

## اثر حصة التربية الرياضية على تطور عناصر اللياقة البدنية لدى طلبة الثانويه في بعض مدارس الامارات العربية المتحدة

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تعتبر حصه التربية الرياضية لطلاب المدارس ذات أهمية كبيرة في حياة الطلبة الرياضية فهي حجر الأساس للنشاط الرياضي للطلاب خلال سنوات الدراسة كافة، حيث يكون بدايه معظم الطلاب بممارسه الرياضيه الفعليه خلال السنوات الاولى للاتحاق بالمدرسة وخلال الأنشطة الرياضية المرتبطة بحصه التربية الرياضية والمنهاج الدراسي للتربية الرياضية وبالتدرج من الصفوف الدنيا للصفوف العليا. ومن هنا تكمن أهمية دراسة مدى فعالية حصه التربية الرياضية على الطلاب ومدى تطورهم وقدرتها على تطوير القدرات البدنية لدى الطلاب والنشاط البدني وبالأخص اللياقة البدنية وعناصرها. وعليه أتا هدف الدراسه لقياس اللياقة البدنية للطلاب وعمل اختبارات قبلية وبعديّة خلال العام الدراسي للطلبة للوقوف على المستويات القبلية والمستويات البعديّة وبعد ممارسة حصه التربية الرياضية خلال العام واثبات و ملاحظة التطور الحاصل لدى الطلبة بعد ممارسة هذه الحصه، وأيضاً مدى تقدمهم الفعلي، ومقارنه بالمستويات المعيارية للاختبارات البدنيه لعناصر اللياقة البدنية، أو عدم فعالية حصه التربية الرياضية وارتباطها بالأنشطة الرياضية الأخرى. وقد تم اختيار عينة الدراسة في العام الدراسي 2021\2022. في مدينة العين بدولة الإمارات العربية المتحدة وتتكون العينة من 70 طالب من المرحلة الثانوية في الصفوف العاشر والحادي عشر وبشكل عشوائي من بعض المدارس التي تطبق المنهاج الحكومي للتربية الرياضية لتطبيق الاختبارات اللياقة البدنيه عليهم. وتم قياس لياقة الجهاز الدوري التنفسي للطلاب عن طريق اختبار الخطوه لهارفرد وقياس المرونة باختبار الجلوس الطويل وقياس القوة العضلية للطلاب عن طريق اختبار قوة القبضة وأخيراً، قياس السرعة وكان عن طريق اختبار جري 30 م. وتم استخدام برنامج التحليل الاحصائي س بي س س لتحليل النتائج باستخدام المتوسطات الحسابية والانحراف المعياري و جدول ANOVA.

أدى تطبيق و ممارسة الطلاب لحصة التربية الرياضية وتطبيق البرنامج الرياضي خلال العام الدراسي إلى تحسن ذو دلالة إحصائية بين اختبارات القبلية والبعديّة ولصالح الاختبارات البعديّة وهذا دليل على تطور القدرات البدنية لدى الطلبة بعد نهاية العام الدراسي وانتهاء من منهج التربية الرياضية. وأما بالنسبة لمقارنة مع النتائج المعيارية لهذه الاختبارات فوجد ان المرونة حققت نتائج المطلوبه أما باقي الاختبارات فكانت مستوى ضعيف للطلبة ككل. وعليه فإن منهاج التربية الرياضية الطبق في دوله الامارات (المنهاج الحكومي) تعطي نتائج إيجابية للطلبة عند تطبيقها بالشكل الصحيح ولكن مستوى تطور القدرات ليس بالمستوى الكبير أو المطلوب مقارنة بنتائج الدولية والنتائج المعيارية بالاختبارات.

**الكلمات المفتاحية:** حصه التربية الرياضية، تطور عناصر اللياقة

## The Impact of The Physical Education Class on the Development of Physical Fitness Among Secondary Students in some Schools in The United Arab Emirates

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### Abstract

**Introduction:** Physical education is considered very important as it is the base stone for physical activity during the study years of the students. Most students begin to practice active sports during their first years of joining the school, specifically during physical activities in the P.E. lesson that relates to a particular Curriculum and starts gradually from lower to upper grades. Based on it, Comes the importance

of studying the effect of P.E.- lessons on students and their ability to develop and improve their Physical ability and fitness elements. Depending on that, *the study aimed* to measure students' physical abilities by performing pre and post-tests during the academic year to identify and confirm any level of improvement after the finish of the academic year and compare it with Standard physical tests for the elements of physical fitness.

