Assessment of Curriculum Content of Group Games in Physical Education in Northern Iraq: A Systematic Literature Review

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Abstract: The study aims to systematically review the literature on the curriculum content of group games in physical education (PE) in northern Iraq. Overall, ten studies published between 2015 and 2021 were analysed on major research objec- tives, methodologies, and outcomes, guided by two research questions. The findings revealed that the main research objective of most studies was investigating the curriculum content of PE and its consequences in educational settings. Researchers have primarily used quantitative, qualitative, and mixed-methods approaches to investigate learning phenomena with most studies indicating positive learning outcomes. Besides, most studies were conducted in the formal educational setting, revealing three general objectives of PE: psychokinetic, social-emotional, and knowledge. The standards for selecting curricula contents include validity/effectiveness, self-sufficiency, significance, interest, learnability, utility, and consistency with social realities. Finally, three types of assessments were used in PE: cognitive assessment, summative assessment, and formative assessment.

Keywords: physical education, curricula content, group games, northern Iraq, educational objectives, systematic review.

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1. Introduction

Curriculum intellectuals have identified four essential orientations of education: social transformation, self- realization, the learning process, and ecological validity (Smith, 2015). A challenging area of curriculum study is curriculum theory that includes several unfavourable and ambitious fractions opposed to one another (Slat- tery, 2013). The disagreement on appropriate curriculum theories would connect ideological viewpoints to be decided politically by ideological followers. The curriculum theory is the study of how a curriculum is devel- oped and regulated, while curriculum education is a historical curriculum study and a review of the current educational curriculum and policy decision-making.

The curriculum theory involves four dimensions: goals or objectives, materials or topics, methods or proce dures, and assessment or evaluation. The first-dimension concerns whether certain topics should be included in the curriculum (Steiner, 2017). Additionally, the four categories of curriculum inclusion rationale sets are logic portrayal of diverse areas of knowledge, unique mental or cognitive procedures, various socio-cultural differences, and meditative behaviours regarding an ideal society (Kim & Jung, 2019). The second axis concerns the content or sub-

jects, involving the information, abilities, or indicators used in selecting objects and how they arestructured. Integration between items of knowledge and the degree of development within the domain are the two most important types of relationships. Besides, experts in curriculum theory stressed the previously mentioned goal and objectives. The three paradigms that have been offered are curriculum as content, curriculum as a process, and curriculum as a product (Noll & Wilkins, 2002).

The third dimension involves procedures and methods, and instructional approaches, which follows the choices in the first two dimensions. The ways to provide the curriculum are referred to as pedagogy. Various strategies have been developed to meet the students' needs, including didacticism, imitation, interpersonal exchange of viewpoints, and apprentice training. Additionally, symbol-processing and situational approaches are the two main learning theories, which focus on the role of learning styles, assessment, and meta-cognition in the learn- ing process. Finally, the fourth dimension of curriculum theory is assessment or evaluation, which establishes whether the curriculum is being appropriately implemented (Gay, 1995).

1.1. Physical Education

PE is an essential stage of education as it involves adapting physical activities to social standards under an or- ganisation's supervision to enhance children's leadership and physical activity. Leadership activities and de- velopment or growth is intertwined, which ensures that the educational process runs smoothly (Tifrea et al., 2016). Casey et al. (2017) stated that PE is a crucial part of students' development. A well-organised and disci- plined set of activities enables developmental changes in the psychological, intellectual, social, and emotional spheres of life. Moreover, PE aims to provide students with the knowledge and abilities required to live an ac- tive, dynamic, and healthy lifestyle (Bertills et al., 2018).

A high-quality PE curriculum allows students to enjoy and succeed in various physical activities (Robinson et al., 2018), eventually developing extensive talents and abilities to employ tactics, design techniques, and innovative ideas effectively. The students concentrate on their game, make decisions on the fly, considering individual and others' performance, and seek ways to enhance it. Hence, students gain confidence in participating in numerous physical activities and learning about healthy, active lifestyles (Winnick &Porretta, 2016).

PE also increases students' personal and social skills. Working alone or in a group enables students to build a personal and social sense of duty and fairness in the form of capacities, including leadership, coaching, and ad- judication. Ultimately, PE provides diverse opportunities for students to learn how to compete effectively, in- novate, and challenge themselves in many scenarios (Bessa et al., 2019).

1.2. Group Games in Physical Education

Physical games played in groups are common in the lives of juniors and teenagers. The hidden benefits of games have changed dramatically in recent decades, becoming more complex, diverse, realistic, and social. Amani et al. (2019) mentioned that a significant adjustment is allowing sports to be acknowledged as evolution-based and beneficial to mental growth. Teachers can create, execute, and organise instructional activities more significantly

and authentically using such criteria. Observably, a well-known and effective teaching approach for health and PE is PE games (Smith et al., 2015).

Several games and group activities are suitable for health and PE as they are appealing and help students develop PE knowledge and skills, explicitly or implicitly. Specifically, running, throwing, catching, evasive skills, and fine motor skills, such as balance, teamwork, speed, and swiftness, are all learnt through health and PE activities/games (Amani et al., 2019).

Most individual or group work activities are divisible through providing several games and curriculum objectives/goals. Generally, group games aim to improve a variety of social skills. Sohrabi (2019) explained that group games are characterised as an individual's ability to engage, maintain, and develop relationships with others, whereas individual games are more focused on strengthening personal abilities. One major contributing factor of students' failure in school lacks of interpersonal skills, such as communication and collaborative abilities.

Furthermore, learning is a process that involves academic, social, and emotional development (Bracco et al., 2019). Interpersonal skills gained through group activities/games include self-awareness, compassion, temper- ament management, emotional demonstration in a constructive mode, self-regulation, coordination, and com- munication (Chinekesh et al., 2014). Additionally, scheduling communication-related activities encourage students to be more talkative and outgoing.

Specifically, games are an interesting and worthwhile way of learning as participants speak more informally within the group than in other learning methods. A game may connect students differently than other structuredtechniques due to its informal aspect (Alcalá&Garijo, 2017). Game outcomes are shared responsibilities by all group members, which can positively impact all members through developing communication skills. Furthermore, each group's spirit is distinct; it remains enjoyable even when playing the same game often. Besides, teachers who utilise games to supplement instruction with a specific goal and plan may get favorable effects (Ahmedhmde, Nashmie, & Ghazi, 2019).

Nevertheless, limited studies have been conducted on the curriculum content of group games in PE in northern Iraq. Therefore, this systematic review aims to present a current research synthesis on group games in PE towards the academic community and provide a comprehensive analysis of the literature review guided by the following research questions:

What were the key research objectives, methods, and outcomes of the selected studies in this systematic review?

