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ABSTRACT

The purpose of this study was to compare the physical education curriculum of Iranian high schools with some selected countries. The study adopted comparative research design, one of the qualitative methods. The countries of comparison were Japan, USA, Germany and Australia, which were selected via purposive sampling method. The data were collected from libraries, dissertations, databases, educational sites, books and publications. In the data analysis process, upon describing, interpreting and classifying the information, the curriculums were compared and contrasted. The results showed that the most important goals of physical education course included promoting health, growth and development of motor skills, creating an active lifestyle. The most important contents of the physical education course were individual and social skills training, knowledge topics and sports training. Also, physical fitness tests, sports skills tests, written and oral tests and research projects were the most common evaluation methods. The sports equipment of the selected countries was standard and differed from that of Iran in terms of the number and the quality.

Keywords: Comparative study, curriculum, physical education, high school

INTRODUCTION

Sport and physical education as an integral part of human life and as an effective social phenomenon has been accepted by the majority of society. In addition to the development of physical, mental, and emotional strength of the individual, it has also been considered as an important principle in promoting public health (Qi & Ha, 2012). The topic of physical education is an essential part of formal school and education programs, which through games, activities, and planned physical movements cause the growth and development of the individual and strengthen and improve motor skills and cognitive abilities; Therefore, the attitudes and views of stakeholders in this field, such as teachers and especially students, is an important factor in the development and progress of this field (Klein & Vogt, 2019, Ryan, 2020).

Physical education in schools is considered as a practical part of education and by doing so, the individual provides the means to train his whole being such as soul, body, and intellect; Therefore, the overall goal of physical education is to improve and strengthen social skills as well as mental, intellectual, emotional and physical strength; Therefore, it can be stated that; The issue of physical education in schools as a suitable and practical tool to achieve the ideals and goals of education has been seriously considered by the authorities (Belansky, Cutforth, Kern & Scarbro, 2016; Bailey, 2006).

Physical education in schools, in its first step, can bring happiness, vitality, and health to children and students in the school environment and even society (Hollis et al., 2016). According to many countries in the world, in Iran, the issue of sports and physical education in schools has long been raised. It is also stated that; Physical education in schools has been very effective for the general health of students, it is known as one of the pillars of the child's growth and development and a supplement to efficient education for creating elite students. However, considering the many problems and shortcomings and making many and continuous changes in the

educational content of this course, creating a well-written and experienced program seems to be essential and necessary (Nastaran Borujeni, Nastaran Borujeni, and Henry, 2016).

Providing physical education in high school plays an important role in the growth and health of adolescents and participating in this course will help to develop, strengthen and nurture physical, mental, and motor skills in adolescent students and even in the first article of the UNESCO Charter, this lesson is mentioned as a basic right for students (Frömel, Svozil, Chmelfk, Jakubec & Groffik 2016). On the other hand, researchers have concluded during their research that; having regular physical activity during adolescence can increase students' learning power and memory, and improve relationships in the learning environment. Enhances problem-solving ability and improves concentration when learning curriculum (Smith, Lounsbury & McKenzie, 2014); Therefore, it is possible to understand the necessity of providing physical education lessons during adolescence.

On the other hand, it should be noted that; Establishing efficient and modern educational systems in providing physical education courses in secondary schools requires new methods and new and effective ideas, which is achieved through interaction with successful countries in this field. It has been found that the most important source of information available to society is the education system. Comparison of educational systems provided in the education sector can fundamentally affect the community and provide the basis for optimal education (Hergüner, Önal, Berisha & Yaman, 2016). Recognizing and analyzing educational systems from different aspects can be helpful to managers of institutions, educational planners and educators, and teachers in resolving educational issues, and expand their horizons and attitudes towards the strengths and weaknesses of educational systems (Aghazadeh, 2014). One rational and effective strategy and method for using the successful experiences of others, which has recently been considered by researchers in various fields, is to use the comparative study approach. Recently, world experience has shown that; Wise societies, to get rid of underdeveloped orbits, use comparative studies to model successful countries in various fields (Hayhoe, Manion & Mundy 2017).