**Keyword:** Physical Education Class , Development of Physical Fitness

*Material and Method:* The study sample was chosen in the academic year 2021/2022 in the city of Al Ain in the United Arab Emirates. The sample consisted of 70 students from secondary school in the tenth and eleventh grades, randomly from some schools that apply the government curriculum For physical education to apply physical tests to them. The Harvard step measured the students' Muscular and circulatory respiratory endurance, flexibility was measured by the sit and reach test, the hand grip strength test measured the students' muscular strength, and speed was measured by a 30 m running test. The statistical analysis program was SPSS and was used to analyze the result's means, standard deviation, and an ANOVA table.

*The results* of the students in the physical fitness tests that were applied to the students at the beginning of the school year and after the end of the school year included that the muscular strength there was an improvement among the students in hand grip strength by 2.47%. The flexibility test also improved among the students by 31% and more than the strength test. The Muscular and respiratory endurance fitness for the Harvard step test showed a gain of 3.82%, but not a big percentage. In the last test of speed, the results of the post-tests were less than the pre-tests, indicating an improvement in students at a rate of 3.54%.

By comparing the results of the students' post-tests with the results of the four standard tests applied to the students, it was found That the mean value of the dynamometer hand grip test was (44.87) kg. This value is considered below the average as it fell within the range (of 44 - 47) kg, suggesting that the students did not progress in this test. For the Sit and reach test, it appears that the students had recorded a mean value of (9.97) cm according to the mentioned range (6 -16) cm. This means described as "good," suggesting that the students made "good" progress in this test during the whole studying year. The Harvard means the value was (46.36) according to the classification scale being used to describe this result can be classified as "poor," informing that the students did not make progress concerning this test. Last, In the speed test- the mean value was (4.76) this value was described as "poor" as it exceeds the upper test criterion being set to (4.76) consequently, it can be concluded that the students did (in general) did not make progress in this test.

*Conclusion:* The student's application and practice of the physical education class and the application of the sports program during the academic year led to a statistically significant improvement between post-test and pre-test tests and in

favor of the post-tests. As for a comparison with the standard results of these tests, it was found that flexibility achieved the required results, while the rest of the tests were at a weak level for the students. Accordingly, the Curriculum of physical education applied in the UAE (the government curriculum) gives positive results for students when used correctly. Still, the level of development of abilities is not at the high level required compared to the results of international and standard tests.

Key word: physical education lesson ; fitness; fitness tests

#### 1.Introduction

Physical education lesson is considered the basic stone in physical composition and physical ability to students as it forces students to practice sports with different levels or even students who doesn't want to practice physical activities in their daily life as they are forced too during P.E lesson in this schools. Student participation during in sports activities during the P.E lesson is considered one of the most important polices that improves the physical ability and enhances different body systems and organs for the students. In general, the number of pe periods are around 2 to 3 periods per week which will guarantee practicing of different Sports that increases their physical ability.

And the Physical education aims to achieve the integrated and balanced growth of the individual to the maximum of what his preparation and abilities allow through active participation in sports activities that are commensurate with the characteristics of growth at each stage and under the supervision of qualified educators (Vale et al.,2011).

The Physical education period is considered important in United Arab Emirates curriculum as the ministry of education specialize a complete curriculum for each category with physical education book connected to the theoretical and practical frames of physical education which is divided into three parts during the academic year.

