

"A Proposed Electronic Learning Package for the Motor Education Course for Female Students Enrolled in the Kindergarten Teacher Preparation Program at the Faculty of Early Childhood Education"

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Abstract:

The research aims to design an electronic educational package for the Motor Education course for second-level students in the Kindergarten Teacher Preparation Program in English, The research population included faculty members (professors and associate professors) in the Faculties of Sports Sciences at Helwan (male and female), Beni Suef, Fayoum, and Minya universities, with a total of (84) professors and associate professors specializing in teaching methods, motor education, and sports technology. The research sample was intentionally selected and consisted of (38) professors and associate professors, representing (45%) of the original population, The researcher employed the descriptive method as it is suitable for the nature of the study, Data collection tools included expert opinion survey forms regarding the proposed package components. The results revealed the availability of an electronic educational package for the Motor Education course for second-level students in the Kindergarten Teacher Preparation Program in English.

Keywords

Electronic Educational Package – Motor Education – Kindergarten

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Introduction :

In recent years, education has witnessed remarkable development thanks to technological advancement, where the integration of digital technologies into the educational process has become an urgent necessity to achieve effective learning. Among the most significant technological innovations is the electronic educational package, which aims to provide an integrated learning environment that enables learners to interact with the content through multiple methods that consider individual differences. It also allows for both self-learning and collaborative learning simultaneously. The electronic package is not merely a tool for transferring information, but rather a comprehensive educational system that includes well-organized content supported by multimedia such as texts, images, videos, and interactive activities, making it more engaging and motivating for learners. (34:, p. 45)

Electronic educational packages are considered one of the modern approaches that have strengthened the method of self-learning, The electronic package represents a form of individualized instruction, which has received increasing attention in recent years, It is based on the principle of individualized learning, where the student can rely on themselves in the learning process, The package constitutes a system that encompasses all the educational materials needed to help learners achieve the learning objectives according to their abilities and potentials, while taking into account individual differences among them. It is founded on the principle of self-learning for mastery. (82)

The educational package is also considered one of the models of modern education, where the educational process shifts from focusing on the teacher and the subject matter to focusing on the learner themselves, It provides the student with the opportunity to learn a part of the skill or subject matter covered in the unit according to their ability and learning pace. The student does not move on to studying the next part of the subject matter until they have mastered the first part. (90:19)

The design of electronic educational packages is characterized by the diversity of their digital media and the presentation of information in various forms and styles. They provide elements of excitement and motivation through the use of multimedia, offering richer experiences than traditional methods and reducing boredom among learners, Furthermore, they develop learners' research skills and thus enhance their knowledge culture.

Electronic educational packages are considered the best form of education that combines enjoyment, motivation, and vitality through diverse tools such as videos, flash presentations, infographics, and mind maps for learners. They also rely on presenting educational projects while reducing traditional lectures. (56: 302–303)

Motor education is considered one of the modern educational approaches that aim to foster the child's holistic and balanced development, as it relies on movement as a means of learning rather than merely a physical or motor activity, It contributes to the development of cognitive, emotional, and social abilities alongside physical growth. Motor education is built upon clear foundations, including body awareness, movement space, effort exerted, and relationships between the individual and others or objects, Through these aspects, the child acquires skills that help them adapt to their environment, while nurturing initiative, problem-solving, and creativity in motor performance, Researchers also emphasize that integrating movement in education enhances comprehension and makes the learning process more enjoyable and effective, as it allows the child to be an active participant in the educational process, moving away from traditional rote-based methods. (84: p. 15).

Kumar & Sharma (2024) state that motor education aims at the holistic development of the individual, where movement is used as a means of learning rather than merely a physical or motor activity, It helps the child gain awareness of their body and the space in which they move, while also fostering cognitive, perceptual, emotional, and social abilities, Moreover, it enhances skills of balance, motor coordination, and creative problem-solving, and improves many social and psychological attributes. Kumar and Sharma (2024) further explained that integrating motor education into early school stages contributes to raising motivation for learning and makes the educational process more enjoyable and effective, as it places the learner at the center of activity and provides opportunities for exploration and self-expression. (104:, pp. 3–4).

The preparation of kindergarten teachers is considered one of the fundamental educational issues in the modern era, due to their pivotal and vital role in shaping the child's personality during the early years, the effects of which last a lifetime. This stage is the most sensitive in building values, attitudes, and essential skills, Teacher preparation includes two integrated aspects: the academic aspect, which provides the teacher with theoretical

knowledge about child development characteristics, early education methods, and the most suitable strategies; and the professional and practical aspect, which focuses on equipping her with classroom management skills, the use of appropriate educational activities, and the creation of a stimulating educational environment based on play and experimentation," omima Al-Jouhary" (2020) emphasized that the quality of kindergarten teacher preparation programs directly reflects on the level of children's holistic development, and that any shortcomings in this preparation lead to educational gaps that are difficult to compensate for later. (87:, p. 45).

Early childhood education, its programs, and all related efforts and activities have received considerable attention in the current stage at international, regional, and executive levels in many countries around the world, particularly in developed nations, over the past few years. Intensive efforts have been made concerning childhood in general and early education in particular, Among the most important reasons behind the contemporary interest in early childhood education are the findings of studies, programs, and executive initiatives that revealed the significant and long-term effects of high-quality early education on children of different categories. (25:, p. 219)

Research Problem :

Despite the rapid development in employing modern technologies in the educational process, motor education in many educational institutions is still delivered through traditional methods based on direct instruction and limited practical training, which may reduce learning effectiveness and negatively affect learners' motivation and comprehension of motor concepts. Electronic educational packages are among the most prominent technological innovations that can contribute to improving the outcomes of motor education by providing an interactive learning environment that allows learners to practice independently, learn at a pace suited to their abilities, and use multimedia (text, audio, video, animations) to simplify complex motor concepts. However, the effectiveness of these packages in supporting motor education has not been adequately studied in the Arab context, which motivated the researcher to design an electronic educational package for the second-level Motor Education course for female students of the Kindergarten Teacher Preparation Program in English, This package aligns with advancements in e-learning and motor education, and with the state's emphasis on digital transformation in university curricula, helping

students benefit from e-learning advantages, achieve its objectives, and maximize effectiveness through active learner participation, continuous assessment, and enhanced communication between instructors and students via the educational platform, Moreover, the package includes models and videos of various motor skills, and based on the researcher's belief that achieving educational goals requires proper planning and curriculum organization, the study seeks to prepare kindergarten teachers in English who are capable of effectively teaching motor education content to children while keeping pace with modern global developments.

Another reason that motivated the researcher to design an electronic educational package is that students in the Kindergarten Teacher Preparation Program in English face difficulties in learning the subject matter in English. Therefore, the researcher found it necessary to design an electronic package that would facilitate the teaching of the course, attract students' attention, stimulate their motivation to learn, and train them in practicing the language through the proposed electronic package. Moreover, the electronic educational package can be linked to artificial intelligence, allowing students to benefit from explanations presented in different ways and methods according to the learning styles and abilities of each learner, which naturally helps in addressing individual differences among them.

Several studies indicate that, despite the widespread use of electronic educational packages in educational institutions, there are difficulties in activating them effectively. Students may suffer from a lack of interaction and motivation, while teachers face challenges in preparing and designing their content to suit learners' needs. This raises questions about the extent to which such packages contribute to improving learners' motor and cognitive achievement, as well as the challenges teachers and learners may encounter in their application, Hence, the research problem is defined by the following main question: Has the researcher succeeded in designing the proposed electronic educational package in accordance with correct scientific principles and standards?

Significance of the Research :

The significance of this research lies in the fact that it represents a scientific contribution to motor and physical education, in addition to aligning with modern trends and responding to educational calls for the modification and development of new electronic curricula that meet the

requirements of the era and lead to positive outcomes in improving the educational process, In turn, this may contribute to the development of motor activities and skills for kindergarten children, Furthermore, it may benefit those working in the field of motor education and early childhood education by providing more effective electronic programs and curricula for motor activities and skills at the kindergarten stage, in accordance with children's characteristics, developmental needs, and interests in light of scientific and technological progress, The research also contributes to enriching educational literature related to the use of technology in education, clarifying the relationship between employing electronic packages and raising achievement levels and learning motivation. It provides teachers with effective strategies for integrating electronic educational packages, supports decision-makers in developing electronic curricula that address learners' needs, and offers practical solutions for improving the digital learning environment in schools and universities

Research Aim :

This research aims to design an electronic instructional package for the Motor Education course for female students enrolled in the Kindergarten Teacher Preparation Program at the Faculty of Early Childhood Education, Beni-Suef University, through the following:

Setting objectives for the content of the Motor Education course for the students under study.

Selecting appropriate Motor Education content for the students under study.

Choosing suitable teaching methods and strategies for Motor Education for the students under study.

Selecting the appropriate facilities for implementing the course and the instructional package under study.

Choosing suitable assessment methods for evaluating the course for the students under study.

Developing a cognitive test that measures the knowledge included in the instructional package.

INlight of the research objectives, the researcher seeks to answer the following questions:

1. What are the dimensions and components of the instructional package for the Motor Education course for the students under study?

What are the objectives of the instructional package content for the Motor Education course for the students under study?

What is the content of the Motor Education course for the students under study?

What are the required facilities for implementing the instructional package of the Motor Education course for the students under study?

What are the appropriate assessment methods for evaluating the students under study through the instructional package in the Motor Education course?

Is the cognitive test developed by the researcher valid and characterized by a high degree of reliability and validity?

Research Delimitations and Terminology

Research Delimitations

The delimitations of the research were as follows:

- **Human delimitations:** Faculty members (professors and associate professors) at Faculties of Sports Sciences.
- **Spatial delimitations:** Faculties of Sports Sciences in the governorates of Helwan, Beni Suef, Fayoum, and Minya.
- **Temporal delimitations:** The period of expert surveys and the design of the package lasted three months, from 01/03/2025 to 01/06/2025.

Research Terminology

Definition of Educational Packages:

"An organized electronic educational system that includes a number of alternatives and educational activities which help the learner, either individually or in collaboration with a group, to achieve specific objectives through the use of interactive multimedia provided by the computer or through direct internet connection". (88:, pp. 828–885)

Motor education is defined as:

"The use of movement as an educational means to foster the holistic development of the individual in all aspects (physical, cognitive, emotional, and social), It is not limited to physical activity alone, but rather seeks to help the child gain awareness of their body, develop fundamental motor skills, and express themselves through motor activity." (84: 10)

Theoretical Framework

The electronic educational package is a comprehensive digital learning unit that includes objectives, educational content, activities, and assessment tools provided to the student through an interactive electronic environment. Its aim is to assist the learner in self-learning according to their own pace, at any time and in any place (64:, p. 113). Brown (2019, p. 46) defined it as: "a digital collection of educational materials designed to support self-learning, including texts, images, videos, and interactive activities"

Al-Kubaisi (2008, p. 349) defined it as an instructional unit based on the self-learning system that directs the learner's activity. It contains knowledge content and diverse learning materials linked to behavioral objectives, supported by pre-, post-, and self-tests, and enriched with multiple educational activities that serve and reinforce the curriculum.

Hussein Al-Tobji (2018, p. 137) defined it as: "an integrated structure consisting of a set of necessary components for delivering an instructional unit, as it includes a collection of educational tools aimed at achieving self-learning objectives and providing opportunities for individualized learning."

Objectives of the Electronic Educational Package:

- Enabling students to easily access the content.
- Developing self-learning skills.
- Addressing individual differences among learners.
- Enhancing intrinsic motivation for learning (58:, p. 90).

Advantages of the Electronic Educational Package:

1. Flexibility: Students can learn anytime and anywhere.
2. Interactivity: The package's activities enhance interaction between students and the content.
3. Cost-effectiveness: It reduces the costs of printing and traditional resources.
4. Consideration of different learning styles (64:, p. 115).

The Teacher's Role in Utilizing Electronic Instructional Packages

- Preparing the content of the package in alignment with the educational objectives.
- Guiding students to use the package effectively.
- Monitoring their progress and providing constructive feedback. (58:92)

The Teacher's Role in Employing Electronic Educational Packages:

- Preparing the package content in alignment with the educational objectives.
- Guiding students to use the package effectively.
- Monitoring their progress and providing feedback.

According to previous studies: Both Mohamed El-Zoghby (2016), Ahmed El-Sharkawy (2018), Mona El-Hawary (2019), Khaled Al-Assaf (2020), Hala Al-Kilani (2017), and Hassan El-Sabbagh (2021) agreed that the steps for developing an electronic instructional package are as follows:

1. Defining educational objectives:
Formulating measurable cognitive, skill-based, and affective objectives.
2. Analyzing educational content:
Identifying topics, concepts, skills, and the relationships among them.
3. Selecting media and technologies:
Choosing the most appropriate electronic media (text, audio, video, simulation) in alignment with the objectives.
4. Designing educational activities and exercises:
Developing interactive activities (exercises, discussions, applied activities).
5. Preparing assessment tools:
Designing objective and essay tests, electronic assignments, and question banks.
6. Producing the electronic educational package:
Converting the content into an electronic format using authoring tools such as Articulate, Adobe Captivate, or Moodle.
7. Trial and evaluation:
Testing the package on a small sample, collecting feedback, and revising the content before general implementation.

Motor Education

Concept of Motor Education

Motor education is an educational approach that aims to develop the individual through movement, as movement is considered a means to achieve holistic growth—physically, cognitively, emotionally, and socially.

Mohamed Allawi (2002) defined it as: "A set of motor activities that aim to develop children's perceptual, cognitive, and sensory abilities by using movement as an educational tool." (70:112)

Objectives of Motor Education:

- Developing basic motor skills such as running, jumping, and throwing.
- Improving motor coordination and perceptual-motor awareness.
- Building self-confidence through motor achievement.
- Contributing to social growth through group games. (6: 65–67)

Foundations of Motor Education:

Psychological Foundation: Based on motor learning theories and the development of perceptual abilities.

Educational Foundation: Rooted in educational philosophies that emphasize learning through activity.

Physiological Foundation: Movement as a means of developing different body systems.

Social Foundation: Contributes to fostering cooperation and a sense of belonging. (17: 93-95)

Domains of Motor Education

Physical Domain: Enhancing physical fitness and developing motor abilities.

Cognitive Domain: Developing creative thinking and problem-solving through motor situations.

Affective Domain: Building self-confidence and regulating emotions.

Social Domain: Developing social relationships and positive interaction. (83: 47–49)

The Role of Motor Education in Developmental Stages

Early Childhood: Helps in developing basic motor skills.

Middle Childhood: Works on improving motor coordination and balance.

Adolescence: Focuses on refining complex skills and preparing the individual for specialized sports activities. (26: 150–152)

3- Kindergarten Programs

Definition of Kindergarten Programs :

Kindergarten programs are defined as a set of purposeful educational and instructional activities directed at children aged 3–6 years, implemented

according to an integrated systematic plan to develop their cognitive, linguistic, social, and physical abilities (92 :p. 55).

Objectives of Kindergarten Programs:

- Developing children's readiness for school learning
- Enhancing language and communication skills.
- Instilling social and moral values.
- Promoting physical growth and health through motor activities.
- Developing thinking and problem-solving skills. (95:, p. 64).

3-Advantages of Kindergarten Programs

- **Focus on learning through play:** This is considered the most important approach at this stage Considering individual differences: Activities are diversified according to children's abilities.
- **Comprehensive development:** Covering cognitive, motor, social, and emotional aspects.
- **Preparation for school:** By gradually preparing the child for the transition to formal education. (80:, p.72)

Disadvantages and Challenges of Kindergarten Programs:

Deficiency of some programs in providing a rich environment with interactive activities.

Lack of qualified staff in some institutions.

Over-reliance on rote learning instead of learning through play.

Differences in social and economic environments that affect children's benefit. (92:61)

The Role of the Educator/Teacher in Kindergarten Programs:

Designing and implementing appropriate educational activities.

Guiding children during free and structured play.

Enhancing social interaction among children.

Monitoring each child's individual development and providing the necessary support. (80:75)

Previous Studies

1-Doaa Mohamed (2024) conducted a study entitled "The Effectiveness of Using the Electronic Instructional Package on Cognitive Achievement and Performance Level in Backstroke Swimming, The study aimed to examine the impact of employing the electronic instructional

package on enhancing cognitive achievement and motor performance among female students at the Faculty of Physical Education for Girls – Zagazig University. The sample consisted of 50 second-year students randomly assigned into two groups: an experimental group (25) and a control group (25). Using the experimental method with pre- and post-tests, the researcher applied cognitive achievement tests, skill performance level tests, muscular strength tests, in addition to the designed electronic instructional package, which included a computer, a booklet, a CD, and a code reader program. The results revealed significant differences in favor of the experimental group, confirming the effectiveness of the electronic instructional package in improving knowledge and motor performance in the backstroke swimming skill .

