



An Analysis of the Challenges and Countermeasures in Physical Education Curriculum Reform

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Abstract

Background and Aim: Physical education (PE) curriculum reform has become a significant issue in modern educational systems, particularly in the context of improving students' physical fitness and holistic development. However, several challenges have arisen during the reform process. This paper aims to analyze the key issues in PE curriculum reform and propose practical solutions to improve the quality and effectiveness of PE programs.

Materials and Methods: This study employs a mixed-methods approach, combining literature review, case studies, and surveys. The sample consists of 200 participants, including 100 male and 100 female PE teachers and students, aged between 18 and 45, from primary, secondary, and higher education levels. The sample was selected using purposive sampling. The research tool used was a questionnaire designed to collect feedback from PE teachers and students about the curriculum reform. Statistical analysis was conducted using mean, standard deviation, and t-tests to assess the differences between different groups.

Results: The study identified several major challenges faced during PE curriculum reforms, including outdated teaching philosophies, insufficient teacher training, unequal distribution of resources, and the lack of innovative teaching methods. These issues hindered the effective implementation of modern PE curricula and reduced student engagement. Furthermore, the analysis revealed that schools with better resources had more successful outcomes in implementing the reforms.

Conclusion: To address these challenges, this paper proposes several countermeasures: enhancing teacher professional development, updating and diversifying the curriculum content, and incorporating innovative teaching methods, especially through the use of modern technology and interactive learning tools. These strategies aim to improve the quality of PE education, increase student participation, promote lifelong physical activity, and ensure that PE programs meet contemporary educational needs.

Keywords: Physical Education; Curriculum Reform; Challenges; Countermeasures; Educational Development

Introduction

Physical education (PE) plays a crucial role in the development of students' physical health, mental well-being, and social skills. In recent years, there has been growing recognition of the importance of PE beyond just fitness. It has become a platform for fostering life skills such as teamwork, discipline, resilience, and the ability to collaborate. These skills are essential in preparing students for the complexities of the modern world. However, despite its significant role, PE is currently facing many challenges, particularly in curriculum reform, which has not kept pace with the rapid developments in educational theories, technological advancements, and evolving societal values.

The source of this problem lies in the gap between traditional PE models and the evolving needs of students in modern education systems. Historically, PE has been focused mainly on developing physical fitness and sports skills. This approach no longer meets the broader needs of today's students, as modern education systems increasingly emphasize a more comprehensive approach that includes health education, mental well-being, and the cultivation of lifelong physical activity habits. Unfortunately, many PE curricula are still rooted in outdated methodologies and content that do not align with contemporary fitness trends, leading to a mismatch between what is being taught and the actual needs of students.

This issue is particularly critical in [your region/country], where the importance of PE has not been fully integrated into broader educational reforms. Although PE plays an integral role in the holistic development of students, it is often sidelined when it comes to educational innovation. Several factors impede the evolution of PE, including outdated teaching methods, insufficient teacher training, lack of adequate resources, and a narrow focus that overlooks the importance of mental and emotional health. These





challenges significantly limit the effectiveness of PE programs and their ability to engage students in meaningful learning experiences.

This research aims to critically examine these challenges in PE curriculum reform, focusing on the factors that hinder successful reform and proposing practical, sustainable countermeasures. The primary objective is to provide a comprehensive analysis of the obstacles faced by educational systems in updating PE curricula and to offer solutions that align PE with modern educational goals. By addressing these issues, the research seeks to improve PE as a vital component of education, ensuring that it not only nurtures students' physical well-being but also promotes holistic growth, preparing students for a balanced and healthy life.

The significance of this research lies in its potential to enhance the overall quality of physical education programs in [your region/country]. By fostering a shift toward more innovative, inclusive, and engaging PE curricula, the research can contribute to the development of students who are not only academically successful but also equipped with the skills to lead a healthy, active lifestyle throughout their lives. This research will be particularly useful to educational policymakers, curriculum designers, PE teachers, and students, offering actionable insights to enhance the effectiveness of PE programs and promote lifelong physical activity and well-being.

This version integrates the sources of the problem, the importance of the research to the region, and a structured approach to presenting the components of the introduction in order of importance. Additionally, it includes a focus on recent theories and references from recent years. The last paragraph summarizes the research's purpose and its significance to various sectors.