World Health Organization (2010) suggests that Physical Activity (PA) for children and adolescents may include play, games, sports, transportation, household chores, recreation, physical education or exercise planned in the context of family, school, and community activities. To improve biomarkers of cardiopulmonary and muscle fitness, bone health, cardiovascular and metabolic health, adolescents should accumulate moderate to vigorous Physical Activity for at least 60 minutes each day, there is Physical activity of 60 minutes or longer provides additional health benefits, and most daily physical activity should be aerobic, must include 3 times a week

Also, physical education programs oriented educationally and scientifically for students with different levels in the school to ensure increase of their activities and physical abilities by providing the suitable atmosphere force students to practice different Sports activities which will prevent laziness and ensure holding the

responsibility to prepare them physically and psychologically by improving their physical characteristics and gaining the ability to improve all body systems.

And the Fitness scores should not be the only criteria used to assess the effectiveness of a physical education program, just as test scores should not be the only criterion for assessing the effectiveness of a math or reading program. Making progress in physical fitness assessments, learning to do skills and exercises correctly, learning physical fitness concepts and developing positive attitudes about physical activity may be more important to students than getting high scores on physical fitness tests. And in the past, physical fitness was only related to skill and it was measured by measuring sports skill, not separately (Smith et al., 2014).

Definitely, measurement and evaluation activity, monitoring the progress through testing processes, as well as sport training, plays an essential matter in sport sector. For collecting data on individuals and students during a physical education period, collecting data on different standard of players as well as getting knowledge on the standard of suitable programs for each type and for each standard, measurement activity is requested in all physical education fields.

Sport teacher should make sure of the student standard and how to develop the physical skills and capacities and the improvement of performance standard of student through measurements and tests. And the Evaluation can only take place in light of defining the desired objectives. The evaluation usually aims to identify strengths and weaknesses in the curriculum. Evaluation is done by means and tools to measure the level of change in students' behavior. Physical education contains many types of sports activities that are difficult to evaluate if the objectives of physical education for these aspects are not specified and clarified, and identifying them helps to carry out the evaluation process on sound foundations (Patel et al., 2018).

### 1.2 Study Problem:

As the researcher worked in teaching field as a physical education teacher in addition to the supervision of physical activities for the students, it has been noticed that there is no presence of evaluation for physical education lessons specially for physical activities for students as it is very important in life of students' academic achievement. Consequently, the idea came to make pre and post tests for the students during the academic year to identify the effect of physical education lesson on students and assessment of how far they gained after practicing exercises and games available in physical education lessons. Unfortunately, the absence of evaluation process made the evaluation only in written way (exams) with rough estimation marks and this procedure is not enough and gives no imprisonment about the real improvement or achievement of physical ability level the student gained.

### 1.3 The Hypothesis of the research are:

1. It's assumed that students should have observable improvement in their fitness during their participation physical education lesson programs during the year.

2. It's assumed that the physical education lessons will achieve the required fitness for the students when compared with the standardized tests results.

#### 1.4 Study Limit

Spatial domain: Al Dhafra Private School. All measurements and tests have been performed in Al Dhafra Private school playgrounds by a well specialized trained teachers to perform those tests on students.

Time domain: Academic year starting from 1/9/2021 to 1/7/2022.

Human domain: Secondary school's students of governmental curriculum in the United Arab Emirates.

#### 1.5 Terminologies

- **Physical education lessons**: Physical education is primarily concerned with activating the vital functions of the human being by providing him with physical fitness and kinetic abilities, that adapt the human organs biologically and raise the level of their functional adequacy and give them the qualities that help the person to carry out his life duties without quickly feeling tired or stress (Smith et al.,2015).
- **Strength**: The ability of a muscle or muscle group to produce maximum a potential force against resistance or the maximum effort that can be produced to perform a single voluntary muscle contraction. The word voluntary here expresses the extent to which the nervous system controls muscle strength and this means that the muscle can contract in another involuntary way, as it happens when muscle is stimulated by electricity (Corbin et al.,2015).
- **Speed**: it means the individual's ability to perform repetitive movements of one kind in the least possible time, such as running in athletics, cycling, swimming and rowing, whether that is accompanied by transmission or non-transmission of the body (Welsman and Armstrong,2019).
- **Flexibility**: which means the range of motion of the joint or a group of joints. Flexibility is measured by the maximum extent between the extension and contraction of the joint and this is expressed either by the degree of the angle or by a line measured in centimeters. (Marques et al.,2015).
- **Cardiorespiratory endurance**: It is defined as the ability of large muscle groups to continue making moderate contractions for relatively long periods, which requires adaptation of the circulatory and respiratory systems to this activity. Or the efficiency of the circulatory and respiratory systems to provide the working muscles with the fuel they need to keep them working for long periods. (MacMurray and Ondrak,2013).