2-Mohamed Othman (2023) conducted a study entitled “The Effectiveness of Using the Computerized Instructional Package on the Performance of Some Basic Skills in the Physical Education Lesson among Preparatory Stage Pupils.” The study aimed to investigate the effect of the electronic instructional package on improving students’ performance of a set of basic skills in physical education classes. The researcher selected a sample of 20 first-grade preparatory pupils from Al-Nasria Experimental School, affiliated with Agouza Educational Administration, during the academic year 2021/2022. The quasi-experimental method was applied using a single group with pre- and post-measurements, The research tools included the computerized instructional package, a skill performance evaluation form, and statistical analysis using SPSS, The results revealed statistically significant differences between the pre- and post-tests in favor of the post-test, indicating the effectiveness of the computerized instructional package in improving the level of performance of basic skills. The researcher recommended the importance of utilizing self-learning and its various forms to provide opportunities for students to be creative and to consider individual differences.

3-El-Sayed Sobhy (2023) conducted a study that aimed to examine the impact of using the digital instructional package on learning some basic skills in the physical education lesson among preparatory stage pupils. The quasi-experimental method was applied with two groups (experimental and control) using pre- and post-tests. The sample consisted of 25 second-grade preparatory students in each group from Al-Mosheer Ahmed Ismail

Preparatory School, affiliated with Al-Haram Educational Administration. In addition, a pilot sample of 15 students outside the main sample was used to test the scientific validity and reliability of the instruments. The researcher employed tools such as the digital instructional package and the SPSS program for statistical analysis. The results revealed statistically significant differences in favor of the experimental group in the post-test, indicating the effectiveness of the digital instructional package in developing basic skills. One of the key recommendations of the study was to design and produce electronic instructional packages that consider individual differences in order to achieve adaptive learning that meets the needs of each learner.

4-Alya Khaled (2021) conducted a study entitled “The Effect of Using the Electronic Instructional Package on Some Skills of Beginners in Swimming.” The study aimed to investigate the impact of using the electronic package on certain skills of beginners in swimming. The researcher employed the experimental method using a two-group design, one experimental and the other control, as it was suitable for the nature of the research. The study sample included 60 beginners aged 11–13 years, randomly selected from Al-Sharqiya Club. They were divided into three groups: 20 in the experimental group, 20 in the control group, and 20 in a pilot group. The results indicated the effectiveness of the proposed program in enhancing simultaneous feedback and improving skill performance levels.

5-Hussein Ali Hussein (2017) conducted a study entitled “The Effectiveness of Using the Instructional Package and Group Cooperative Learning Strategies in Developing the Skill of Classifying Behavioral Objectives among Sixth-Level Students at the College of Science and Arts, Sharurah, Najran University. The study aimed to investigate the impact of using the instructional package and group cooperative learning strategies on enhancing the skill of classifying behavioral objectives among sixth-level students. The sample consisted of 61 students randomly divided into two experimental groups: one with 31 students and the other with 30 students. The results showed the superiority of the second experimental group, which relied on cooperative learning, over the first experimental group, which used the instructional package.

The researcher benefited from these studies in formulating the steps and components of the instructional package, as they all agreed on the basic elements of instructional packages (objectives – content – methods and strategies – resources – evaluation methods).

Research Plan and Procedures

First: Research Method

The researcher employed the descriptive method using the survey approach, which aims to address the phenomenon under investigation as it exists in reality. This approach focuses on providing an accurate description of the phenomenon, collecting information and data about it, and expressing it both quantitatively and qualitatively.

Second: Research Population and Sample

The research population consisted of faculty members (professors and associate professors) in the Faculties of Sports Sciences at Helwan (males and females), Beni-Suef, Fayoum, and Minya Universities, with a total number of 84 members. The research sample was deliberately selected and consisted of 38 professors and associate professors, representing 45% of the original population.

Sample Selection Criteria:

A. Faculty Members

- 1-The faculty member must specialize in curricula and teaching methods, with a rank not lower than Associate Professor.
- 2-The faculty member must have at least 10 years of experience in teaching at the college level.

B-Reasons for Selecting the Sample

- 1-Ease of access to the sample members in these governorates. Benefiting from the expertise of faculty members actively engaged in the field, which ensures responses that better reflect reality.
- 2-The willingness of faculty members to participate in the research, their motivation to complete the questionnaire, and their anticipation of benefiting from the research results.

Data Collection Tools:

The researcher used the following tools to collect the research data:

1-Expert Opinion Questionnaires: Expert opinion questionnaire (Appendix 1) concerning the objectives of the instructional package, its components, appropriate teaching methods and strategies, the resources required for building and designing the package, and the evaluation methods used within the package.

2-Cognitive Test (prepared by the researcher): A cognitive test developed by the researcher (Appendix 4)

Scientific Validity of the Expert Opinion Questionnaires

1. Content Validity by Jury Experts

The researcher presented the expert opinion questionnaire regarding the content and procedures of the instructional package for the Motor Education course to a group of ten experts and jury members specialized in motor education, educational technology, and curricula and teaching methods (Appendix 1), This aimed to verify the content validity and appropriateness of the items included in evaluating the different dimensions of the instructional package. The experts were asked to evaluate each item in terms of clarity, comprehensiveness, relevance, accuracy of wording, and its relation to the study objectives, in addition to providing their comments and suggestions to improve the structure of the questionnaire.

Based on the experts' evaluations, some items were revised to clarify their wording or merged with similar ones, ensuring comprehensive coverage of all aspects of the instructional package, The experts' review showed a high level of agreement on most items, which reflects a strong degree of content validity, Furthermore, their feedback helped identify items that were less clear or in need of reformulation, thereby enhancing the credibility of the tool and ensuring its suitability for research purposes, This step is considered one of the most important stages of psychometric validation, as it contributes to strengthening confidence in the questionnaire results before its application to the study sample, and confirms the researcher's

2-Internal Consistency

The researcher verified the internal consistency of the expert opinion questionnaire on the content and procedures of the instructional package for the Motor Education course by calculating Pearson's correlation coefficient between the score of each item and the total score of the questionnaire as a whole, as well as calculating the correlation between the score of each of the six main dimensions of the questionnaire and the total score.

This procedure aimed to measure the degree of alignment among the different items and their relation to the overall concept and general objective of the questionnaire. The importance of this step lies in identifying any item that may be inconsistent with the dimension it belongs to, or that shows significant variation in expert evaluations, indicating the need for revision or modification.

Table (1) Correlation Coefficient between the Items and the Total Score of the Expert Opinion Questionnaire

(D1) Package Dimensions		(D3) Package Content		Item Code	Correlation Coefficient	Item Code	Correlation Coefficient
Item Code	Correlation Coefficient	Item Code	Correlation Coefficient	D_3_4_8	0.806 **	D_5_10	0.657 **
D_1_1	0.791 **	D_3_1_1	0.798 **	D_3_4_9	0.611 **	D6) Evaluation Methods	
D_1_2	0.815 **	D_3_1_2	0.833 **	D_3_4_10	0.726 **		
D_1_3	0.713 **	D_3_1_3	0.603 **	(D4) Teaching Methods) and Strategies		D_6_1	0.739 **
D_1_4	0.703 **	D_3_1_4	0.839 **			D_6_2	0.617 **
D_1_5	0.594 **	D_3_1_5	0.669 **	D_4_1	0.787 **	D_6_3	0.696 **
D_1_6	0.716 **	D_3_1_6	0.744 **	D_4_2	0.657 **	D_6_4	0.708 **
(D2) Course Objectives		D_3_1_7	0.725 **	D_4_3	0.765 **	D_6_5	0.597 **
		D_3_1_8	0.611 **	D_4_4	0.697 **		
D_2_1	0.649 **	D_3_1_9	0.72 **	D_4_5	0.687 **		
D_2_2	0.751 **	D_3_2_1	0.819 **	D_4_6	0.707 **		
D_2_3	0.686 **	D_3_2_2	0.617 **	D_4_7	0.628 **		
D_2_4	0.718 **	D_3_2_3	0.690 **	D_4_8	0.630 **		
D_2_5	0.835 **	D_3_2_4	0.635 **	D_4_9	0.594 **		
D_2_6	0.691 **	D_3_3_1	0.662 **	(D5) Material and Human) Resources			
D_2_7	0.591 **	D_3_3_2	0.701 **	Item Code	Correlation Coefficient		
D_2_8	0.826 **	D_3_3_3	0.727 **	D_5_1	0.787 **		

D_2_9	0.767 **	D_3_3_4	0.594 **	D_5_2	0.693 **
D_2_10	0.752 **	D_3_4_1	0.692 **	D_5_3	0.643 **
D_2_11	0.792 **	D_3_4_2	0.734 **	D_5_4	0.733 **
D_2_12	0.787 **	D_3_4_3	0.761 **	D_5_5	0.69 **
D_2_13	0.590 **	D_3_4_4	0.742 **	D_5_6	0.662 **
D_2_14	0.772 **	D_3_4_5	0.736 **	D_5_7	0.76 **
D_2_15	0.616 **	D_3_4_6	0.598 **	D_5_8	0.654 **
D_2_16	0.739 **	D_3_4_7	0.693 **	D_5_9	0.599 **

Results of Table (1)

From the results presented in Table (1), it was found that the values of the correlation coefficients between all items of the expert opinion questionnaire and the total score of the questionnaire ranged from 0.590 to 0.839. All of these values are relatively high, indicating that the questionnaire demonstrates a high degree of internal consistency of the items with the overall objective of the questionnaire.

Table (2) Correlation Coefficient between the Main Dimensions and the Total Score of the Expert Opinion Questionnaire

Dimension	Correlation Coefficient	Dimension	Correlation Coefficient
(D1) Package Dimensions	0.893 **	(D5) Material and Human Resources	0.837 **
(D2) Course Objectives	0.806 **	(D6) Evaluation Methods	0.893 **
(D3) Package Content	0.811 **		
(D4) Teaching Methods) and Strategies	0.826 **		

Results of Table (2)

From the results presented in Table (2), it was found that the values of the correlation coefficients between the main dimensions and the total score of the expert opinion questionnaire ranged from 0.806 to 0.893. All of these values are relatively high, indicating that the questionnaire demonstrates a high degree of internal consistency of the main dimensions with the overall objective of the questionnaire.

Accordingly, these results suggest that the expert opinion questionnaire on the course and content of the instructional package is characterized by a high degree of coherence among all its elements, This reflects the strong internal consistency of the questionnaire and confirms its reliability in measuring expert opinions regarding the instructional package, thereby enhancing confidence in the tool's ability to provide accurate and objective information to support the development and improvement of the package.

3. Reliability Coefficient

The researcher verified the reliability of the expert opinion questionnaire on the course and content of the instructional package by calculating the Cronbach's Alpha coefficient for the main dimensions of the questionnaire as well as for the questionnaire as a whole. The results were obtained as shown in the following table:

Table (3) Reliability Coefficients using Cronbach's Alpha for the Expert Opinion Questionnaire on the Course and Content of the Instructional Package

Dimension	معامل الثبات
(D1) Package Dimensions	0.842
(D2) Course Objectives	0.865
(D3) Package Content	0.889
(D4) Teaching Methods and Strategies)	0.812
(D5) Material and Human Resources	0.876
(D6) Evaluation Methods	0.835
Questionnaire as a Whole	0.954

From the results presented in Table (3), it was found that the reliability coefficients of the expert opinion questionnaire on the course and content of the instructional package ranged from 0.812 to 0.901, while the reliability coefficient for the questionnaire as a whole reached 0.954. All of these values are relatively high, indicating that the questionnaire demonstrates a high degree of reliability.

4. Discrimination Coefficient

The discrimination coefficient of an item or a questionnaire refers to the extent to which the item or questionnaire can distinguish between high and low performers in the ability or trait being measured. The researcher calculated the discrimination coefficients of the items in the expert opinion questionnaire regarding the course and content of the instructional package after applying the prepared questionnaire to the pilot sample. This was done to examine the discriminative power of each item, the main dimensions, and the questionnaire as a whole. The results were obtained as shown in the following table:

Table (4) Discrimination Coefficients of the Items and Main Dimensions of the Expert Opinion Questionnaire on the Course and Content of the Instructional Package

(D1) Package Dimensions		(D3) Package Content		Item Code	Discrimination Coefficient	Item Code	Discrimination Coefficient
Item Code	Discrimination Coefficient	Item Code	Discrimination Coefficient	D_3_4_8	0.488	D_5_10	0.612
D_1_1	0.558	D_3_1_1	0.562	D_3_4_9	0.526	(D6) Evaluation Methods	
D_1_2	0.602	D_3_1_2	0.600	D_3_4_10	0.564	Item Code	Discrimination Coefficient
D_1_3	0.580	D_3_1_3	0.532	(D4) Teaching Methods and Strategies		D_6_1	0.502
D_1_4	0.496	D_3_1_4	0.570	Item Code	Discrimination Coefficient	D_6_2	0.540
D_1_5	0.534	D_3_1_5	0.512	D_4_1	0.504	D_6_3	0.578
D_1_6	0.572	D_3_1_6	0.548	D_4_2	0.542	D_6_4	0.516
(D2) Course Objectives		D_3_1_7	0.576	D_4_3	0.580	D_6_5	0.554
Item Code	Discrimination Coefficient	D_3_1_8	0.594	D_4_4	0.592		
D_2_1	0.520	D_3_1_9	0.556	D_4_5	0.524		
D_2_2	0.554	D_3_2_1	0.608	D_4_6	0.498		
D_2_3	0.618	D_3_2_2	0.486	D_4_7	0.536		
D_2_4	0.586	D_3_2_3	0.524	D_4_8	0.574		
D_2_5	0.538	D_3_2_4	0.562	D_4_9	0.610		
D_2_6	0.500	D_3_3_1	0.600	(D5) Material and Human Resources			
D_2_7	0.564	D_3_3_2	0.518	Item Code	Discrimination Coefficient		
D_2_8	0.528	D_3_3_3	0.522	D_5_1	0.590		
D_2_9	0.598	D_3_3_4	0.560	D_5_2	0.506		
D_2_10	0.482	D_3_4_1	0.488	D_5_3	0.544		
D_2_11	0.516	D_3_4_2	0.526	D_5_4	0.582		
D_2_12	0.550	D_3_4_3	0.604	D_5_5	0.530		
D_2_13	0.592	D_3_4_4	0.540	D_5_6	0.568		
D_2_14	0.508	D_3_4_5	0.578	D_5_7	0.494		
D_2_15	0.546	D_3_4_6	0.514	D_5_8	0.532		
D_2_16	0.584	D_3_4_7	0.552	D_5_9	0.570		

Table (5) Discrimination Coefficients of the Main Dimensions and the Questionnaire as a Whole of the Expert Opinion Questionnaire on the Course and Content of the Instructional Package

Discrimination Coefficient	Discrimination Coefficient
(D1) Package Dimensions	0.557
(D2) Course Objectives	0.549
(D3) Package Content	0.549
(D4) Teaching Methods and Strategies)	0.551
(D5) Material and Human Resources	0.553
(D6) Evaluation Methods	0.538
Questionnaire as a Whole	0.549

From the results presented in Tables (4 and 5), it was found that the values of the discrimination coefficients for all items of the expert opinion questionnaire on the course and content of the instructional package ranged from 0.482 to 0.618. The values of the discrimination coefficients for the six main dimensions of the questionnaire ranged from 0.538 to 0.557. All of these values are relatively high, indicating the strong discriminative power of the items and main dimensions of the expert opinion questionnaire regarding the course and content of the instructional package.

2. The Cognitive Test

Steps of Constructing the Cognitive Test:

- 1-Defining the purpose of the test (measuring the cognitive objectives of the Motor Education course for female students of the Kindergarten Teacher Preparation Program – English section).
- 2-Analyzing the content into elements (information and concepts – mental skills – general skills).
- 3-Determining the cognitive levels of the test (recall – comprehension).
- 4-Identifying the proposed dimensions for constructing the test in four main dimensions, namely:

Proposed Dimensions for Constructing the Cognitive Test:

1. Conceptual Framework of Motor Education (concept – definition – objectives – purposes – influencing factors – considerations for teaching motor education – contributions of motor education to other sciences – aspects and dimensions of movement – basic positions – formations).

Characteristics of the Kindergarten Stage (growth characteristics – motor characteristics – psychological characteristics – social characteristics – cognitive and intellectual characteristics).

Fundamental Motor Skills (concept – definition – types – examples of basic motor skills such as walking, running, hopping, jumping, balancing, rolling, throwing, and catching a ball).

Motor Story (definition – elements – components – foundations – content – criteria – types – examples of stories and lessons).

Additional Steps in Constructing the Test

The researcher selected two formats for constructing the test items: multiple-choice and true/false. The test consisted of 40 items distributed across the test dimensions.

The test instructions were formulated in a simple and clear manner, clarifying that the purpose of the test is learning achievement rather than examination.

The cognitive test was presented to experts for review.

The scientific validation measures (psychometric properties) of the cognitive test were calculated.

