



Objectives Of Physical Education And Sport Sciences And Their Development Across Different Historical Stages During The Period (1900–2025)

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Abstract

This research aimed to identify the development of the objectives of physical education and sport sciences across different historical stages during the period (1900–2025), and to analyze the educational, health, social, and scientific factors that contributed to the reformulation of these objectives. The research adopted the historical analytical method through the analysis of documents and international charters, educational standards, and relevant Arabic and foreign scientific studies. The results of the research showed that the objectives of physical education in the first half of the twentieth century focused on physical preparation, discipline, and readiness, influenced by the conditions of wars and political transformations. By the mid-twentieth century, the objectives shifted toward health-related fitness, and the role of measurement, evaluation, and sport sciences emerged in supporting the formulation of more precise and assessable objectives. In the period (2000–2025), physical education witnessed a qualitative transformation toward adopting the concept of quality physical education, inclusion, and the right to participation, and linking objectives to public health and lifelong physical activity, with the utilization of technology and scientific research in teaching and evaluation. The research concluded that the development of the objectives of physical education and sport sciences is a cumulative development that reflects societal and scientific transformations, and that the contemporary objective has become multidimensional, combining health, educational quality, equity in participation, and evidence-based assessment. The research recommended the necessity of developing physical education curricula in line with modern health guidelines, enhancing teacher preparation, and employing technology in an educationally equitable manner, in a way that contributes to improving

quality of life and building a more active and healthy society.

Keywords: Objectives of Physical Education, Sport Sciences, Historical Stages School.

Research Introduction

At the beginning of the twentieth century, physical education in many countries was associated with the idea of “national strength” and physical discipline, and its objectives were often built on patterns of school gymnastics and regimented drills. The two World Wars then reshaped these objectives toward physical preparation linked to military and health readiness. By the mid-twentieth century, physical education began to gradually shift toward a broader educational perspective focusing on the integrated development of the learner, before transformations accelerated in the late twentieth century and early twenty-first century under the influence of public health, physical activity research, the expansion of sport science disciplines, and then policies of “quality physical education,” the right to participation, and inclusion.

Physical education and sport sciences are considered vital educational fields whose development has been linked to the development of human societies, given their essential role in developing the individual physically, health-wise, psychologically, and socially. This field has witnessed fundamental transformations throughout the twentieth century and the early twenty-first century, as physical education is no longer limited to practicing physical activity or developing muscular strength, but has become an integrated educational and scientific field that contributes to building the learner’s personality and improving quality of life. (Al-Sayeh, Abdel Moneim, 2001: 32)

During the period extending from 1900 to 2025, the objectives of physical education and sport sciences were influenced by many historical, social, political, and health factors, such as the World Wars, scientific progress, increased interest in public health, and the spread of sedentary lifestyles. This was reflected in the transition of objectives from focusing on physical preparation, discipline, and readiness, to an interest in health-related fitness, and then to adopting more comprehensive concepts such as lifelong physical activity and the right to practice. (World Health, 2018: 102)

The rapid development of sport sciences, particularly in the fields of measurement and evaluation, exercise physiology, sport psychology, and sport technology, also contributed to reformulating the objectives of physical education on precise scientific foundations and making them more measurable and assessable. This led to the emergence of educational standards and clear performance indicators that helped transform physical education from a traditional activity into a planned educational program based on scientific evidence and keeping pace with the requirements of the era. (Al-Khouly, 1996: 27)

Accordingly, this research seeks to trace the development of the objectives of physical education and sport sciences across different historical stages during the period (1900–2025), and to analyze the factors influencing this development, while highlighting its reflections on the reality of contemporary physical education. The research hopes that its results will contribute to providing a scientific framework that helps in understanding modern objectives of physical education and supporting efforts to develop curricula and teacher preparation programs, in a way that achieves integration between the educational, health, and social dimensions.

Research Problem

The research problem lies in the existence of a gap between the “history of the development of the objectives of physical education and sport sciences” as a complex, interrelated trajectory, and what is often presented in introductory writings as a simple linear development. The period (1900–2025) witnessed qualitative transitions: from military and corrective objectives to health and educational objectives, and then to objectives based on “scientific evidence,” “public health policies,” and “international standards of quality and inclusion.” Therefore, the research seeks to analyze this transformation across specific historical stages, with an interpretation of the driving forces behind the change in objectives (wars, educational transformations, research, international policies, and technology).