#### 2. Materials and Method

To identify the impact of physical education lessons on improving the physical fitness of secondary school students, the descriptive approach was applied by the researcher to measure the impact of physical education lessons on improvements in the elements of physical fitness among students, and the following tools were used:



## 2.1 Study sample

70 students have been selected from different government and private schools that follow the United Arab Emirates governmental curriculum. Students were males between 16-17 years old, 156-180 cm in length, with an average weight of 57 kilograms. The research sample involved students of Secondary Schools for grades 10 and 11, The study sample was chosen randomly from the students who participated in physical education period in their schools during the academic year.

## 2.3. Research tools

1. Registration form for data, student's name, physical test results, age, length, and weight.

2. Weight and length measure instrument.

3. The Tests of fitness:

- **Harvard step test:** to measure Vascular muscular ability for the students.

Equipment: stopwatch, platform or step 20 inches / 50.8 cm high, blood pressure device.

Procedure: The student goes on and off the platform for 5 minutes or until getting tired at a rate of 30 steps per minute (every 2 seconds), getting tired is defined as when the student cannot maintain the stepping rate for 15 seconds, the student directly sits down on completion of the test, and the total number of heart beats are counted between 1 and 1.5 minutes after finishing, there is an additional heart rate measures at between 2 to 2.5 minutes, and between 3 to 3.5 minutes. Scoring: The following equations determine the fitness index score such as, the total test time was 5 minutes (if completed, 300 seconds), and the number of heart beats between 1 to 1.5 minutes, between 2 to 2.5 was and between 3 to 3.5, then the long form Fitness Index score =  $(100 \times \text{duration of test in seconds}) \div (2 \times \text{total of heart beats in the recovery period})$  the score of Harvard step test after doing the fitness index score

- **Sit and reach:** instrument to measure body flexibility.

Equipment: Sit and reach box and distance measurement.

Procedure: The subject should be sitting down with the legs stretched out straight ahead. No shoes should be worn, the bottom of the feet should be placed flat against the box. Knees should be locked and pressed flat on the floor – the tester may assist by holding them down. With their palms facing downwards, and the hands-on top of the other or side by side, the student reaches ahead along the measuring line as much as possible student during doing sit and reach test. Ensure that the hands stay at the same level, not one more ahead than the other. The student reaches out and keeps the same position for at least 1-2 seconds meanwhile the tester records the distance. He to be sure there are no jerky moves.

Scoring: The score is written to the closest cm or half inch to the distance reached by the hand, each student has 2 tries and we record the best.

- **Hand grip test:** to measure strength Grip strength is the maximum forced produced by someone's forearm muscles or is the measure of muscular strength. It can be used as a screening tool for measuring the upper body strength or overall strength. It is the most useful when tracking performance over time and multiple measurements are taken. Measuring the maximum isometric strength of the forearm and hand muscles is the ideal goal of this test. In any sport in which the hands are used for catching throwing or lifting, the handgrip is the most important for it. As well as a general rule, people with strong hands tend to be strong elsewhere, therefore this test used often as a test for general strength.

Equipment: Handgrip dynamometer

Procedure: to be tested, the student holds the dynamometer in the hand, with the arm at right angles and the elbow by the side of the body. The handle of the dynamometer is fixed is needed – the base should rest on the first heel of the palm, while the handle should be on the middle of the 4 fingers. When prepared the student squeezed the dynamometer with maximum isometric effort, which is maintained for approximately 5 seconds. No other body movement is permitted. The student shall be strongly motivated to give maximum effort. The dynamometer must be checked regularly to ensure the best results, having consistent technique and adequate rest is needed to ensure reliability, and each student has 2 tries for both hands.

Scoring: We take the result of the hand that the student used best.