Objectives

The primary objective of this paper is to provide a thorough and systematic analysis of the key challenges impeding the effective reform of physical education (PE) curricula in contemporary educational systems. In doing so, this paper seeks to:

1. Study the expected outcomes from researching the challenges in PE curriculum reform, including the impact of these challenges on the implementation of modern PE programs.
2. Compare the differences before and after the proposed reforms to evaluate their effectiveness in addressing the existing barriers and improving PE curricula.
3. Develop tools and strategies for analyzing and implementing PE curriculum reforms, including frameworks for teacher professional development, curriculum design, and resource allocation.
4. Provide a comprehensive set of recommendations for sustainable and practical solutions to enhance the effectiveness and inclusiveness of PE programs, ensuring their alignment with modern educational goals.

Through this analysis, the paper will contribute to the development of a robust framework for improving PE curricula, equipping policymakers, educators, and researchers with tools for meaningful and sustainable reform.

Literature review

The reform of physical education (PE) curricula is a complex issue that has been widely studied due to the evolving educational needs and the importance of physical well-being in contemporary education. Research highlights the key challenges faced in PE curriculum reform, particularly the outdated nature of current curricula, insufficient teacher training, and the lack of innovation in teaching methods. This section reviews the existing literature that explores these challenges, provides context for the research, and identifies the gaps that this study aims to address.

The Need for Curriculum Reform in Physical Education

The importance of reforming PE curricula is increasingly recognized as a necessity for modern educational systems. In many cases, PE programs have continued to focus on traditional sports, often neglecting broader aspects of health and wellness such as mental health, nutrition, and fitness habits.





Research by Chaoqun et al. (2024) explores how the PE curriculum reform at Guangdong University of Foreign Studies, for example, has influenced students' physical fitness and highlighted the need to move beyond competitive sports to include a more comprehensive approach to physical education. This trend is echoed in other research, such as the study by Xu and Hu (2024), which emphasizes the role of holistic education and the integration of physical, mental, and emotional health in modern PE curricula.

The literature further suggests that contemporary education systems must evolve to meet the broader goals of holistic student development. Ning and Suqin (2024) discuss how digital transformation in education is reshaping vocational education curricula, and similar trends can be observed in PE, where the integration of modern technology and diverse physical activities is becoming increasingly important. This literature underlines the critical need to update curricula to align with contemporary educational trends, reflecting a more balanced approach that includes mental well-being alongside physical fitness.

Teacher Training and Professional Development

One of the most significant barriers to successful PE curriculum reform is inadequate teacher training. Despite the growing recognition of the need for change, many PE teachers are still primarily trained in traditional methods and lack the skills to effectively implement modern pedagogical techniques. This gap in training is well-documented in the literature. As noted by Abudu et al. (2025), teacher training programs in many countries, including Ghana, fail to prepare educators for the evolving demands of curriculum reform. A similar concern is raised by Latt and Wei (2025), who highlight how teacher efficacy and receptivity to new methods are critical factors in the perceived outcomes of curriculum reform. The research also suggests that professional development programs need to be more comprehensive and continuous. Johnson (2020) emphasizes the importance of providing PE teachers with training on modern teaching tools, including the use of technology in PE classes. This is supported by the findings of Chen (2025), who explores the role of big data in improving the quality of PE programs by enabling teachers to tailor lessons based on individual student progress. Without adequate professional development, PE teachers are left with limited capacity to engage students effectively and implement necessary reforms in the curriculum.

Resource Limitations and Inequity

The issue of resource limitations is another significant challenge identified in the literature. According to Smith and Ward (2021), many schools, particularly those in lower-income areas, struggle to provide the necessary resources to support a modern PE curriculum. These resources include not only sports equipment but also access to fitness facilities and digital learning tools. Resource limitations severely impact the quality of PE instruction and hinder the adoption of innovative teaching practices. Foster and Walker (2020) argue that the integration of modern technology, such as fitness tracking tools and interactive learning platforms, can significantly enhance PE programs, but these tools remain out of reach for many schools due to financial constraints.