Despite the abundance of writings addressing physical education and sport sciences, many of them present their development in a general descriptive manner without sufficient analysis of how objectives changed across specific historical stages, and without a clear linkage between this transformation and

influencing factors such as global health transformations, the expansion of the concept of quality in education, and the development of educational outcome standards. Hence, the research problem is defined by the need for a historical analysis that explains “why” and how the objectives of physical education moved from focusing on fitness and discipline to objectives centered on public health, inclusion, and assessable learning.

Significance of the Research

The significance of the research stems from its contribution to helping curriculum developers, physical education teachers, and researchers understand the roots of current objectives: why “public health,” “lifelong physical activity,” and “inclusion” have become central components, and how physical education moved from classes based on routine training to standardized programs focusing on competencies and educational outcomes. The importance of the research also lies in its explanation of the rise of sport sciences as a field of knowledge that provides physical education with evidence and methods of measurement and evaluation.

Research Objectives

The research aims to:

- Build an analytical historical presentation of the development of the objectives of physical education and sport sciences during the period (1900–2025).
- Interpret major transformations in objectives and link them to health and educational contexts.
- Highlight the impact of “regulation and standards” in making the objectives of physical education clearer and more measurable.
- Provide indicators that can be utilized in developing curricula and teacher preparation programs in line with the concept of quality physical education and the contemporary health approach.

Research Questions

The research is based on a main question: How did the objectives of physical education and sport sciences develop across different historical stages during the period (1900–2025)? From this, several sub-questions emerge:

- What are the distinguishing characteristics of the objectives of physical education in each historical stage within the studied period?
- What educational, health, and social factors contributed to reformulating these objectives?
- How did the shift toward standards and educational outcomes reflect on the objectives of physical education?
- How did sport sciences (as a scientific field) support the formulation of objectives that are more measurable and assessable?

Research Limits

- **Temporal limits:** The research is limited to the period (1900–2025) because it represents the era of the formation of modern physical education and its transition to standardized models closely linked to public health and physical activity research.
- **Thematic limits:** The research focuses on “objectives” as an analytical محور, whether the objectives of physical education in formal education or the objectives of sport sciences as a supporting field, while highlighting the impact of international standards, charters, and guidelines in redefining those objectives.

Research Methodology

The research is based on the historical analytical method, which relies on tracing documents, reports, standards, and scientific writings, then analyzing the “shift in objectives” and its relationship to the social, health, and educational context. The time period is divided into sub-stages (1900–1950, 1950–2000, 2000–2025), after which the dominant characteristics of objectives in each stage are identified, and the driving forces (policies, major events, scientific development, international charters) are discussed.

Tools and Procedures for Data Collection (Research Sources)

The research relies on content analysis of core reference sources that include:

- Documents and guidelines of international organizations that frame the objectives of physical education and physical activity (UNESCO, World Health Organization).

- Professional/educational standards documents that define learning outcomes and objectives of physical education in the school context, such as SHAPE America standards, in addition to scientific review/synthesis articles on globally adopted physical activity guidelines, as an indicator of the shift toward “evidence-based policies.”

Temporal Division of Stages within the Research (Operational Periodization)

To achieve systematic historical analysis, the period (1900–2025) is divided into three analytical stages:

- (1900–1950): A stage dominated by an emphasis on physical discipline, school health, and the beginnings of movement adaptation/therapy.
- (1950–2000): A stage marked by expanded interest in health-related fitness and the emergence of standards-based approaches and educational outcomes.
- (2000–2025): A stage of “quality physical education,” inclusion, digital transformation, and the consolidation of global physical activity guidelines. This method of division is based on the logic of global policy development that reached its peak in explicit reference documents (UNESCO/World Health Organization) concerning quality and physical activity.