In the comparative study method, by collecting and coordinating information and written programs from other successful countries, with facilities and equipment, as well as financial conditions and local-indigenous considerations of their community, quality and efficient programs can be used to be as effective as possible and took steps to make the best use of available financial and human resources (Sobri, Hanum, Zulnadi & Ahmad, 2017). The main goal in the comparative study approach;

Discovering, identifying, analyzing, and comparing the differences and similarities of educational issues within an educational system or between education systems of different countries of the world according to different political factors, Educational, religious, economic, and cultural effective in their formation and emergence as well as the introduction of educational innovations, realistic assessment and avoidance of cultural narcissism, understanding of global issues of education and upbringing and as well as expressing the main necessities of education. (Rapplie, 2020; Gümüş, Gençoğlu and Şahin, 2020).).

Mehrpour, Honari, and Kargar (2020) conducted a study to investigate the comparative study of physical education teacher training in Iran and several selected countries and concluded that; There are many restrictions on entering the preparation courses for newly hired teachers in the country, and their administration is mainly centralized. While in countries such as the United States, Japan, the United Kingdom, and Malaysia, this process has acceptable diversity and flexibility and their management is decentralized or semi-centralized. Malihi, Ali Asgari, Aghaei, and Javadipour (2018) showed during a study that; selected countries, the United States, China, Canada, Australia, and the United Kingdom, developed a comprehensive curriculum for preschool physical education and explained the elements of the curriculum well in their physical education curriculum. In contrast, Iran did not have a comprehensive physical education curriculum for preschool. Forest, Lenzen & Öhman (2018) in a study aimed at comparative comparison of traditional training methods for gymnastics and fitness courses in France, Switzerland, and Sweden showed that; The traditional physical education curriculum is of paramount importance in France and Switzerland, and the Swedish curriculum teaches the basic principles of physical education health education. Mihaela & Iulian (2015) in a study entitled "Differences and similarities in the curriculum and evaluation in physical education in Eastern European countries analyzed the activities of the physical education program in Southeast Europe." the results showed that; Physical education activities vary from country to country. In compulsory activities in different countries, there is a difference in the method of implementation and the optional activities are chosen by the schools.

Despite the emphasis on the need for physical education for general education, although the provision of physical health and attention to personal health are included in the biological goals of education, and the development of physical and mental health and the establishment of healthy habits are considered in the goals of education; But a look at the history of physical education in education shows that while in 1306, physical education was officially and compulsorily added to the curriculum of all levels of education. However, due to the lack of forecast of financial resources and facilities and expert manpower, it was not implemented in practice. Also, by examining the existing backgrounds in the field of comparative studies, it can be said that; No specific study was found comparing the physical education curriculum in terms of objectives, content, assessment methods, as well as equipment and facilities in Iran's high school with selected countries in the world; Therefore, the main purpose of this study is to investigate the comparative study of high school physical

education curriculum in terms of objectives, content, assessment methods and equipment and facilities in Iran with selected countries of the United States, Germany, Australia, and Japan. There are also differences in the goals of physical education in different countries, which is due to the social and economic development of each country and the existing infrastructure in schools.

METHODOLOGY

In the study, one of the qualitative methods; the comparative research design, was adopted. In a comparative study, phenomena are analyzed and put together in order to find out the similarities and differences (Mokhtarianpour, 2016). In comparative studies it is particularly important to be clear about the levels and units of analysis (Lor, 2020). Modeling in this method has four stages of description, interpretation, proximity, and comparison.

The curriculums studied in this study covered high school physical education curriculums in different countries from all continents (except for Africa). Relatively successful countries in education were studied by purposive sampling method from 4 continents. From Asia, in addition to Iran, a Japanese high school physical education curriculum was selected, from the Americas; the United States was elected, from Europe, Germany, and Oceania, Australia.