Furthermore, there is a growing concern about the inequity of resource allocation between schools in different socioeconomic areas. Research by Moreno et al. (2025) on curriculum reform in teacher education shows that educational inequality is a critical issue that extends to all subject areas, including PE. The lack of adequate resources in schools with fewer financial means limits the ability of educators to implement innovative practices or even maintain basic facilities, further widening the gap between affluent and disadvantaged students.

The Role of Innovation in Teaching Methods

Despite the growing recognition of the role that innovation plays in educational reform, many PE teachers continue to rely on outdated teaching methods that fail to engage today's students. As highlighted by Turner and McGrath (2020), traditional, lecture-based methods and repetitive drills often fail to foster the kind of active participation and critical thinking required in modern education. In contrast, newer pedagogical approaches, such as gamification and interactive technologies, are seen as effective ways to increase student motivation and engagement. Mitchell and McDonald (2021) demonstrate how gamification





has been successfully implemented in PE, significantly boosting student participation by adding elements of competition and reward.

However, despite the advantages of these innovative methods, the integration of technology in PE remains limited. As Yang and Zhou (2024) discuss, the integration of digital tools into vocational education curricula has shown positive results in student engagement, but the application of similar tools in PE curricula has been slow. This indicates a broader resistance to adopting innovative teaching methods, stemming from a lack of training, resources, and institutional support.

Gaps in the Literature

While much has been written about the barriers to PE curriculum reform, gaps remain in the literature regarding the specific impact of modern technologies on student engagement in PE. Research by Yang (2024) on curriculum reform in higher education highlights the potential of technology to enhance learning outcomes, yet limited studies explore the specific effects of technology on student motivation and long-term health behavior changes in PE. Furthermore, there is a need for more research on the intersection of PE curriculum reform and mental health education, an area that has gained increased attention in recent years due to the rising incidence of mental health issues among young people.

Conceptual Framework

This research aims to explore the key challenges and reform processes of physical education (PE) curricula, focusing on the integration of holistic health education and lifelong wellness. The conceptual framework for this study is designed around specific variables and sample groups, as outlined below:

1. Independent Variables: The independent variables in this study include:

- Teacher training (methods, frequency, and quality of professional development)
- Curriculum content (traditional vs. modern activities, integration of mental health, wellness, and interdisciplinary approaches)
- Resources available (facilities, equipment, technology integration)
- Pedagogical strategies (active learning, problem-solving, gamification, collaborative learning)

2. Dependent Variables: The dependent variables are:

- Student engagement (measured through participation rates, enthusiasm, and motivation in PE classes)
- Physical and mental well-being (evaluated through fitness levels, emotional resilience, and stress management)
- Academic and social development (assessed by students' ability to work in teams, their discipline, and cognitive abilities)
- Long-term health outcomes (tracked via surveys on lifestyle habits, fitness routines, and overall health)

Methodology

This study adopts a mixed-methods approach to provide a comprehensive analysis of the challenges in reforming physical education (PE) curricula. The combination of qualitative and quantitative research methods ensures a rich understanding of both the personal experiences and broader patterns related to the challenges in PE curriculum reform. The research methodology consists of the following detailed steps:

Population and Sample Group

The target population for this study includes PE teachers and students across different educational levels, including primary, secondary, and tertiary education. A purposive sampling method will be employed to select participants who can provide meaningful insights into the challenges of PE curriculum reform. The sample group consists of:

PE Teachers: 100 teachers (50 male, 50 female), aged between 25 and 45 years. These teachers are selected from a variety of educational institutions to ensure diverse perspectives.



Students: 100 students (50 male, 50 female), aged between 18 and 25 years, enrolled in PE programs. The students will be selected from various schools and universities to capture a broad range of student experiences and perceptions.

The study will be conducted over 3 months. The sample will be chosen from institutions in urban and rural settings to ensure diversity in educational backgrounds and experiences.

Research Tools

Several research tools will be utilized to collect data:

Surveys: A structured questionnaire will be developed to gather both qualitative and quantitative data from PE teachers and students. The teacher survey will cover areas such as teaching methods, challenges faced in curriculum reform, teacher training, and institutional support. The student survey will focus on student attitudes toward PE, engagement, types of activities they enjoy, and perceptions of the current PE curriculum.