First: Development of the Objectives of Physical Education and Sport Sciences During the Period (1900–1950)

The period (1900–1950) represents a foundational stage in the modern history of physical education, as it witnessed the transition of physical education from forms of exercises and school gymnastics of a “regimental” nature to objectives more closely related to building citizenship, discipline, and public health. This stage was also characterized by the influence of the World Wars on educational and social policies, which was reflected in the nature of physical education objectives, oscillating between military/disciplinary objectives, health/preventive objectives, and therapeutic/corrective objectives in some systems. (Kennard, 1977: 36)

The objectives of physical education in the first half of the twentieth century were linked to a turbulent international context: the First World War, the interwar period, and then the Second World War. In such contexts, the importance of the “disciplined body” and “readiness-related fitness” increases, transforming physical education into an educational/social tool serving discipline and collective values, in addition to being a tool for improving public health in schools. (East, 2017: 36)

At the beginning of the twentieth century, “gymnastics” in many educational environments was the dominant form of what was called physical education. Objectives stemmed from concepts of posture, movement discipline, and the development of basic physical abilities through organized and progressive exercises. Historical literature notes that modern physical education inherited many European gymnastics systems (especially Swedish and German), including their emphasis on order, repetition, and discipline, before the concept later expanded to include sports, games, and health education. (Al-Khouly, 2008: 58)

During this stage, physical education moved toward playing a dual role: an educational role within the school (physical and motor development), and a social role related to discipline, behavior, and public identity. Arabic university lectures on the history and philosophy of physical education show that understanding the objectives of physical education historically is always linked to prevailing cultural and political conditions, which explains differences in priorities from one country to another while maintaining shared general characteristics.

The First World War led to strengthening the link between physical education, training, and discipline, as explicit educational writings emerged discussing the relationship between physical education and military training within schools, emphasizing that movement discipline, fitness, and endurance serve the “preparation of the citizen” in times of crisis. Accordingly, the objective became not merely a school activity, but part of building general readiness and discipline, which was reflected in content (organized exercises, formations, commands, endurance).

Alongside the military tendency, objectives of “school health” also rose as a central justification for physical education. With the

expansion of public education and changes in lifestyle patterns, the school became a space for reinforcing healthy habits and prevention. This perspective is supported by later developments in public health literature, which view school physical education as an ideal site for promoting health-oriented physical activity. (Sallis, 1991: 58)

The interwar period (1919–1939) witnessed a gradual expansion in the inclusion of games and sports within physical education content in some systems, alongside the continued presence of gymnastics and organized exercises. The perspective of the “history of movement activities” indicates that programs for preparing physical education teachers in the first half of the twentieth century included various forms of movement, and that the “dominance of gymnastics” began to gradually decline with the emergence of new forms of training and fitness as the mid-century approached. (The Sport Journal, 2014: 13)

The Second World War (1939–1945) reasserted the priority of endurance and discipline as central objectives of physical education, whether in schools or institutions related to national preparation. Literature related to the philosophy of physical education during wartime shows that the objective shifted toward “capable preparation,” physically and mentally, to serve society under difficult conditions, which reinforced the presence of organized exercises, physical measurements, and behavioral discipline within physical education objectives. (East, 2017: 28)

Although standardized tools developed more extensively in the second half of the twentieth century, the first half witnessed early indications of linking physical education to the idea of “standardization” and measuring fitness and physical abilities, whether to serve health or readiness objectives. This tendency paved the way for a later stage in which the educational/health objective in physical education became more amenable to formulation in measurable outcomes. (Hassanein, 2001: 69)

The emergence of adapted physical education is considered one of the most prominent features of this stage, as it developed from “medical/corrective gymnastics” and benefited from the influence of gymnastics systems (especially Swedish) in its early beginnings. This is understood as an

expansion of physical education objectives to include serving groups that require adaptation of activity according to their abilities or health conditions, which would later be consolidated within principles of inclusion and equality in participation. (UNESCO, 2015: 36)

Arabic memoirs and lectures on the history of physical education show that the inclusion of physical education in formal education often came as part of general education, and that its objectives in contemporary Arab environments were influenced by global developments (discipline/health/education), with differences in timing of adoption and intensity of influence. This perspective helps explain the diversity of Arab experiences in the first half of the twentieth century, where factors of colonialism, modernization, and nation-building intersected in defining the educational objective of physical education. (Lectures of the University of Sétif)

The “objective yield” of physical education at the end of this stage can be summarized in four major axes:

- Disciplinary/regimental objectives (linked to gymnastics and organized exercise).
- Readiness/endurance objectives (intensified during wartime).
- Health/preventive objectives (linked to school health).
- Therapeutic/corrective objectives (paving the way for adapted physical education).