What are the general objectives of PE, the standards for selecting the contents of curricula, and the types of assessments used in PE?

2. Methodology

The systematic review identified and analysed the most relevant publications from peer-reviewed journals, including a thorough aggregation and synthesis of existing research. Moher et al. (2010) performed the study based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) criteria.

2.1. Literature Search Process

The study conducted a systematic literature review on the curriculum content of group games in PE by apply- ing a two-step search strategy on four electronic databases: Science Direct, Taylor and Francis, ProQuest, and Scopus. Firstly, an initial limited search was applied on all the databases chosen using the following keywords and index terms: physical education in Iraq, curricula content of physical education, group games in physical education, and educational objectives of physical education.

Secondly, a broad literature search was completed on the selected databases for relevant papers using all the identified keywords and index phrases. The study only reviewed research published in the last decade to dis- cover the most recent trends in studies associated with group games in PE in northern Iraq from 2015 to the date this study was produced (August 2021). Additionally, the descriptors "curricula content of PE" and "group games in PE" were used with the search operators OR and AND.

2.2. Inclusion and Exclusion Criteria

Overall, 437 potentially relevant articles were extracted from the databases, with 147 articles eliminated due to duplicity, leaving 290 articles after the duplicates were removed. Next, the qualifying criteria were developed to narrow down the target articles, denoting that each article must be relevant to the curriculum content of group games in PE or tertiary learning contexts such as colleges and universities. Only research articles published in peer-reviewed journals were considered while excluding other platforms such as conference papers and book chapters. Accordingly, the abstracts and full papers of the 290 articles were screened, excluding 280 articles that did not fulfil the established criteria. Finally, ten papers were chosen for this review. The literature search and review procedure is depicted in Figure 1.

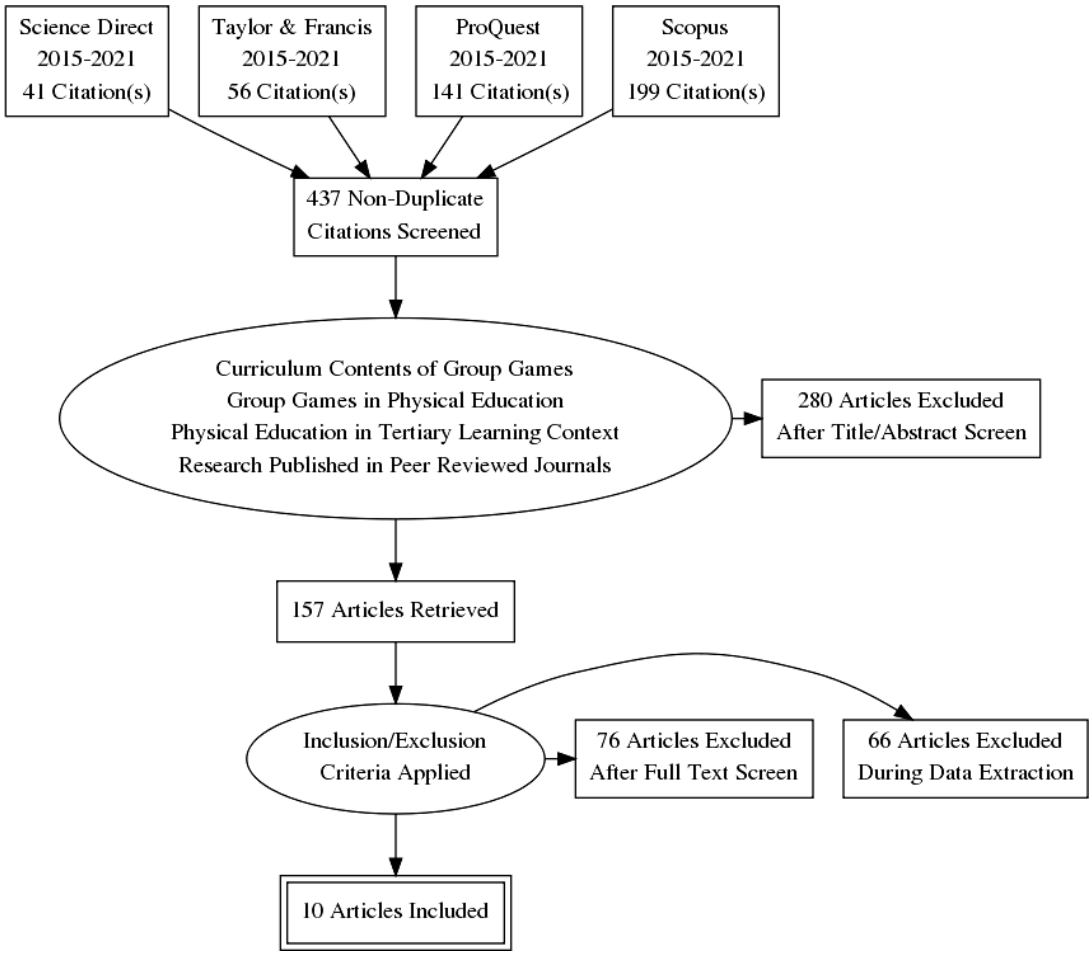

Figure 1. PRISMA Flow Diagram for the Systematic Review Process

3. Results and Discussion

3.1 Research Question 1: What were the key research objectives, methods, and outcomes of the selected studies in the systematic review?

The systematic review presented ten articles based on the publication years: DinanThompson and Penney (2015), Leirhaug and Annerstedt (2016), Tolgfors and Öhman (2016), Tolgfors (2018), Ahmedhmde, Nashmie and Ghazi (2019), Otero-Saborido et al. (2020), Ahmed Aneed Salman and MudharAbdulbaqi Salem (2021), Barto, Jawad and Shaalan (2021), Gadais et al. (2021), and Oubed, Ashoor and Shehab (2021). Table 1 shows the key research objectives, methodology, and study outcomes.

Table 1. Literature Review Matrix

Source	Research Objective(s)	Methods	Outcomes
DinanThompson& Penney (2015)	Γo investigate the assess- ment literacy of 18 prima- ry PE teachers to gain insights into their assess- mentprac- tises.	Qualitative case study: informal interview, sur- vey, and document anal- ysis.	Primary PE teachers had engaged with the assessment literacy frame- work comprehension, application, interpretation, and critical engage- ment parts, but with limitations. As- sessment processes were in- grained in teaching methods, al- though most- ly superficial. Data analysis revealed assessment knowledge gaps, an em- phasis on accountability and per- formance, and a lack of assessment modera- tion and student participa- tion.
Leir- haug&Annerstedt's (2016)	Γo investigate students' and teachers' opinions about the introduction of assessment for learning (AfL) in PE at the upper- secondary level.	Mixed-method: ques- tionnaire (1,486 stu- dents from six upper secondary schools) and focus groups of 23 PE teachers.	The majority of the students in the study did not report assessment practises in PE consistent with the four fundamental concepts of AfL. This observation was backed by the fact that their PE teachers communi- cated a wide range of AfL under- standings and enact- ments. The re- search found some discrepancies between teacher and student opin- ions on AfL funda- mental concepts, particularly re- garding feedback that propels learners ahead.