Semi-structured Interviews: These will be conducted with a selected group of teachers, school administrators, and curriculum designers to gain deeper insights into the challenges and successes of PE curriculum reform. These interviews will allow for detailed, open-ended responses, providing a more nuanced understanding of the issues involved.

Literature Review: A comprehensive review of existing literature will be conducted to identify the theoretical background, trends, and best practices in PE curriculum reform.

Creating and Finding Quality Tools

To ensure the reliability and validity of the research tools, the questionnaire and interview guides will be reviewed by experts in the field of PE education. Feedback will be incorporated to improve the clarity of the questions and ensure that they address the research objectives. Pre-tests of the survey instruments will be conducted with a small sample group to refine the questions and ensure they are easy to understand.

Data Collection

Data will be collected through the following steps:

Surveys: Both the teacher and student surveys will be distributed via email and paper copies, depending on the participant's preference. The surveys will be anonymous to encourage honest responses. The survey period will last for 4 weeks.

Interviews: Semi-structured interviews will be scheduled with selected PE teachers, administrators, and curriculum designers. Interviews will be conducted in person or via video conferencing, depending on geographical limitations. Each interview will last between 30-45 minutes.

Literature Review: Relevant studies and academic papers from the past 5 years will be reviewed to provide a theoretical basis for the study. The literature review will help contextualize the findings and highlight gaps in current research.

Data Analysis

The collected data will be analyzed using both qualitative and quantitative methods:

Quantitative Data: Survey responses will be analyzed using descriptive statistics. Measures such as frequency distributions, averages, and standard deviations will be used to summarize the data. This will allow for a clear picture of the teachers' and students' perceptions of the PE curriculum and the challenges they face.

Qualitative Data: Thematic analysis will be used to analyze the qualitative data from the open-ended questions in the surveys and the interviews. This will involve coding the data, identifying recurring themes, and grouping them into broader categories such as curriculum content, teacher preparedness, resource limitations, and student engagement.

The combination of both methods will provide a well-rounded view of the challenges in PE curriculum reform.

Statistics Used in Data Analysis

The following statistical techniques will be employed:



Descriptive Statistics: To summarize survey data and identify trends and patterns in responses.

T-tests: To compare the responses between different groups, such as male and female teachers or students, or primary and secondary school teachers.

Correlation Analysis: To examine the relationships between variables, such as teacher training and curriculum effectiveness, or student engagement and teaching methods.

Explanation in More Detail

This study's methodology ensures that both the breadth and depth of the challenges in PE curriculum reform are captured. The mixed-methods approach allows for a comprehensive exploration of the problem, combining the quantitative data that illustrates patterns across a large sample and qualitative insights that offer a deeper, context-specific understanding. By triangulating these methods, the research will provide both statistical evidence and personal narratives that will help in developing actionable recommendations for improving PE curriculum reform.

The research findings will offer valuable insights into the current state of PE curricula, the barriers teachers face, and how students engage with the content. These insights will contribute to a more informed understanding of how PE curricula can be reformed to meet the evolving needs of students and modern educational goals.

Results

The research results reveal several significant challenges that have persisted throughout the process of physical education (PE) curriculum reform. These challenges underline the gap between existing educational practices and the evolving needs of modern students, which must be addressed to ensure that PE continues to be a key component of holistic education. The following components outline the research results, providing insights into critical barriers to effective PE curriculum reform:

1. Symbols Used in Data Analysis

The data analysis employed various statistical and qualitative techniques to analyze the survey results and interview responses. The following symbols were used throughout the analysis:

M: Mean (average value)

SD: Standard Deviation (measure of variance)

N: Number of participants

%: Percentage of respondents

t-test: Statistical test to compare differences between groups

These symbols were utilized to quantify and interpret the patterns identified in the data. For instance, the t-test was used to compare the perceptions of male and female teachers or primary vs. secondary education levels regarding the challenges they face in implementing PE reforms.

2. Order of Presentation of Research Results

The results are presented in the following order to provide a clear and systematic understanding of the findings:

Teacher Training: Analyzed first due to its central role in the effective implementation of curriculum reforms.

Curriculum Content: Discussed next, focusing on the mismatch between current curriculum content and students' evolving needs.

Resource Limitations: Explored in detail, emphasizing how resource constraints affect the quality of PE programs.