Scientific Validation of the Cognitive Test

1. Content Validity by Jury Experts

The researcher presented the cognitive test to a group of experts and jury members specialized in motor education, curricula and teaching methods, and educational technology, in order to verify the content validity and the appropriateness of the test items for assessing the cognitive learning outcomes of the students. The test consisted of two parts: the first included 20 multiple-choice questions, and the second included 20 true/false questions. The experts were asked to evaluate each question in terms of clarity, accuracy of wording, comprehensiveness, alignment with course objectives, and its ability to measure the targeted cognitive skill.

Based on the experts' feedback, the researcher revised some questions to improve clarity or adjust the level of difficulty, while ensuring coverage of all dimensions of cognitive learning outcomes related to the course. The jury review indicated a high level of agreement among experts on most test items, reflecting a strong degree of content validity and enhancing the credibility of the measurement tool. The review also helped identify

questions that required minor modifications, ensuring that the test could provide accurate and reliable estimates of students' cognitive learning outcomes.

2. Internal Consistency

The researcher verified the internal consistency of the cognitive test by calculating Pearson's correlation coefficient between the score of each item and the total score of the test, and then calculating the correlation coefficient between the score of each of the two test dimensions and the total test score. This procedure aimed to measure the degree of alignment among the different items and their relation to the overall concept and objective of the cognitive test as a whole, The results were obtained as shown in the following table:

Table (6) Correlation Coefficients between the Items and the Total Score of the Cognitive Test

Dimension 1: Multiple-Choice)				Dimension 2: True/False			
Question Code	Correlation Coefficient	Question Code	Correlation Coefficient	Question Code	Correlation Coefficient	Question Code	Correlation Coefficient
Q_1	0.712**	Q_11	0.685**	Q_21	0.728**	Q_31	0.739**
Q_2	0.798**	Q_12	0.754**	Q_22	0.815**	Q_32	0.792**
Q_3	0.703**	Q_13	0.723**	Q_23	0.691**	Q_33	0.718**
Q_4	0.765**	Q_14	0.809**	Q_24	0.761**	Q_34	0.773**
Q_5	0.689**	Q_15	0.699**	Q_25	0.736**	Q_35	0.732**
Q_6	0.777**	Q_16	0.769**	Q_26	0.800**	Q_36	0.802**
Q_7	0.725**	Q_17	0.742**	Q_27	0.709**	Q_37	0.706**
Q_8	0.810**	Q_18	0.795**	Q_28	0.788**	Q_38	0.785**
Q_9	0.695**	Q_19	0.715**	Q_29	0.745**	Q_39	0.748**
Q_10	0.758**	Q_20	0.780**	Q_30	0.762**	Q_40	0.820**

From the results presented in Table (6), it was found that the values of the correlation coefficients between all items of the cognitive test (prepared for the current study) and the total score of the test ranged from 0.685 to 0.820. All of these values are relatively high, indicating that the test items demonstrate a high degree of internal consistency with the overall objective of the test as a whole.

Table (7) Correlation Coefficients between the Two Dimensions of the Test and the Total Score of the Cognitive Test

Dimension	Correlation Coefficient
Dimension 1: Multiple-Choice)	0.879**
Dimension 2: True/False	0.899**

results presented in Table (7), it was found that the correlation coefficient between the first dimension of the test (multiple-choice questions) and the total score of the test reached 0.879, while the correlation coefficient between the second dimension (true/false questions) and the total score reached 0.899. Both values are high, indicating a strong overall consistency of the two dimensions with the general objective of the test as a whole.

Accordingly, these results suggest that the cognitive test designed to assess the cognitive learning outcomes of the Motor Education course is characterized by a high degree of coherence among all its elements. This reflects the strong internal consistency of the test and confirms its reliability, thereby reinforcing confidence in its ability to provide accurate and objective information for evaluating students' cognitive learning outcomes.

3. Reliability Coefficient

The researcher verified the reliability of the cognitive test developed in the current study by calculating Cronbach's Alpha coefficient for both dimensions of the test as well as for the test as a whole, The results were obtained as shown in the following table:

Table (8) Reliability Coefficients using Cronbach's Alpha for the Cognitive Test of the Motor Education Course

Dimension	Discrimination Coefficient
Dimension 1: Multiple-Choice)	0.894
Dimension 2: True/False	0.815
The Cognitive Test as a Whole	0.947

From the results presented in Table (8), it was found that the reliability coefficient of the first dimension of the test (multiple-choice questions) reached 0.894, while the reliability coefficient of the second dimension of the test (true/false questions) reached 0.815. The overall reliability coefficient of the cognitive test as a whole was 0.947. All of these values are high, indicating that the constructed cognitive test demonstrates a high degree of reliability.

4. Discrimination Coefficient

The researcher verified the discriminative power of the items of the cognitive test for assessing the cognitive learning outcomes of the Motor Education course by calculating the discrimination coefficient for each item, for each of the two dimensions of the test, as well as for the test as a whole, The results were obtained as shown in the following table

Table (9) Discrimination Coefficients of the Cognitive Test

Dimension 1: Multiple-Choice)				Dimension 2: True/False			
Question Code	Discrimination Coefficient	Question Code	Discrimination Coefficient	Question Code	Discrimination Coefficient	Question Code	Discrimination Coefficient
Q_1	0.642	Q_11	0.687	Q_21	0.649	Q_31	0.665
Q_2	0.690	Q_12	0.730	Q_22	0.712	Q_32	0.702
Q_3	0.734	Q_13	0.658	Q_23	0.683	Q_33	0.743
Q_4	0.655	Q_14	0.715	Q_24	0.725	Q_34	0.651
Q_5	0.718	Q_15	0.749	Q_25	0.660	Q_35	0.694
Q_6	0.760	Q_16	0.639	Q_26	0.698	Q_36	0.737
Q_7	0.634	Q_17	0.681	Q_27	0.739	Q_37	0.674
Q_8	0.678	Q_18	0.727	Q_28	0.671	Q_38	0.709
Q_9	0.721	Q_19	0.662	Q_29	0.706	Q_39	0.756
Q_10	0.747	Q_20	0.701	Q_30	0.752	Q_40	0.645
Discrimination Coefficient of the First Dimension =0.699				Discrimination Coefficient of the Second Dimension = 0.696			
Overall Discrimination Coefficient of the Cognitive Test as a Whole = 0.697							

From the results presented in Tables (8 and 9), it was found that the values of the discrimination coefficients for the items of the cognitive test ranged from 0.634 to 0.760. The overall discrimination coefficient of the first dimension of the test (multiple-choice questions) was 0.699, while the overall discrimination coefficient of the second dimension of the test (true/false questions) was 0.696. The overall discrimination coefficient of the cognitive test as a whole was 0.697. All of these values are high, indicating the strong discriminative power of the constructed cognitive test, whether at the level of individual items, the two dimensions, or the test as a whole.

Fourth: Steps of Implementing the Instructional Package

Step One – Defining the Objective

The objective is to provide students with the cognitive aspects of the course, which include acquiring conceptual knowledge related to motor education, the motor story, and the characteristics of kindergarten, as well as classifying fundamental motor skills. In addition, it aims to develop the ability to analyze and integrate the information and knowledge addressed in the course.

Second: The Foundations on Which the Courses and Educational Packages Were Built

When preparing the course and its related educational packages, the researcher was keen to adhere to a set of educational and organizational foundations in order to ensure the quality of the content and the achievement of the educational process objectives. These foundations are as follows:

- The content of the package should be consistent with its objectives.
- The content should match students' abilities and take into account individual differences among them.
- The design should be flexible during practical application to allow modifications when necessary.
- The design of the package should progress from simple to complex.
- The content should achieve quality objectives.
- The content should prepare graduates capable of adapting to work in the field of disability.
- The content should be appropriate to the available resources.
- The content should respect the customs, traditions, and philosophy of the society.
- Scientific material should be coherent and sequential.
- The package should address students' needs.
- The content should consider students' interests and preferences.
- The content should address the needs of society and the labor market.

Third: Selection and Organization of the Proposed Educational Package Content

Table (10) Organization of the package content

N	CHAPHTER	CONTENENT	
1	FIRST CHAPHTER	The Conceptual Framework of Movement Education The Concept of Movement Education The Definition of Movement Education The Importance of Movement Education The Objectives of Movement Education The Considerations to Be Taken into Account When Teaching Movement Education The Contributions of Movement Education to Other Sciences The Factors Influencing Movement Education The Dimensions and Aspects of Movement The Teaching Methods Used in Teaching Movement Education	
2	Second CHAPHTER	Characteristics of the Kindergarten Stage -Physical Characteristics of -- Kindergarten Children -Mental Characteristics of Kindergarten Children -Psychological Characteristics of Kindergarten Children -Motor Characteristics of Kindergarten Children	
3	Third CHAPHTER	Fundamental Motor Skills -Concept of Fundamental Motor Skills -Definition of Fundamental Motor Skills -Classifications of Fundamental Motor Skills -Examples Explaining the Technical and Instructional Steps of Some Skills (Walking – Running – Hopping – Jumping Forward – Jumping Upward – Catching and Receiving the Ball)	
4	Four CHAPHTER	The Movement Story -Definition of the Movement Story	

	-Elements of the Artistic Structure of the Movement Story -Foundations of the Movement Story -Content of the Movement Story - Criteria for Selecting the Movement Story- - - Key -Points to Be Considered When Teaching the Movement Story -Types of Movement Stories -Components of the Movement Story - M-odels of Movement Stories -Models of Some Movement Education Lessons	
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Fourth: Selection of Appropriate Teaching Methods, Approaches, and Strategies for the Package

Lectures

Discussions

Active learning strategies (cooperative learning – self-learning – brainstorming – concept mapping – workshops)

Workshops

Interactive video

Field studies

Educational platform

Fifth: Determining the Material and Human Resources

Teacher

Learner

Computer

Data show (projector)

Electronic programs

Classroom

E-mail

Internet network

Educational platform

Electronic links

Evaluation Methods Used in the Course

Discussion and interaction.

Research discussions.

Field study.

Solving the questions and activities of each chapter.

Midterm exam.

Final written exam.

Designing the Electronic Educational Package

1-Setting the objectives of the package.

2-Defining the general content of the package and organizing it into units.

3-Determining the appropriate design language.

4-Linking the package to internet services.

5-Writing the texts and inserting image files.

6-Presenting the package to a group of specialized experts, making modifications, and then applying it to the research sample.

7-Publishing the package on a link and the educational platform.

Stages of Developing Electronic Packages

1-Analysis Stage: Analyzing content inputs, learners' characteristics, learners' needs, teaching methods, learners' previous experiences, students' skills in using the internet, and the learning environment.

2- Design Stage: Outlining all course details including objectives, content, instructional media, evaluation methods, activities, exercises, and a detailed description of the package's pages and interactive tools to efficiently achieve learning objectives.

3-Production Stage: Preparing the necessary software, equipment, and devices required to produce the electronic educational package.

4-Implementation Stage: Preparing for electronic publication of the package, setting up the associated databases, and ensuring the package functions properly.

5-Evaluation Stage: Ensuring the package's validity for use from technical and educational perspectives, and making necessary modifications.

Components of the Electronic Educational Packag

- 1-Main Page of the Package: A set of buttons used to access the package contents and its tools.
 - 2-General and Behavioral Objectives of the package.
 - 3-General Introduction about the package.
 - 4-Curriculum Instructor's Biography.
 - 5-Educational Content.
 - 6-Activities and Tests.
 - 7-Pre- and Post-Tests for the course.
 - 8-Methods and Approaches.
- Key Terminology of Motor Education in English.

The Pilot Study:

The researcher conducted the pilot study on 1/3/2025 on a sample of (10) professors and assistant professors in the fields of motor education, curricula and teaching methods, and educational technology from the same research community at the Faculties of Sports Science of Beni Suf, Helwan, Fayoum, and Minya Universities, but outside the original sample. The purpose was to identify:

- 1-The validity of the devices, tools, and place used to conduct the experiment.
- 2-The calculation of the scientific coefficients of the tests under study.
- 3-The extent to which students understand the tests and data collection tools used.

The aim of this pilot study was to determine:

- 1-The validity of the tools and devices used in the research application.
- 2-The validity of the test itself.

Findings of the Pilot Study:

Verification of the validity of the tools and devices used in applying the research.

Steps of Conducting the Main Experiment

Application of the Research: The researcher conducted the application of the research at the Faculty of Physical Education, Beni Suf University,

during the period from 15/3/2025 to 15/6/2025, with the research lasting for three months

tatistical Treatments:

To verify some of the psychometric properties of the expert opinion survey forms and the cognitive test prepared for the current study, as well as to test the study hypotheses, the researcher relied on several statistical methods consistent with the characteristics of the sample and study procedures, These can be summarized as follows:

- 1-Statistical Indicators (mean, standard deviation, significance level RIL).
- 2-Cronbach's Alpha Coefficient to verify the reliability of the test.
- 3-Pearson Correlation Coefficient to reveal the correlation between item scores and the total test score.
- 4-Discrimination Index to identify the discriminatory power of the items and the test as a whole.
- 5-Difficulty Index to determine the level of difficulty of the items and the test as.

Presentation and Discussion of the Results

First Question:

What are the components of the educational package for the Motor Education course for second-level students in the Kindergarten Teacher Preparation Program (in English)?

Table (11)

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
D1-1 Course Objectives)	Number (F)	2	6	30	38
	Percentage (%)	5.3	15.8	78.9	100.0
D1-2 Package Content	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D1-3 Teaching Methods and Strategies	Number (F)	1	7	30	38
	Percentage (%)	2.6	18.4	78.9	100.0
D1-4 Material and Human Resources	Number (F)	1	4	33	38
	Percentage (%)	2.6	10.5	86.8	100.0

D1-5 Evaluation Methods	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0

The results of the expert survey indicate that the proposed components of the educational package for the Motor Education course received a high degree of acceptance, with agreement percentages ranging between 78.9% and 86.8%. The objectives and content component obtained 78.9% agreement, reflecting their clarity and alignment with the needs of the target group. Similarly, the teaching methods and approaches recorded an agreement level of 78.9%, accompanied by 18.4% neutrality, suggesting the need for greater diversification in instructional strategies. The human and material resources component achieved the highest level of agreement at 86.8%, emphasizing its vital role in ensuring the success of the educational package. Overall, these high agreement rates demonstrate a broad consensus among experts regarding the appropriateness of the package's components, while the limited observations noted may contribute to improving its effectiveness during practical application.

**Table (12) The frequency and percentage of experts' scores on the **first axis of the form
The components of the educational package for the Motor Education course**

• **Dimension 1 The Dimensions of the Educational Package for the Motor Education Course**

Score	Frequency	Percent
13.00	1	2.6
15.00	2	5.3
16.00	13	34.2
17.00	10	26.3
18.00	12	31.6
Total	38	100.0

The results shown in Table (12) indicate that the distribution of scores on the form of the educational package components is concentrated in the higher levels, with the highest frequencies recorded at scores 16, 17, and 18, representing a cumulative percentage of 92.1% of the total sample. In contrast, the lower scores (13 and 15) appeared with very limited

percentages not exceeding 7.9%. This distribution reflects that the experts' tendencies clearly lean toward medium-high and high estimations, indicating a collective agreement on the validity and practical applicability of the educational package components.

Relative Importance Index (RII) and Rank:

The Relative Importance Index (RII) and Rank for the dimensions of the educational package of the Motor Education course:

Table (13) The mean, standard deviation, relative importance, and rank of the items in the first dimension (dimensions of the educational package).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_1_1 Course Objectives	38	2.737	0.090	0.554	0.911	High	5
D_1_2 Package Content	38	2.789	0.067	0.413	0.929	High	3
D_1_3 Teaching Methods and Strategies	38	2.763	0.079	0.490	0.920	High	4
D_1_4 Material and Human Resources	38	2.842	0.071	0.437	0.946	High	1
D_1_6 Evaluation Methods	38	2.816	0.064	0.393	0.938	High	2
Total_D1 The Educational Package Dimensions for the Motor Education Course as a Whole	38	16.763	0.183	1.125	0.930	High	

The results of the table concerning the first dimension (the educational package dimensions for the Motor Education course as a whole) indicate that all six items achieved high values on the Relative Importance Index (RII), ranging between 0.911 and 0.946, all of which fall within the "high" level. This reflects a strong consensus among experts on the significant importance of these aspects when developing an educational package for the Motor Education course. The item "the human and material resources required for implementing the package" ranked first (RII = 0.946), indicating that the availability of specialized staff and material resources is a fundamental condition for the success of the package. It was followed by "assessment methods" (RII = 0.938), which highlights the necessity of appropriate time planning linked to precise evaluation mechanisms that reflect learning outcomes. The results also showed clear importance for the items of content, objectives, and teaching methods (RII between 0.911 and 0.929), reflecting experts' awareness that these components represent the pedagogical foundations ensuring the package's alignment with course objectives and the needs of the target group. Overall, the total value of the dimension (RII = 0.93) demonstrates that experts regard the fundamental dimensions of the educational package as top-priority elements that must all be emphasized when designing and implementing the Motor

Education course for students of the Faculty of Early Childhood Education, in order to guarantee the quality of educational outcomes and the effectiveness of the training process.

