

5-2018

The Attitudes of Saudi Teachers Toward Teaching Physical Education for Girls at Public Schools in Jeddah

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The Attitudes of Saudi Teachers Toward Teaching Physical Education for Girls at Public
Schools in Jeddah

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Curriculum and Instruction

by

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Abstract

The purpose of this study was to investigate the attitudes of Saudi teachers towards teaching PE for girls at public schools in Jeddah city and to explore the factors that may affect these attitudes. The researcher explored the reasons behind the PE ban for girls in these schools. The number of participants was Four hundred and sixty-two teachers who completed the survey (N = 462). T-Test and One-Way ANNOVA were the two methods to analyze the data collected.

The results indicated that about 95.1% of them agreed that regular practice of physical education can affect positively the appearance and the psychological condition of girls. Almost 89% of participants agreed that Islamic instructions imply that both males and females have the right to participate in physical activities and 66% of participants believed that the ban of women to practice sport is a part of discrimination against women. In addition, about 90% of participants agreed that PE classes should be performed for girls in public schools and throughout all educational levels (elementary, middle, and high). Participants believed that the reasons behind the PE ban for girls are the lack of knowledge about the importance of PE 75.1%, the government policy 70.4%, and the social traditions 75.1%.

Statistically, male educators scored a significant larger mean on the measure of attitudes towards teaching PE for girls than female educators. Teachers from middle schools and high schools had a statistically significant larger means for the attitude towards teaching PE for girls than teachers from elementary schools, while there was no statistically significant difference between teachers from middle and high school levels.

Acknowledgment

My dissertation would not have been completed without the assistance and support from Allah (God) who gave me the power and the energy to finish my research. Also I would like to extend my gratitude and appreciation to my advisor, Dr. Jennifer Beasley, for her great guidance and cooperation during my research steps. In addition, a grateful acknowledgement should be sent to my dissertation committee members: Dr. Mounir Farah and Dr. Dean Gorman for their time, efforts, and suggestions to have a unique dissertation. I cannot forget my colleague and friend Dr. Mohammed Abdalhadi who helped me editing and generating some ideas to support the dissertation.

It was really impossible to make it through without my mother and father prayers, May Allah reward and bless them with health and happiness. Also, a special thanks to my brothers and sisters who helped me to run and collect the dissertation survey.

Finally, I am very thankful to all my teachers, friends, and colleagues who helped and participated in conducting my research. Their assistance was valuable and supportive to get accurate results in my research.

Dedication

This work is dedicated to my lovely wife, Amani. Her strong motivation and encouragement to me during my research writing was very helpful. She was a blessing from Heaven and a large part of my success. I will keep love and appreciate you for providing such passion and inspiration.

To my wonderful sons; Hussain, Omar, and Khalid; and daughters; Joan and Joorey,

Thank you All for being big helpers.

May Allah bless you all.

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CHAPTER I

Introduction

A high prevalence of physical inactivity has been reported in numerous countries around the world. World Health Organization [WHO] has estimated that less than 60% of the world's population is not undertaking at least 30 minutes of moderate intensity physical activity daily and approximately 3.2 million people die each year due to physical inactivity (WHO, 2004).

Physical educators encourage people to be physically fit, emotionally stable, and skillful. Physical education has become part of different cultures and traditions. For primitive people, physical education was a vehicle of survival. Anwar, Shrivastava, and John (2013) noted that "To a large extent, general education was physical education in early societies, for the environment made great demands on the physical condition of man", (p. 70). For that to have what you need daily, you have to be physically fit in order to survive and achieve your desires.

In the past, physical education served many purposes. The common one was for military training. It was for preparing strong armies to defend the homeland from enemy aggression. (Benn, Pfister & Jawad, 2010).

In addition, Islamic Culture has recognized the role of physical education. For example, Alkoli (1985) mentions that Islam does not separate between body and soul; rather, it sees the individual as a whole. For that the Holy Quran and Sunnah, the Prophet sayings, have shown a high status to physical education. As the Hadeeth mentioned by the prophet says "Teach your children swimming, archery, and horse riding." Anwar and others added for example that the PE can play a positive role cognitive development. (2013).