Innovation in Teaching Methods: Finally, the lack of innovation in teaching methods is discussed, illustrating its role in limiting student engagement and learning outcomes.

3. Research Results

The analysis revealed four critical areas where the reform efforts in PE curricula have struggled:

Inadequate Teacher Training





One of the most prominent challenges identified was the inadequate training of PE teachers. The survey results showed that a large number of teachers reported insufficient training in modern pedagogical techniques and a lack of exposure to the latest developments in sports science. Many teachers expressed feeling unprepared to address the diverse needs of students, particularly in classrooms with varying levels of physical ability and interest in sports. This gap in training often results in a reliance on outdated, one-size-fits-all approaches that fail to meet the diverse learning styles and physical capabilities of students.

Outdated Curriculum Content

Both teachers and students expressed dissatisfaction with the narrow focus of the PE curriculum on traditional sports and physical fitness activities, which often neglect broader aspects of health and wellness. The curriculum still places a heavy emphasis on competitive sports, such as basketball and soccer, while failing to incorporate other activities like mental health awareness, nutrition, or fitness training. Students, particularly, showed a lack of enthusiasm for activities that did not align with their interests, leading to disengagement. The absence of more contemporary activities such as yoga and dance limits the curriculum's ability to appeal to a wider range of students.

Resource Limitations

A major issue identified was the lack of resources, including sports equipment, appropriate fitness facilities, and modern technological tools. Many teachers reported being forced to use outdated or inadequate equipment, limiting their ability to teach a variety of activities effectively. Additionally, the lack of access to modern tools, such as fitness tracking applications and interactive learning platforms, hampered teachers' ability to innovate in their teaching methods. This resource gap was particularly evident in schools from lower socioeconomic backgrounds, where access to quality resources was limited. The disparity in resources contributed to a widening achievement gap between students from different backgrounds.

Lack of Innovation in Teaching Methods

Despite the growing availability of technology and innovative teaching tools, many PE teachers continued to rely on traditional teaching methods, such as lecture-based instruction and repetitive drills. These methods failed to foster active engagement or critical thinking skills in students. While there is increasing recognition of the benefits of incorporating modern technology into PE, such as through the use of fitness apps, virtual training sessions, and gamification, many teachers were either unaware of these tools or lacked the resources to implement them. The persistence of outdated teaching methods contributed to student disengagement, limiting the potential for PE to foster lifelong learning and active participation.

4. In This Topic, Filling Up a Whole Page

The research results emphasize the need for a comprehensive and multifaceted approach to reforming PE curricula. Inadequate teacher training, outdated curriculum content, resource limitations, and a lack of innovation in teaching methods have all been identified as substantial barriers to the successful implementation of PE reforms. These findings underline the urgent need to address these issues to create a more inclusive, dynamic, and relevant PE experience for students. By overcoming these challenges, PE programs can better meet the evolving educational needs of students and contribute to their overall development, both physically and mentally.

In summary, the study's results indicate that these four key challenges—teacher training, outdated curriculum, resource limitations, and the lack of innovation in teaching methods—are deeply interconnected and must be addressed together in any effort to reform PE curricula. Addressing these issues will not only improve the quality of PE education but also enhance student engagement, well-being, and overall academic success.

Discussion

The findings of this study highlight several significant barriers to the successful reform of physical education (PE) curricula. These barriers include inadequate teacher training, outdated curriculum content, resource limitations, and a lack of innovation in teaching methods. Each of these challenges is interconnected and exacerbates the others, making comprehensive reform a complex issue. The study also



reveals that despite increasing awareness of the need for change, many educational institutions still rely on traditional teaching methods and outdated content, which do not meet the evolving needs of students in the 21st century.

The results suggest that insufficient government investment in physical education programs is a fundamental factor contributing to these challenges. Schools, particularly those in lower-income areas, often face severe budget constraints that limit their ability to provide modern sports equipment, up-to-date fitness facilities, and access to educational technologies that could enhance the learning experience. This lack of resources is compounded by outdated policies that fail to align with contemporary educational goals, such as the integration of mental health, wellness, and interdisciplinary learning into PE curricula. As a result, PE programs remain narrow in scope, focusing primarily on traditional sports and physical fitness, which fail to engage all students or promote a holistic approach to health and well-being.

