

## عنوان البحث

**A Study on Articles Related to Physical Education Curriculum in the Scopus Database (2011-2014)**

دراسة حول المقالات المتعلقة بمنهج التربية البدنية في قاعدة بيانات سكوبس (2011-2014)

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## ملخص البحث:

هدفت الدراسة إلى تحليل المقالات المنشورة في قاعدة بيانات سكوبس بين عامي 2011 و 2014 المتعلقة بمنهج التربية البدنية. تم تحليل 9 مقالات باستخدام أدوات جمع البيانات الكمية، حيث تم تحديد المعايير مثل سنة النشر، المجال الموضوعي، نوع الوثيقة، عنوان المصدر، الانتماء، وبلد النشر. أظهرت النتائج أن أعلى عدد من المقالات تم نشره في عامي 2013 و 2014، وأن المجالات الأكثر تكرارًا كانت العلوم الاجتماعية والطب. كما تبين أن أغلب الوثائق كانت مقالات علمية، وأن البلدان الأكثر تمثيلًا هي أستراليا والمملكة المتحدة والولايات المتحدة. تؤكد الدراسة على أهمية التربية البدنية في تعزيز صحة الطلاب الجسدية والعقلية، ودورها في تنمية مهارات حياتية هامة.

المقدمة:

## ABSTRACT

Articles published in Scopus between 2011 and 2015 were screened in this research. The total research scope of the screening 150 articles was included in the study. Quantitative data collection tools were used most as a means of data collection. Through this research, will be determined some standards as publication year, sample group, research method, data collection tools, subject field, publication country.

## 1. INTRODUCTION

The curriculum is all the expertise to be educated in the education program and its propose is to achieve the overall objectives and specific goals related, which is due under the terms of theory, research or past and current professional practice. (Hass,1993). Approach is an attempt to present the basic principles and features educational proposal in this model, which was open to review critical and capable of translation efficiency in the performance calculations here, the focus is on the basic principles; this should avoid getting lost in the mass of detail is likely to overwhelm these issues. It is imperative that you have to afford and subjected to scrutiny from time to time. Curriculum must be able to translate content into practice is a prerequisite for this it should be seen as a test for any proposal relating to the journey of vocational education, profession. (Sheehan,1986). Curriculum design is a complex process but the methodology . it is developing a variety of models of curriculum design in order to make the complex understandable activity. And it can be controlled . it is important for you as a teacher to understand how the curriculum what you use in school and college. curriculum design, development and evaluation played a key role in teaching and learning in the classroom, teachers may be either a professional qualifications or education on the only qualification. However, it is important for all teachers to be familiar with the theory and the design and evaluation of the curriculum. This unit provides information for teachers about the fundamental factors and institutions working in the field of design and evaluation of school and university curricula elements. If you are aware of the factors that affect the design of the curriculum, you will be able to understand how the content that is taught and experiences that have been selected on the learner. You can also have some insight into the ways in which can be used to provide the content in this situation. (Ghaudhary & kalia, 2015).

Curriculum also means that help learners to acquire knowledge and skills, and values that are considered the most valuable in the community. "it is likely that the use of approach if they are required to do so or because they want the programs to ensure that everyone on the same page and working towards the same goal, and often required programs that receive federal funds or state to determine the curriculum model provides to criteria for the selection of a comprehensive approach model, but the program gives all the freedom to choose any one of them believing it appropriate for the population they serve. (twister 2004). Approach will help us in our understanding of what we have learned . not only does it provide a theory to work through the base, it also gives guidance for those planning sessions as much as you put the items in chronological order. When asked to give lectures and seminars to lead the process and the organization of courses, curriculum represents our starting point. (bunker & Thorpe, 1986) (cellar and almonds,1986)

### 1-1AIM

the purpose of this study is to identify the article talk about curriculum models in Scopus data base identify the number of publication by the year of study, sample group, research methods. Data collection tools, subject field, publication country.

### 2- METHOD

This research is a content analysis study. Its aimed to determine the article talk about curriculum modules. Scopus database has been selected and a year limit has been set between 2011-2015 for this research. Keyword "curriculum models" was written in the search engine during scanning process. All the articles which contains "curriculum models" as a keyword are included in this research.

## 2-1 CRITERIA

Content analysis criteria:

- Publication year.
- Publication country.
- Sample group.
- Research method.
- Data collection tools.
- Subject field.

## 2-2 DATA ANALYSIS

All of data was accumulated for each article in Microsoft excel program formed according to content analysis criteria to find out frequencies and percentages for each variables the articles.

## 3- FINDINGS

### 3-1 DISTRIBUTION OF ARTICLES ACCORDING TO THE YEAR

Table 1. Number of articles according to year

| Publication year | frequency | %  |
|------------------|-----------|----|
| 2011             | 30        | 20 |
| 2012             | 30        | 20 |
| 2013             | 30        | 20 |
| 2014             | 30        | 20 |
| 2015             | 30        | 20 |

According to the investigation on the search engines including the years between 2011 – 2015, the researcher was selected 30 articles for each year of a lot of articles so that the percentage was (20%) for each year.