Around 1950 is considered a turning point, as many educational systems began after the Second World War to rebuild curricula on more organized foundations. With the growth of universities and scientific research, sport sciences expanded and diversified, contributing to shifting the objectives of physical education from “discipline and exercise” to objectives of “learning, skill, and public health” in a more standards-based manner. This idea appears clearly in later international documents that emphasized quality, inclusion, outcomes, and assessment, even though they were officially issued decades later; they nonetheless express a historical trajectory that began to take shape after the mid-century.

From the foregoing, it becomes clear that the objectives of physical education and sport sciences in the period (1900–1950) were not fixed, but rather interacted with wars, educational transformations, and the development of

health concepts. This produced a mixture of disciplinary, health, readiness, and therapeutic objectives, which explains why the second half of the twentieth century came to establish a new stage in which standards, scientific research, and public health assumed increasing importance.

Second: Development of the Objectives of Physical Education and Sport Sciences During the Period (1950–2000)

The period (1950–2000) represents the greatest transformation stage in the history of physical education and sport sciences, as objectives moved from a predominant focus on “discipline and general exercises” to objectives more closely related to health-related fitness (Health-Related Fitness), and then to standards-based educational objectives formulated as assessable learning outcomes. The role of “sport sciences” (exercise physiology, biomechanics, measurement and evaluation, sport psychology, etc.) also expanded in building programs, justifying them scientifically, and improving methods for measuring their impact on the learner’s health, behavior, and lifestyle pattern. (Corbin, 2020: 19)

After the Second World War, many countries moved toward rebuilding education and public health systems, and social concerns emerged about declining fitness levels among youth due to urbanization, mechanization, and lifestyle change. In this context, physical education acquired a dual function:

- Supporting health and fitness related to functional capacity.
- Contributing to preparing a citizen who is productive in health and social terms.

This transformation paved the way for the growth of testing and measurement programs, and then the expansion of research linking physical activity to public health in subsequent decades. (Aziz, 2015: 37)

Media and institutional attention to the results of minimum muscular fitness tests (such as the Kraus–Weber tests in the 1950s) is considered an early example of the shift of fitness from a school matter to a “societal issue,” as test results were used to interpret the effect of lack of physical activity and to draw attention to the need to adopt more effective school programs to raise basic fitness. Despite differences in the literature regarding precise historical

details between countries, the essence of the stage lies in introducing the “test” as a means to support the educational/health objective with numbers, in preparation for a broader stage of measurement and evaluation. (Jadou, 2016: 58)

Beginning in the 1970s and around that time, a trend began to form within physical education that distinguished between fitness for purposes of sport performance and fitness for purposes of public health (cardiorespiratory fitness, body composition, muscular strength/endurance, flexibility). This shift contributed to reformulating objectives from merely “improving physical ability” to specific health objectives related to prevention and reducing risk factors, which was reflected in curriculum content: more health education, and guiding students to understand their relationship with physical activity and manage it over the course of life. (Corbin, 2020: 41)

By the late 1970s, the conceptual physical education trend emerged, making its primary objective to provide the student with the knowledge and skills necessary to manage their physical activity and health in the long term, not only to perform exercises during the lesson. The literature affirms that this trend often began in the form of “health-related fitness,” then expanded to include broader topics (health knowledge, decision-making, active behavior), reflecting a shift in the essence of the objective: from training within the lesson to shaping healthy behavior outside it.