- **30 m run test:** to measure speed, **Sprint** or speed tests can be practiced over varying distances, depending on the factors being tested on their relevance to the sport, the objective of this test is to determine acceleration and speed.

Equipment: measuring tape or marked track, tracking surface of at least 50 meters, stop watch or timing gate, cone markers.

Procedure: the test includes, running a single maximum sprint for over 30 meters, with the time being recorded. A warm-up shall be given, involving practice starts and acceleration. Start from a stationary position, with 1 foot ahead of the other. The foot ahead must be on or behind the starting line. The starting position shall be held for 2 seconds before starting, and no rocking movements are permitted. The tester shall give hints for maximizing speed and encourage them to continue hard through the finish line.

Scoring: 2 trials are permitted, and the best time is recorded to the nearest decimal places. The timing starts from the first move, and ends when the head crosses the finish line and/or the finishing timing gate is triggered.

#### 2.4. Statistical Method (Statistical Analysis) :

The following statically treatments were applied:

- The statistically program (SPSS).

- The Standard deviation and the means were applied to determine the speed, strength flexibility and body vascular muscular endurance of high school students.
- The one sample T- test and the one-way analysis of variance (one-way ANOVA). The one sample t test needed certain criteria to be used as reference value to compare the variables' means with these criteria.

### 3. Results

H1: the athletic program used (applied) in the Ministry school has a significant statistical effect ( $\alpha \leq 0.05$ ) on the research variables. In order to test this hypothesis, independent samples t-test was conducted. The results are submitted in Table 1 below.

Table1 the effect of the PE classes uses (applied) in the school using t test (n=70)

Variables	pre		post		t	sig	% Mean difference*
	m	Sd	m	SD			
hand grip	46.23	5.91	47.37	6.04	5.812	.000	2.47
Sit and reach	4.00	13.68	5.24	13.44	1.746	.094	31.00
Harvard test	41.59	4.78	43.18	5.38	4.956	.000	3.82
Speed Test p	4.52	0.42	4.36	0.45	4.000	.001	-3.54

\*The % was expressed as the mean difference was divided by the pretest mean

Table.1. illustrates the athletic program used in the Ministry school. The effect was investigated using t test. Inspecting the results mentioned in the column labeled (sig) it was noticed that the sig value for the hand grip it was (0.000), for the sit and reach variable it was (0.094), for the Harvard test the sig value was (0.000) for the speed test the sig value was (0.001). When comparing these values to 0.05 only one value (0.094) was  $> 0.05$  telling that means difference for Sit and reach was considered to be not statistically significant between the pre and post-tests while all the other values were  $< 0.000$  suggesting that means differences in the related variables are considered to be statistically significant such that the differences were in favor of the posttest as it reflected better means compared to the pretest.

The table also presents the enhancement percentages for the each of the mentioned variables. these were calculated by dividing the mean's difference on the pretest mean and expressing the answer in %. The results report that the **sit and reach** test had satisfied the greatest enhancement percentage (31.0 %). The table gives more details on the other enhancements' percentages. The following chart (1,2,3,4) represents the enhancements percentage being achieved.