Tolgfors&Öhman's (2016)	Γo explore the effects of AfL on the teacher, the student, and the subject material in upper- secondary physical edu- cation and health (PEH).	Qualitative study: interviews.	The findings revealed distinct impli- cations when AfL is considered (1) governance through freedom, (2) governance through control, and (3) a dialectic type of governance. The- se notions define unique teacher and student subjects and imply certain subject material constraints. Teach- ersdemand different things from their students depending on their responsibilities, such as coach, deliverer/administrator, and moderator.
Tolgfors (2018)	Γo determine instructor and student subjectivities and subject content in school PE classes using various versions AfL.	Mixed-method: lesson observations and semi-structured interviews	The findings identified five types of AfL in PE, each designated after its most significant aspect or function: Empowerment, Physical Activation, Constructive Alignment, Grade Generation, and Negotiation. 'The very people who engage in discur- sive practices are among the prod- ucts of such practices.' Resultantly, different teacher and student subjectivities, and subject content features, are fabricated in each fabrication.

Ahmedhmde, Nashmie& Ghazi (2019)	Γo determine transient changes in Adrenocorti- cotropic Hormone (ACTH) and thyroid-stimulating hormone (TSH) levels from physi- cal exertion and the re- sulting changes in ACTH and TSH via ratios in the individual and group play.	Descriptive Survey Method.	The study revealed that hormone levels were higher in males and females. ACTH levels were higher in males than females, and ACTH lev- els in the collective game were higher than in individual games.
Otero-Saborido et al. (2020)	Γo investigate the assess- ment features of PE in Primary Education in Au- tonomous Communities' curriculum.	Qualitative and quantitative documentary analysis.	The curricula study revealed a high level of standardisation in PE as- sessment, focusing on testing theo- retical know-how rather than com- prehensiveness. The trend highlights the curricula's neoliberal orienta- tion, and its separation from evalua- tion approaches highlighted student engagement and development.
Ahmed Aneed Salman &MudharAbdulbaqi Salem (2021)	Γo discover the hurdles in the gymnastics instruction implemented in middle schools by establishing a unique measure.	Survey method.	The examples of gross negligence include the dearth of playgrounds, tools, and equipment for gymnastics in middle schools and failing to use the spaces in the schools optimally. The important proposal focuses on private sector investment in exploit- ing school squares.
Barto, Jawad and Shaalan (2021)	Γo determine the level of legal knowledge of PE teachers as it is the best and easiest curriculum to achieve the research objectives.	Descriptive survey method.	The current scale revealed PE teach- ers' degree of legal knowledge as the scale has an obvious deficiency in PE teachers' legal knowledge in some group games due to not fol- lowing up on revisions to the legis- lation of these games.

Gadais et al. (2021)	Ґo define and interpret the curriculum document context, philosophy, and substance (calligraphy, didactic, pedagogy, learning assessment, among others); To examine the overall scientific quality of the PE curriculum aimed at fitness preparation by the teacher in charge of youth education.	Content analysis.	The findings revealed an incomplete and rushed constructed textbook that lacked or was inconsistent with key essential features linked to pedagogy, didactics, learning, and as- sessment. The rationale of military preparation ostensibly to improve a student's physical condition was a significant but unmentioned finding. The religious component was incorporated into the lessons without be- ing explicitly stated.
Oubed, Ashoor and Shehab (2021)	Ґo determine the efficacy of workouts to rectify initial learning errors proposed in improving the skill of stadium de- fence for players from specialist volleyball schools.	Experimental research.	The research demonstrated the ne- cessity of constructing the motor programmed scientifically correct and error-free, as it is rooted and proven and becomes an original el- ement of the motor programmed through repetition and practice, which influences skill performance and hence the team's planning per- formance.

For the publication years, most papers (n = 4) were published in 2021, followed by 2016 as the second highest (n = 2). The remaining papers shared the same quantity (n = 1)ofpublications in 2015, 2018, 2019, and 2020, re-spectively. Figure 2 presents the distribution of the selected paper's publication years.

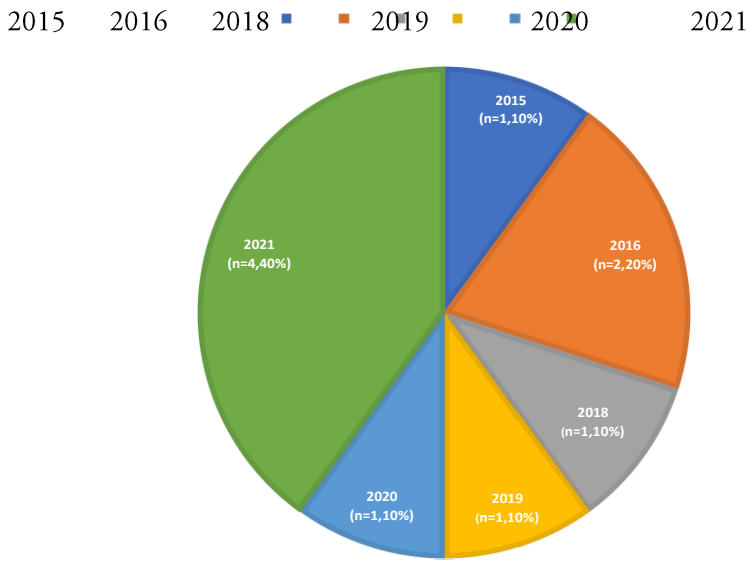

Figure 2. Publication Year Distribution

Dinan Thompson and Penney (2015) reported that assessment is widely recognized as an essential component of pedagogical practice and accountability systems, significantly impacting the types of information and ways of articulating knowledge valued in schools. Teachers' assessment literacy is critical towards successfully in- teracting with numerous assessment expectations and promoting assessment as a continuous learning process. The study gained insight into the teachers' assessment processes by performing a qualitative case study exami- nation with 18 primary PE teachers in a remote area in Australia using informal interviews, surveys, and doc- ument analysis.

Notably, primary PE teachers had engaged with the assessment literacy framework comprehension, application, interpretation, and critical engagement parts, but with limitations. Meanwhile, assessment processes were ingrained in teaching methods, although mostly superficial. Data analysis revealed assessment knowledge gaps, highlighting accountability and performance and a lack of assessment moderation and student participation. The study focused on tensions, uncertainties, and difficulties associated with designing PE assessments and the problems regarding increasing quality and efficacy in assessment procedures.