DATA COLLECTION

The countries studied in this study in the comparative section included: The United States, Germany, Australia, and Japan. The basis for selecting these countries for the study was the UNICEF ranking of the world's top educational systems which in this category; Japan was in second place, Germany in twelfth place, the United States in fourteenth place, Australia in fifteenth place, and Iran in 51st place out of 76 countries. The systems of the countries studied in this study are in a good position in the classification. Another basis for selecting these countries is to study the zarmlayfe site ranking, which publishes statistics from the top twenty countries in terms of quality of life each year. The top ten countries are Switzerland, Canada, Germany, the United Kingdom, Japan, Sweden, Australia, the United States, France, and Finland. In this ranking, Iran rank is 77th. Most of the countries studied in this study are in a good position in terms of quality of life. The method of data collection was through library review, Dissertations, databases, education sites of the countries under study and quarterly and annual reports of some international sites such as UNESCO, Simgour and the World Bank, Books and magazines, publications, and related quarterly in domestic and foreign educational seminars and using the information of libraries of Shahid Rajaei University, Allameh Tabatabaei University, Iran Scientific Information Center (Irandak), Office of Compilation and Curriculum Planning of the Ministry of Education, the website of the Research Institute of Physical Education of the Ministry of Science, Research and Information Technology. The variables studied in this research include 4 of the nine variables of Klein curriculum, including educational objectives, general content, assessment methods, as well as equipment and facilities. These indicators have an impact on research variables and explain the role of physical education in terms of quality and quantity in line with educational goals.

DATA ANALYSIS TOOLS

Due to the nature of the research, the method of describing and comparing the collected information was used. In this way, after describing the characteristics of the educational system of the studied countries, while comparing them with each other, the differences and similarities of the educational system are expressed. In this research, after describing, interpreting, and classifying the collected information, the researcher compares them with each other and identifies the similarities and differences between them.

FINDINGS

Objectives of the secondary education physical education curriculum

In the high school physical education curriculum, the educational goals include three areas: cognitive, psychological, dynamic, and emotional.

Table 1. Objectives of secondary physical education in the studied countries

| Country | Objectives of secondary physical education |
|---------|--|
| Iran | The content of the physical education course for the first secondary school in Iran is classified into several sections: health, nutrition, safety, and sports injuries, principles of movement and proper physical condition, physical fitness, and individual and group sports skills. This includes gaining knowledge about proper sportswear and footwear, growth and maturity, proper nutritional behavior, weight control, and energy balance, Safety in sports in various weather conditions, Familiarity with common sports injuries and first aid, Familiarity with proper physical condition, and erectile dysfunction, Improving physical fitness through the development of cardiorespiratory endurance, strength, muscular endurance, agility, balance and flexibility, Introductory introduction to badminton, |

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| | <p>volleyball, basketball, handball, futsal, table tennis and local indigenous games.</p> <p>The content of the secondary education physical education course in Iran in several areas of active life: including physical activity during illness, my lifestyle, physical activity and back care, Reasons for participating in physical activities, factors affecting physical activity and exercise, sports nutrition (supplements and energy substances), Individual and social behaviors in physical activity: which includes, Educational guidelines and six interactive strategies for the development of individual and social behaviors. Physical fitness, motor, and sports skills, healthy recreation are classified in nature. In the field of sports skills, basketball, futsal, badminton, volleyball, handball, and table tennis are taught.</p> |
| United States | <p>The content of the US high school physical education curriculum is divided into three sections: a) health, health skills, and physics skills. In the field of health, fitness and healthy nutrition and related topics are covered.</p> <p>In the field of life skills, skills such as decision making, cooperation, self-control, etc. are taught and in the field of physics skills, many sports are taught according to students' interests such as gymnastics, wrestling, swimming, tennis, golf, etc. Girls are more interested in basketball, athletics, volleyball, softball, and football, and boys are more interested in American football, basketball, athletics, baseball, and football.</p> |
| Germany | <p>The content of physical education lessons in German secondary schools on brain activation, leisure filling, health development, Teaching a healthy and active lifestyle, social, cognitive, physical skills, promoting championship sports and the Olympic Games, and developing physical fitness and motor skills. Common sports in German schools include football, swimming, handball, sailing, boxing, skiing, athletics, table tennis, and equestrianism.</p> |
| Australia | <p>The content of a physical education curriculum in Australia includes: Study of discipline, the study of topics related to human movement (anatomy, physiology, biomechanics, and motor development), acquisition of skills and aspects of psychosocial and physical activity, health and nutrition, sports skills including ball handling, dance, Games like Bahal, fitness training, athletics, swimming, basketball (there are two examples, pass to pass, mini-golf), Skating, boxing, badminton, fitness, yoga, soccer, gymnastics, celestial bodies, first aid and lifeguards, health education and promoting a healthy lifestyle</p> |
| Japan | <p>The content of physical education lessons in Japanese high schools is based on the promotion and development of health in life, teaching the principles of safety and injury, the promotion of championship and competitive sports, the promotion of active lifestyles, the development of communication and social skills and the development of individual skills in sports. Common sports in Japanese high schools include athletics, volleyball, swimming, soccer, baseball, judo, sumo wrestling, tennis, softball, rugby, and martial arts.</p> |