## 3-2 DISTRIBUTION OF ARTICLES ACCORDING TO COUNTRY

Table 2. Number of article according to country

| Country                    | frequency | %   |
|----------------------------|-----------|-----|
| United states              | 78        | 52  |
| Australia                  | 10        | 6.6 |
| Canada                     | 8         | 5.3 |
| United kingdom             | 8         | 5.3 |
| Netherland                 | 6         | 4   |
| Germany                    | 6         | 4   |
| Taiwan                     | 4         | 2.6 |
| Turkey                     | 3         | 2   |
| Japan                      | 3         | 2   |
| India                      | 2         | 1.3 |
| Brazil                     | 2         | 1.3 |
| China                      | 2         | 1.3 |
| Italy + 17 other countries | 1         | 0.3 |

Among all countries in table 2, we find the united states has received the highest percentage which is (52%), while other countries (29 countries) was between (max 10) and (min 1) is the number of articles published.

## 3-3 DISTRIBUTION OF ARTICLES ACCORDING TO SAMPLE GROUP

Table 3. Number of articles according to sample group

| Sample group  | Frequency | %   |
|---------------|-----------|-----|
| Students      | 63        | 42  |
| Staff members | 11        | 7.3 |
| Parents       | 9         | 6   |
| Professionals | 8         | 5.3 |
| Trainers      | 8         | 5.3 |
| Teachers      | 6         | 4   |
| Leaders       | 6         | 4   |
| Doctors       | 6         | 4   |
| Families      | 6         | 4   |
| Nurses        | 6         | 4   |
| Individual    | 4         | 2.6 |
| Players       | 3         | 2   |
| Educators     | 3         | 2   |
| Worker        | 3         | 2   |
| Children      | 2         | 1.3 |
| Applicants    | 2         | 1.3 |
| Pharmacists   | 1         | 0.3 |
| Others        | 1         | 0.3 |
| Reviewers     | 1         | 0.3 |

Among all sample group in table 3, it is shown that the most of the research focused on students (f=63) whole other sample group was less than 11 frequencies.

### 3-4 DISTRIBUTION OF ARTICLES ACCORDING TO RESEARCH METHODS

**Table 4. Number of articles according to researching methods**

| Research methods   | Frequency | %    |
|--------------------|-----------|------|
| Case study         | 48        | 32   |
| Descriptive        | 40        | 26.6 |
| Experimental       | 38        | 25.3 |
| Survey study       | 9         | 6    |
| Comparative study  | 7         | 4.6  |
| Content analysis   | 4         | 2,6  |
| Analytical study   | 2         | 1.3  |
| Exploiter study    | 1         | 0.3  |
| Longitudinal study | 1         | 0.3  |

As it can be seen in table 4 the case study, descriptive and experimental were the highest percentage where the case study (f=48), descriptive (f=40), experimental (f=38) but other studies were among (9-1) frequencies.

### 3-5 DISTRIBUTION OF ARTICLES ACCORDING TO DATA COLLECTION TOOLS

**Table 5. Number of article according to data collection tools**

| Data collective tools         | frequency | %    |
|-------------------------------|-----------|------|
| Quantitative                  | 48        | 32   |
| Qualitative                   | 45        | 30   |
| Documentary review            | 38        | 25.3 |
| Tests                         | 18        | 12   |
| Quantitative +<br>qualitative | 1         | 0.3  |

In table 5. We noticed that the highest frequencies for data collection tools were quantitative, qualitative and documentary review they are at the same stage.

### 3-6 DISTRIBUTION OF ARTICLES ACCORDING TO SUBJECT FIELD

**Table 6. Number of articles according to subject field**

| Subject area | Frequency | % |
|--------------|-----------|---|
|--------------|-----------|---|



|                    |    |      |
|--------------------|----|------|
| Curriculum         | 40 | 26.6 |
| Medicine           | 22 | 14.6 |
| Nursing            | 22 | 14.6 |
| Health care        | 20 | 13.3 |
| Engineering        | 9  | 6    |
| Training           | 9  | 6    |
| Technology         | 7  | 4.6  |
| Management         | 5  | 3.3  |
| Social science     | 5  | 3.3  |
| Pharmacy           | 4  | 2.6  |
| Biological         | 4  | 2.6  |
| Physical education | 3  | 2    |

As it is seen in table 6. Most of the articles were curriculum (f=40) percentage (26%) as for the other subject fields were converged

#### 4- RESULTS AND DISSCUSION

According to the investigation on the engine including the year between 2011 – 2015, the researcher was selected 30 articles for each year under study because it was a lot of articles so that the percentage was (20%) for each year, there were many articles in various fields under study.

Among all countries, we found united states received the highest percentage which is (52%) while other countries (29 countries) between (max 10) and (min 1) frequencies articles published in various fields as for Australia, Canada, and the united kingdom at the same stage comes after the united states and other countries, other countries less than 6 articles in all years under study.

Among all sample group, it is clear that most of the research focused on students (f=63) while other sample group was less than 11 frequencies because students are the biggest community, preschool, primary school, high school, under graduate, and postgraduate it is normal to be the biggest type of sample group. It can be seen the case study, descriptive and experimental were the highest percentage where the case study (f=48), descriptive (f=40), experimental (f=38) but other studies were among (9-1) frequencies, because major relies on this method.

We noticed that the highest frequencies for data collection tools were quantitative, qualitative and documentary review they are at the same stage, descriptive and experimental research based on the collection of data on documentary review, quantitative and qualitative data.

As it is seen in table 6. Most of the articles were curriculum (f=40) percentage (26%) as for the other subject fields were converged because the search for content analysis focused on curriculum models.

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