Zamzami (2005) stated that physical education can have positive health benefits. This involves the development of muscular strength, flexibility, and increased bone density. In addition, physical education may reduce depression, less tension and anxiety, and improved self-control. Most importantly, PE may contribute to a healthy life-style.

Pangrazi and Darst (1997) define physical education as "a learning process that focuses on increasing knowledge and affective attitudes and behaviors relative to physical activities, including exercise, sport, games, dance, aquatic activities, and outdoor adventure activities" (p.3). Pill (2010) states "Physical education refers to an educational process occurring within the school curriculum with the purpose of developing skills, knowledge and understanding and confidence in the use of these through engagement in physical activity, which serves as the medium for learning" (p. 32).

Since the middle of 20th century, many educators and physical education specialists conducted a numerous studies concerning the impact physical education on learning. Most of the studies indicated that PE can play a positive role in a classroom learning. Smith and Cestaro (1996) mention:

Children have a natural tendency to learn through active exploration. Furthermore, some children learn certain academic skills and concepts more effectively through physical activity. Considering these facts, it seems that the traditional school day was not designed with the child in mind. Instead of telling young students to sit quietly, educators should be seeking ways to maximize the natural role physical activity can play in motivating the student by using cognitive, affective, and psychomotor learning objectives (p.59).

In Saudi Arabia teachers disagreed about the important of teaching PE in the schools. For example, some teachers have said that physical education is not an important subject; therefore, the government should focus on teaching other subjects instead of physical education to maximize students' time, (Alsalha, 2011). On the other hand, some teachers have disagreed and

felt that it is very important to teach physical education in school because most students love physical education and it provides a foundation for developing healthy life styles.

Educators think that students' perspectives about physical education is very important due to its big role in determining students' participation in other classes. For that there are enormous research and articles that examined students' view about PE in the classroom or the curriculum. All expressed its positive influence on school life and after school activities, (Stelzer, Ernest, Fenster & Langford, 2004). According to Graham (1995), “research which investigates students' attitudes should provide helpful information about how students feel and think, so that educators can improve their programs. Therefore, such research can prove useful in the development of a well-designed PE curriculum and appreciate for use in public schools”.

Teachers play an important part in their students' attitudes toward physical education (Allen & Min-hau, 2002). Students' positive attitudes toward physical education may affect positively or negatively their performance in physical education, so teachers should play a role and encourage their students to improve their performance by working and developing the positive attitudes. Furthermore, the students; attitudes differ from student to another depending on different factors. Such as their grades, skills, teachers, curriculum, culture.

The Purpose of the Study

In Saudi Arabia, PE is not offered for girls at public schools. It continues to be a controversial issue in Saudi Arabia. It has become a debated topic for educators and for curriculum designers. The purpose of this study was to investigate teachers' attitudes toward teaching physical education for girls at public schools and all factors that may influence these attitudes.

Research Questions

The research questions in this study were:

- 1- Is there a difference in teachers' attitudes toward teaching PE for girls in regard to the teacher's gender?
- 2- Is there a difference in teachers' attitudes toward teaching PE for girls in regard to the school level of education?
- 3- Is there a difference in teachers' attitudes toward teaching PE for girls in regard to the teacher's age, years of educational experience and socio-cultural perceptions?

Hypotheses of the Study

- 1- $H_0^1: M_1 = M_2$

(Mean of the measure on attitudes for female educator will equal mean of male educators on the same measure).

- 2- $H_0^2: M_1 = M_2 = M_3$

(Mean of educators from all levels of schools, elementary, middle, and high schools will be all equal).

- 3- $H_0^3: R^2 = 0$

(There will be no correlation between the attitudes for PE teaching and the independent variables; age, educational experience, and socio-cultural perceptions).