By comparing the information related to the content of physical education in the secondary school curriculum in the studied countries and Iran, we can list eleven sports and several topics as the most important physical education activities, which are: Football, basketball, volleyball, swimming, table tennis, dance, athletics, gymnastics, swimming, handball, badminton, first aid and safety, Theoretical training of individual and social skills and its application during sports activities, topics related to anatomy, physiology, pathology, erectile structure, and corrective movements, and theoretical training on proper nutrition, health and observance.

Methods of evaluating the academic achievement of high school students

Table 2: Methods of evaluating the academic achievement of secondary physical education in the studied countries

| Country | Methods of evaluating academic achievement |
|---------------|--|
| Iran | <p>In Iranian secondary schools, the evaluation of academic achievement in physical education is done in the form of formative evaluation during the semester and final evaluation at the end of each semester. Behavior checklists, projects, homework checklists, record checklists, open-ended questions, written and oral tests, group reports, skill tests, and fitness tests are used to evaluate. The grading scale is one to twenty, and a student who scores ten out of twenty is accepted on that grade.</p> |
| United States | <p>In US high schools, standards are set by local authorities to measure students' achievement of these standards. Assessment is done in three levels of knowledge, skills, and behavior, and several levels of motor skills, strategic knowledge, aerobic fitness and fitness, and physical fitness. The tools used in the evaluation include performance checklists, standardized tests, and written tests.</p> |
| Germany | <p>In Germany, the grade of a physical education course is relative and the rate of progress of each student is taken into account for the grade of this course. The results of student progress are recorded</p> |

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| | in separate tables of physical fitness, motor skills development, and growth details. The extent of this improvement is classified into six scales A to F, which indicate the best performance to the weakest performance. |
| Australia | High school students in Australia have sports records in which graphs are drawn that record student progress in various items and then based on these charts, decisions are made about the student and promotion to a higher level. Results are obtained by observing performance, comparing with standards, written and oral questions, and the rate of development of motor skills and physical fitness. |
| Japan | <p>Student assessment is aligned with national or state physical education standards, and grading results determine grades and are included in the written physical education curriculum along with administrative protocols. This includes evidence-based methods that measure student achievement in all areas of education, including physical fitness.</p> <p>Grading is directly related to the student learning goals written in the physical education curriculum, and the physical education teacher follows school protocols to report student progress to students and parents. In general, student assessment provides a standard-based learning responsibility and is a key component of the learning process in all areas of the subject.</p> <p>Resources for student assessment include: Measurement of body mass index in schools: executive summary, sports skills criteria, appropriate practical educational instructions, K-12: Lateral comparison, system for monitoring fitness and training time, appropriate and inappropriate assessment position statement</p> <p>Japanese high schools use standard physical fitness tests that vary in grades and scores for different ages and genders. There are also different tests for measuring the skills of different sports. In addition to the use of physical fitness tests, written and oral exams, research projects, fitness assessment, assessment of participation in activities that are recorded in the checklist, are also used.</p> |

Comparing and evaluating the methods of evaluating academic achievement in the high school curriculum in the studied countries and Iran, the results indicate that; most countries use three types of diagnostic, formative, and final evaluations. The types of assessment methods used for physical education lessons are Continuous observation of performance during the performance of sports skills, physical fitness tests by the standards set at the state level, the rate of participation in physical activity, Exercise skills test and assessment of progress, written or oral test to assess cognitive areas and conduct research projects.