Furthermore, Leirhaug and Annerstedt (2016) examined how AfL is implemented in PE at the upper-secondary level and its ramifications. The study used a mixed-methods approach. Furthermore, quantitative data from 1486 students (15–19 years old) from six upper-secondary schools (15–19 years old) were merged and com- pared with qualitative data from focus groups of 23 PE teachers from the same schools. The data was analysed based on four major AfL concepts. The findings demonstrated that most students in the survey did not repre- sent the four basic principles of AfL in their reports of assessment practice in PE as the PE teachers communi

cated a wide range of AfL understandings and enactments. The research also found discrepancies between teacher and student opinions on AfL fundamental concepts, particularly feedback that propels learners ahead. Tolgfors and Öhman (2016) discussed the consequences of AfL in upper-secondary PEH. The study examined how AfL governs instructors' and students' activities in specific directions, inspired by the research field based on govern-

mentality. The study also aims to analyse the possible repercussions of AfL for teachers, students, and the subject content based on instructors' descriptions of how they integrate formative assessment in their teaching practice. The findings revealed distinct implications when AfL is considered governance through freedom, governance through control, and a dialectic type of governance. These notions define unique teacher and student subjects and suggest certain subject material constraints. Teachers demand different things from their students depending on their responsibilities, as a coach, deliverer/administrator, or moderator. Firstly, stu- dents are expected to self-regulate in terms of individual choice and personal responsibility to achieve the open goals. Secondly, students are exposed to disciplinary normalisation through criterion compliance and confirma- tive assessment. In the third case, physical activities are used to engage students as learning resources for one another, followed by group reflection. The tension between freedom and control may be expressed by allowing students to make their own choices regarding a pre-set view of what is correct.

Meanwhile, Tolgfors (2018) identified instructor and student subjectivities and subject material in school PE using many versions of AfL. Lesson observations and semi-structured interviews were employed as part of a mixed technique study. Thirteen PE lessons were observed at two different upper-secondary schools, involving four classes pursuing vocational and pre-university programmes. Next, 17 pupils and their two male PE teach- ers were interviewed in semi-structured interviews. Additionally, the empirical material comprised field notes and transcriptions of the interviews, with the latter being the most important. The findings highlighted five types of AfL in PE, each designated after its most significant aspect or function: Empowerment, Physical Acti- vation, Constructive Alignment, Grade Generation, and Negotiation. Ultimately, different teacher and student subjectivities, and subject content features, were constituted in each fabrication. The study also suggested that the backwash effect had different versions of AfL that encourage distinct learning types, such as enhanced au- tonomy, engagement in a community of practice, acquisition of prescribed abilities, criteria compliance, and group development. Conversely, the basic idea of AfL is adjusting instruction to the students instead of adjust- ing the students to the standards.

Ahmedhmde, Nashmie and Ghazi (2019) explained that the PE lesson comprised a well-balanced system of physical distress that progresses from simple to complex and from low to high distress, imposing steady dis- tress of physical exertion connected to growing hormone quantity and speed. Particularly, the adrenal and thy- roid hormones are the most prominent hormones. The study aims to discover transient changes in ACTH and TSH levels in response to physical exertion and the resulting changes in ACTH and TSH through ratios in in- dividual and group play. The researchers applied a descriptive approach in the survey method to answer the problem and fulfil the research aims. Overall, 78 male and female pupils from the third grade at Al-Muthanna University's College of Physical Education and Sport Sciences participated in the current study. Several char- acteristics were mentioned in the sample and tested in the lab. Observably, hormone levels were higher in both males and females. Nevertheless, ACTH levels were higher in males than females, and ACTH levels in the col- lective game were higher than in individual games.

Otero-Saborido et al. (2020) described that assessment is a way to learn about a PE programme. The curricula study revealed a high level of standardisation in PE assessment, focusing on testing theoretical know-how in- stead of comprehensiveness. Significantly, the trend underlines the curricula's neoliberal orientation and its separation from evaluation approaches based on student engagement and development. During PE, motor de- velopment and evaluation become a vehicle for comprehensive education, requiring a more flexible, democrat- ically developed curriculum and assessment benchmarks.

Ahmed Aneed Salman and MudharAbdulbaqi Salem (2021) reported that the school is the educational institution responsible for training society members in all elements of life in a thorough and balanced manner. The broad basic guideline is that all the programmes are based on accomplishing educational goals generally and PE goals specifically. The PE was given special attention in the school curriculum due to its favourable impact on students' overall development in all areas of life (mental, psychological, social and physical). Sunni teaches students proper corrective habits and balanced, comprehensive growth with corrective behaviours. The study also attempted to identify the roadblocks to introducing gymnastics lessons in middle schools and devised a particular method to address them. The survey method was applied to implement the classroom curriculum. The research community selected 48 educational supervisors specialising in PE in the provinces of the central Euphrates (Babil, Najaf, Karbala, and Diwaniyah). The findings revealed a major indifference in the lack of playgrounds, tools, and equipment for gymnastics in middle schools and a failure to utilise the areas and spacesin the schools fully. Hence, this study proposed focusing on private sector investment in exploiting school squares.

Barto, Jawad and Shaalan (2021) used a descriptive approach of survey studies to determine the level of legal knowledge of PE teachers in the Babylon governorate for 2020-2021. Overall, 699 PE instructors in the Baby- lon education directorate were divided into four districts: Al-Hilla Al-Markazi, Al-Mahawil, Al-Hashemiya, and Al-Musayyib. The research sample was chosen randomly from 223 instructors and schools, representing a fraction of the research community of 31.90 per cent. Summarily, the current scale revealed the level of legal knowledge of PE teachers, suggesting a clear weakness in PE teachers' legal knowledge in certain group games due to not following up on amendments to the law of these games. The study also indicated that PE teachers focus more on the law for all games, whereby some lesson time is dedicated to the legal aspect, courses or training sessions are held to explain and interpret the articles of law for some group games, and teachers are directed by their supervisors during their disciplinary hearing, specifically female teachers.

Meanwhile, Gadais et al.'s (2021) groundbreaking examination of the PE curriculum in the Islamic State of Iraq and Syria (ISIS) primary schools described and analysed the document's context and philosophy and its substance (calligraphy, didactic, pedagogy, learning assessment, among others). The study also examined the overall scientific quality of the PE curriculum aimed at fitness preparation by the teacher in charge of youth education. Additionally, the study highlighted the manual's philosophical and contextual difficulties, revealing an incomplete and rushed constructed textbook that lacked or was inconsistent with key essential features linked to pedagogy, didactics, learning, and assessment. The rationale of military preparation was to improve a student's physical condition, an important finding that was unmentioned. Besides, the religious aspect was in- corporated into the lessons

without being explicitly stated. The ISIS PE curriculum was oriented to an absolut- ist/theocratic ideological or propaganda programme that emphasises the preparation of future ISIS army mem- bers. The recommendations proposed include secularisation and the reconstruction of post-ISIS education insti- tutions.