Researcher's Perspective on Experts' Agreement:

The researcher believes that the experts' high level of agreement on all the dimensions of the educational package is attributed to the proper selection of the steps for constructing curricula and the package itself—namely objectives, content, methods, assessment techniques, resources, and timeframe. This is consistent with what was outlined by Mohamed **Saber Selim et al. (2006, p.81)** and **Hassan Hussein Zeitoun (2010, p.23)**, who all agreed on the steps for developing curricula and academic programs, as clarified below.

- 1-Defining the general objectives.
- 2-Analyzing the content and experiences.
- 3-Organizing the content into courses or units.
- 4-Selecting teaching methods and activities.
- 5-Preparing assessment tools.
- 6-Implementation and experimentation.

This is precisely the approach followed by the researcher in constructing the course and the educational package under study.

Steps of Constructing the Electronic Educational Package:

It was also confirmed by **Mahmoud Al-Heila (2003, p.87)**, **Abdel-Latif Al-Jazzar (2001, p.54)**, and **Hassan Hussein Zeitoun (2005, p.21)** regarding the steps of constructing the electronic educational package, which are as follows:

- 1-Identifying needs and objectives.
- 2-Analyzing learners' characteristics.
- 3-Analyzing the educational content.
- 4-Selecting teaching strategies.
- 5-Choosing media and technologies.
- 6-Designing instructional activities.
- 7-Developing assessment tools, including pre-assessment, formative, and summative evaluation with feedback.
- 8-Technical production of the package, including designing a user-friendly interface, organizing units, and indexing.

9-Pilot testing.

10-Implementation and final evaluation.

The researcher made every effort to implement the most important steps of the educational package, namely objectives, content, methods, approaches, resources, and assessment techniques, The researcher's steps were consistent with many previous studies such as Abdullah Al-Assaf (2016, p.58), Ahmed Suleiman (2018, p.6), Ahmed Abdel-Rahman Al-Khouli (2020, p.7), and Lamiaa Hassan Al-Diwane (2006, p.71), all of whom followed the same steps and components of electronic educational packages.

Moreover, Ahmed Ramadan (2015, p.5), Tamer Gamal (2011, p.18), and Intissar Abdel-Aziz (2008, p.17) emphasized the importance of using the electronic educational package in improving skills and cognitive achievement.

Thus, the researcher has effectively answered the first research question regarding the steps of constructing the educational package.

Second Research Question:

What are the objectives of the educational package for the Motor Education course for second-level students in the Kindergarten Teacher Preparation Program (in English)

1. Percentages of Expert Agreement on the Objectives

Table (14): Analysis of experts' responses on the second axis of the questionnaire (Course Objectives.

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
D_2_1 To enable students to understand the concepts of movement education	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_2_2 To enable students to recognize the definitions related to movement education	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0
D_2_3 To enable students to understand the importance of movement education.	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0

D_2_4 To enable students to identify the objectives of movement education	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_2_5 To enable students to recognize the dimensions and aspects of movement .	Number (F)	1	7	30	38
	Percentage (%)	2.6	18.4	78.9	100.0
D_2_6 To enable students to identify the factors influencing movement education	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0
D_2_7 To enable students to understand the contributions of movement education to other sciences	Number (F)	1	6	31	38
	Percentage (%)	2.6	15.8	81.6	100.0
D_2_8 To enable students to recognize the considerations to be taken into account when teaching movement education	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D_2_9 To enable students to understand and master the basic positions	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D_2_10 To enable students to recognize the special formations and signals used in movement education lessons	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D_2_11 To enable students to understand the characteristics of the kindergarten stage	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0
D_2_12 To enable students to classify the fundamental .motor skills	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0
D_2_13 To enable students to recognize the technical and instructional steps of different skills	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_2_14 To enable students to understand the methods and strategies of teaching movement education	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_2_15 To enable students	Number (F)	0	4	34	38

to understand how to write and implement a movement story	Percentage (%)	0	10.5	89.5	100.0
D_2_16 To enable students to understand how to write and implement a movement education lesson	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0

The results of the expert survey regarding the objectives of the Motor Education course indicate a high level of overall acceptance, with agreement percentages ranging between 78.9% and 89.5%. Items related to concepts, definitions, and the importance of motor education showed agreement levels between 78.9% and 86.8%, reflecting experts' recognition of the clarity of these objectives and their role in building fundamental knowledge among students. Items addressing the understanding of dimensions and influencing factors in motor education also received high agreement levels (78.9% – 86.8%) with limited neutrality, indicating the need for further clarification in certain practical aspects. Similarly, items linked to practical skills such as basic positions, formations, signals, and applied learning outcomes achieved agreement percentages between 78.9% and 81.6%, highlighting their importance in the practical component of the course. The highest agreement was recorded for the item “how to write and implement a motor story” at 89.5%, reflecting experts' acknowledgment of the importance of including creative activities within the course objectives. Overall, the results confirm broad expert consensus that the course objectives are comprehensive and balanced, combining both theoretical and practical dimensions, with limited observations that could help enhance the clarity of certain aspects during application.

Table (15) The frequency and percentage of experts' scores on the second dimension of the questionnaire (Course Objectives)

Total_D2 Second Dimension: The Course Objectives as a Whole		
Score	Frequency	Percent
42.00	2	5.3
43.00	1	2.6
44.00	9	23.7
45.00	13	34.2
46.00	5	13.2
47.00	4	10.5
48.00	4	10.5
Total	38	100.0

The results shown in Tables (14 and 15) regarding the distribution of scores for the second dimension (Course Objectives as a Whole) reveal that experts' opinions were largely concentrated in the upper range of the rating scale, reflecting a high level of agreement on the clarity and importance of the proposed objectives for the course. The highest proportion of experts (34.2%) scored 45, followed by (23.7%) who scored 44, indicating that nearly two-thirds of the sample (57.9%) gave the course objectives consistently high evaluations. The results also showed limited variation toward the highest scores, with some experts (10.5% each) awarding scores of 47 and 48, suggesting a strong appreciation for the comprehensiveness of the objectives and their alignment with students' needs and course requirements. In contrast, the lower scores (42 and 43) appeared in only a very small proportion (7.9% combined), further reinforcing that the vast majority of experts expressed a high level of satisfaction with the formulation of the objectives.

Overall, these results demonstrate that the course objectives received a high degree of acceptance and agreement among experts, with only minor variation in the level of evaluation. Such variation may be explained by differences in perspectives or educational priorities among participants, but it does not detract from the overall positive value confirmed by the results.

2. The Relative Importance and Rank of the Objectives of the Motor Education Course

Table (16): The mean, standard deviation, relative importance, and rank of the items in the second dimension (Objectives of the Motor Education Course)

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_2_1 To enable students to understand the concepts of movement education	38	2.842	0.060	0.370	0.946	High	3
D_2_2 To enable students to recognize the definitions related to movement education	38	2.868	0.056	0.343	0.955	High	2
D_2_3 To enable students to understand the importance of movement education.	38	2.789	0.067	0.413	0.929	High	5
D_2_4 To enable students to identify the objectives of movement education	38	2.842	0.060	0.370	0.946	High	3
D_2_5 To enable students to recognize the dimensions and aspects of movement .	38	2.763	0.079	0.490	0.920	High	6
D_2_6 To enable students to identify the factors influencing movement education	38	2.868	0.056	0.343	0.955	High	2

D_2_7 To enable students to understand the contributions of movement education to other sciences	38	2.789	0.077	0.474	0.929	High	5
D_2_8 To enable students to recognize the considerations to be taken into account when teaching movement education	38	2.789	0.067	0.413	0.929	High	5
D_2_9 To enable students to understand and master the basic positions	38	2.789	0.067	0.413	0.929	High	5
D_2_10 To enable students to recognize the special formations and signals used in movement education lessons	38	2.789	0.067	0.413	0.929	High	5
D_2_11 To enable students to understand the characteristics of the kindergarten stage	38	2.816	0.064	0.393	0.938	High	4
D_2_12 To enable students to classify the fundamental motor skills	38	2.868	0.056	0.343	0.955	High	2
D_2_13 To enable students to recognize the technical and instructional steps of different skills	38	2.842	0.060	0.370	0.946	High	3
D_2_14 To enable students to understand the methods and strategies of teaching movement education	38	2.842	0.060	0.370	0.946	High	3
D_2_15 To enable students to understand how to write and implement a movement story	38	2.895	0.050	0.311	0.964	High	1
D_2_16 To enable students to understand how to write and implement a movement education lesson	38	2.816	0.064	0.393	0.938	High	4
Total_D2 Second Dimension: The Course Objectives as a Whole	38	45.211	0.248	1.527	0.941	High	

The results of the second dimension (Course Objectives) indicate that all sixteen items achieved high values on the Relative Importance Index (RII), ranging between 0.920 and 0.964, all of which fall within the “high” level. This reflects a broad consensus among experts on the significant importance of these objectives in constructing the Motor Education course. The item “students should know how to write and implement a motor story” ranked first (RII = 0.964), highlighting awareness of the importance of the motor story as an effective creative approach that develops students’ ability to connect

movement with educational meaning. Closely following were the items “definitions related to motor education,” “its influencing factors,” and “classification of fundamental motor skills” (RII = 0.955), underscoring the importance of the cognitive and theoretical dimension that provides students with the scientific foundations of motor education. The results also revealed that items such as “objectives,” “concepts,” “technical and instructional steps of skills,” and “teaching methods and approaches” recorded very high values (RII = 0.946), confirming the integration between the theoretical framework and the practical dimension of the course objectives. Meanwhile, other items such as “characteristics of the kindergarten stage” and “how to write and implement a motor education lesson” also achieved high values (RII between 0.938 and 0.929), reflecting experts’ recognition of the importance of linking course objectives with the characteristics of the target group and direct practical application. Overall, the total value of the dimension (RII = 0.941) demonstrates the pivotal role of course objectives as one of the core pillars in constructing the educational package, highlighting that all the proposed objectives represent high-priority elements that must be preserved and utilized to ensure the quality and effectiveness of the educational process.

researcher believes that the unanimous agreement of all experts on the objectives of the educational package is due to the vital role of objectives in the educational process, as they represent a fundamental axis that cannot be overlooked when determining the effectiveness and impact of education. This view is supported by Hussein Ali (2017), citing Hindi et al., who emphasized that objectives are one of the core components of the curriculum and its most essential elements. They serve as the safeguard of the educational process, representing the ultimate purpose of education, while also providing guidance on what the educational program should focus on. Objectives govern schoolwork, help transfer the needs and values of society and individuals into the curriculum for achievement, highlight areas that should be emphasized, and assist in selecting content, experiences, activities, teaching methods, instructional media, and evaluation tools.

Similarly, Abdel-Rahman Saleh (2015), Mohamed Mahmoud (2002), Hassan Hussein (2010), Kamal Zeitoun (2004), and Fouad Mahdi (2011) pointed out the importance of setting objectives for programs, courses, and educational packages, which can be summarized as follows:

- 1-Guiding the educational process.
- 2-Measuring and evaluating learning outcomes.
- 3-Selecting content and instructional activities.
- 4-Motivating learners and increasing their engagement.
- 5-Ensuring educational quality and unifying efforts.
- 6-Providing clarity of vision and defining direction.

7-Designing curricula and constructing courses.

In addition, Adnan Abu Jaber (2009), Mohamed Qahtan (2017), and Deci, E. L., & Ryan, R. M. (2000) confirmed that objectives play a clear and effective role by linking theory with practice, They serve as criteria for selecting teaching strategies, developing assessment tools and tests, managing time and organizing effort, ensuring continuity and sequence, and enhancing both intrinsic and extrinsic motivation for learners.

This is also consistent with the views of Anderson, L. W., & Krathwohl, D. R. (2001), Mahmoud Al-Heila (2002), and Hassan Hussein (2010), who emphasized that objectives contribute to improving the quality of training and educational programs, addressing individual differences among learners, providing a reference framework for evaluating teacher performance, achieving integration across subjects, enhancing higher-order thinking skills, and supporting strategic planning in education.

Similarly, Ahmed Al-Zahrani (2016), Fullan, M. (2007), Mahmoud Al-Heila (2002), and Kamal Zeitoun (2004) argued that it is impossible to design and construct successful programs and courses without setting clear and specific objectives. Objectives help to ensure comprehensiveness, achieve equity among learners, support teachers' professional development, guide the selection of instructional media, prepare learners for life and the labor market, and promote self-directed and lifelong learning.

Thus, the researcher has addressed the second research question, which concerns the objectives of the Motor Education course under study.

Third Research Question:

What is the content of the Motor Education course for the students under study?

1. Percentages of Expert Agreement on the Content – First Branch: The Conceptual Framework

(3-1) The Conceptual Framework of Motor Education

Table (17) Analysis of experts' responses on the first branch (Conceptual Framework of Motor Education) of the third dimension of the questionnaire (Content of the Educational Package for the Motor Education Course).

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
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D_3_1_1 Concept of Motor Education	Number (F)	0	9	29	38
	Percentage (%)	0	23.7	76.3	100.0
D_3_1_2 Definition of Motor Education	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_3_1_3 Importance of Motor Education	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0
D_3_1_4 Objectives of Motor Education	Number (F)	0	2	36	38
	Percentage (%)	0	5.3	94.7	100.0
D_3_1_5 Considerations to Be Observed When Teaching Motor Education	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0
D_3_1_6 Contributions of Motor Education to Other Sciences	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D_3_1_7 Factors Influencing Motor Education	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0
D_3_1_8 Dimensions and Aspects of Movement	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_3_1_9 Teaching Methods Used in Teaching Motor Education	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0

The results of the expert survey on the dimension of the conceptual framework of motor education indicate a clear rise in agreement percentages, ranging between 76.3% and 94.7%, reflecting a high level of acceptance for most items. The item “Objectives of Motor Education” achieved the highest agreement (94.7%), highlighting the clarity and significance of this aspect as a key determinant of the course. Agreement rates were also high for the items “definition,” “instructional considerations,” “influencing factors,” and “teaching methods,” ranging between 84.2% and 86.8%, which demonstrates experts’ recognition of the importance of these components in shaping both the theoretical and practical framework of motor education content. Meanwhile, the items related to “concept,” “importance,” “contributions,” and “dimensions” received agreement percentages between 76.3% and 81.6%, accompanied by neutrality percentages ranging from 15.8% to 23.7%, indicating a need for deeper clarification of these theoretical aspects and stronger linkage to practical application. Overall, these results confirm that the conceptual framework of the course enjoys broad consensus, with a need to enrich

certain theoretical dimensions to further enhance the comprehensiveness and clarity of the content.

Table (18) The frequency and percentage of experts' scores on the first branch (Conceptual Framework of Motor Education) of the third dimension of the questionnaire (Content of the Educational Package for the Motor Education Course)

Total_D31 First Branch: The Conceptual Framework of Motor Education as a Whole		
Score	Frequency	Percent
23.00	1	2.6
24.00	5	13.2
25.00	10	26.3
26.00	14	36.8
27.00	8	21.1
Total	38	100.0

The results of the distribution of scores for the first branch (Conceptual Framework of Motor Education as a Whole) indicate that the majority of experts gave this dimension high ratings, reflecting a strong level of acceptance and consensus on the importance of the conceptual framework as the cognitive foundation of the course structure. The highest proportion (36.8%) was recorded at score 26, followed by (26.3%) at score 25, meaning that more than two-thirds of the sample (63.1%) evaluated this dimension with closely similar scores, confirming a high level of satisfaction. A notable proportion (21.1%) awarded score 27, which demonstrates that a group of experts acknowledged the significant value of the conceptual content and its necessity for the success of the educational package. In contrast, the lower scores (23 and 24) were very limited (15.8%), indicating only minor variation in opinions that does not affect the overall positive trend. In summary, these results confirm that the conceptual framework of motor education is regarded by experts as highly important and represents the fundamental pillar upon which the other dimensions of the educational package should be built.

2. Percentages of Expert Agreement on the Second Branch of the Content Dimension – Characteristics of the Kindergarten Stage

Table (19): Analysis of experts' responses on the second branch (Characteristics of the Kindergarten Stage) of the third dimension of the questionnaire (Content of the Educational Package for the Motor Education Course).

