Abdel Aziz Abdel Majeed, 1982, p. 312) who believes that there should be an objective plan determined by a timetable for using the field, thus diversifying the activities in the program.

2- The allocated time for physical education is insufficient to develop certain physical attributes in the second-generation curriculum, such as endurance. For example, two hours of physical education per week for several weeks does not significantly affect the maximum oxygen consumption (VO2max) level. The long intervals between physical education classes disrupt the continuity of physiological development. Scientifically, five hours are required to develop endurance, which led the curriculum development committee to modify the endurance activity in the curriculum.

3- Regarding the budget and availability of sports facilities, scheduling physical education classes requires adequate facilities, necessary sports equipment, and sufficient equipment for the number of students. However, most middle schools lack gymnasiums or even changing rooms, which hinders the implementation of the second-generation curriculum in physical education classes..6

Therefore, a conclusion was drawn that the first hypothesis (Not all the necessary conditions were available to achieve the goals of the second-generation curriculum in middle school) has been confirmed.

Hypothesis 2:

Discussing the results of the answers in tables four, five, and six with the second hypothesis (The training received by physical education teachers is insufficient to teach the second-generation curriculum in middle school), we find that a large percentage of teachers believe that their training was not of sufficient quality and quantity to enable them to implement the curriculum effectively. This is confirmed by (Aqoon Hamza, 2020), who believes that the teacher must be exceptionally prepared in terms of knowledge, pedagogy, and professionalism, allowing him to develop educational and teaching work, to build a learner's personality capable of thinking, adapting, creating, and living in their society, and adapting to its requirements and developments, and facing all changes. Since teacher training plays a vital role in teaching physical education, if this teacher has the necessary training, he will acquire the necessary competence to be a better leader in teaching the competencies stipulated in the second-generation curriculum as required.

Therefore, a conclusion was drawn that the second hypothesis (The training received by physical education teachers is insufficient to teach the second-generation curriculum in middle school) has been confirmed.

Hypothesis 3:

Based on the analysis of responses in tables 7, 8, and 9 related to the third hypothesis (The current grading scale does not allow for a true assessment of the student in the second-generation curriculum), the criteria used in the current grading scale do not enable teachers to conduct an accurate and diagnostic assessment of each student.

Based on this, the results of the statements in this section supported this argument, as most teachers do not adhere to the principle of a competency-based approach during the assessment process, especially the older ones, and it has become necessary for them to update their knowledge in line with the developments in educational curricula.

Given that assessment in all its forms is an effective way to determine students' levels, we see that the diagnostic assessment session for the first year of middle school revealed their weak motor skills and poor knowledge base regarding physical education and a level that can best be described as average.

Since the grading scale does not take into account individual and age-related differences in students, this is confirmed by "Saleh Mohammed" (1998) quoting "Mathes" that every individual is unique in many respects, and they also possess different abilities in a number of physical, mental, and psychological skills, resulting from their inherited nature, and they also have certain physiological limits, therefore they may excel in some skills while their abilities are weak in others (Mohamed Ibrahim Sultan, 2014, page 8). Additionally, the high number of student groups prevents the use of the proposed assessment tools (observation sheet, grading scale).

Therefore, a conclusion was drawn that the third hypothesis (The current grading scale does not allow for a true assessment of the student in the second-generation curriculum) has been confirmed.

Hypothesis 4:

This indicates that (the implementation of the second-generation curriculum in middle school depends on its connection and seamless integration with the primary school curriculum).

We observe that most physical education teachers in middle school have encountered difficulties in teaching physical education using the second-generation curriculum, especially in the first year of middle school, which serves as a bridge between primary and middle school. Given that the learning process is based on the accumulation of knowledge and prior learning from a young age, it has become necessary to assign physical education teachers in primary school to implement the second-generation curriculum. This is supported by (Saad, Mikhail Ibrahim, 1991, page 392) who argues that the school has a strong influence on shaping a teenager's self-concept and who they will become in the future. The school provides opportunities from the age of six to test their strengths, discover their abilities and weaknesses, and experience both failure and success (Saad, Mikhail Ibrahim, 1991, page 392).