Finally, Oubed, Ashoor and Shehab (2021) demonstrated the importance of constructing the motor programme in a scientifically correct and error-free manner, as it is rooted and proven and an original part of the pro- gramme through repetition and practise, affecting skill performance and thus the team's planning performance. Significantly, the player could permanently distort the programme occasionally. The researchers also devel- oped exercises combining the development of skilful performance with the planning requirements by carefully examining the changes to the incorrect motor programme, trimming and modifying it, and simultaneously de- veloping the skill and planning aspects. The sample comprised 14 players from the Specialised Volleyball School in Basra Governorate - Abi Al-Khasib for the 2019-2020 season, accounting for 77 per cent of the orig- inal research community.

3.1 Research Question 2: What are the general objectives of physical education, the standards for selecting the curricula contents, and types of assessments used in physical education?

3.1.1 General Objectives of Physical Education

As a subject area, PE also addresses psychomotor, cognitive, and affective learning objectives. Despite the established potential of PE to promote effective learning objectives, they were ill-defined in the curriculum and often neglected in practice (Winnick &Porretta, 2016). Nonetheless, the growing interest in social and emotional learning across the curriculum enables PE to better articulate and demonstrate its contributions. Although the framework is new, social and emotional learning competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, can be seamlessly integrated into quality, student-centred PE (Edwards et al., 2017).

Given the growing policy support and existing best practice for teaching personal and social skills, continued advocacy and teacher education allow integrating social and emotional learning competencies into the PE cur- riculum more intentionally and coherently. Physical educators include psychological, social, and physical ele- ments of development in statements of objectives for instructional programmes, and participation in physical activities is the medium with attempts to accomplish the objectives. Therefore, the objectives of PE are linked to three aspects: psychokinetic, social-emotional, and knowledge.

3.1.1.1 Objectives Related to Psychokinetic Aspect:

Psychokinetic is a branch of science dealing with the combined study of reasoning (psyche) and movement (kinetics). The PE instructors and supervisors must develop their teaching skills by adopting the principles of psychokinetic. In PE, psychokinetic exercises are used to modify students' ability and behaviour as quickly as possible, considered a necessary act to external stimuli (visual, sound and tactile) in the real situation or field (Esposito et al., 2019). In applying the psychokinetic techniques in PE, the teacher must choose the most

pragmatic approach to create the students' practical environment, enabling them to act accordingly and improve their response time.

Regular training and practice in PE will enhance students' skills to implement them automatically during the game (Angeliki et al., 2018). Besides, the exercises are useful and considerably mitigate the denial behaviour of students. After acquiring some experiences, the exercises gradually become more rigorous. Therefore, psy- chokinetic exercises could increase the ability to understand the circumstances, learn to focus on important things, interpret or predict the situation, and solve problems without delay (George & Spyros, 2016).

Although these abilities are real traits students have in their DNA, the hereditary traits can still be improved; hence, they must be trained regularly based on the right techniques (Smith et al., 2015). The psychokinetic exercises must be programmed at the start of the session in the PE practical-based syllabus. Moreover, the session should start immediately after warm-up when students are not exhausted. Consequently, students will focus more during the entire exercise. The psychokinetic activities need less reasoning and exert less psychological stress; therefore, conducted while gearing up for the matches. Remarkably, these exercises can accelerate the speed and instant response, which can also be performed in the final training session before the match. Most importantly, the success of any psychokinetic activity depends on the relationship between the PE teacher and the student (Elia, 2015).

The PE teacher's behavior should be positive, whereby passionate behavior is the main reason behind persis- tence. Hence, simple and easy tasks should be proposed in the form of challenges and games at the beginning. The tasks gradually represents the beginning of the path, which builds up the small daily accomplishments and produces new objectives. Moreover, no conclusion was suggested because men's intellectual capacity is practi- cally unlimited. Practical-based learning suggests that applying these practices can focus and modify students' minds, significantly improving learning by involving students in activity-based games. Practical-based learning also highlights the significance of activity-based teaching in PE by including them in play and adopting learn- ing (Esposito et al., 2019). Ultimately, attention is drawn towards contextual diversification strategies to meet diversified participation.

The PE learning also enhances students' focus, particularly the tactical aspects of the game, such as attacking or defensive strategies. Many techniques were also demonstrated in the session to enhance the play and boost the players' engagement, including different feedback to the learning context, which further maintains the states through adjustment, adaptation, and learning (Tifrea et al., 2016). Furthermore, physical games are known for variability, whereby the situation quickly changes, such as possession of the ball, opponents, and game situation exits. The quick changes in games demand the players to develop a considerable degree of cog- nitive capabilities (Rocamora et al., 2019). Additionally, the players should understand the game, act appropri- ately to identify the assigned tasks and choose a suitable solution for the situation. Barquero-Ruiz et al. (2020) mentioned that students must pay more attention, concentrate on the learning, and anticipate the simultaneous and sustained movements in the game.

Applying psychokinetic exercises is the didactic approach that enhances cognitive skills and increases coordi- nation between students and instructors, and supervisors in their joint ventures. Moreover, Zhang et al. (2020) proposed that psycho-social factors are significant as the sole player is the object and the subject of the training process.

3.1.1.1Objectives Related to Social-Emotional Aspect

Students must develop their cognitive and social behavior through social and emotional learning, involving the essential skills, behaviors, and attitudes. The student's success in their college and career life is embedded in learning the five primary social and emotional areas of expertise, considered the elements of success (Opstoel et al., 2020). The development of these skills is also crucial for the child's grooming and prosperity, which also enables students to seek guidance, control and manage their emotions, and handle the problems appropriately. Moreover, the exemplar environment for developing these skills should be physically active. Specifically, the Collaborative for Academic, Social, and Emotional Learning (CASEL) recognized the five essential social and emotional learning skills: social awareness, relationship management, self-awareness, personal management, and sensible decision-making (Walton et al., 2019).

Young people could swiftly learn these personal and social skills through PE and participating in sports. Thegrowing interest in PE prepares the young generation to meet the challenges of life. A global survey on PE re-ported that personal and social development is one of the most important and widely discussed objectives of European PE programmers. Moreover, many researchers stated that participating in sports develops personal and social traits (Bessa et al., 2019), which is widely recognized as the primary objective of PE and sports.