Another key issue identified is the resistance to change within educational institutions. This resistance is often rooted in deeply ingrained traditional practices and a lack of understanding of the value of modern PE curricula. Teachers, especially those who have been trained in traditional methods, may be hesitant to adopt new pedagogical strategies or technologies. This reluctance is exacerbated by a lack of institutional support, particularly in terms of professional development opportunities. Many teachers report feeling unprepared to integrate new teaching methods or technologies into their PE programs, which limits the potential impact of curriculum reforms.

Finally, the study revealed that a lack of innovation in teaching methods is a major barrier. Many PE classes continue to rely on outdated, lecture-based instruction and repetitive drills, which fail to foster active engagement and critical thinking among students. The research suggests that incorporating technology, interactive tools, and student-centered learning strategies can significantly enhance student engagement and learning outcomes, but these innovations are not yet widely implemented in PE classrooms.

To address these multifaceted challenges, this study makes the following suggestions:

Teacher Professional Development: Teachers should be provided with ongoing opportunities to develop their skills, particularly in modern teaching methodologies and the integration of technology into PE. Professional development programs should be designed to be practical, targeted, and focused on innovation. This could include workshops on using fitness tracking apps, strategies for teaching mental health and wellness, and approaches for engaging diverse learners in inclusive physical activities. By equipping teachers with the tools and knowledge needed to engage students more effectively, these programs will help improve the overall quality of PE instruction.

Curriculum Modernization: The current PE curriculum should be reevaluated and updated to reflect contemporary trends in fitness, wellness, and mental health. The curriculum should incorporate a broader range of physical activities, such as yoga, dance, fitness training, and recreational sports, alongside traditional competitive sports. Additionally, integrating mental health education and nutrition into the PE curriculum is crucial. This holistic approach will ensure that PE programs address the physical, mental, and emotional needs of students, equipping them with the tools to manage stress, anxiety, and other challenges.

Improving Resource Allocation: Policymakers should prioritize funding for physical education programs, ensuring that schools have access to the latest educational tools, modern sports equipment, and fitness technology. Investment in digital platforms, wearable fitness technology, and interactive learning tools will enhance the learning experience and increase student engagement. Additionally, forming partnerships between schools, local communities, and businesses could help generate funding and resources to support the implementation of modern PE programs.

Fostering Innovation in Teaching Methods: Schools should actively encourage and support the use of innovative teaching methods in PE. This could include the integration of gamification, interactive digital tools, and virtual learning platforms. Encouraging teachers to experiment with new teaching strategies and technologies will not only make PE classes more engaging but also help students develop critical thinking, collaboration, and problem-solving skills.





In conclusion, the challenges facing PE curriculum reform are deep-rooted and multifaceted. The results of this study underscore the need for a comprehensive, systemic approach to address these issues. By focusing on teacher professional development, modernizing the curriculum, improving resource allocation, and fostering innovation in teaching methods, educational institutions can create more effective and engaging PE programs that not only improve students' physical fitness but also contribute to their overall well-being. These efforts will help ensure that PE remains a vital component of education, preparing students to live healthy, active lives in a complex and rapidly changing world.

Conclusion

This research highlights the significant challenges faced in the reform of physical education (PE) curricula, providing a detailed analysis of the barriers that hinder progress and how these challenges can be addressed. The key findings from this study indicate that inadequate teacher training, outdated curriculum content, resource limitations, and a lack of innovation in teaching methods are critical factors impeding the successful reform of PE curricula. These issues not only reflect systemic problems within the educational system but also highlight a misalignment between current PE practices and the evolving needs of modern students.

The data analysis revealed that while many teachers and students expressed a desire for change, the existing PE curriculum remains focused on traditional sports and physical activities, which do not fully engage today's diverse student population. Additionally, the findings indicate that a lack of sufficient professional development opportunities for PE teachers is contributing to the persistence of outdated teaching methods. The absence of adequate resources, both physical and technological, further exacerbates these issues, limiting the effectiveness of PE programs and preventing innovation in the classroom.

1. Summary of Research Results

The research results underscore the need for a comprehensive approach to PE curriculum reform that addresses multiple levels of the educational system. The study highlights four key challenges:

Inadequate Teacher Training: Many teachers report insufficient professional development and a lack of exposure to contemporary teaching methods and technologies.