In the 1990s, the public health perspective became increasingly present in physical education literature, and the school began to be presented as a “platform” for raising physical activity at the population level due to the broad base of school enrollment. According to this perspective, the objective was no longer merely developing fitness components, but “preparing the child for an active life” through skills, knowledge, motivation, and a supportive school environment, and this approach later became a classic reference in linking physical education and health policies. (Claude, 2001: 63)

The expanded interest in health-related fitness led to the development of measurement and evaluation tools, whether youth fitness test batteries or more precise indicators for selecting appropriate tests according to age and objective. This shift is academically important because formulating the objective became linked to the possibility of measuring it (such as

cardiorespiratory endurance, muscular strength, body composition), which later helped link physical education to quality indicators and performance reports. (Hassanein, 2001: 78)

From the 1950s until the end of the twentieth century, sport sciences expanded to become a multidisciplinary academic field: exercise physiology, sports medicine, biomechanics, sport training, sport psychology. This was reflected in physical education in two points:

- Strengthening the “scientific justification” for lesson content (why do we teach this, and what is its health/developmental impact?).
- Introducing more specialized methods in training, evaluation, and injury prevention.

Thus, objectives shifted from general statements to more specific objectives linked to scientific concepts.

In the mid-1990s, physical education in some systems (especially the American) moved toward building its objectives within “national standards” that define what the learner should know and be able to do. The issuance of the national standards for physical education (NASPE 1995) represents a pivotal step because it moved the objective from general formulations to standards-based learning outcomes that include motor, cognitive, and behavioral aspects, and emphasize competencies related to an active life. This shift later supported the idea of “quality physical education” as a program that is accountable and assessable. (NASPE, 1995: 55)

The shift did not stop at standards of student learning, but extended to standards for preparing the physical education teacher, as teacher preparation programs became required to master areas such as lesson planning, classroom management, learning assessment, dealing with diversity, and professional self-evaluation. Teacher preparation standards here are not merely an administrative procedure, but directly affect the objectives of physical education within the school, for the more competent the teacher becomes in measurement, planning, and evaluation, the more possible it is to transform objectives into practices that are implementable and verifiable. (Young, 1997: 17)

In the 1990s, there was growing interest in instructional models that give the student a sport experience closer to reality and richer educationally than fragmented drills; among these is the Sport Education model, which seeks to form a student who is “competent, sport-literate, and enthusiastic” through units managed as sport seasons and built on roles, cooperation, and values. The spread of these models reflects a shift in objectives from fitness alone to social, value-based, and cognitive objectives within physical education. (Siedentop, 1994: 33)

In modern Arabic writings on physical education, it is evident that the concept of “modern physical education” during the second half of the twentieth century was linked to expanding objectives from merely physical development to health, educational, and social objectives, with emphasis on scientific planning of programs and evaluation. Arabic references in the foundations of physical education also emphasize that the growth of scientific knowledge in training and measurement was reflected in curriculum development and the teacher’s role, which aligns with global transformations in the same period even if speeds and contexts differed. (Al-Khouly, 2008: 63)

The development of the objectives of physical education and sport sciences in this stage (1950–2000) can be summarized in:

- Consolidating health-related fitness as a central objective.
- The emergence of conceptual physical education that emphasizes “lifelong activity.”
- The expansion of the role of measurement and evaluation in defining objectives and verifying them.
- The growth of sport sciences as a scientific resource that regulates content and improves its tools.
- The beginning of “standardizing” physical education through national standards for learning outcomes and teacher preparation in the 1990s. This summary paves the way for the next stage (2000–2025), which will witness the consolidation of the concept of quality, inclusion, technology, and international charters more clearly.

Third: Development of the Objectives of Physical Education and Sport Sciences During the Period (2000–2025)

The period (2000–2025) represents a stage of “repositioning” for physical education and sport sciences within two interrelated systems: the system of quality, rights, and inclusion in education, and the system of public health in confronting physical inactivity and non-communicable diseases. In this stage, the objectives of physical education began to be formulated in a more standards-based manner at the policy level (quality, inclusion, safe provision) and at the health level (recommended physical activity and reducing sedentary behavior), with increasing use of technology in measurement, learning, and evaluation.

The concept of quality physical education (Quality Physical Education) emerged as a framework linking the objectives of physical education to curriculum quality, the learner’s right to safe movement learning, teacher competence, content suitability, and the presence of supportive environments and facilities. UNESCO guidelines contributed to transforming the objective from an “activity lesson” into a “planned educational program” based on equity of access, quality of learning, and the capacity for evaluation and continuous improvement. (UNESCO, 2015: 47)

Modern reference documents emphasize that practicing physical education, physical activity, and sport is a fundamental right for all without discrimination, and that programs should be designed to encourage lifelong participation, ensure sustainability, and adopt research and evaluation as part of development. This rights-based perspective expanded the objective from “improving fitness” to “enabling participation,” providing equitable and safe opportunities, and linking physical education to the values of citizenship and equity.