Therefore, the fourth hypothesis has been confirmed.

Discussion of Findings based on the General Hypothesis:

Through the discussion of the specific sub-hypotheses and their connection to the general hypothesis, the study concludes that it is correct to state that the content of the second-generation curriculum cannot be implemented in the current socio-economic reality of Algerian schools. This is due to several reasons. If we look at the weekly time allocation for the subject, we find it insufficient to achieve the competency components introduced by the second-generation curriculum. Additionally, the severe lack of sports facilities and educational resources has hindered the implementation of the second-generation curriculum, especially considering austerity measures and the shrinking of the institution's operating budget, as well as the physical education budget in recent years, after 2017, which decreased to a quarter (from 50,000 dinars to 12,000 dinars in the middle school where the researcher works). Other reasons for the difficulty in implementing the curriculum's content include the insufficient quality and quantity of teacher training, which does not enable them to stay well-informed about the new second-generation curriculum. Their lack of attendance at seminars and discussions with colleagues about the challenges they face, as well as their lack of continuous knowledge sharing within their schools, does not allow them to find solutions and make suggestions during training days organized by subject inspectors.

Furthermore, the criteria used in the current grading scale do not enable teachers to conduct an accurate and diagnostic assessment of each individual student and apply the principle of individual differences, such as assigning an observation sheet, especially in light of the overcrowding that most institutions suffer from.

Also, one of the reasons for the non-implementation of the second-generation curriculum in middle school is the lack of connection between the prior knowledge acquired by students in primary education, due to the lack of training for primary school teachers, if not its absence, in the field of physical education. Therefore, it has become necessary to assign physical education teachers in primary schools.

All the factors mentioned above have hindered the implementation of the second-generation curriculum during physical education classes in middle school and what is theoretically present in its content.

Synthesis of Findings:

-Current conditions do not allow for optimal teaching of physical education in middle school and hinder the achievement of the second-generation curriculum content.

-The inadequate training of physical education teachers for the second-generation curriculum has impacted its implementation with middle school students.

-The current assessment framework does not allow for a true assessment of students in the second-generation middle school curriculum.

-The second-generation curriculum in primary school should be linked and integrated seamlessly with the second-generation curriculum in middle school.

Suggestions and Recommendations

-Giving due consideration to physical education in primary education by specialized teachers paves the way for ideal physical education and sports teaching in middle school according to the second-generation curriculum.
-The proposed grading scale should be revised to assess students' abilities in a manner that is age-appropriate.
-The allocated time for physical education classes should be increased.
-Physical education teachers should be involved in curriculum development and participate in related seminars.
-Seminars should be organized with the participation of university professors specializing in educational curricula and pedagogy to train teachers in the new curricula and their optimal implementation in the teaching process to achieve educational objectives.
-Algeria should emulate Japan's contemporary experience in reforming and developing science curricula, where education is part of an integrated system that brings together several ministries under the Ministry of Education, known as the Ministry of Education, Culture, Sports, Science, and Technology (MEXT).

Conclusion

Teaching physical education and sports is a process that is closely linked to the latest developments in modern educational curricula, which aim to prepare students and build their personalities socially, cognitively, psychologically, and motorically, and to instill in them noble values and ethics such as patriotism and participation in social life. This is what the second-generation curriculum for the subject aims to achieve. Implementing this curriculum in the field requires the concerted efforts of all those working in the educational and pedagogical field, by providing the necessary conditions for learners, such as equipment and sports halls, and by providing adequate training for teachers, enabling them to fully master the curriculum and contribute to realizing the competencies of each sports activity. Moreover, there is a need to address the shortcomings in the evaluation process, as well as involving subject teachers in the specialized committee responsible for preparing and developing curricula for physical education and sports to achieve better quality of education.

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