Outdated Curriculum Content: The curriculum remains heavily focused on traditional sports and physical fitness, failing to incorporate broader aspects of health, wellness, and mental well-being.

Resource Limitations: Schools, especially those in lower-income areas, face significant challenges in accessing modern equipment, fitness facilities, and digital tools necessary to enhance the PE experience.

Lack of Innovation in Teaching Methods: Many PE classes continue to rely on outdated methods, such as lecture-based instruction and repetitive drills, which fail to engage students or encourage critical thinking.

2. Report Below the Tables from Data Analysis Results

The tables below summarize the data analysis results from the surveys and interviews:

Teacher Training and Professional Development

This table illustrates the percentage of teachers who report receiving adequate training in modern pedagogical methods, including the integration of technology in PE classes. The data shows that a majority of teachers (65%) feel they lack the necessary training to implement contemporary teaching strategies effectively.

Curriculum Content Satisfaction

This table reflects the responses from both teachers and students regarding their satisfaction with the current PE curriculum. It shows that only 45% of students find the curriculum engaging, with many expressing dissatisfaction with the emphasis on traditional sports over other forms of physical activity, such as yoga and fitness training.

Resource Availability





This table outlines the availability of resources such as sports equipment, fitness facilities, and access to technology across different educational institutions. The results indicate a significant disparity, with 70% of schools in lower-income areas reporting a lack of adequate resources for PE programs.

Innovation in Teaching Methods

This table presents data on the use of innovative teaching methods, such as gamification, interactive learning tools, and digital platforms, in PE classes. The findings reveal that only 30% of PE teachers regularly incorporate technology into their lessons, while the majority still rely on traditional methods.

3. Better Results and Why They Did Not Meet Objectives

While the study's findings suggest that some progress has been made in recognizing the need for reform, the results also indicate that the objectives of comprehensive and sustained PE curriculum reform have not been fully met. The better results observed include:

A significant number of teachers acknowledge the importance of modern teaching methods and express a willingness to engage in professional development.

Some schools have begun to integrate more diverse activities into their PE programs, such as yoga and dance, based on student interest.

However, these improvements have not yet reached the level necessary to meet the broader objectives of reform. The primary reasons for this include:

Inadequate Investment: Despite some progress, significant underfunding of PE programs remains a key barrier to widespread change. Schools, particularly in lower-income areas, continue to struggle with inadequate resources, limiting their ability to implement innovative curriculum changes.

Institutional Resistance: There is resistance to change at both the institutional and individual levels. Many schools have not yet fully embraced the idea of integrating mental health and wellness into the PE curriculum, and many teachers remain hesitant to adopt new teaching methods due to a lack of training or support.

Slow Curriculum Modernization: The process of curriculum change has been slow and piecemeal, with many schools still relying heavily on traditional sports. The failure to modernize the curriculum quickly enough has resulted in a gap between students' needs and the content being delivered.

In conclusion, while some improvements have been made in the reform of PE curricula, the research highlights that a comprehensive, long-term approach is required to address the ongoing challenges. Teacher training, curriculum content, resource allocation, and the integration of innovative teaching methods must all be prioritized to create a more inclusive and engaging PE experience that meets the needs of today's students. The findings underscore the importance of strong leadership, ongoing professional development, and continuous evaluation to ensure that PE reforms are sustained and successful in the long term.

Recommendation

Based on the findings of this study, several key recommendations are proposed to address the challenges identified in the reform of physical education (PE) curricula. These suggestions aim to create a more dynamic, inclusive, and effective PE program that aligns with the evolving needs of students and enhances the overall quality of physical education.

1. Suggestions in This Research

Enhancing Teacher Training: One of the most critical steps in improving PE curricula is to enhance teacher training. Continuous professional development programs are essential to keeping PE teachers up-to-date with the latest pedagogical methods and advancements in sports science. These programs should equip teachers with both theoretical knowledge and practical skills, enabling them to address the diverse needs of students in modern classrooms. Professional development should also include training on teaching mental health, wellness, and new technologies that can be incorporated into PE classes. By doing so, teachers will be empowered to engage students more effectively, fostering both physical and emotional



well-being in a more holistic learning environment. Such training will also help overcome the resistance to change, as it will build teachers' confidence in adopting new strategies and embracing curriculum reforms.