In light of quality and rights, the objective of physical education became more closely linked to inclusion through designing learning that suits differences among learners (physical differences, abilities, needs), and avoiding exclusion based on gender, disability, or social status. This is reflected in a shift in assessment objectives from testing “highest performance” to evaluating individual growth, participation, movement learning, and building motivation,

ensuring that physical education does not reproduce inequality within the school. (Aziz, 2015: 58)

During this stage, the influence of public health on the objectives of physical education intensified, especially with the global spread of physical inactivity and sedentary behavior, which led to physical education being presented as one of the approaches to building an “active lifestyle” not confined to lesson time. This appears in directing programs toward developing competencies that enable the individual to be active outside school, providing knowledge about the benefits of activity and the harms of excessive sitting, and linking that to prevention and quality of life. (Bull, 2020: 89)

The World Health Organization guidelines for (2020) came to frame physical activity objectives across age stages (children/adolescents/adults/older adults), with emphasis also on reducing sedentary behavior. This contributed to turning physical education objectives into objectives that can be translated practically within the school (promoting moderate/vigorous-intensity activity, including muscular strength activities according to age, and reducing prolonged sitting), while supporting them with research evidence published in medical and sport literature. (World Health Organization, 2020: 62)

The World Health Organization global action plan GAPP (2018: 2030) highlighted that increasing physical activity is not the responsibility of the school alone, but requires a “societal” approach that includes the urban environment, active transport, safe spaces, and multi-sector policies. As a result, the objective of physical education expanded to include enabling the learner to benefit from the environment (walking/cycling/facilities), promoting daily movement culture, and linking school with the community through initiatives and programs extending beyond lesson time. (World Health Organization, 2018: 32)

In this stage, field objectives moved toward making research and evaluation part of the development structure; that is, the success of physical education programs is not measured only by implementation, but by their ability to demonstrate impact through data, assessments, and continuous improvement. Rights/quality documents emphasized that developing physical education programs should be based on evidence and evaluation, which enhanced the

role of sport sciences (measurement, tests, analysis) in serving the formulation of more precise and verifiable objectives. (UNESCO, 2015: 53)

From (2000 to 2025), technology emerged as a factor that changes the objectives of physical education and sport sciences, as wearable devices (heart rate, step counter, acceleration) and digital platforms helped make the objective more “personalized” through tracking effort, providing feedback, and adapting activities according to the student’s level. Conversely, one of the objectives of physical education also became consolidating “healthy digital awareness” (how to use data to understand my activity without misusing measurement or turning the lesson into a constant test). (Ha, T., et al., 2025: 17)

Modern literature shows that integrating wearable devices in physical education may increase engagement and improve applied understanding of intensity and endurance concepts, but it faces challenges such as equipment costs, data privacy, unequal access, and the teacher’s ability to integrate data into meaningful teaching rather than using it superficially. Accordingly, the objectives of physical education also came to include building the “teacher’s competencies” in employing technology educationally, regulating it ethically, and linking it to content and standards. The COVID-19 pandemic (2020–2021) imposed a rapid shift toward distance education/teaching, which expanded the objective of physical education to include ensuring access to physical activity at home, focusing on digital equity, and designing learning that maintains student safety and compensates for the absence of school spaces. Studies also showed that digital physical education requires educational design that is aware of the constraints of the home and environment, and that ensures participation and equity, which consolidated after the pandemic the objective of “flexibility” in providing physical education within diverse learning modes. (Li, C., et al., 2021: 15). (Almusawi, 2021: 64)

In the Arab context, studies during the COVID-19 pandemic highlight difficulties of e-learning for physical education teachers, such as limited home spaces, lack of tools, and challenges of assessing motor performance remotely. These results show that the objectives of physical education in the contemporary stage must include alternative implementation plans, assessment mechanisms suitable for different environments, and training

teachers to design applicable activities that consider equity among students. (Rabab'ah, 2021: 22)

The development of the objectives of physical education and sport sciences in this stage can be summarized in:

- Consolidating the concept of “quality physical education” as a program based on quality, inclusion, and rights.
- Expanding the objective to include public health, reducing sitting, and managing an active lifestyle pattern.
- Integrating research and evaluation as a condition for development.
- The rise of technology and data in teaching, training, and evaluation.
- The emergence of “flexibility” in delivering physical education as a result of the distance learning experience during the pandemic.