PE and sports are also useful tools to develop students' personal and social skills, including the sense of social and personal responsibility, teamwork, and other social obligations (Casey & Goodyear, 2015). Furthermore, Shiver et al. (2020) stated that PE and sports are the most appropriate instruments for learning the skills appli- cable in all aspects of life. For instance, under the right educational principles, PE and sports students can learn how to mitigate the problem and learn practical communication skills re-performed in their routine (Guijarro et al., 2020).

Over time, several programs were developed to teach these skills in PE or sports. Hellison (2010) proposed a Teaching Professional and Social Responsibility (TPSR) model, originally designed to reintegrate the troubled youth into society. The model is currently applied in regular PE classes. Several other educational models that help develop personal and social skills through PE are cooperative learning in PE and sports education.

3.1.1.2Objectives Related to Knowledge

Pangrazi and Beighle (2019) described that PE aims to build a positive image and aids the students to gain knowledge about PE. The constantly growing importance of PE knowledge is addressed in a carefully planned curriculum whereby students can build a strong link between life experiences and knowledge (Ward &Ayvazo, 2016). The knowledge of balancing the energy deals with energy intake and consumption according to the body's needs. Besides, the exercise principles involve maintaining the balance between the required physical activity and the ex-

ercise motives. Generally, these two types of knowledge integrate the theoretical understanding of students' PE concepts and real-life PE activities. Iserbyt et al. (2017) and Tinning (2015) stated that energy knowledge, balance knowledge, and physical activity behavior share a positive correlation, suggesting the comprehensive physical literacy approach.

Students also focus on accepting transmission and application related to the current educational questions, proving their acceptance towards knowledge as a foundation (for competence and performance) and its applications in the constantly evolving real-life (Lansbury & McKenzie, 2015). Hence, students who are physically educated can demonstrate knowledge and skill and apply their proficient, cooperative skills and progressive principle to complex, fast-paced games, real-life work plans, and tackle adventurous challenges (Lundvall, 2015). Conversely, uneducated students with no basic and advanced skills or adequate core strengths are not as suitable for valued participation in physical activities, regardless of their interest or vocal, enthusiastic, and skilled fellows (Smith et al., 2015). Nevertheless, most students often pass for the Physical Education Curricu- lum in the 21st century even by participating in loosely organized team activities. Selecting physical activities solely for entertainment or promoting target questions the quality of PE (Ennis, 2015).

Individuals may be guided to discover ways to deepen, extend, and apply knowledge in their lives authentically rather than solely learning or reproducing former performance (Behzadnia et al., 2019). Thus, providing stu- dents with access to skills (to participate competently) and a level of vigilance (for a deep and meaningful ex- perience of the activity) extends the current PE characterizations and encouragement to explore new education- al avenues for learners (Ennis, 2015). The primary objective of PE related to knowledge is to teach students and enable them to make decisions in challenging circumstances and keep high morale in different situations. Knowledge shapes the basis of behavior, characteristics, literacy, qualifications, awareness, and understanding of nourishment of healthy active living and opportunities linked with physical recreation (Gabbani, 2001). Four primary domains are associated with the knowledge:

1. Physical fitness (cardiovascular, breathing, muscular strength and flexibility)
2. Physical activity routine (direct measurement of daily activities)
3. Psycho-social/intellectual capabilities (knowledge, behavior, and feelings)
4. Motor behavior (proficiencies in necessary motor skills)

Corbin et al. (2020) summarized that PE knowledge constitutes the basis for public health, sport, recreation, and PE to improve public perceptions. Besides, PE knowledge builds the foundation of skills or tools of social, behavioral and cognitive skills related to the fitness students need in order to achieve life goals and sport for lifetime pleasure and success. PE knowledge also enables the students to learn about four significant mobility fields: balance, agility, speed, and coordination.

PE knowledge is a decisive factor that identifies the students' needs, their sports activities in various games, and their tendency towards recreational sports activities in different branches of the sport. Furthermore, stu- dents can develop their skills, such as cycling, swimming, jumping, running, and skipping in PE. Throwing and holding

sports, such as tennis, table tennis, and hockey, are equipment-based and need specific tools for skill development. At this stage, PE knowledge emerges as a core material in the PE curricula and programs, alt- hough not described in the current programs. Knowledgeable students tend to have a higher degree of self- confidence as they know their physical capabilities and motor skills. Therefore, PE curricula and programs must focus on the concept of knowledge.

Summarily, the curriculum should include PE knowledge and essential sports skills. The main objective of PE is to create awareness about understanding PE to provide an insight into its precise nature.

3.1.2 The Standards for Selecting the Contents of Curricula

The content is a basic component of curricula closely related to objectives. The content is also termed educational content, educational subjects, curricula, or subject (Taylor, 2015). Additionally, the content is defined as the total educational activities and expertise selected and organized to achieve the expected objectives (Spittle & Spittle, 2016). Meanwhile, standards are identified as national, state, or district level curriculum objectives that recognize students' skills, knowledge, and behaviors that should be demonstrated. Similarly, the results are defined based on what is expected of students from engaging in a given program (Leirhaug& MacPhail, 2015). If standards-based education is an attempt to clarify what instructors and supervisors strive to achieve, it is related to result-based education (Alismail & McGuire, 2015).

Generally, quality PE programmes are organised around content standards offering direction and continuity to instruction and evaluation. A quality program is driven by a set of content standards (Kim et al., 2015) defined by various competencies that students should accomplish. Besides, standards are measurable for instructors, supervisors, and students to know when progress is made (Wright & Walsh, 2015). The following standards should be considered when selecting curriculum contents: validity/effectiveness, self-sufficiency, significance, interest, learnability, utility, and consistency with social realities.

First, the curriculum content is valid if it advocates the end product based on the learning outcomes/objectives. The authenticity of the subject matter/selected content is also related to ensuring that the topics are not obso- lete. Therefore, a check and balance system on the curriculum content and flexibility of replace- ment/modification is also needed (Lyyra et al., 2015). Second, the selection criterion aids learners to attain self- reliance economically by giving them a chance to experience in order to observe and perform the field study. Third, the content can be significant if it is selected and structured to develop learning activities, expertise, pro- cesses and helpful attitude (for solving the problem of the state/country). The curriculum content also develops three learning domains: affective/meaningful, cognitive, and psychomotor skills and considers the cultural as- pect. Specifically, if the learners have diverse cultural backgrounds, the curriculum content should be culturally sensitive (Kelly, 2019).