The Problem of the Research

Teaching PE in Saudi Arabia for girls is still under debate at the academic, social and governmental levels. All three levels have been working intensively on the issue of teaching or offering PE classes for girls at school and college levels. As mentioned before, religion and culture play a big role in forming the different life aspects in Saudi Arabia. It is sometimes

believed that because of the religious and cultural commitment, sports are not offered to girls because PE may invade the girls' body privacy, and leave a negative effect on their bodies (HRW, 2012). The current study investigated the factors that may affect the attitudes toward teaching PE for girls at public schools along with how religion, culture and traditions have influenced sport at girls' schools.

The Significance of the Study

Few studies have been conducted regarding the issue of teaching PE at girls' schools in Saudi Arabia. Therefore, this study was looking forward to shedding light on this controversial issue and to encourage other researchers to investigate sport importance for girls on a larger scale than that of this study. It is anticipated that the results of this study will be taken into consideration by policy makers at the Ministry of Education, so that new policies will take place in action to encourage all schools to adopt a PE curriculum for girls in public schools.

It is also anticipated that this study will encourage the Ministry of Education to include PE major in their academics to prepare efficient female PE teachers so as to encourage the community to adopt a new attitude toward girls' sport which will eventually lead to healthy lifestyles among Saudi females if sport becomes an essential cultural component.

Limitations

Because PE classes were not offered at the girls' schools, there were no specialized PE teachers at such schools. Therefore, the attitudes of different teachers who teach different educational subjects, other than PE, were considered as well as the principals of the selected schools. In addition, there was a severe shortage of female teachers of physical education in Saudi Arabia. Moreover, the study site was in Jeddah area only. Other areas of Saudi Arabia

were not included in this study, so there was difficulty in generalization of the results of this study.

Assumptions

The assumptions of this study are:

- 1- Teachers who will participate in this study are knowledgeable about the issue of PE at girls' public schools.
- 2- Teachers' responses are considered beneficial resources to investigate and understand all factors that may influence attitudes towards teaching PE at girls' schools.
- 3- Responses of participants will be clear and unbiased.

Definition of the Terms

In this study, there were terms and definitions that addressed. The following terms defined.

Attitude. A manner of thinking, feeling, or behaving that reflects a state of mind or disposition: has a positive attitude about work; kept a dignified attitude throughout the crisis. As stated by Mueller (1986), "Attitude is (1) affect for or against, (2) evaluation of, (3) like or dislike of, or (4) positiveness or negativeness toward a psychological object" (The free dictionary, 2015).

Cognitive Goals. The cognitive domain deals with the thinking and intellectual skills. According to Buchele (2008), cognitive is Psychological processes involved in acquisition and understanding of knowledge, formation of beliefs and attitudes, and decision making and problem solving. They are distinct from emotional and volitional processes involved in wanting and intending. Cognitive capacity is measured generally with intelligence quotient (IQ) tests.

Affective Goals. The affective domain refers to the attitudes, values, interests, and emotional aspects of learning. Teachers' perceptions of the affective goals assessed by the affective scale on the questionnaire of physical education goals. It is also a behavior that is primarily aimed at producing a desired result, like attempting to understand the needs of another party and attempting to satisfy those needs, such as the personality and salesmanship that is displayed by a sales representative that leads to the customer opening a new account.

Psychomotor Goals

The psychomotor domain refers to motor skills. Teachers' perceptions of the psychomotor goals were assessed by the psychomotor scale on the questionnaire of physical education goals. A high score on this scale indicated that teachers perceived these goals as a significant aspect of physical education. However, a low score indicated the reverse.

Elementary School. It is the first stage of the educational system in Saudi Arabia, and consists of 1st to 6th grade.

Middle and High School levels. In Saudi Arabia, the middle schools consists of 7th to 9th grades, while the high school is from 10th to 12th grades.

Summary

As said before, teaching PE classes for girls in public schools in Saudi Arabia is a very controversial topic at the level of education system. The common reason behind that is the religious and the cultural factors in which most people believe. This research will investigate intensively the attitudes of public schools' teachers toward teaching PE for girls. In addition, the research figured out the factors that stood behind the ban.