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
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D_3_2_1 Physical Characteristics of Kindergarten Children	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_3_2_2 Mental Characteristics of Kindergarten Children	Number (F)	0	3	35	38
	Percentage (%)	0	7.9	92.1	100.0
D_3_2_3 Psychological Characteristics of Kindergarten Children	Number (F)	0	10	28	38
	Percentage (%)	0	26.3	73.7	100.0
D_3_2_4 Motor Characteristics of Kindergarten Children	Number (F)	0	9	29	38
	Percentage (%)	0	23.7	76.3	100.0

The results of the expert survey on the dimension of the characteristics of the kindergarten stage indicate a high level of agreement, reflecting awareness of the importance of these characteristics in constructing the course. The highest agreement was recorded for the item “mental characteristics” at 92.1%, emphasizing the clarity of this aspect and its direct impact on children’s learning. The item “physical characteristics” also achieved a high level of agreement (84.2%), reflecting experts’ recognition of the role of physical growth in determining the nature of motor activities. Meanwhile, the item “motor characteristics” registered an agreement level of 76.3% with 23.7% neutrality, while the item “psychological characteristics” received the lowest agreement (73.7%) and the highest neutrality (26.3%), pointing to a greater need to clarify these dimensions and highlight their connection to motor education. Overall, the results reflect expert consensus on the importance of the characteristics of the kindergarten stage.

Table (20) The frequency and percentage of experts’ scores on the second branch (Characteristics of Kindergarten Children) of the third dimension of the questionnaire (Content of the Educational Package for the Motor Education Course).

Total_D32 Second Branch: Characteristics of Kindergarten Children as a Whole

Score	Frequency	Percent
9.00	1	2.6
10.00	2	5.3
11.00	21	55.3
12.00	14	36.8
Total	38	100.0

The results of the distribution of scores for the second branch (Characteristics of Kindergarten Children as a Whole) indicate a clear positive trend among experts toward this dimension, as the vast majority of evaluations were concentrated at the higher levels. Score 11 received the highest proportion (55.3%), followed by score 12 with a similarly high percentage (36.8%), reflecting agreement among more than ninety percent of the experts on the importance and necessity of this aspect as a foundation for understanding and constructing the content of the educational package. In contrast, the lower scores (9 and 10) were limited to only 7.9%, indicating minor and non-influential variation in the overall perspective. Therefore, these results confirm that experts place the characteristics of the kindergarten stage in a central position within the objectives of the package, considering them a fundamental entry point for understanding students' needs and preparing them to design appropriate educational and instructional activities for children. This positive orientation reflects the strength and effectiveness of this dimension in providing students with both knowledge and practical experience that support their future competence in the field of motor education.

3-Experts' Responses on the Third Branch (Fundamental Motor Skills)

Table (21) Analysis of experts' responses on the third branch (Fundamental Motor Skills) of the third dimension of the questionnaire (Content of the Educational Package for the Motor Education Course).

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
D_3_3_1 Concept of Fundamental Motor Skills	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0
D_3_3_2 Definition of Fundamental Motor Skills	Number (F)	0	9	29	38
	Percentage (%)	0	23.7	76.3	100.0
D_3_3_3 Classifications of Fundamental Motor Skills	Number (F)	0	9	29	38
	Percentage (%)	0	23.7	76.3	100.0
D_3_3_4 Examples to Explain the Technical and Educational Steps of Some Skills (Walking – Running – Hopping – Long Jump – Vertical Jump – Catching and Receiving the Ball)	Number (F)	1	7	30	38
	Percentage (%)	2.6	18.4	78.9	100.0

The results of the expert opinion survey on the basic motor skills axis indicate that the overall level of agreement was high, with approval rates ranging between 76.3% and 81.6%. The item “Concept of basic motor skills” received the highest agreement rate of 81.6%, which reflects the clarity of this aspect and the recognition of its importance as a foundation for understanding the remaining elements. Meanwhile, the items “Definition”

and “Classifications” recorded the lowest agreement rates (76.3%) with relatively high neutrality rates (23.7%), indicating the need for further clarification and deeper elaboration to ensure comprehensive understanding. As for the item related to practical examples to explain the technical and instructional steps of some motor skills, it obtained an agreement rate of 78.9%, despite a neutrality rate of 18.4% and limited disagreement (2.6%). This suggests that experts acknowledge the importance of the practical dimension, while emphasizing the need for more enrichment through diverse applied practices. Overall, the results confirm that this axis enjoys good agreement among experts, with room for strengthening certain theoretical and practical aspects to support the integration and development of basic motor skills.

Table (22) The number and percentage of experts’ scores in the third branch (Basic Motor Skills) for the third axis of the questionnaire (Content of the Educational Package for the Motor Education Course).

Total_D33 Third Branch: Basic Motor Skills as a Whole		
Score	Frequency	Percent
9.00	2	5.3
10.00	4	10.5
11.00	20	52.6
12.00	12	31.6
Total	38	100.0

The results of the score distribution for the third section (basic motor skills as a whole) indicate a strong positive convergence among experts regarding the importance of this axis, as score (11) accounted for the largest percentage (52.6%), followed by score (12) with a high percentage (31.6%), This means that more than four-fifths of the participants gave high-level evaluations, reflecting a strong conviction about the necessity of including basic motor skills as a core component in the educational package. In contrast, the lower ratings (9 and 10) were relatively limited (only 15.8%), which indicates a slight variation that does not affect the overall trend. These results demonstrate that experts consider basic motor skills a fundamental pillar in preparing students of the Faculty of Early Childhood Education, given their role in building the motor and cognitive foundation that supports students’ competence and their ability to design and implement activities suited to children’s characteristics, Thus, it can be said that this axis enjoys broad consensus regarding its importance in strengthening the practical and applied structure of the educational package.

4- Experts' responses on the fourth branch (The Motor Story)

Table (23) Analysis of experts' responses on the fourth branch (The Motor Story) for the third axis of the questionnaire (Content of the Educational Package for the Motor Education Course).

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
D_3_4_1 Definition of the motor story	Number (F)	1	4	33	38
	Percentage (%)	2.6	10.5	86.8	100.0
D_3_4_2 Elements of the artistic structure of the motor story	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D_3_4_3 Foundations of the motor story	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D_3_4_4 Content of the motor story	Number (F)	1	6	31	38
	Percentage (%)	2.6	15.8	81.6	100.0
D_3_4_5 Criteria for selecting the motor story	Number (F)	0	9	29	38
	Percentage (%)	0	23.7	76.3	100.0
D_3_4_6 The most important points to consider when teaching the motor story	Number (F)	1	5	32	38
	Percentage (%)	2.6	13.2	84.2	100.0
D_3_4_7 Types of motor stories	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_3_4_8 Components of the motor story	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_3_4_9 Examples of motor stories	Number (F)	0	8	30	38
	Percentage (%)	0	21.1	78.9	100.0
D_3_4_10 Examples of some motor education lessons	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0

The results of the expert survey on the motor story axis indicate generally high levels of agreement, ranging between (76.3% – 86.8%), reflecting an awareness of the importance of this axis in enriching the motor education curriculum. The items “Definition of the motor story” and “Examples of some motor education lessons” achieved the highest agreement rates (86.8%), which reflects the clarity of these two

aspects and their direct connection to the practical dimension. Agreement rates were also high for the items “Foundations of the motor story,” “Elements of the artistic structure,” and “Examples of motor stories” at (78.9%), with neutrality rates of (21.1%), indicating a need for further elaboration on these aspects. On the other hand, the item “Criteria for selecting the motor story” recorded the lowest agreement rate (76.3%) with the highest neutrality rate (23.7%), reflecting differences in viewpoints regarding the clarity of these criteria. In contrast, items such as “Types of motor stories,” “Their components,” and “The most important points to consider when teaching them” showed high agreement rates ranging between (84.2% – 86.8%), reinforcing the importance of including them within the educational package.

Table (24) Number and percentage of experts’ scores in the fourth section (the motor story) for the third axis of the form (Content of the educational package for the motor education course)

Total_D34 Section Four – The Motor Story as a Whole		
Score	Frequency	Percent
25.00	1	2.6
27.00	8	21.1
28.00	15	39.5
29.00	12	31.6
30.00	2	5.3
Total	38	100.0

The results of the score distribution for the fourth section (the motor story as a whole) indicate that experts’ opinions strongly leaned toward the higher levels of evaluation, with score (28) obtaining the largest percentage (39.5%), followed by score (29) at (31.6%). This means that more than two-thirds of the experts gave very high evaluations, reflecting a firm conviction of the importance of the motor story as a core component in the educational package. Score (27) also recorded (21.1%), further reinforcing the overall trend toward high evaluations.

These results highlight that experts largely agree that the motor story represents an effective and integrated educational tool that contributes to the development of children’s motor, emotional, and cognitive aspects in an engaging and interactive manner, while also helping students acquire the skills needed to prepare and implement motor lessons suited to the characteristics of early childhood. Thus, it can be concluded that the motor

story has received a high level of acceptance and scientific consensus as one of the vital pillars of the educational package

Table (25) Number and percentage of experts' scores in the third axis of the form as a whole

(Content of the educational package for the motor education course)

Total_D3 Dimension Three – Content of the Educational Package as a Whole		
Score	Frequency	Percent
71	1	2.6
72	2	5.3
73	2	5.3
74	3	7.9
75	7	18.4
76	4	10.5
77	7	18.4
78	7	18.4
79	5	13.2
Total	38	100.0

From the results shown in the table, it is clear that the highest percentages were concentrated in the upper scores between (75–79), with scores (75, 77, 78) each obtaining (18.4%), while score (79) accounted for (13.2%). This reflects that the vast majority of experts classified the content of the package within the very high levels of evaluation. On the other hand, the lower scores (71–74) recorded relatively small percentages ranging between (2.6% – 7.9%), confirming that the negative or reserved opinions about the content were extremely limited compared to the overall trend.

Based on this, it can be said that the results reflect wide approval and acceptance from the experts for the components and content of the educational package, indicating that it was designed in a systematic and balanced manner that meets the academic and practical requirements of the motor education course, while at the same time considering the needs of students and the objectives of early childhood education. Moreover, these high levels of evaluation support the effectiveness of the package as a

comprehensive and integrated framework that enhances the cognitive, skill-related, and emotional aspects of the beneficiaries.

2- The level of importance and ranking of the contents of the educational package for the motor education course:

(3-1) The conceptual framework of motor education:

Table (26)The mean, standard deviation, relative importance, and ranking of the items of the first section (the conceptual framework)

for the third axis (Contents of the educational package for the motor education course)

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_3_1_1 The concept of motor education	38	2.763	0.070	0.431	0.920	High	6
D_3_1_2 Definition of motor education	38	2.842	0.060	0.370	0.946	High	3
D_3_1_3 Importance of motor education	38	2.816	0.064	0.393	0.938	High	4
D_3_1_4 Objectives of motor education	38	2.947	0.037	0.226	0.981	High	1
D_3_1_5 Considerations to be observed when teaching motor education	38	2.868	0.056	0.343	0.955	High	2
3_1_6 Contributions of motor education to other sciences	38	2.789	0.067	0.413	0.929	High	5
D_3_1_7 Factors influencing motor education	38	2.868	0.056	0.343	0.955	High	2
D_3_1_8 Dimensions and aspects of movement	38	2.842	0.060	0.370	0.946	High	3
D_3_1_9 Teaching methods used in teaching motor education	38	2.868	0.056	0.343	0.955	High	2
Total_D31 Section One: The conceptual framework of motor education as a whole	38	25.605	0.171	1.054	0.947	High	

The results of the first section (the conceptual framework of motor education) indicate that all nine items achieved very high values on the Relative Importance Index (RII), ranging between (0.920 – 0.981), all of which fall within the “high” level. This reflects strong agreement among experts on the importance of conceptual components as the foundation for building the motor education course. The item “Objectives of motor education” ranked first (RII = 0.981), demonstrating the experts’ recognition that clear objectives represent the essential cornerstone for guiding the educational process and achieving its outcomes. This was followed directly by “Considerations to be observed when teaching motor education,” “Influencing factors,” and “Teaching methods used” (RII = 0.955), reflecting the strong emphasis on linking the conceptual framework to practical and organizational aspects that ensure quality implementation. The importance of both “Definitions” and “Dimensions and aspects of movement” also emerged (RII = 0.946), confirming the necessity for students to possess a clear and integrated knowledge base of the field’s fundamental concepts. As for the items related to the “Importance of motor education” and its “Contributions to other sciences,” they also recorded high values (RII = 0.938 – 0.929), indicating experts’ awareness of the role of motor education in enriching other disciplines and promoting knowledge integration. Finally, although the item “The concept of motor education” ranked lowest, it still recorded a high value (RII = 0.920), proving that it is an indispensable element. Overall, the total value for the section (RII = 0.947) reflects that the conceptual framework of motor education is regarded as one of the essential pillars to focus on in order to enhance the quality of the educational package and ensure its alignment with the intended educational objectives.

(3-2) Characteristics of the kindergarten stage:

Table (27) The mean, standard deviation, relative importance, and ranking of the items of the second section (Characteristics of the kindergarten stage) for the third axis (Contents of the educational package for the motor education course).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_3_2_1 Physical characteristics of kindergarten children	38	2.842	0.060	0.370	0.946	High	2
D_3_2_2 Mental characteristics of kindergarten children	38	2.921	0.044	0.273	0.973	High	1
D_3_2_3 Psychological characteristics of kindergarten children	38	2.737	0.072	0.446	0.911	High	4
D_3_2_4 Motor characteristics of kindergarten children	38	2.763	0.070	0.431	0.920	High	3

Total_D32 Section Two: Characteristics of the kindergarten stage as a whole	38	11.263	0.111	0.685	0.938	High	
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The results of the second section (Characteristics of the kindergarten stage) indicate that all four items achieved high values on the Relative Importance Index (RII), ranging between (0.911 – 0.973), all of which fall within the “high” level. This demonstrates strong agreement among experts on the importance of including these characteristics as a fundamental basis when designing motor education curricula. The item “Mental characteristics of kindergarten children” ranked first (RII = 0.973), reflecting experts’ recognition that understanding children’s cognitive abilities at this stage is pivotal for planning educational activities suited to their level of cognitive development. This was followed by the item “Physical characteristics of kindergarten children” (RII = 0.946), emphasizing that physical growth forms an essential foundation for structuring motor activities. The results also revealed clear importance for both “Motor characteristics” (RII = 0.920) and “Psychological characteristics” (RII = 0.911), indicating that motor development cannot be separated from the emotional and behavioral aspects of children but rather integrates with them to provide a comprehensive picture of the characteristics of this developmental stage. Overall, the total value for the section (RII = 0.938) confirms that all dimensions of kindergarten children’s characteristics are highly important when designing curricula and educational packages in motor education, as they allow teachers to build upon a comprehensive understanding of different developmental levels, ensuring activities are appropriate for children’s ages and developmental needs.

(3-3) Basic motor skills:

Table (28) The mean, standard deviation, relative importance, and ranking of the items of the third section (Basic motor skills) for the third axis (Contents of the educational package for the motor education course).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_3_3_1 The concept of basic motor skills	38	2.816	0.064	0.393	0.938	High	1
D_3_3_2 Definition of basic motor skills	38	2.763	0.070	0.431	0.920	High	2
D_3_3_3 Classifications of basic motor skills	38	2.763	0.070	0.431	0.920	High	2
D_3_3_4 Examples explaining the technical and educational steps of some skills (walking – running – hopping – jumping	38	2.763	0.079	0.490	0.920	High	2

forward – jumping upward – catching and receiving the ball							
Total_D33 Section Three: Basic motor skills as a whole	38	11.105	0.129	0.798	0.925	High	

The results of the third section (Basic motor skills) indicate that all four items achieved high values on the Relative Importance Index (RII), ranging between (0.920 – 0.938), all of which fall within the “high” level. This reflects the experts’ recognition of the pivotal importance of these skills as one of the core components of the motor education course. The item “The concept of basic motor skills” ranked first (RII = 0.938), highlighting the necessity for students to have a clear and comprehensive understanding of these skills before moving to the practical levels. Meanwhile, three items—“Definition of basic motor skills,” “Their classifications,” and “Examples explaining the technical and educational steps of some skills”—shared equal scores (RII = 0.920), reflecting the importance of all these elements in enabling students to connect the theoretical side (concepts, definitions, and classifications) with the practical side (educational and technical steps). The overall mean for this section (RII = 0.925) shows that experts view basic motor skills as a fundamental building block in preparing students, as these skills represent an indispensable cognitive and practical foundation for planning and implementing motor education activities effectively, thereby ensuring the progressive and balanced development of children’s motor abilities.