High school curriculum equipment and supplies

Table 3: Comparison of high school physical education equipment in the studied countries

| Country | Sports equipment |
|---------------|---|
| Iran | <p>According to research, sports equipment in Iranian schools is average.</p> <p>The amount and quality of sports equipment in some schools, especially non-profit schools, is acceptable and in urban and rural schools is poor. The sports equipment used in most schools in Iran in a few volleyball, handball, football and basketball, Badminton and ping pong rackets and badminton and ping pong balls, individual cones and ropes, single mattress, double relief stick and football gate, handball and bars and volleyball net, basketball basket, and ping pong table is summarized in a very small number compared to the number of students in each class.</p> |
| United States | <p>The physical education curriculum in the United States covers a wide range of team and individual sports. To meet the requirements of this curriculum, high schools must equip their gyms with the appropriate equipment for each sport. Also, set up a gym with the high quality and durable sports equipment needed to make the most of this active space.</p> <p>In the physical education classroom, books, educational videos, and all kinds of high-quality and safe sports equipment for different sports are provided. For the popular field of basketball and baseball, the necessary facilities have been provided for these fields and the gym. A variety of adjustable rings and set goals and a variety of border markers and refereeing equipment are provided for the football field.</p> |
| Germany | <p>Soccer training balls with advanced brands such as Adidas and Molten, etc. are used in schools. Exercise goals and all bodybuilding equipment such as dumbbells, weights, cones, ropes, wall bars, and jump boxes, and other necessary equipment for this field in all schools and at a high level in sports elite schools and football elite schools that teach this field specifically and at an advanced level, and there are sports-oriented schools. To teach and practice other sports according to the interests of students and at the discretion of school officials, special equipment of those sports such as gates and goals and balls for handball, suitable bodybuilding equipment, tables, and table tennis rackets, Squash equipment, and speedballs, gymnastic mats, vault, trampoline and all kinds of cones are used.</p> |
| Australia | Sports equipment is available in the sports halls of each discipline in proportion to that discipline in |

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| | sufficient numbers to hold physical education lessons. In the swimming pool, all kinds of swimming aids and accessories are used. Volleyball, basketball, handball, football, and futsal balls are available to students with acceptable quality and sufficient numbers. Sports rackets, badminton balls, table tennis, tennis and a variety of training aids are provided. |
| Japan | Audio-visual equipment in dance studios and various types of sports equipment such as various types of balls and nets and rockets, martial arts equipment are provided for the use of students. There is standard and modern equipment in the gymnasiums and every year these types of equipment are inspected by specialists to prevent injuries and if necessary, several equipment's are replaced or repaired. Textbooks and instructional videos of each discipline can be used in the classroom. |

In most of the countries studied, sports equipment is used to teach various sports to an acceptable level. Equipment and educational resources used in most countries related to ball sports such as handball, basketball, volleyball, football, rugby, tennis and ping pong, and badminton, swimming and other water sports, gymnastics and rhythmic sports such as dance, Audio-visual equipment (video, tape recorder, projector, etc.), Textbooks and some other tools for martial arts such as judo, karate, rackets, and sticks for different disciplines such as tennis, cricket, table tennis and...

It can be concluded that; in several sports, the sports equipment used in the countries studied corresponds to Iran. But it is at a lower level in terms of quality and quantity. Many sports such as gymnastics, water sports, bodybuilding, and martial arts, etc. are not performed due to lack of facilities and space.