In the following chapter, the researcher will find out the theoretical base of other studies and research that discussed or tackled other ideas related to the research idea. This will help direct the research in the right path.

CHAPTER II

Literature Review

The topic of sports for girls at school has become deeply debated in Saudi Arabia for many years. Saudi government declarations have swung between vague promises of liberalization and outright rejection of expanding the limited existing opportunities for women and girls to engage in physical exercise and sports (Human Rights Watch, 2012). The reason for this debate was largely due to the Saudi government's belief that practicing PE for girls in public schools is offensive to the tribal traditions and the culture because it is a step to liberalization.

Most recently, the Saudi government gave the permission to private girls' schools to practice sports at school but under the Sharia law or policy which is boys and girls can't play together and girls should dress 'conservatively'. But for the public school, the debate still running to allow public school for girls practice PE (HRW, 2016).

Due to this climate, the research investigated the teachers' attitudes toward practicing sports for girls in public schools. The research used the attitudes of male's teachers who teach sports for males' public schools and try to see the impact of sports on the girls' academic, social, and cultural progress.

This chapter was organized in the following steps; (1) background about Saudi Arabia; (2) the education system and particularly PE in Saudi Arabia; (3) the importance of PE in schools; (4) students' and teachers' attitudes toward using PE in the schools; (5) the factors that influence the teachers' attitudes toward teaching PE in the schools.

Background of Saudi Arabia

Saudi Arabia is one of the Persian/Arabian countries that are located in southwest Asia. It is considered the largest country in the Arabian Peninsula. It occupies an area about the size of

the United States east of the Mississippi River. There are 31 million living in Saudi Arabia, 11 million of them are foreign residents (Saudi Arabia Embassy, DC, 2016). For the religion, there are two big groups, 85–95% of Saudi Arabian citizens are Sunni Muslims, and 10–15% are Shia (Human Rights Watch, 2014).

Its capital is Riyadh, and the main language is Arabic. For its neighbors, Yemen and Oman from the south; Red Sea from the west; UAE, Qatar, and Bahrain from the east; Iraq and Jordan from the north. Saudi Arabia is the birthplace of Islam and home of Islam's two holiest shrines in Makkah and Medina. The king's official title is the Custodian of the Two Holy Mosques. Annually around three million Muslim pilgrims come to Saudi Arabia to participate in the pilgrimage, and other millions more come for religious Umrah.

Saudi Arabia is a monarchy based on Islam. The government is headed by the King, who is also the commander in chief of the military. The King appoints a Crown Prince to help him with his duties. The Crown Prince is second in line to the throne.