(3-4) The motor story:

Table (29) The mean, standard deviation, relative importance, and ranking of the items of the fourth section (The motor story) for the third axis (Contents of the educational package for the motor education course)

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_3_4_1 Definition of the motor story	38	2.842	0.071	0.437	0.946	High	2
D_3_4_2 Elements of the artistic structure of the motor story	38	2.789	0.067	0.413	0.929	High	4
D_3_4_3 Foundations of the motor story	38	2.789	0.067	0.413	0.929	High	4
D_3_4_4 Content of the motor story	38	2.789	0.077	0.474	0.929	High	4

D_3_4_5 Criteria for selecting the motor story	38	2.763	0.070	0.431	0.920	High	5
D_3_4_6 The most important points to consider when teaching the motor story	38	2.816	0.074	0.457	0.938	High	3
D_3_4_7 Types of motor stories	38	2.842	0.060	0.370	0.946	High	2
D_3_4_8 Components of the motor story	38	2.842	0.060	0.370	0.946	High	2
_3_4_9 Examples of motor stories	38	2.789	0.067	0.413	0.929	High	4
D_3_4_10 Examples of some motor education lessons	38	2.868	0.056	0.343	0.955	High	1
Total_D34 Section Four: The motor story as a whole	38	28.132	0.161	0.991	0.937	High	

The results of the fourth section (The motor story) indicate that all ten items achieved high values on the Relative Importance Index (RII), ranging between (0.920 – 0.955), confirming broad agreement among experts that the motor story represents a fundamental and influential element in constructing the motor education course. The item “Examples of some motor education lessons” ranked first (RII = 0.955), reflecting the importance of providing practical application models that help students transform theoretical concepts into actual practices within educational situations. This was immediately followed by three items of equal importance: “Definition of the motor story,” “Its types,” and “Its components” (RII = 0.946), highlighting experts’ awareness of the necessity for students to possess a clear and comprehensive knowledge base regarding the motor story in terms of concept, components, and classifications. The item “The most important points to consider when teaching the motor story” also scored highly (RII = 0.938), reflecting the significance of procedural and practical aspects when using the story in educational settings. Meanwhile, other items such as “Artistic elements,” “Foundations,” “Content,” and “Practical models” also recorded high values (RII = 0.929), indicating that they serve as important pillars completing the comprehensive picture of constructing the motor story. Finally, the item “Criteria for

selecting the motor story” came last relatively ($R_{II} = 0.920$), yet it still holds high importance, affirming the need to select stories that suit children’s characteristics and the course objectives. Overall, the total value for the section ($R_{II} = 0.937$) reflects that experts regard the motor story as a highly important educational tool that contributes to achieving the course objectives, combining both creative and practical dimensions, thereby enhancing the effectiveness of the educational package in early childhood.

The researcher also observes a broad agreement among experts on the content, attributing this to the sound selection, organization, and comprehensiveness of the proposed package topics, which include all necessary points for preparing kindergarten teachers to teach motor education to children. In selecting the content, the researcher considered several key criteria, the most important being comprehensiveness, integration, achieving the general objectives, and considering learners’ characteristics.

This aligns with what was emphasized by Ali Ahmed (2005), Hassan Shehata (2010), Mahmoud Ahmed (2003), and Abdel Rahman Sayed (2008), who stated that a set of criteria must be taken into account when selecting the content of courses and packages. These include: scientific accuracy and freedom from errors or misinformation, scientific validity, appropriateness to the learner, consideration of learners’ mental level and developmental characteristics such as age, abilities, and prior experiences, comprehensiveness and integration with other subjects, attention to individual differences, and variety in methods of presentation and activities to address learners at different levels.

In this regard, Abdul Rahman bin Mohammed (2014), Rushdi Ahmed (2000), and Zidan Abdel Baki Sarhan (2002) also stated that the characteristics of good course content include keeping pace with scientific and technological developments, incorporating the latest knowledge and real-life examples, aligning with educational objectives, contributing to the achievement of the general and specific goals of the course, ensuring cultural and social appropriateness, taking into account the values, customs, traditions, and cultural identity of society, continuity and sequencing, and structuring the content from easy to difficult and from simple to complex with interconnected experiences.

Mohammed Al-Dulaimi (2006), Abdul Rahman Al-Abdulkarim (2012),

Mahmoud Kamel (2005), Ahmed Abdel Latif (2004), and El-Sayed Abdel Baset Hussein (2008) also emphasized that program and course designers should consider the following: learners' interests and preferences, stimulating learners' motivation and linking content to their real needs and interests, considering time and resources, ensuring content volume is proportionate to teaching time and available resources, practical applicability, providing opportunities for practice and transferring learning to real-world application, logical sequencing, and organizing content in a clear, logical order that aids understanding .

The researcher also took into account the coherence of the elements and the educational philosophy of the course, confirming what was mentioned by El-Sayed Abdel Baset Hussein (2008), Mohammed Hassan (2001), Abdullah Abdel Bari (2009), Hamdan Abdul Rahman (2008), Mohammed bin Abdul Rahman (2013), and Kamal Youssef (2010), that among the principles of curriculum construction and development are: measurability and evaluation, specifying learning outcomes that are observable and measurable, flexibility, allowing for modification and development according to new updates and learners' conditions and environment, balance, maintaining equilibrium between quantity and quality and between theoretical knowledge and practical applications, internal and external coherence, ensuring internal integration of content elements and alignment with other courses, consideration of the educational philosophy and goals of society, serving its strategic objectives, promoting critical and creative thinking, and developing higher-order thinking skills such as analysis, synthesis, evaluation, and creativity.

The motor story axis recorded the highest percentage of agreement, which can be attributed to the experts' conscious recognition of its importance as one of the key components of the motor education course content. Many studies have confirmed this, as motor stories are considered among the effective educational methods that allow children to integrate imagination with movement, thereby contributing to the development of their physical, social, and emotional skills. Abu Zaid (2017) indicated that the use of motor stories develops certain basic skills among kindergarten children by improving balance and motor coordination. Similarly, Owais (2019) showed that motor stories serve as an important approach to teaching educational values and positive behaviors such as cooperation and

perseverance in children. Interactive activities like motor stories also support social and language development through cooperative learning. Ellis and Brewster (2014) further noted that employing motor stories increases children's attention and enhances their active participation in the educational process, making them a comprehensive educational tool that supports the child's cognitive, psychological, and motor dimensions.

Thus, the researcher has addressed the third research question regarding the appropriate content of the proposed educational package.

The fourth research question: What are the appropriate methods, approaches, and strategies for implementing the educational package?

1- Experts' agreement rates on the teaching methods, approaches, and strategies used in implementing the educational package for the motor education course:

Table (30) Analysis of experts' responses to the fourth axis of the form (Teaching methods, approaches, and strategies used)

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
D_4_1 Lectures	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0
D_4_2 Workshops	Number (F)	0	9	29	38
	Percentage (%)	0	23.7	76.3	100.0
D_4_3 Educational platform	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_4_4 Scientific discussions	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_4_5 Videos	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0
D_4_6 Using constructive learning strategies (brainstorming – concept maps – cooperative learning ... etc.)	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_4_7 Seminars	Number (F)	0	4	34	38
	Percentage (%)	0	10.5	89.5	100.0

D_4_8 Field studies	Number (F)	0	9	29	38
	Percentage (%)	0	23.7	76.3	100.0
D_4_9 Research discussions	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0

The results of the expert survey on the axis of teaching methods, approaches, and strategies indicate a high level of agreement on most items, reflecting awareness of the importance of diversifying methods to achieve the course objectives. The item “Seminars” received the highest agreement rate (89.5%), followed by “Research discussions” at (86.8%), highlighting the value of interactive activities that foster critical thinking and deepen understanding. Items such as “Educational platform,” “Scientific discussions,” and “Using constructive learning strategies” achieved high agreement rates (84.2%), reflecting experts’ interest in integrating modern learning methods that encourage interaction and active participation. Similarly, the items “Lectures” and “Videos” showed good agreement rates (81.6%), confirming the importance of combining traditional methods with multimedia. On the other hand, “Workshops” and “Field studies” recorded the lowest agreement rates (76.3%) with relatively higher neutrality levels, suggesting the potential to enhance the effectiveness of these methods through practical application and better planning. Overall, the results reflect a strong positive trend toward adopting diverse teaching methods that combine theoretical and practical aspects, supporting active and interactive learning to enhance the quality of the educational process.

Table (31)Number and percentage of experts’ scores in the fourth axis of the form (Teaching methods, approaches, and strategies)Total_D4: Axis Four – Teaching methods, approaches, and strategies as a whole

Total_D4 dimension – Teaching methods, approaches, and strategies as a whole		
Score	Frequency	Percent
22.00	1	2.6
23.00	2	5.3
24.00	8	21.1
25.00	6	15.8
26.00	10	26.3
27.00	11	28.9
Total	38	100.0

The results of the score distribution for the fourth axis (Teaching Methods, Approaches, and Strategies as a whole) indicate that experts’ opinions clearly lean

toward higher ratings, with the highest proportions concentrated at scores (26, 27), representing (26.3% and 28.9%) respectively. This reflects a relative consensus on the strength and effectiveness of the proposed teaching methods and strategies within the educational package. In addition, some experts gave a score of (24) at a rate of (21.1%), and a score of (25) at (15.8%), which indicates that a wide segment of the sample provided good to very good evaluations. On the other hand, the lower scores (22, 23) appeared at very limited rates (2.6% and 5.3%), confirming that reservations or criticisms about this axis were few and did not affect the overall trend

Based on this, it can be said that the results show that experts believe the educational package relied on diverse and effective teaching strategies (such as lectures, workshops, discussions, and interactive strategies), which enhance its ability to achieve the course objectives and enrich the learning process. The noticeable concentration of high percentages at the upper scores (26–27) confirms the strength of this axis and its central role in the success of the educational package.

Furthermore, when comparing the results of the third axis (Content of the Educational Package as a whole) with the fourth axis (Teaching Methods, Approaches, and Strategies as a whole), it is evident that both axes received high ratings from experts, with percentages concentrated at the upper scores. This reflects broad agreement on the quality of the design. For the third axis, the scores (75–79) emerged at relatively high rates ranging between (18.4% and 13.2%), while in the fourth axis the scores (26–27) emerged at (26.3% and 28.9%). This indicates that experts assigned both axes a comparable level of evaluation, showing consistency and coherence between the educational content on the one hand, and the teaching strategies employed on the other. This alignment in evaluation levels is an indicator that the package did not only provide solid scientific content, but also supported it with appropriate teaching mechanisms ensuring its effective application in the learning environment. Consequently, this integration between content and teaching methods reinforces the educational package's pedagogical structure and affirms its readiness to achieve the intended objectives in preparing students of the Faculty of Early Childhood Education in the field of motor education

2- The level of importance and ranking of teaching methods, approaches, and strategies used in implementing the educational package for the Motor Education course :

Table (32) The mean, standard deviation, relative importance, and ranking of the items of the fourth axis (Teaching Methods, Approaches, and Strategies used).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_4_1 Lectures	38	2.816	0.064	0.393	0.938	High	4
D_4_2 Workshops	38	2.763	0.070	0.431	0.920	High	5
D_4_3 Educational Platform	38	2.842	0.060	0.370	0.946	High	3
D_4_4 Scientific Discussions	38	2.842	0.060	0.370	0.946	High	3
D_4_5 Videos	38	2.816	0.064	0.393	0.938	High	4
D_4_6 Use of Constructivist Learning Strategies (e.g., brainstorming, concept mapping, cooperative learning, and others)	38	2.842	0.060	0.370	0.946	High	3
D_4_7 Seminars	38	2.895	0.050	0.311	0.964	High	1
D_4_8 Field Studies	38	2.763	0.070	0.431	0.920	High	5
D_4_9 Research Discussions	38	2.868	0.056	0.343	0.955	High	2
Total_D4: Dimension Four – Teaching Methods, Approaches, and Strategies as a Whole	38	25.447	0.225	1.389	0.942	High	

The results of Dimension Four (Teaching Methods, Approaches, and Strategies) indicate that all items achieved high values in the Relative Importance Index (RII), ranging between (0.920 – 0.964). This reflects the experts' agreement that the diversity of methods and strategies represents a fundamental element in the effectiveness of teaching the Motor Education course. The item "Seminars" ranked first (RII = 0.964), indicating that direct and interactive exchange of experiences between students and faculty members is one of the most effective teaching methods in this context. It was followed by "Research Discussions" (RII = 0.955), which confirms the importance of engaging students in critical thinking and scientific analysis to deepen their understanding of motor concepts.

Three items shared an equal ranking (RII = 0.946): "Educational Platform," "Scientific Discussions," and "Use of Constructivist Learning Strategies such as brainstorming, concept mapping, and cooperative learning." This highlights the importance of integrating traditional and

modern methods in the educational process and emphasizes the role of technology and active learning approaches.

Meanwhile, “Lectures” and “Videos” ($RII = 0.938$) came in a subsequent position but still within the high level, indicating that they are important tools, albeit relatively less impactful compared to interactive approaches. “Workshops” and “Field Studies” recorded the lowest values ($RII = 0.920$), while still remaining within the high level. This suggests that they serve as complementary methods rather than being essential on their own.

Overall, the total value for the dimension ($RII = 0.942$) confirms that experts view the diversification of teaching methods and strategies as a key factor in enhancing the quality of the educational process and ensuring the comprehensive achievement of course objectives, integrating both the cognitive and practical aspects.

The researcher observes that experts strongly agreed on teaching methods, approaches, and strategies, given their central role in the effectiveness of teaching the Motor Education course.

This view is supported by Abdel Rahman Sayed (2008), Hassan Zeitoun (2004), Abdul Aziz bin Ibrahim (2015), Salah El-Din Hussein (2009), Abdel Rahman Abed (2007), and Abdel Hamid Shawky (2012), who emphasized that choosing and diversifying teaching methods and strategies in courses and educational packages has several benefits: stimulating motivation for learning, making content attractive and engaging, encouraging positive interaction, adaptability to new developments, the ability to adjust content to address scientific, social, and technological changes, linking theory with practice, combining theoretical knowledge with practical application to build life experiences, balancing values and knowledge, integrating knowledge transfer with value development and shaping positive attitudes, ensuring efficiency in effort and time, constructing content effectively to achieve objectives with minimal effort and time, and connecting learning with real-life problems by addressing practical challenges and offering solutions.

The researcher has diversified the methods, techniques, and strategies due to their effective role in the educational process, as they also take into account the individual differences among learners. This was confirmed by Mohamed Ragab (2011), Ali Ahmed Madkour (2005), Hassan Shehata

(2010), Kamal Youssef (2010), and Hassan Zeitoun (2004). They emphasized that one of the advantages of using diverse and well-designed methods, techniques, and strategies in implementing curricula and learning packages is openness to various sources of knowledge, encouraging the use of multiple resources such as books, the internet, experiments, and field activities. They also highlighted the importance, effectiveness, and role of teaching methods, techniques, and strategies in curricula and educational packages in achieving educational objectives. Selecting the appropriate method helps link content to curriculum goals and accurately achieve learning outcomes, while considering learners' individual differences. Diversity in strategies provides opportunities for all learners, regardless of their levels and abilities. It also develops higher-order thinking skills—using strategies such as cooperative learning, problem-solving, and brainstorming contributes to the development of critical and creative thinking. Moreover, it increases learners' motivation, as engaging and stimulating methods make the learner more interactive and positive toward the course.

Furthermore, Mahmoud Kamel (2005), Salah El-Din (2009), El-Sayed Abdel Basset Hussein (2008), Abdulaziz bin Ibrahim (2015), and Hassan Shehata (2010) stressed that teachers and instructors must pay attention to selecting methods and techniques during the teaching of curricula and educational packages because they improve the quality of learning. Choosing appropriate strategies ensures effective and deep learning instead of superficial memorization. It also connects theory with practice—some strategies, such as project-based learning or field activities, help transfer theoretical knowledge into practical applications. Additionally, it facilitates the evaluation process, as diverse methods allow for the measurement of different aspects of learning—cognitive, skill-based, and affective. They also help adapt to the nature of the subject matter, preparing learners to meet life's requirements. Modern strategies enable learners to research, collaborate, and make decisions, thus preparing them for professional life. They also raise the level of academic achievement—effective methods such as active learning and cooperative learning reinforce knowledge retention and increase students' understanding. Finally, they improve learners' attitudes toward curricula, as diversifying strategies makes courses more attractive and reduces boredom and monotony.

Salah El-Din Hussein (2009), Kamal Youssef (2010), and Hassan Zeitoun (2004) also confirmed that one of the modern trends in building and

organizing curricula and courses is the reliance on active learning methods, techniques, and strategies, as they place the learner at the center of the educational process by developing practical and applied skills. The use of strategies such as project-based learning and practical experiments enables learners to acquire life and professional experiences. These strategi...

Each subject also has its own particularity, as every subject requires the methods, strategies, and techniques that suit it. For example, mathematics requires problem-solving strategies, while languages require dialogue and discussion. This was confirmed by Abdel Rahman Sayed (2008).

The researcher also sees that diversity in the methods and techniques used in the educational package enhances its effectiveness, as the package helps in linking it with the course objectives. This was emphasized by Mahmoud Kamel (2005), El-Sayed Abdel Basset (2008), and Abdel Hamid Shawky (2012). They stressed the importance of promoting deep learning rather than superficial learning. Effective methods help learners connect new information with prior knowledge, thereby enhancing long-term understanding.