DISCUSSION AND CONCLUSION

The purpose of this study is to investigate the comparative study of secondary education physical education curriculum in terms of objectives, content, assessment methods, and equipment and facilities in Iran with selected countries of the United States, Germany, Australia, and Japan.

According to the study of the objectives of high school physical education in Iran and selected countries, it was determined that; several goals are more common than others which include: promoting health, health and fitness, growth and development of motor and sports skills, creating a positive attitude towards physical education and physical activity and promoting a healthy lifestyle, promoting personal and social behavior, promoting safety principles and prevention of personal and social injuries, correct understanding of ethics in sports and observing the rules of fair play, and promoting healthy competition in the team and individual activities, the growth, and development of moral values such as self-confidence, self-awareness, responsibility and competence, promotion and promotion of championship sports (Gümüş, Gençoğlu and Şahin, 2020).

The development of educational goals in different countries is planned by the cultural, political, religious, and social policies of that society, value system, policies and procedures of macro-management, as well as the vision it has drawn for the future (Ansori, 2019). In our country, the general educational goals and subsequent physical education curriculum are formulated by the Supreme Council of the Cultural Revolution, the Higher Education Council, and the Development Planning Committees of the Ministry of Education and can be implemented after review and approval by the competent authorities.

In most of the studied countries, the promotion and development of championship sports are considered as one of the main educational goals (Ryan, 2020). The education system in the United States is decentralized. The states and regions of each state have the independence and decision-making power, and the education organization of each state plans according to the needs and desires of its people. The central government has by law given full authority to local authorities to recognize and implement any action in the interest of their region within the framework of education laws. In the field of physical education, the National Association of Sports and Physical Education, which includes researchers, faculty members, physical education teachers, coaches, and administrators, defines standards for physical education at different levels of education and the states, districts, and schools of this country pay attention to these standards when developing their curriculum, and it is these standards that determine the purpose and content.

In Germany, which is federally administered and has decentralized education; the responsibility for administering education and determining education policies and curricula lies with state centers. In Germany, environmental behavior, which is directly related to health, is considered an educational goal. In this country, the promotion of championship sports, especially the Olympic Games, is one of the important educational goals. In Australia, education is governed by a federation and is legally responsible for six Australian states and two regions. There is no national education system in this country and each state has its system, although there are many similarities in national approaches. According to the way of policymaking and setting educational goals in different countries and considering that there are many differences in the needs, distribution of facilities, abilities, and interests, etc. of students in different regions of the country. In many cases, such as setting goals, educational content, etc., a regional approach must be considered. In Australia, promoting a healthy and active lifestyle is one of the goals of education, including personal and social health. In Australia, to promote

championship sports, inviting sports stars is one of the most popular school programs, and the lack of this goal and its negative impact is felt in championship sports.

However, there are many similarities between Iran and selected countries in discussing the cognitive goals of the physical education course; But a specific goal, direct health education, along with physical education skills, has not been properly addressed. Although signs of achievement have been mentioned in new textbooks and physical education textbooks for this purpose, this topic still requires more attention. In all countries, the category of health is included in the educational goals of physical education and the growth pattern of students is one of the important components of educational goals and content.

By comparing the information related to the content of physical education in the high school curriculum in the studied countries and Iran, we can mention the popular sports and several topics as the most important physical education activities, which include: Topics related to anatomy, physiology, pathology, corrective movements, theoretical training of social and individual skills and its application during sports activities, football lessons, volleyball, handball, basketball, athletics, gymnastics, swimming, table tennis, aerobics, badminton, first aid and safety, theoretical training in proper nutrition, hygiene and compliance.

A study of the content of the high school curriculum in Iran shows that; in some cases, there is no consistency between goals and content. For example, in the cognitive realm of knowledge about physiology and the effect of exercise on various organs of the body, there are set goals; While in the subject of educational content and specific topics, there is no educational content to achieve this goal or in the field of motor psychology, although the goal is to be aware of the role of physical education in reducing social deviations and corruption and tobacco addiction; But in practice, as in other countries, there is no direct training program for this purpose in the educational content section. For example, in Japan, physical education is taught alongside health, or in Australia, leisure activities are emphasized, and in the United States, corrective movements and health are emphasized. In Germany, there is a 45-minute weekly bell to teach you about everyday life and mobility issues, such as how to sit, get up and sleep properly, and how to burn and consume calories.