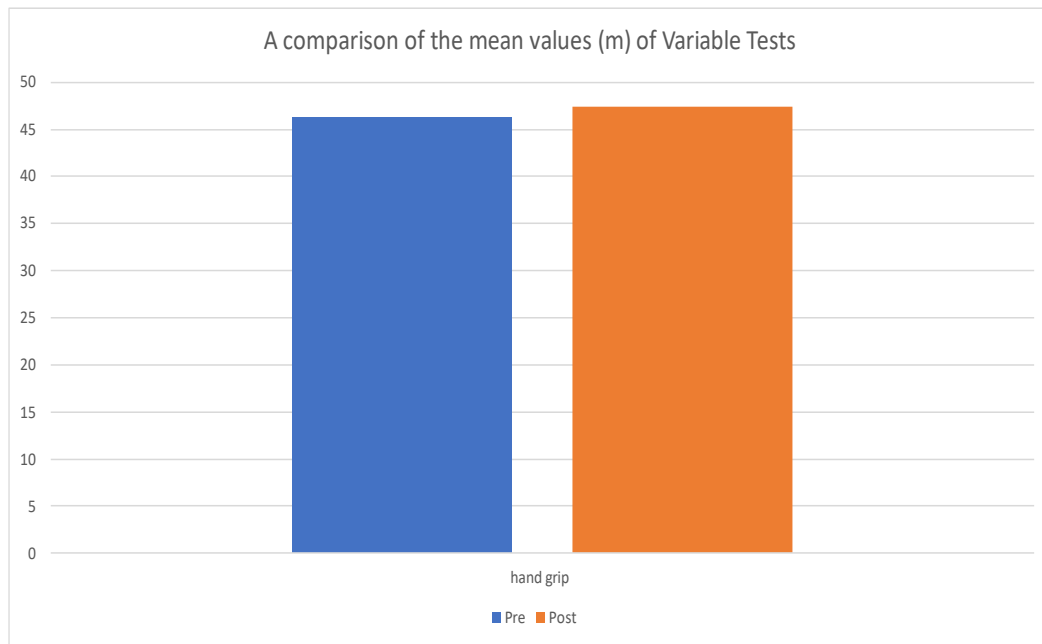


Figure.1. A Comparison Means of hand grip according to pre-test and post-test variable

Shows students results based on hand grip test, where the pre - test (46.23%) and the post test result (47.37%) its increase in the result ,it's give all student have a development in the performance

Figure.2. A Comparison Means of sit and reach according to pre-test and post-test variable

The mean value of the post-test in sit and reach test it's the best value of all components, and the mean value of the post-test in the sit and reach test is (5.24) better than the value of the pre-test (4.00).so we see an increase the strength of the student.

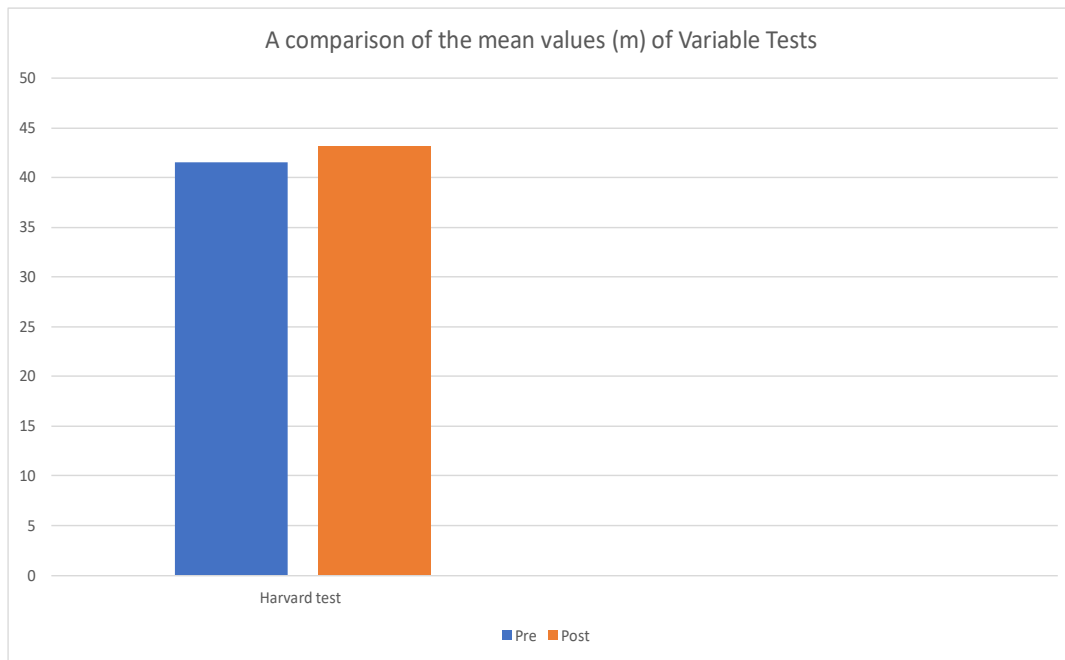


Figure.3. A Comparison Means of Harvard test according to pre-test and post-test variable

Shows students results based on Harvard test, where the post-test (43.18) and the pre-test result (41.59) its increase in the result, it's give all student have a development in the performance.