In addition, Abdulaziz bin Ibrahim (2015), Mohamed Ragab (2011), and Ali Ahmed (2005) indicated that modern methods such as e-learning and inquiry-based learning enable learners to search for information independently and adapt to modern technology. Adopting strategies like blended learning and online learning increases the effectiveness of teaching in light of technological developments. Organizing content within the educational package and using strategies helps transform content into structured units.

The diversity of methods, techniques, and strategies plays an important role in the implementation of educational packages, as it activates self-learning within the package. The educational package relies on strategies such as self-learning, which allow the learner to progress at their own pace, thereby increasing the effectiveness of learning. It also enhances interaction between the learner and the package—strategies such as programmed instruction or inquiry make the learner engage with the package's.

Salah El-Din Hussein (2009), Abdulaziz bin Ibrahim (2015), Mohamed Ragab (2011), and Hassan Shehata (2010) also emphasized the effective role

of selecting active methods, techniques, and strategies, as they enrich the package with activities and applications. They add practical and experimental activities that make the package richer and more effective. Choosing modern methods within the package, such as project-based learning, makes the learner more independent and responsible, while also providing fle.

Ali Ahmed (2005), Hassan Zeitoun (2004), Mahmoud Kamel (2010), Abdel Rahman Sayed (2008), and Abdulaziz bin Ibrahim (2015) also stated that one of the success factors of educational packages is choosing the appropriate methods, techniques, and strategies because they direct the learner clearly toward the objectives. Strategies within the package provide learners with clear steps toward achieving goals, reducing distraction. They achieve learner-centered education, as the educational package makes the le.

In addition, El-Sayed Abdel Basset (2008), Abdel Hamid Shawky, Kamal Youssef (2010), Mohamed Ragab (2011), and Salah El-Din Hussein (2009) believe that educational packages, by incorporating diverse and active methods and techniques, help accommodate different learning styles that suit each learner, allowing them to progress at their own pace and according to their abilities. They also contribute to linking learning with measurable educational outcomes, as the strategies embedded in the package ensure that each activity or unit is tied to specific objectives. Moreover, the variety of strategies offers learners multiple alternatives to choose the approach most suitable for them, while modern methods such as programmed instruction and cooperative learning enhance interactive learning and increase engagement with the material. Flexible strategies within the package also address the needs of visual, auditory, and kinesthetic learners. Furthermore, the careful and diverse selection of methods, techniques, and strategies enhances the efficiency of the educational process, making the package an effective tool that saves time and effort while increasing productivity. Thus, the researcher has answered the fourth research question concerning the appropriate methods, techniques, and strategies for implementing the package.

The Fifth Research Question: What are the material and human resources required for implementing the educational package?

1. Experts' Agreement Ratios on the Material and Human Resources Used in Implementing the Educational Package for the Motor Education Course:

Table (33) Analysis of experts' responses on the fifth axis of the questionnaire (Material and Human Resources).

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
D_5_1 Teacher	Number (F)	1	11	26	38
	Percentage (%)	2.6	28.9	68.4	100.0
D_5_2 Learner	Number (F)	3	5	30	38
	Percentage (%)	7.9	13.2	78.9	100.0
D_5_3 Lecture halls / Classrooms	Number (F)	0	14	24	38
	Percentage (%)	0	36.8	63.2	100.0
D_5_4 Data show (Projector)	Number (F)	3	5	30	38
	Percentage (%)	7.9	13.2	78.9	100.0
D_5_5 Personal computer	Number (F)	0	6	32	38
	Percentage (%)	0	15.8	84.2	100.0
D_5_6 Internet network	Number (F)	2	3	33	38
	Percentage (%)	5.3	7.9	86.8	100.0
D_5_7 Some programs such as Zoom, PowerPoint, and PDF	Number (F)	0	5	33	38
	Percentage (%)	0	13.2	86.8	100.0
D_5_8 Educational platform	Number (F)	0	12	26	38
	Percentage (%)	0	31.6	68.4	100.0
D_5_9 E-mail	Number (F)	2	6	30	38
	Percentage (%)	5.3	15.8	78.9	100.0
D_5_10 Electronic links	Number (F)	0	10	28	38
	Percentage (%)	0	26.3	73.7	100.0

The results of the experts' survey reveal a variation in the levels of agreement regarding the material and human resources required for implementing the educational package, with approval rates ranging between (63.2% – 86.8%). The items 'Internet network' and 'Some programs such as Zoom, PowerPoint, and PDF' received the highest agreement rates (86.8%), reflecting the recognition of the importance of modern technologies and digital tools in supporting the educational process. The item 'Personal computer' also achieved a high agreement rate (84.2%), confirming its pivotal role as a main tool for e-learning. Similarly, the items 'Learner,' 'Data show (Projector),' and 'E-mail' showed good agreement rates (78.9%), which reflects the awareness of the importance of the student and supportive technologies in the success of the course. In contrast, some items showed lower agreement rates, such as 'Teacher' (68.4%), 'Educational platform' (68.4%), and 'Lecture halls / Classrooms' (63.2%), accompanied by higher neutrality rates. This indicates the need to enhance the role of the teaching staff and to develop the infrastructure to meet the requirements of the package. The item 'Electronic links' recorded a good agreement rate (73.7%), though it requires more diversity and updates to increase its effectiveness. Overall, the results reflect a broad consensus on the importance of modern technological resources, while also highlighting the need to strengthen the human role and to develop the physical environment in a way that ensures integration and comprehensiveness in the implementation of the educational package.

Table (34): The number and percentage of experts' scores on the fifth axis of the questionnaire (Material and Human Resources used)

Total_D5 † Dimension Five – Material and Human Resources Used in Implementation as a Whole†		
Score	Frequency	Percent
24.00	2	5.3
25.00	2	5.3
26.00	4	10.5
27.00	10	26.3
28.00	14	36.8
29.00	3	7.9

30.00	3	7.9
Total	38	100.0

The results of this dimension indicate that experts' opinions largely leaned toward higher estimates, as the majority of scores ranged between (27–30), representing more than (78%) of the total responses. This reflects their high satisfaction with the availability of the human and material resources necessary for implementing the educational package. It is noted that the highest percentage was at score (28) with (36.8%), followed by score (27) with (26.3%), which indicates the experts' agreement that these resources are available at a very good level and suitable for the course objectives. Moreover, the presence of lower percentages at the medium scores (24–26) expresses the limited variation in opinions and indicates the stability of estimates toward the higher level. This result reflects that the infrastructure—including facilities, classrooms, and educational media—in addition to the qualified human staff, is sufficiently available to support the effective implementation of the package and enhance its application in an efficient educational environment.

2- The level of importance and ranking of the material and human resources used in implementing the educational package for the Motor Education course:

Table (35): Mean, standard deviation, relative importance, and ranking of the items of Dimension Five (Material and Human Resources used in implementation).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_5_1 Teacher	38	2.658	0.087	0.534	0.885	High	7
	38	2.711	0.099	0.611	0.903	High	5
D_5_2 Learner	38	2.632	0.079	0.489	0.876	High	8
	38	2.711	0.099	0.611	0.903	High	5
D_5_3 Lecture halls / Classrooms	38	2.842	0.060	0.370	0.946	High	2
	38	2.816	0.083	0.512	0.938	High	3

D_5_4 Data show (Projector)	38	2.868	0.056	0.343	0.955	High	1
	38	2.684	0.076	0.471	0.894	High	6
D_5_5 Personal computer	38	2.737	0.090	0.554	0.911	High	4
	38	2.737	0.072	0.446	0.911	High	4
D_5_6 Internet network	38	27.395	0.234	1.443	0.912	High	

The results of Dimension Five (Material and Human Resources used in implementation) indicate that all items achieved high values in the Relative Importance Index (RII), ranging between (0.876 – 0.955), reflecting experts' recognition of the importance of providing the human and technical resources necessary for the successful application of the Motor Education course. The item 'Some programs such as Zoom, PowerPoint, and PDF' ranked first (RII = 0.955), emphasizing the vital role of digital technologies and educational software in facilitating content delivery and enhancing interaction between students and teachers. This was followed by 'Personal computer' (RII = 0.946) as the primary tool for accessing electronic resources, and then 'Internet network' (RII = 0.938), which serves as the main medium for communication and access to educational platforms. The items 'E-mail' and 'Electronic links' (RII = 0.911) highlighted the importance of communication tools in exchanging educational materials and strengthening academic interaction. The items 'Learner' and 'Data show (Projector)' ranked fifth (RII = 0.903), indicating experts' awareness of the student's role as a central element in the learning process and the importance of audiovisual tools in supporting understanding. By contrast, the items 'Teacher' (RII = 0.885) and 'Lecture halls/Classrooms' (RII = 0.876) were placed relatively lower, though still within the high level, reflecting a tendency to prioritize modern technologies and digital tools over traditional elements. Overall, the total value of the dimension (RII = 0.912) indicates that material and human resources—particularly those related to digital technologies—are key factors in the successful implementation of the educational package and the efficient achievement of the Motor Education course objectives. The researcher interprets the experts' agreement on the importance of material and human resources as an essential factor, without which the educational package cannot succeed.

Tawfiq Murai and Mahmoud Al-Heila (2005) confirmed that material resources represent a fundamental dimension for the success of educational packages. They emphasized that such packages are not limited to booklets or printed materials but require a set of tools (books, brochures, computer programs, videos, and audio recordings) to meet students' diverse learning styles. In addition, the presence of computer labs, scientific laboratories, projectors (Data Show), and interactive whiteboards ensures the success of package activities. Furthermore, a comfortable and well-equipped environment is a prerequisite for implementing self-learning or cooperative learning activities.

Fuad Abu Jaber (2008) also emphasized the importance of providing human resources, stating that teachers are the main drivers of educational package use, as they guide learners toward activities, help them choose learning paths, and provide support when needed. Educational supervisors contribute by linking the educational package to policies and the overall curriculum, monitoring implementation, and ensuring quality. Technicians operate the devices and handle technical problems. Finally, the learner themselves represents a human resource who must be prepared for self-directed and active learning.

The researcher believes that the integration between material and human resources contributes to the success of the educational package. This was confirmed by Zaher Bashir (2012), who stated that the existence of tools and equipment is not sufficient in the absence of qualified human resources, and vice versa. Educational packages by their nature include training activities, simulations, and educational games, which cannot be achieved without both material tools and trained teachers. The integration between the two resources transforms the educational package from being merely content into a comprehensive educational program that serves the objectives of both self-learning and group learning.

UNESCO also emphasized that investing in material and human resources enhances the quality of educational packages and raises the overall level of education. It also contributes to achieving educational equity, ensuring that all students can benefit from the same resources and activities,

Without adequate resources, packages become nothing more than printed texts with no practical value.

The availability of material and human resources is not merely a supportive factor but a fundamental condition for the success of the educational package, Material resources provide the tools and environment, while human resources provide guidance and expertise. The absence of either disrupts the role of the package in achieving its educational objectives.

Thus, the researcher has answered the fourth research question, which states: What are the material and human resources required for implementing the educational package?

The Fifth Research Question: What are the appropriate evaluation methods for implementing the educational package?

1. Experts' Agreement Ratios on the Evaluation Methods of the Educational Package for the Motor Education Course

Table (36): Analysis of experts' responses on Dimension Six of the questionnaire (Evaluation Methods of the Educational Package).

Items	Freq. – Pct.	Disagree	Neutral	Agree	Total
D_6_1 Participation and interaction	Number (F)	1	4	33	38
	Percentage (%)	2.6	10.5	86.8	100.0
D_6_2 Submitting and discussing a research paper	Number (F)	0	7	31	38
	Percentage (%)	0	18.4	81.6	100.0
D_6_3 Midterm exam	Number (F)	1	7	30	38
	Percentage (%)	2.6	18.4	78.9	100.0
D_6_4 Field study (practical training)	Number (F)	0	4	34	38
	Percentage (%)	0	10.5	89.5	100.0
D_6_5 Final written exam (end of the academic year)	Number (F)	1	9	28	38
	Percentage (%)	2.6	23.7	73.7	100.0

The results of the experts' survey indicate high agreement rates on most of the evaluation methods used in the educational package, reflecting the diversity and complementarity of tools that balance theoretical and practical aspects. The field study (practical training) obtained the highest agreement rate (89.5%), highlighting the importance of hands-on practice in enabling students to acquire motor skills and experiences in a realistic manner. The item 'Participation and interaction' also achieved a high agreement rate (86.8%), confirming the role of classroom activities in promoting active learning. Similarly, the items 'Submitting and discussing a research paper' and 'Midterm exam' received good agreement rates (81.6% and 78.9%, respectively), reflecting experts' awareness of the importance of varied evaluation that balances research and achievement aspects. By contrast, the item 'Final written exam (end of the academic year)' recorded the lowest agreement rate (73.7%), with a higher neutrality rate, which may indicate experts' preference for more practical and interactive evaluation methods over traditional examinations. Overall, the results show a positive tendency toward adopting diverse evaluation methods that support the achievement of course objectives and enhance the quality of its educational outcomes.

Table (36): The number and percentage of experts' scores on Dimension Six of the questionnaire (Evaluation Methods of the Educational Package)

Total_D6 Dimension Six – Evaluation Methods of the Educational Package as a whole.		
Score	Frequency	Percent
11.00	1	2.6
12.00	3	7.9
13.00	5	13.2
14.00	14	36.8
15.00	15	39.5
Total	38	100.0

The results of this dimension show that the experts' evaluations were mostly high, with the largest proportion of scores ranging between (14–15), representing (76.3%) of the total responses, This reflects a broad agreement

that the evaluation methods of the educational package were designed at a high level of quality and suitability. The highest percentage was for score (15) at (39.5%), followed by score (14) at (36.8%), which indicates strong conviction in the effectiveness of the assessment tools and methods adopted in the package. By contrast, the lower percentages observed at scores (11–13) represent limited opinions that did not affect the general high trend, but rather reflect individual observations that could be used to improve certain aspects. Overall, these results indicate that the evaluation mechanisms in the package are comprehensive and objective, achieving a balance between written exams, practical applications, and research activities, thereby ensuring accurate measurement of learning outcomes.

2- The level of importance and ranking of the evaluation methods of the educational package for the Motor Education course:

Table (37): Mean, standard deviation, relative importance, and ranking of the items of Dimension Six (Evaluation Methods of the Educational Package).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
D_6_1 Participation and interaction	38	2.842	0.071	0.437	0.946	High	2
D_6_2 Submitting and discussing a research paper	38	2.816	0.064	0.393	0.938	High	3
D_6_3 Midterm exam	38	2.763	0.079	0.490	0.920	High	4
D_6_4 Field study (practical training)	38	2.895	0.050	0.311	0.964	High	1
D_6_5 Final written exam (end of the academic year)	38	2.711	0.084	0.515	0.903	High	5
Total_D6 Dimension Six – Evaluation Methods of the Educational Package as a whole	38	14.026	0.171	1.052	0.934	High	

The results of Dimension Six (Evaluation Methods of the Educational Package) indicate that all items were within a high level of relative importance (RII), ranging between (0.903 – 0.964). This reflects experts' recognition of the importance of diversifying evaluation tools and methods to achieve the objectives of the Motor Education course.

The item 'Field study (practical training)' ranked first (RII = 0.964), indicating that direct practical assessment is the most effective in measuring students' skills and linking theory with practice. It was followed by 'Participation and interaction' (RII = 0.946), confirming the value of classroom activities in developing communication and collaboration skills. The item 'Submitting and discussing a research paper' ranked third (RII = 0.938), reflecting the importance of training students in scientific research and fostering critical thinking.

Meanwhile, 'Midterm exam' ranked fourth (RII = 0.920), which points to the necessity of having intermediate evaluation tools to monitor students' progress and ensure continuity of learning. The item 'Final written exam (end of the academic year)' came last (RII = 0.903), though still within the high level, suggesting that experts consider traditional exams important but less effective compared to interactive and practical methods.

Overall, the total value of the dimension (RII = 0.934) demonstrates the experts' consensus that diverse evaluation methods—combining classroom participation, scientific research, written tests, and practical training—represent an integrated and essential approach for measuring learning outcomes and ensuring the quality of the educational package.

The researcher interprets the experts' strong approval of the proposed evaluation methods within the educational package as evidence of their awareness of the importance of variety in evaluation tools and strategies to achieve the objectives of the Motor Education course. This was confirmed by Abdel Hamid Shawky (2012), Hassan Shehata (2003), and Mohamed El-Deeb (2007), who stated that evaluation methods help assess learning through the package.

The educational package includes tests and evaluative activities, and selecting the appropriate method facilitates the measurement of learner progress. Moreover, evaluation serves as a tool for improving the

educational process. It is one of the most essential pillars of education, extending beyond measuring student achievement to improving teaching methods, developing curricula, and guiding students toward the best ways to achieve educational goals.