Fourth, this criterion must be true to develop the curriculum to be learner-centered. Students' interests should be considered in content selection, as their learning might be remarkable if the content is meaningful. Meanwhile, the meaningfulness of content and learners' interests are connected. For instance, if the curriculum is subject-centered, teachers have no choice but to fulfill the tasks as per the schedule and teach bookish knowledge. The situation ex-

plains the maximum failure rate in some subjects (Barnett et al., 2019; Kelly, 2019). Fifth, the content should be based on the students' ability to learn and practicality. Teachers must also apply theories on the learning psychology of the learners to understand the subject presentation, sequence and organization to maximize the learning capacity.

The sixth aspect concerns the usefulness of the content in solving present and future problems, crucial in skill or proceedings/physical activities. Therefore, knowledge is what learners can implement and have learned while practicing activities. Seventh, consistency means that content should be selected because it must be related to the current social needs, and political and economic situation. Hence, content must be acceptable to the culture and beliefs of the community for which it is being designed (Gordon et al., 2016).

A standard-based content represents an immense paradigm shift for several instructors and supervisors currently serving in the field (Pangrazi&Beighle, 2019). Previously, the choice of activity led to the design of the content and curricula written to include many activities in a PE program, focusing on students' skill development. Hence, instructors and supervisors taught students the necessary skills to play volleyball, soccer, tennis, dance, or swim solely to play or perform the activity (Tifrea et al., 2016). Activities were typically gender-oriented (wrestling for boys and dancing for girls) or commonly played in a particular region (ice hockey in Minnesota PE programs). Accordingly, instructors and supervisors were competent performers in the sport oractivity. Certain sports have always been considered a tradition, and excluding them could be heresy (such as basketball). Only then new sports/activities might be included in the content. Otherwise, activities may be eliminated for multiple reasons (such as trampoline units were eliminated mainly because of obligations).

Standard-based content development starts with observing the standards, knowledge and skills identification, comprising students' demonstration to meet these standards in PE (Hernani, 2017). Selecting a content model and activities causes students to desire outcomes as per standards. Thus, the content needs a careful selection of activities with adequate time for the task completion and for the students' expertise. The entire standard-based programme showed fewer sports activities were selected, but instructional units tend to be extended longer. The situation reflects the principle "less is more" and is built on students' competency in some activities. Addi- tionally, students are trained with one activity but will apply that knowledge to other activities with similar characteristics (Otero-Saborido et al., 2020).

A standards-based content is complex, requiring extra thought to develop and implement such content. Besides, defining clear goals for PE content and developing assessment criteria are the basic steps in setting standards- based content. Various curricular models may be adopted that provide interesting lenses for creating a pro- gramme (McLoughlin et al., 2019). Furthermore, PE programmes can be stimulating and provide challenging opportunities for students' learning. Additionally, the programmes positively contribute to the health and ease the participants to complete the program. Although certain personals are resistant to the standards movement, the movement is an opportunity to redesign the PE curricula. Ultimately, developing the curricula is a channel of educational renewal and the first step towards building a quality PE programme.

3.1.3 Types of Assessments in Physical Education

Assessment is a critical component of the teaching and learning cycle in PE (Barquero-Ruiz et al., 2020). assessment can also be used to measure accountability in PE whereby students, parents, colleagues, and other society members are informed about the adequacy and competency of an education program or unit of work (Lopez-Pastor et al., 2013). Hence, assessment helps instructors and supervisors plan instruction as per stu- dents' expected learning outcomes (Dudley et al., 2016). Furthermore, Lorente-Catalan and Kirk (2016) emphasized the importance of the learner-centered assessment process, which may provide a comprehensive student view. Although assessment strategies can make learning more challenging, they can be joyful for the students and enhance their motivation level (Leirhaug&Annerstedt, 2016).

Assessment is a collection of evidence for the judgment of students' work. Mainly, PE students obtain immedi- ate feedback through active participation in the class. Through direct observation, results may be produced and delivered instantly due to immediate judgment. The problem is defining success, whereby most young partici- pants concentrate on the product rather than process goals. The situation may decrease self-motivation level in participants, considering themselves incapable. Therefore, intellectual adults must contribute to the assessment and evaluation process so that the students' immediate feedback may put a positive perspective (Scanlon et al., 2019). Hence, assessment is the overall procedure aiming to obtain information and data that enables making judgements about the appropriateness of a given curriculum by analysing these data via tools and devices (Mi- chael et al., 2016).

Chan et al. (2011) stated that the outcomes of the teaching and learning process are impacted by the assess- ment, often regarded as a backwash effect. Thus, the different types of assessment have different implications on the formation of the subjectivity of instructors and supervisors and students and the characteristics of the subject matter. The findings can be interpreted in didactics, highlighting the triangular relationship between in- structors and supervisors, students, and subject matter. The didactic triangle also explains this relationship. Tolgfors (2018) explained that the practical pedagogical approaches are based on "what works" in teaching techniques and practice; therefore, assessment is classified as a self-organised learning model. Assessment should also be integrated into the teaching and learning process as it requires modifying the teaching according to the students' needs. Thus, assessment can be achieved by adopting different techniques to increase the stu- dents' learning abilities through peer and self-assessment.

3.1.3.1 Diagnostic Assessment

The first type of assessment is referred to as AfL applied to students while preparing them to learn a new skill. Diagnostic assessment is a useful tool for teachers to learn what skills students already possess and where improvement is required. This assessment is not awarding grades on report cards.

All students carry their previous knowledge, skills, and experiences to school, relying on them while learning new knowledge. Therefore, teachers must know the students' past capabilities, which is particularly beneficial for students from different cultures than their teachers. For instance, students from different segments of society possess

various kinds of knowledge, skills, and experiences that allow gaining new knowledge and learning new things. Accordingly, teachers can plan effective teaching techniques, choose materials and contexts, and design the strategies which engage and enhance their learning if the students' history is known. The focus in teaching and the questioning of teaching and learning depends on the students' knowledge.

3.1.3.2 Summative Assessment

Summative assessment is defined as the assessment of learning that summarizes what has been learned and is often used for grading. The most crucial point is compared to formative assessment, the use of summative assessment must be more careful; otherwise, it could damage the learners' performance, and instead of being a tool, it becomes a hurdle for instructors and supervisors or a burden for learners (Dixson & Worrell, 2016). Summative assessment is used to "sum up" the achievement and generally performed at the end of a formal course of study, such as at the end of semester examination in anatomy, which covers the entire cumulative course. The assessment emphasizes the measurement of final achievement and usually the grading scheme, such as giving feedback to students.

Summative assessment is the assessment of learning, a summary of what was learnt and is often used for grad- ing and reporting back scores. If a summative assessment is not used properly, the assessment has significantly less impact on the learner than formative assessment. Therefore, summative assessment must be used to impact the learner – failing which the value of performing it becomes a burden rather than a tool (Dolin et al., 2018). Pre and post assessment procedures are the key to making the summative assessment more useful and effective. Accordingly, progress may be measured for each student in the group (Turner et al., 2018). The beginning of a summative assessment also allows the instructors and supervisors to develop the correct level of the contest for all learners in the group and enables learners to make improvements. Using summative assessment again at the end allows teachers and students to see how much progress made in their learning over time (Harrison et al., 2015).