Conclusions and Recommendations (1900–2025)

- The research showed that the general trajectory of objectives gradually shifted from a focus on physical readiness and discipline (most evident in the first half of the twentieth century) to a focus on public health and lifelong physical activity during the second half of the twentieth century. This trend became more firmly established after 2000 with the issuance of international frameworks linking physical education to public health policies and the reduction of sedentary behavior.
- The results indicated that contemporary objectives are no longer limited to “improving fitness,” but now include requirements of quality, inclusion, and the right to participation. That is, the objective has become composite: safe and purposeful movement learning + equitable participation without discrimination + school infrastructure, qualified teachers, and an appropriate environment. This transformation explains the centrality of the concept of Quality Physical Education (QPE) in recent UNESCO documents.
- The research concluded that the period (1950–2000) and beyond witnessed an expansion in formulating physical education objectives as assessable learning outcomes (motor skills, knowledge, behaviors, competencies), and standards documents emerged as a tool for defining “what the learner should know and be able to do.” This led to the

reshaping of planning, teaching, and assessment within physical education lessons.

- The results confirmed that the growth of sport sciences (measurement, physiology, training, health) was a key factor in making physical education objectives more precise, measurable, and evidence-based. Objectives moved from general statements to objectives linked to activity intensity, components of health-related fitness, building active behavior, and reducing prolonged sitting.
- The research showed that the integration of technology (wearable devices, learning platforms, effort tracking) led to the emergence of new objectives within physical education: data-based feedback, personalized learning, and enhanced motivation. In parallel, ethical and educational challenges such as privacy and unequal access emerged, making the “appropriate use of technology” part of the objective rather than merely a means.
- The research concluded that the development of the objectives of physical education and sport sciences between (1900–2025) is a cumulative development governed by historical and epistemic conditions, and that the contemporary objective has become multidimensional: “public health + educational quality + inclusion + evidence-based assessment + responsible use of technology.” The conclusions also emphasize that the success of modern physical education is linked to the extent to which these principles are translated into implementable practices within the school.

Recommendations

In light of the research results, the researcher recommends the following:

- Developing physical education curricula in line with recent transformations in the objectives of the field, with a focus on health-related fitness and lifelong physical activity, rather than limiting them to the development of traditional physical capacities.
- Adopting the concept of Quality Physical Education (QPE) in educational institutions, ensuring content quality, teacher competence, the provision of a safe and appropriate learning environment, and the achievement of equity in participation opportunities for all learners.
- Aligning physical education objectives with global health guidelines, especially the World Health Organization’s recommendations related to

physical activity and reducing sedentary behavior across different age groups.

- Strengthening the role of sport sciences in formulating physical education objectives by employing the results of scientific research in the fields of measurement and evaluation, exercise physiology, sport psychology, and sport training.
- Developing assessment methods in physical education to focus on measuring learning, individual growth, and active behavior, not only skill performance or physical superiority, while taking individual differences among learners into account.
- Giving attention to the continuous professional preparation of physical education teachers and equipping them with the skills necessary for outcomes-based planning, inclusive classroom management, and the effective educational use of modern technologies.
- Employing modern technology in physical education and sport sciences in a responsible manner that contributes to improving learning, motivation, and health monitoring, while observing ethical use and protecting learners' privacy.
- Promoting the principle of inclusion in physical education programs by designing learning activities that consider individual differences and varying abilities, and provide opportunities for effective participation for all learners without discrimination.
- Supporting integration between school and community in spreading a culture of physical activity by linking physical education programs with community activities and health initiatives, thereby enhancing physical activity practice beyond the school context.

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