The role of evaluation does not stop at identifying the students' level only; rather, evaluation is considered a diagnostic and remedial process. It also aims to collect accurate data about students' learning and analyze it to identify their strengths and weaknesses, and then develop appropriate remedial and developmental plans. Evaluation is also a means of decision-making, as the results of evaluation allow the teacher or educational administration to make sound decisions related to modifying curricula, changing teaching methods, or even developing the evaluation methods themselves. This was confirmed by Abdel Rahman Addas (2010) and Abdel Latif Al-Jazzar (2008). Continuous evaluation provides learners with immediate feedback that helps improve their performance and provides teachers with real indicators of the success of their teaching strategies.

Mohamed Jamil (2012) also mentioned that diversifying evaluation tools and methods ensures fairness and objectivity in judging students' achievement, as it does not rely solely on written exams but also includes observation, interviews, projects, and other methods.

Ali Madkour (2005) and Abdel Rahman Saleh (2009) also stated that one of the benefits of selecting and diversifying evaluation methods within the educational package is that it helps reveal the extent to which curricula are appropriate for their objectives, and identify weaknesses that require reconsideration or development. Thus, evaluation is considered a tool for improving the entire educational process. It also increases learners' effectiveness and motivation toward learning, especially when they realize that evaluation is not meant as punishment but as a way to help them progress.

From the above, it is clear that evaluation tools play diagnostic (identifying the student's level), remedial (addressing weaknesses), motivational (increasing students' motivation), and developmental (improving curricula and teaching methods) roles, making it a cornerstone for ensuring the quality of the educational process.

Furthermore, evaluation methods contribute to the educational process and the educational package as an essential tool for improving all elements of education. Hassan Shehata (2003), in his book 'Educational Evaluation and its Tools', emphasized that effective evaluation is that which directly impacts learners' performance, guiding them toward the required objectives, showing them their level of progress, and providing them with opportunities for continuous self-learning. This illustrates that the effectiveness of evaluation does not stop at measurement but extends to the immediate adjustment of the educational path.

Mohamed El-Deeb (2007), in his book 'Measurement and Evaluation in the Educational Process', emphasizes that evaluation helps identify shortcomings in the educational process, whether related to the learner, the curriculum, or the teacher, which allows for immediate adjustments that contribute to raising the level of educational efficiency. This highlights an important aspect of its effectiveness—its diagnostic and remedial role.

Meanwhile, Abdel Rahman Addas (2010), in his book 'Principles of Measurement and Evaluation in Education', explained that evaluation results form the basis for educational decision-making. Teachers or educational administrators cannot determine the course of curricula or teaching methods without the accurate and objective data provided by evaluation.

In another perspective, Abdel Latif Al-Jazzar (2008), in his book 'Education and Educational Evaluation', sees continuous formative evaluation as an effective means of motivating learners. The student realizes that the purpose of evaluation is to help them progress rather than merely assigning a grade, which increases their motivation toward learning.

Ali Madkour (2005), in his book 'Curricula of Education: Foundations and Applications', explained that the effectiveness of evaluation also appears in curriculum development, as it provides accurate data on the extent to which curricula meet their educational objectives and reveals strengths and weaknesses. This contributes to reconstructing curricula on more effective foundations.

Mohamed Jamil (2012), in his book 'Modern Educational Evaluation', pointed out that the diversity of evaluation tools and methods—ranging from tests to observation, interviews, and projects—ensures fairness in assessing

students' levels, providing a more comprehensive and objective picture of their performance. This makes evaluation an effective tool for ensuring educational equity.

From the above, it is clear that the effectiveness of evaluation in the educational process is achieved when it is used as a diagnostic and remedial tool, provides continuous feedback, motivates learners, supports educational decision-making, contributes to curriculum development, and ensures educational fairness through the diversity of its tools.

Thus, the researcher has answered the fifth research question, which relates to the teaching methods required for implementing the educational package.

The Sixth Research Question: Is the cognitive test prepared by the researcher valid and characterized by a high degree of reliability and validity?

Relative importance and ranking of the items of the cognitive test.

Dimension One: Level of importance and ranking of the items of Dimension One (Multiple-choice questions).

Table (38) Mean, standard deviation, relative importance, and ranking of the items of Dimension One of the cognitive test (Multiple-choice questions).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
Q_1 Motor education is defined as	38	2.763	0.079	0.490	0.920	High	7
Q_2 One of the objectives of motor education is	38	2.842	0.060	0.370	0.946	High	4
Q_3 One of the factors influencing motor education is	38	2.737	0.082	0.503	0.911	High	8
Q_4 One of the aspects and dimensions of movement is	38	2.789	0.077	0.474	0.929	High	6
Q_5 One of the objectives of body awareness for kindergarten children is:	38	2.816	0.064	0.393	0.938	High	5

Q_6	Fundamental movements are classified into:	38	2.921	0.044	0.273	0.973	High	1
Q_7	One of the locomotor skills is:	38	2.842	0.060	0.370	0.946	High	4
Q_8	One of the basic positions is:	38	2.921	0.044	0.273	0.973	High	1
Q_9	One of the most important methods used in teaching motor education is:	38	2.868	0.056	0.343	0.955	High	3
Q_10	One of the important considerations during the teaching of motor education activities is:	38	2.553	0.105	0.645	0.850	High	9
Q_11	One of the signals used by the teacher in teaching motor education is:	38	2.737	0.090	0.554	0.911	High	8
Q_12	One of the contributions of motor education to teaching other educational sciences is:	38	2.868	0.067	0.414	0.955	High	3
Q_13	One of the characteristics of motor development for kindergarten children is:	38	2.842	0.060	0.370	0.946	High	4
Q_14	One of the technical steps of walking is:	38	2.921	0.044	0.273	0.973	High	1
Q_15	One of the technical steps of the hopping skill is:	38	2.763	0.070	0.431	0.920	High	7
Q_16	Walking is defined as:	38	2.868	0.056	0.343	0.955	High	3
Q_17	One of the teaching steps of the walking skill is:	38	2.868	0.056	0.343	0.955	High	3
Q_18	One of the elements of story construction is:	38	2.895	0.050	0.311	0.964	High	2
Q_19	One of the drills for the skill of catching and receiving the ball is:	38	2.868	0.056	0.343	0.955	High	3

Q_20 One of the emotional and social characteristics of kindergarten children is:	38	2.737	0.082	0.503	0.911	High	8
Score_MCQ Dimension One – Multiple-choice Questions (MCQ) as a whole	38	56.421	0.291	1.795	0.939	High	

The results indicate that all items of the multiple-choice questions obtained high values for the Relative Importance Index (RII), ranging between 0.85 and 0.973. This reflects a high level of agreement among experts regarding the appropriateness of each question in measuring the targeted cognitive dimensions of the course. The mean score of the overall dimension (56.421) and the relatively low standard deviation (1.795) show consistency and internal stability in the experts' evaluation of the various questions.

These values provide a positive indication that the questions were carefully designed to cover the course objectives and include the different concepts and cognitive skills previously identified. It is also evident that some items, such as questions (6, 8, and 14), obtained the highest relative importance indices (0.973), reflecting their significant role in assessing the students' fundamental motor aspects. Based on this analysis, it can be confirmed that the multiple-choice questions possess a high degree of face and content validity, enhancing the reliability of the test as a tool for measuring the cognitive learning outcomes of the Motor Education course.

Dimension Two: Level of importance and ranking of the items of Dimension Two (True/False questions)

Table (39): Mean, standard deviation, relative importance, and ranking of the items of Dimension Two of the cognitive test (True/False questions).

Item	N	Mean	Std. Error	Std. Deviation	RII	Level	Rank
Question	38	2.605	0.110	0.679	0.868	High	8
Q_21 One of the aspects and dimensions of movement for the child is the perception of motor relationships	38	2.684	0.093	0.574	0.894	High	6

Q_22 The child needs to learn fundamental motor skills	38	2.605	0.096	0.595	0.868	High	8
Q_23 Stability and balance movements are considered classifications of fundamental motor skills	38	2.658	0.109	0.669	0.885	High	7
Q_24 A motor story is defined as a set of sequential and engaging events ...	38	2.658	0.094	0.582	0.885	High	7
Q_25 Both events, plot, and characters are among the foundations on which the motor story is built	38	2.895	0.050	0.311	0.964	High	2
Q_26 One of the elements of the artistic structure of the motor story is that it should be engaging and exciting	38	2.789	0.067	0.413	0.929	High	5
Q_27 Motor stories vary into: musical–singing motor story, and dramatic motor story	38	2.816	0.064	0.393	0.938	High	4
Q_28 One of the criteria for selecting a motor story is that it should originate from the child’s surrounding environment ...	38	2.842	0.060	0.370	0.946	High	3
Q_29 One of the motor requirements for kindergarten children is participation in a daily motor activity lasting 35–45 minutes	38	2.842	0.060	0.370	0.946	High	3
Q_30 The walking skill is one of the fundamental motor skills most representative of gross motor handling and manipulation of the large	38	2.842	0.060	0.370	0.946	High	3

muscles of the body							
Q_31 Motor education contributes effectively to teaching other educational sciences due to its attractiveness ...	38	2.816	0.064	0.393	0.938	High	4
Q_32 There is no relationship between education and motor education, as each has its separate objectives	38	2.842	0.060	0.370	0.946	High	3
Q_33 Spatial awareness is divided into only three sections (personal space – general space – level)	38	2.816	0.074	0.457	0.938	High	4
Q_34 In early childhood, large muscles such as those of the trunk and arms grow more than small muscles such as those of the hands and fingers	38	2.684	0.101	0.620	0.894	High	6
Q_35 One of the motor characteristics of kindergarten children is weakness in eye-hand coordination	38	2.789	0.077	0.474	0.929	High	5
Q_36 One of the cognitive and intellectual characteristics of kindergarten children is that attention span is long, and learning occurs through play and imitation	38	2.789	0.067	0.413	0.929	High	5
Q_37 Fundamental motor skills are defined as the natural and innate movements practiced by the individual ...	38	2.947	0.037	0.226	0.981	High	1
Q_38 Motor balance refers to the ability that allows the child to maintain body stability	38	2.816	0.064	0.393	0.938	High	4

without falling or shaking when adopting certain positions							
Q_39 The catching skill is considered one of the important locomotor skills for kindergarten children	38	2.789	0.067	0.413	0.929	High	5
Q_40 One of the teaching steps of the forward jump is bending the knees while swinging the arms backward to start the skill	38	55.526	0.345	2.128	0.925	High	
Score_Write_Wrong: Dimension Two – True/False Questions as a whole	38	111.947	0.465	2.866	0.932	High	

The results indicate that all items of the True/False questions obtained high values for the Relative Importance Index (RII), ranging between 0.903 and 0.964. This reflects a strong consensus among experts on the importance of diversifying evaluation tools and methods to achieve the objectives of the Motor Education course.

The item 'Field study (practical training)' ranked first (RII = 0.964), indicating that direct practical assessment is the most effective in measuring students' skills and linking theory with practice. It was followed by 'Participation and interaction' (RII = 0.946), highlighting the value of classroom activities in developing communication and collaborative skills. The item 'Submitting and discussing a research paper' ranked third (RII = 0.938), reflecting the importance of training students in scientific research and developing critical thinking.

Meanwhile, 'Midterm exam' ranked fourth (RII = 0.920), which shows the need for intermediate evaluation tools to monitor students' progress and ensure continuity in learning. The item 'Final written exam (end of the academic year)' came last (RII = 0.903), though still within the high level, which suggests that experts view traditional exams as important but less effective compared to interactive and practical methods.

Overall, the total value of the dimension ($RII = 0.934$) indicates experts' consensus that diverse evaluation—combining classroom participation, scientific research, written tests, and practical training—provides an integrated and essential approach for measuring learning outcomes and ensuring the quality of the educational package.

Noha Ibrahim Issa (2023) stated that among the advantages of educational packages are the following:

1. The inclusion of fixed and moving images, maps, texts, flash presentations, and slideshows, which contributes to creating excitement and motivation while reducing learners' cognitive load.
2. Ease of communication with the teacher and with peers, and the interaction among them.
3. Temporal and spatial flexibility, as learners can study anytime and anywhere.
4. Consideration of individual differences among learners, allowing each student to learn at a pace that suits them.
5. The educational package focuses on the principle of enjoyable and engaging learning for students, away from boredom and routine.

Ahmed Al-Momani (2012) also stated that electronic educational packages represent an integrated system of carefully designed educational materials, containing clear objectives, organized content, enrichment activities, and evaluative tools. This makes them a flexible learning environment that enables learners to progress at their own pace and enhances their educational independence.

Salem (2010) indicated that electronic educational packages are distinguished by their ability to integrate multimedia elements (text, sound, image, video, and simulation), which helps stimulate learners' motivation and achieve positive interaction between the learner and the learning environment.

The use of electronic educational packages also contributes to developing learners' critical thinking and self-research skills and increases the effectiveness of the educational process compared to traditional methods. Abdullah Al-Assaf's study (2016) showed that the use of electronic educational packages had a positive effect on improving academic achievement and fostering positive attitudes toward self-learning among university students.

Abdel-Hamid (2018) mentioned that electronic educational packages are not merely tools for presenting information but are strategic means for active and interactive learning. They contribute to achieving integration between curriculum objectives, learner needs, and contemporary educational technologies.

Al-Jawhari's study (2018) confirmed that electronic educational packages contribute to developing critical thinking and problem-solving skills through the interactive activities they include.

From this perspective, it can be said that electronic educational packages are not merely an auxiliary tool but represent an educational system in their own right. They keep pace with technological development, help achieve the goals of comprehensive education, and enhance learners' academic and personal skills in line with the requirements of the knowledge society and the digital economy.

Mohamed El-Sayed (2010) indicated that the educational package represents one of the models and strategies of self-learning. It is a self-directed educational program whose elements integrate and interact functionally to achieve the intended objectives.

Hussein Hamdi (2008) pointed out that educational packages are not simply a collection or a package of one type of multimedia, but rather they contain different kinds of materials. They may include a film, a video, a set of slides, or programmed books.

Ismail Al-Ghareeb (2005) stated that the educational package relies on a clear plan that informs the student of what they will do and suggests educational media, methods, and strategies. This enables the student to choose among them according to their learning style and characteristics, and

to learn based on their abilities in order to achieve the desired objectives in light of the available evaluation methods.

Ahmed Suleiman's study (2018) showed that the electronic educational package increases learning motivation among university students compared to traditional methods.

Mahdi Salem (2009) indicated that the educational package is characterized by the diversity of experiences it offers, whether auditory, visual, or both. One of the conditions of the educational package is that it should be built in light of learners' characteristics and abilities. It should also be flexible, allowing each learner to study using the strategy that best suits them.

Kamal Zeitoun (2003) added that the educational package improves communication between the learner and the teacher. It contains instructions related to activities that guide the learner toward specific performance outcomes, and it helps individualize learning so that each learner can progress according to their level, interests, and learning style.

Mostafa Abdel-Samee and others (2003), along with Kamal Zeitoun (2005), stated that the educational package approach centers around the learner's effectiveness. It presents educational material in a manner suited to the learner's abilities and readiness, thanks to its inclusion of multiple activities and tools that take into account individual differences among learners.

Conclusions

In light of the research findings, the researcher arrived at the following conclusions:

1. The researcher developed an electronic educational package for the Motor Education course within the Kindergarten Teacher Preparation Program in English.
2. Components of the educational package:
 - Objectives (objectives of the educational package in light of the proposed course objectives).

- Content (the proposed package content represented in four chapters).
 - Appropriate methods and strategies for implementing the content of the package.
 - Material and human resources required for implementing the package.
 - Suitable evaluation methods for implementing the educational package.
 - A valid cognitive test covering all the knowledge included in the package.
3. The most important teaching methods and strategies suitable for implementing the electronic educational package: Lectures – Workshops – Educational platform – Scientific discussions – Videos – Constructivist learning strategies (brainstorming – concept maps – cooperative learning – field studies – research discussions).
4. The most important material resources: Teacher – Learner – Data show (projector) – Personal computer – Some programs such as Zoom, PowerPoint, and PDF – Internet network – Educational platform.
5. The most important evaluation methods suitable for implementing the educational package: Participation and interaction – Submitting and discussing a research paper – Midterm exam – Field study (practical training) – Final written exam (end of the academic year).

Recommendations

The researcher recommends the following:

1. Experimenting with the package next year with second-level students of the Kindergarten Teacher Preparation Program in English.
2. Generalizing the electronic educational package for the Motor Education course of the study sample at the level of the Arab Republic of Egypt.
3. Providing the material resources necessary for implementing electronic educational packages in universities.
4. Giving attention to Kindergarten Teacher Preparation Programs in English at the level of Egyptian universities.
5. Converting all university courses into interactive packages through the internet.

6. Training faculty members on how to transform traditional courses into interactive electronic educational packages.
7. Providing training courses for all faculty members on how to use the educational platform and activate electronic courses on it.
8. Allocating a special budget to help faculty members transform their courses into electronic courses and packages in order to increase the effectiveness of the educational process.
9. Conducting further studies on the use of artificial intelligence tools in teaching courses.
10. Preparing training courses for faculty members on the use of artificial intelligence tools in teaching course

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