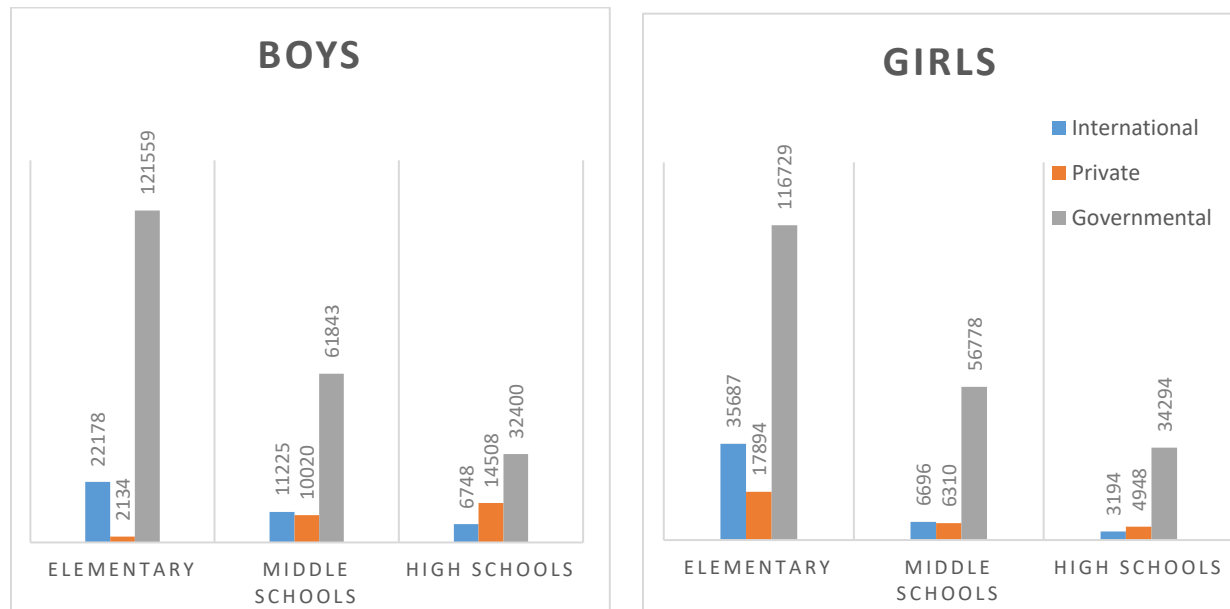
Saudi Arabia's geography is diversified. It has forests, mountain ranges and deserts. For the climate, it is different from place to place or city to city. For example, in the summer the temperatures can reach over 125 degrees Fahrenheit in the desert, while in the winter temperatures in the north and central parts of the country can drop below freezing. Rain is considered very rare to fall due to the country location and hot weather. The rain is about four inches a year on average, (Saudi Arabia Embassy, DC, 2016).

The country remains a leading producer of oil and natural gas and holds about 17% of the world's proven oil reserves. The government continues to pursue economic reform and diversification, and promote foreign investment in the kingdom. A burgeoning population,

aquifer depletion, and an economy largely dependent on petroleum output and prices are ongoing governmental concerns, (Buchele, 2008).

The System of Education in Saudi Arabia

Since the foundation of the Kingdom of Saudi Arabia in 1932, the education system started to be a priority. With the organization of the Ministry of Education in 1953 a new era in education has begun (Saudi Arabia Embassy, 2016). Wilcke (2010) states that in Saudi Arabia primary education through high school is open to everybody and is free. The stages of education are primary (from 1st grade to 6th); Middle school (7th to 9th); High school (10th to 12th), vocational education and higher education. There are about 36,000 public and private schools, and 25 universities (Ministry of Education, 2016). Specifically, in Jeddah city where the research was conducted, the students (boys and girls) go to three different types of schools; governmental, private, and international, as shown in the following figure 2.1:



(Source: General Directorate of Education in Jeddah, 2015)

Figure 2.1: Illustrate the teachers' number in boys and girls Schools in Jeddah

The main language of instruction is Arabic and focusing on the Islamic studies. As of 2011, religious studies average a total of nine periods a week at the elementary/primary school level, compared to an average of about twelve periods a week total for math, science, geography, history, and physical education. At the university level, nearly two-thirds of graduates earn degrees in Islamic subjects (Wilcke, 2010).

The Ministry of Education is in charge of the education systems in Saudi Arabia. The education in Saudi Arabia is not coeducational. Males have their own schools and universities, as well the girls. The same applies for teaching faculty, boys' schools and universities have male teachers, while female's teachers for girls' schools.

Physical Education in Saudi Arabia

Saudi Arabia has had a rich history in sports. They started with horses and camels racing, falconry and hunting with hounds (Evans & Roberts, 1987). Today, modern sports are also popular especially soccer.

Regarding the educational settings, physical education is considered one of the main subjects in all schools but less likely at female schools (Fatta, 2013). While males have physical education classes, female can join private clubs that can practice different types of sports. Those clubs are only for females and run by female coaches and administration. In addition, there are some sports that don't allow females to participate due to perceived physical and emotional reasons. Examples of those sports are horseback riding, boxing, wrestling, ballets, car racing, and soccer (Wiseman, 2013).