In the content of the physical education course of the studied countries, there is a mismatch between the goals and the content, which can be explained for two reasons: First, in most countries the education system is decentralized and the central government in the national curriculum only determines the policies and teachers have a lot of practical freedom in determining the educational content and the second reason is due to the nature of the physical education course because the obvious feature of this course is its practicality and the skills show themselves in the field of practice.

In the content of the physical education curriculum of the studied countries, sports are planned with high frequency and with great differences between different states and regions and based on the interests and needs of students; while in the content of Iran's physical education curriculum, there are a limited number of sports such as football, volleyball, handball, basketball, badminton, table tennis, and physical fitness and several disciplines such as nature walking, cycling is considered as optional sections that cannot be implemented due to the facilities of the country's schools while students have to do different types of physical activity according to their abilities and interests.

A noteworthy point that was observed in comparing the content of the physical education curriculum of Iran and selected countries is to pay attention to gender issues and the desire and interest of different genders in different sports. In the United States, for example, boys are more interested in American football, basketball, athletics, baseball, and soccer while girls tend to play basketball, volleyball, softball, athletics, and volleyball, this is not included in the Iranian physical education curriculum.

A study and comparison of methods of evaluating academic achievement in the physical education curriculum of secondary education in the studied countries indicate that; most countries use three types of diagnostic, formative, and final evaluations. The various evaluation methods used by most countries include Continuous observation of performance during the performance of sports skills, a test of sports skills and measurement of progress, Written or oral exams to assess cognitive domains, physical fitness tests by state, national, etc. standards, participation in physical activity, and research projects.

Examination of the results in the field of evaluation methods showed that; Standard physical fitness tests, sports skills tests, and written and oral tests are the most common methods of assessing students in physical education. In addition to the methods mentioned, some countries use other methods of evaluation such as project, self-evaluation, and peer and parent evaluation. Another important point in assessment is to measure the student's progress towards himself/herself and not with other students. The information obtained from the methods of evaluating the academic achievement of students in the physical education course in the studied countries shows that; in some countries, written and oral tests are used to assess the concepts of physical education knowledge. In comparison with these countries, in the curriculum of our country, although it is mentioned in the evaluation methods of this method, in the reports quoted from the teachers, it is stated that; The use of written or oral assessment is not common in our schools, and the observations of the researcher, who is also the secretary of physical education in high school, also indicate that this method is not used in physical education in schools. While the evaluation of students' knowledge in physical education is a cognitive category and should not be

forgotten and should be done along with the evaluation of sports skills and mentioning just its name is not enough and it should be done in practice.

In the countries studied, standards are defined in assessing further academic achievement at the state level, and based on these standards; teachers monitor the progress of students and the level of achievement of the standards. Standards are set in all US states and the extent to which students achieve these standards is measured. The analysis is performed at several levels of motor skills, strategic knowledge, aerobic fitness, fitness, and physical fitness. In this evaluation, the level of student involvement in physical activity is measured in terms of age, gender, and body mass index. Compared to the evaluation in our country, although the factors of age and gender have been determined the effect of body mass index and its effect on the result has not been considered. The use of self-assessment and peer assessment (which depends on the strategies that students use to educate and evaluate other students and these educational interactions have a great impact on learning) is used in most of the countries studied and this type of evaluation that leads to student participation in physical education is not considered in our country.

In our country, due to the diversity of climate and weather, uneven distribution of facilities and equipment and lack of access to appropriate sports facilities in many schools, physical abilities and level of sports skills in different disciplines are not the same in many places. And the standard tests that exist in our country, which are designed for the whole country, and considering the above, the use of a uniform tool at the national level is not acceptable. In Japan, classroom standard assessment is also stated, and academic achievement assessment is planned and implemented in schools. In the United States, state standards are based on standards set out in the National Curriculum, and there are specifics to each standard. There is no national rating system in Australia and states set their standards. In Germany, the evaluation of a physical education course is relative and each student's progress is considered and the grading method is unique. In other words, the score for each person is determined in comparison with himself, not in comparison with others.