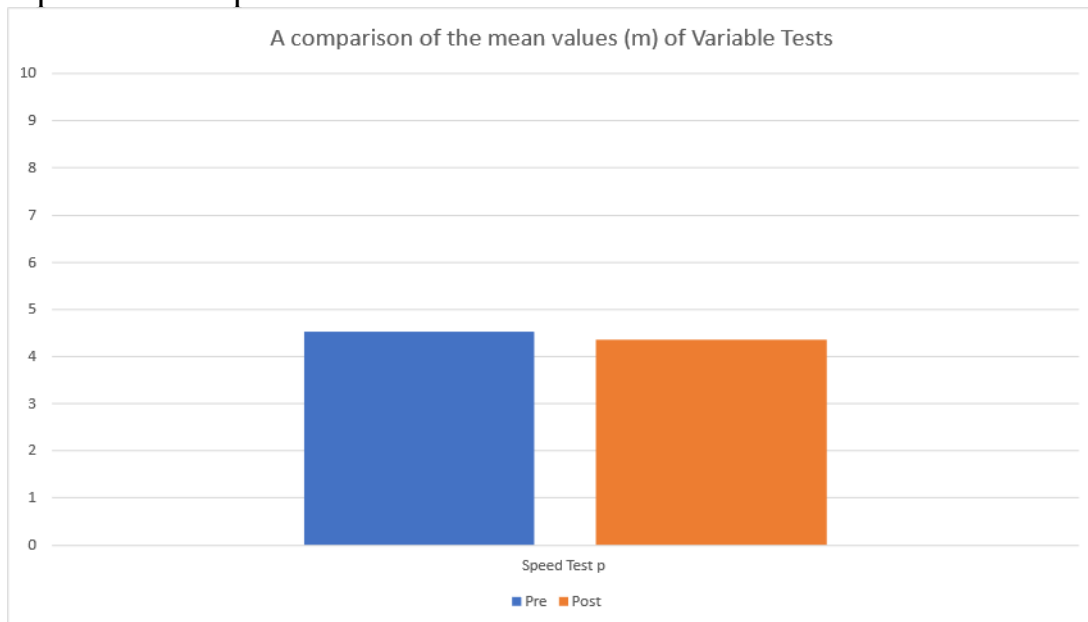


Figure.4. A Comparison Means of speed test according to pre-test and post-test variable

The mean value of the post-test in speed test in the sit and reach test the post-test is (4.36) decrease than the value of the pre-test (4.52).so we see an increase the speed of the student.

**H2:** It's assumed that the physical education lessons will achieve the required fitness for the students when compared with the standardized tests results.

Table .2. Descriptive statistics for the research tests in (post-test) for all student and compare the result with standard result for tests

Tests	Min value	Max value	mean	SD	Criteria (Standard result)	Result (Student result)
<b>Dynamometer grip test (kg)</b>	23.80	87.10	44.87	8.56	44 - 47	Below average
<b>Sit and reach test (cm)</b>	- 20.00	23.00	9.97	9.90	6 - 16	good
<b>Harvard test</b>	34.40	59.60	46.36	5.34	54 and below	poor
<b>Speed Test</b>	3.50	6.50	4.76	0.62	> 4.6	poor

Table .2. indicates the analysis of the results concerning question 2. The table reflects the mean values in the post-test result of students in addition to the min, max, and standard deviation values for all the tests and all of the students in this study.

Concerning the mean value of the **dynamometer hand grip test**; it was (44.87) kg; this value is considered to be below the average as it felled within the range (44 - 47) kg suggesting that the students did not make progress in this test.

For the **Sit and reach test** it appears that the students had recorded a mean value of (9.97) cm, according to the mentioned range (6 -16) cm this mean is described as “good” suggesting that the students made a “good” progress in this test during the whole studying year.

The **Harvard mean's value** was (46.36) according to the classification scale being used to describe the obtained figures; this result can be classified as “poor” informing that the students did not make a progress concerning this test.