The topic of PE for women and girls has been debated in Saudi Arabia in recent years. Saudi government statements have veered between vague promises of liberalization and outright

rejection of expanding the limited existing opportunities for women and girls to engage in physical exercise and sports (Fatta, 2013).

As a result of those debates, women's rights movements, and international campaign pressures, the Saudi governments started to think about including sports in the all female schools and curriculum (Human Rights Watch, 2013). In 2013, Saudi government decides that female students who are in private girls' schools could practice sports as long as they dress in "decent clothing" and are observed by female Saudi teachers within the tight regulations of the country's system (Vealey & Chase, 2016). In a positive development, authorities began allowing licenses for private sport clubs for women in March 2013, and the first such club opened in the Eastern Province city of Khobar in June 2013.

After much debates and objections, Schultz (2014) pointed out that Saudi Arabia permitted two female athletes to represent Saudi Arabia in the 2012 London Olympics. The two girls are Wujdan Shahrkhani, in judo, and Sarah Attar, in track and field. The International Olympic Committee (IOC) hailed the change, with the president, Jacques Rogge, announcing: "For the first time in Olympic history, all the participating teams will have female athletes. This is a major boost for gender equality" (p. 192).

Overview of Physical Education Importance

Physical education plays a big role in education for all students. There are numerous studies and studies support the importance of physical education in strengthening the mind and body. Physical education helps or contributes directly to the development of physical competence and fitness (Siedentop, 2009). It also helps students to make informed choices and understand the value of leading a physically active lifestyle. Besides, it can benefit both academic learning and physical activity patterns of students. A numerous studies showed that the

students who practice physical education are more likely to be academically motivated, alert, and successful (Gruber, 1985). For example, in elementary ages, practicing physical activities such as running, jumping, playing and others may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges (Fatta, 2013). Quality physical education can promote social, cooperative and problem solving competencies, during the year's development of the children. In the following section, the benefits of physical education will be explored.

Physical benefits. Physical part tends to promote the physical benefits, followed by, the mental or the cognitive side, according to many researchers in physical education (Eggen & Kauchak, 1999). Physical education is unique to the school curriculum that provides students with opportunities to learn motor skills, develop fitness and gain understanding about physical activity. Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health (Calfas & Taylor, 1994). The physical education program is the place where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives (California Department of Education, 2011).

Cognitive benefits. Developing the physical side will help to develop and enhance the cognitive side, so both are connected together and the positive or negative influence will effect on the other part or side. For that, children learn through a variety of modalities (e.g., visual, auditory, tactile, physical). Teaching academic concepts through the physical modality may foster children's kinesthetic intelligence (Rink, 1998).

Research has shown that students who practice sports almost every day show superior motor fitness, academic performance, and attitude towards school versus their counterparts who did not participate in daily physical education (Calfas & Taylor, 1994). Physical education learning experiences also offer a unique opportunity for problem solving, self-expression, socialization, and conflict resolution.

Quality of life benefits. Physical education can benefit quality of life for both children as well as adults. All can benefit from physical education. Physical activity improves functional status and limits disability during the middle and later adult years. In addition, physical education or physical activity help to get a better quality of life, psychological health, and the ability to meet physical work demands. It could be like a vehicle for helping students to develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles (Keays & Allison, 1995). The outcomes of good quality life enable students to make informed decisions and choices about leading a physically active lifestyle.

Psychology and behavior benefits. Physical activity is a channel for venting tension and anxiety, and facilitates emotional constancy and flexibility. Also physical education builds a stronger sense of self-worth in children based on their mastery of skills in physical activity. They can be more confident, insistent, autonomous (Dalvi, 2014).

Social benefits. Physical education become a major force in helping children communicate with others successfully and give chances to learn positive skills. Especially during late childhood and adolescence. Being able to participate in dances, games and sports is an important part of peer culture. In addition, involvement in physical education activities, can

develop the team work skills, leadership strategies, and cooperation. Moreover, PE helps in expanding the network to make new friends (Hannaford, 1995).