The results of the research indicate that; the evaluation of physical education courses in our country is not done seriously. In our country, due to the attitude of principals and families towards the grades of the physical education course and the insignificance of reading this course, the motivation of students to evaluate this course decreases and they participate in the exams of this course with indifference.

In most of the countries studied, sports equipment is used to teach various sports to an acceptable level. Equipment and educational resources used in most countries related to ball sports such as football, volleyball, handball, basketball, rugby, tennis and ping pong, and badminton, swimming and other water sports, gymnastics and rhythmic sports such as aerobics, Audio-visual equipment, textbooks and some other equipment for martial arts such as judo, karate, rackets, and sticks for various disciplines such as tennis, cricket, table tennis.

By examining the facilities and equipment of Iran, it can be concluded that; in several sports, sports equipment corresponds to Iran but in Iran, it is at a lower level in terms of quality and number of facilities. Many sports such as gymnastics, water sports, bodybuilding, and martial arts are not performed due to lack of facilities and space.

Every training program needs special infrastructure and equipment to achieve its specific goals, and the success or failure of these programs depends to a large extent on the availability of this infrastructure. In the physical education course, the existence of sports facilities and equipment plays an essential role in the success of the program. In the developed world, education and clubs are in charge of basic sports. They discover and nurture talents. Schools have a good opportunity to identify heroes with time, students, and millions. In most countries of the world, students are seen as sports figures and future champions, so much so that in describing the prospects of their sport, they say that their Olympic and world champions are students sitting at school desks. To achieve this goal, most sports facilities are available to schools, and by allocating appropriate budgets and a variety of different sports, future champions prepare themselves to win medals in the Olympics and world arenas. But all these activities have meaning and concepts and achieve their goals when they are performed in a safe environment with appropriate and standard equipment and facilities (Farsi, 2012).

One of the issues that have always overshadowed physical education programs in Iranian schools has been the condition of sports facilities, facilities, and equipment, and the implementation of physical education courses in schools has always been damaged due to lack of facilities and equipment. So that most principals, physical education teachers, and students consider the lack of sports equipment and facilities as the main problem of physical education lessons. Also, 83.7% of managers and officials have mentioned the lack of sports facilities as the most important problem of physical education (Reza Nejad, 2010). Therefore, according to the results of research and comparison of physical education equipment in selected countries, the allocation of the necessary budget and to provide the sports equipment needed by schools seems necessary to achieve the goals.

In the present dissertation, considering the scope of research for Iran and selected countries, the possibility of field research has been one of the limitations for this research, and to compensate for this shortage, up-to-date and accessible resources in the education system of Iran and selected countries were used.

According to the trend of the findings in the present study, it seems that in Iran, having a textbook for schools is necessary and a special time should be considered for teaching this.

Compilation of accurate educational topics in the form of codified programs of physical education courses in schools from the perspective of principals, teachers, and physical education experts should be given much attention, and self-enrichment and planning of physical education courses in schools should be identified as the most important factor.

It is, therefore, suggested that; in determining the educational goals, more attention should be paid to the health aspect and the development of a healthy lifestyle, and the goals should be appropriate to the educational content. In determining the educational content, factors such as gender, the cultural context of the region, sports history of the region, available facilities and weather conditions, etc. should be considered. It is better to compile the content provincially. Holding in-service training courses with an emphasis on the importance of physical education for current instructors should try to familiarize instructors with integrated approaches to learning areas. Since the existence of appropriate places and infrastructure is an important step towards improving the level of physical education in schools, it is necessary that; Necessary facilities and equipment should be provided for physical education lessons and conditions for students to use the facilities of other organs such as the Ministry of Sports and Youth, Petrochemical and Oil Company.

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