In the **speed test**- the mean value was (4.76); this value was described as “poor” as it exceeds the upper test criterion being set to (4.76); consequently, it can be concluded that the students did (in general) did not make a progress in this test.

#### 4. Discussion

**H1.** It's assumed that students should have observable improvement in their fitness during their participation physical education lesson programs during the year.

As a result of the statistical analysis for the data presented in tables (1) and Figures (1,2,3,4) it was found that there are all developed elements for fitness which are speed and strength and muscular vascular endurance to Harvard test. Also, that knowing the best improvement was in the flexibility test. significant, and the

development between the pre and post-test for the all elements was developed a little. It did not exceed 10% in most cases.

Therefore, it can be said that there was an improvement in the level of the students who applied the PE lesson, however, it was a very slight development.

The researcher believes that it is natural to have differences between results of the pre and post-tests, in favor of the post-test as having improved the fitness of the students after applying the sports class for 9 months under the supervision of both schools' administration and the teachers or coaches.

And that the low rate of development in the level is due to the Covid19 pandemic during the study. Thus, the great impact on the nature of life and sports activities in particular and the cessation of the extra-curricular activities as a whole, there would have been a better development for students.

**H2.** It's assumed that the physical education lessons will achieve the required fitness for the students when compared with the standardized tests results

This hypothesis was answered through a statistical analysis of the data contained in Table 2, where the results of the students' tests were the sample of the study in the three PE lessons and the comparison of the results was the standard of the tests in these tests. It was found that the flexibility test was also at a good level compared to the standard tables for this test. As for the rest of the tests, the students could not reach the average level at least. The grip strength was less than average and the vascular muscular endurance of the Harvard test was also weak, in the test of speed was less than the minimum value in its standard result.

Accordingly, the study sample did not achieve the required results compared to the standard tables or the international results of these tests, except in two elements that exceeded the good level or reached a higher level than that.

The researcher believes that the reason behind the decline in the standard results of the tests that students are supposed to reach the average level at least is due to several reasons represented in the following:

According to the researcher's point of view, the main reason behind the decline is the Covid19 pandemic, which swept the world during the period which the study was carried out when there were restrictions made on schools throughout the academic year, which imposed impact locally and internationally, especially students were prevented to move freely. It costs activity canceling in most schools. Reducing physical activity and mixing in physical education classes affected all the results of students in the various curricula. The number of hours in which students play sports has decreased and the reason for this is the cancellation of many group sports in the curricula where there is a large mixing of people and satisfied only with individual games or exercise

Among the reasons, the researcher also considers that all the PE lesson applied in the UAE do not take into account the weather conditions; it is very hot most of the academic year. Thus, students are prevented from practicing sports activities

outside air-conditioned halls, and therefore many physical education classes have been canceled due to the excessive heat and fear.

The weak level of students in the pre-tests before applied the training program and therefore the students' athletic and physical background was weak in primary school. Hence, whatever improvement that occurs to students after applying the training program during their practice of the training program throughout the year, will not reach the required level and needs more time and an increase in the quality of training.

The researcher also suggests that the correct application of these PE lesson in schools by teachers or trainers is weak, and therefore it is difficult to develop and reach the required level of these programs. This is what was observed by answering the first question, where there was a slight development in the pre and post-tests. This confirms the validity of this hypothesis. The inappropriateness of these programs for the study sample. If the PE lessons is applied by the school or the teacher correctly, the researcher believes that this reason makes more sense and students will be able to reach the levels required in the tests and this thing can be observed by the researcher because of his work in schools for more than ten years.

### Conclusion:

The student's application and practice of the physical education class and the application of the sports program during the academic year led to a statistically significant improvement between post-test and pre-test tests and in favor of the post-tests. As for a comparison with the standard results of these tests, it was found that flexibility achieved the required results, while the rest of the tests were at a weak level for the students. Accordingly, the Curriculum of physical education applied in the UAE (the government curriculum) gives positive results for students when used correctly. Still, the level of development of abilities is not at the high level required compared to the results of international and standard tests.

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