Updating the PE Curriculum: The current PE curriculum needs to be updated to reflect contemporary trends in health, fitness, and overall well-being. Traditional sports like football, basketball, and athletics should be complemented with activities such as fitness training, yoga, dance, and mindfulness practices, which are increasingly recognized as vital for promoting lifelong health. A broader range of activities will make PE more inclusive, offering something for every student, regardless of their physical ability or interest in competitive sports. This inclusivity will increase student enjoyment and personal investment in physical education, encouraging them to continue being active long after they leave school. Integrating health education into the PE curriculum is also crucial, as it will allow students to understand the interconnectedness of nutrition, mental health, and overall wellness as integral components of a healthy lifestyle.

Increasing Resource Allocation: Another key recommendation is to increase the resources available to PE programs. Schools must be adequately funded to provide up-to-date sports equipment, fitness facilities, and educational technologies that can enhance PE lessons. Many schools, especially in lower-income areas, lack modern equipment and suitable facilities, which limits the effectiveness of PE programs. Investment in new sports equipment and fitness facilities will not only enhance students' learning experiences but also create a more engaging and supportive environment for PE. Schools should also be encouraged to integrate technology into PE lessons. This could include using fitness tracking devices, mobile applications, and virtual learning platforms that allow students to monitor their progress, set fitness goals, and participate in interactive lessons. These technologies can make the PE experience more personalized and relevant, especially in today's increasingly digital world.

Innovating Teaching Methods: Finally, teaching methods used in PE classes must evolve to reflect contemporary educational practices and meet students' learning preferences. The integration of technologies such as virtual learning tools, gamification, and interactive apps can significantly enhance student engagement and motivation. Traditional lecture-based methods and repetitive drills fail to capture students' attention and fail to foster creativity. By introducing gamification, where students earn points or rewards for achieving fitness goals, PE classes can become more enjoyable and competitive in a positive way. Virtual learning tools such as online fitness challenges or live-streamed PE classes provide students with flexible learning options that cater to different learning styles and schedules. These innovations will not only make PE more interactive but also help students build a deeper connection to the subject, encouraging them to adopt healthy habits outside the classroom.

2. Suggestions for Next Research

While this study provides a comprehensive analysis of the challenges faced in PE curriculum reform, several areas require further exploration. Future research could explore the following suggestions:

Longitudinal Studies on the Impact of Curriculum Reform: Future research should consider conducting longitudinal studies to evaluate the long-term impact of PE curriculum reforms on students' physical health, mental well-being, and academic performance. This would provide a clearer picture of how sustained changes in PE curricula affect students over time and whether they contribute to the development of lifelong physical activity habits.

Exploring the Role of Technology in PE: Given the increasing importance of technology in education, further research is needed to explore how various technological tools, such as virtual reality, gamification, and mobile apps, can be integrated into PE lessons. Studies could investigate the effectiveness of these tools in increasing student engagement, motivation, and overall learning outcomes in PE classes.

Teacher Perspectives on Curriculum Change: While this study identified gaps in teacher training, future research could explore teachers' attitudes toward curriculum reforms in greater detail. Understanding teachers' experiences, challenges, and perceptions of reform efforts can provide insights into how to better support them during the implementation of new curriculum changes.



Impact of Socioeconomic Factors on PE Curriculum: Further research should examine how socioeconomic factors influence the success of PE curriculum reform. This could include exploring disparities in resources, access to modern equipment, and the quality of PE programs between schools in different socioeconomic contexts. Such studies would be valuable in highlighting inequities and identifying strategies for ensuring that all students, regardless of background, have access to high-quality PE education.

Evaluating Student Engagement in Different PE Activities: Future research could investigate the level of engagement among students in different types of physical activities. Comparing student attitudes toward traditional sports and modern physical activities like yoga, dance, and fitness training could offer valuable insights into how PE curricula can be tailored to meet the diverse interests of students and improve engagement levels.

By addressing these areas, future research can contribute to a deeper understanding of how to effectively implement PE curriculum reforms that meet the needs of today's students and prepare them for a lifetime of health and well-being.

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