Instructors and supervisors can supervise and report students' progress in PE with the help of summative assessment. A common example of summative assessment is using a skill development card, whereby students' progress in volleyball skills can be recorded during the first ten minutes of every class (Broadbent et al., 2018). Another characteristic of summative assessment is its connection with daily instructional tasks. Through regular progress charts, instructors and supervisors can involve students in self-assessment. For example, students who practice basic skills can record the exact target hitting out of ten. Meanwhile, written records can be maintained, such as a scorecard for a tournament activity, a master score sheet (Brown et al., 2015) as a regular event several times every week or as part of sports skill practice. The records can be kept by individuals, the team captain, the teacher, or a peer partner. As record-keeping forms are very personal and may not be understandable by anyone except the person who designs them, the trick is to adopt a technique that instructors, supervisors, and students understand.

Another special feature of summative assessment is that the teacher can "see the skill" to be evaluated, and there is a connection of skills to real-life situations, which is a useful learning indicator. The assessment data can only be considered for grading if the teacher is certain about its accuracy and reliability. The data can also supplement summative skill tests and includes charting the ability to play games. Collected data may also include shooting

percentages in basketball, average scores in softball, serving percentages in volleyball, and daily archery scores. Additionally, students can easily be trained to record the information, connecting PE learning with real-life mathematics problems (Lai &Schildkamp, 2016).

The last feature of authentic assessment is improving students' skills and active participation with enthusiasm, enabling students to continue performing the task defined by the teacher even without supervision. Meanwhile, when a task is assigned using other assessment tools, students must be supervised strictly for performance and participation (Bradbury & Roberts-Holmes, 2017).

3.3. Formative Assessment

The formative assessment is the "assessment as learning", continuously used by a PE unit. The assessment aims to assess students' learning progress throughout the unit (Krause et al., 2017). This form of assessment aids instructors and supervisors in creating an inclusive program serving the needs of students in the unit. Formative assessment comprises all educational activities that provide information as feedback that could improve the teaching and learning activities to meet students' needs (Wylie & Lyon, 2015). Mainly, formative assessment helps improve learning, usually in the form of feedback. Grob et al. (2017) mentioned that formative assessment serves in two ways: (1) for instructors and supervisors to evaluate and modify their teaching, and

(2) for students to know and improve their learning progress. The main focus is to apprise instructors and supervisors regarding students' progress. Additionally, the ultimate purpose of formative testing is to provide useful feedback on student strengths and weaknesses concerning the learning objectives. Classic formative assessment takes place during the study course, whereby learners can understand what content is already mastered and what content needs more studying (for the instructors, it needs more teaching).

Numerous studies confirmed formative assessment in PE as the best tool of instruction and planning for instructors and supervisors (Leirhaug et al., 2016; Shirley & Irving, 2015). For instance, Van der Mars et al. (2018) investigated the effect of formative assessment on instructors' and supervisors 'instruction and students' learning. Observably, instructors and supervisors reported that better planning results in easier lesson management, allowing them to concentrate on guiding students towards achieving the expected goals of the lesson. Instructors and supervisors also reported increased motivation and energy levels due to the learning-task assessment framework. Moreover, a significant improvement in teaching standards, students' learning, and assessment in their PE lessons were observed. Formative assessment in PE also enhances the quality of teaching and thus students' learning (Metzler, 2017; Winnick &Porretta, 2016). Students' performance in terms of skills was also improved (Casey et al., 2017).

Assessment enables the instructors and supervisors to know if students are learning and provide them with the necessary information to design future strategies for lessons to fulfil the objectives (Kelly, 2019). Moreover, assessment empowers teachers to analyse students' performance over time and keep students informed of their learning progress to meet the national standards (Palao et al., 2015). Hence, assessment is an essential instrument for the instructors and supervisors to incorporate quick learning methods and skills into the group training (Powell, 2015). Besides, assessment is a primary element in teaching and learning; therefore, regularly and de- liberately

considered due to its formative function. For instance, Moy et al. (2016) identified assessment as an effective method that significantly enhances students' learning abilities in the general educational environment. Hollis et al. (2017) reported that the assessment provides the necessary information to the instructors and supervisors, enabling them to make swift decisions about grouping and motivation for ideal learning environment.

4. Future Research

Several research gaps were discovered in this systematic review. First, only ten papers on curriculum contents of group games in PE published in peer-reviewed journals in the last decade were reviewed. Thus, more research is needed to understand better the curriculum contents of PE in many learning institutions. Second, studies in the formal learning environment are far more common. Resultantly, additional research highlighting experimenting with student learning in informal and non-formal settings is necessary.

Based on the previous discussion and the importance of curriculum contents of group games in PE, the following are the potential directions for further research:

Comparative surveys with a design focusing on different target groups, such as adult students or K-12 students, should be included.

Mixed-method evaluation models are encouraged to investigate how game designers could adjust game de- signs, particularly to accommodate various learning preferences and styles.

University instructors should be more active in aligning games with the curriculum, ensuring that games and simulations are used in a blended learning module (face-to-face, online content, and others) or even functioning as game masters, scaffolding virtual experiences for university students.

In order to achieve success in learning outcomes, the faculty should create games with multiplayer cooperation. Students should also be involved as co-designers to suit their requirements, offering novel ideas and alternative ways.

4. Limitations

Articles from a few databases were included in the studies chosen for this systematic review, limited to ProQuest, Taylor and Francis, Science Direct, and Scopus databases. Although thorough literature searches were conducted within the identified databases, some relevant publications may be ignored throughout the review process. Furthermore, only peer-reviewed journal publications published in English during a specific period were included for analysis. Hence, the review may not be an accurate picture of the research on the curriculum content of group games in PE in the true meaning.

5. Conclusions

The systematic review compiled ten high-quality research publications on the curriculum content of group games in PE published in the last decade. The study analyses provided a picture of research on various topics, including significant aims of the study, methodology, and reported outcomes. Based on these analyses, the r e- search gaps were identified, and areas for future research were suggested.The findings revealed that group games in PE are a rising research subject. Furthermore, the data showed that employing group games in PE has beneficial outcomes in various settings and scenarios, implying a benefit in applying group games to aid student learning. Finally, more research, systematic reviews, and meta-analyses are needed to prove further the potential of group games in PE for

schools, higher education, and beyond due to insufficient studies and systematic syntheses of current knowledge in PE curricula.

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