Physical Education and the Curriculum

Physical education should be a part of the school curriculum for all ages and grades. Physical health is just as important as intellectual health and students are able to better perform academically if they are physically fit (Kramer & Keller, 2008). Schools may be the only place where some children get physical exercise. Additionally, large muscle movement helps students burn extra energy, allowing them to focus more clearly when it is time to turn attention back to academics (Center on Education Policy, 2007). Schools are to educate the entire child, and this includes their physical development as well as intellectual. In addition, it teaches valuable life skills. Physical education teaches children the importance of physical fitness, as well as the value of teamwork. Teamwork is very valuable in all walks of life, and everyone on the planet can benefit from physical fitness (Mohnsen, 2008).

Students' Attitudes Toward Physical Education

Rikard and Bandvill (2006) discussed that attitudes, beliefs and behaviors are connected together and can be complementary concepts. This means that attitudes are derived from beliefs and shape our behaviors in different ways and direct our involvement in activities.

Many researchers have conducted studies and research discussing the students' attitudes and perceptions about the physical education practice. Such studies covered a lot of different aspects in physical education such as fitness, cognitive, affective, and social development, and standards based curriculum and sport activities.

Rikard and Banville conducted a study to investigate the attitudes of high school students toward physical education class in the school; as well as the curriculum effectiveness to students'

fitness and skill levels. The outcomes indicated that students who liked physical education were more likely to enjoy school in general and they suggested that physical education should be offered more frequently. In addition, Stewart and Green (1991) worked on the attitudes of junior high and high school students in physical education practice in the school. Results indicated that practice sports in and outside the schools has a positive attitude on the students and plays a role in developing the social and academic skills ranking fitness as the most important area in physical education, while junior high girls reported fitness and social development to be equally as important.

Woodson-Smith, Dorwart and Linder (2015) conducted another study about the attitudes of female high school students toward physical education in selected North Carolina schools. After giving them the questionnaire, the results showed that about 90% of students prefer to have Physical activity every day in the school schedule. Furthermore, physical education students who take PE daily have better grades and positive attitudes than physical education class student who take it once a week. Another study conducted by AL-Liheibi (2008) showed that high school students expressed more positive attitude and personal satisfaction than the middle school students.

The length of the stay in United States by Saudi Arabia students played a big role in shaping the attitudes of the students about practicing sports. This is a study done by Albeialy (2000) about the American-based Saudi students' attitudes towards girls physical education in public schools in Saudi Arabia. The finding was that students who lived in United States for a longer time had positive attitudes toward practicing physical education than the ones who lived in the US for a shorter time. In addition, students who lived longer showed that PE provided more opportunities to learn and helped in the students to have more emotional stability.

Teachers' Attitudes Toward Physical Education

There are many studies conducted to investigate the teachers' attitudes and opinions about practicing physical education or physical activities in the school and its effectiveness on the academic, personal and social aspects. Most studies indicated that physical activities have a positive impact on the three aspects. The following are some studies:

Lewis (2014) conducted a study about the teachers' attitudes towards practicing physical education on students' personal competence and classroom management. The results showed that teachers are more comfortable with students who practice physical activities than the others. In different words, teachers noticed that students, after practicing physical activities, have more self-confidence, more respect to other students, better classroom management, stronger social connection, and high self-motivation to do classroom activities and projects. Barney and Deutsch (2011) conducted another study to see the teachers' attitudes and perceptions of the physical education on students' behavior and achievement. The results indicated that classroom teachers in all three states strongly agree (Oklahoma 95%; North Dakota 78%; & Utah 91%) that physical education is important for the students. However, only 1% of the classroom teachers in Utah strongly disagreed that physical education makes a valuable contribution to students' overall education.

Golbini, Fallah and Tabarsa (2013) worked on a study that discussed the description of teachers' attitudes toward physical education textbooks and classes in different levels of the school (elementary, middle and high school). About 90% of teachers found that female high school students who play soft games are more motivated and more punctual to have physical education classes than boys. Guan, McBride and Xiang (2005) conducted a study about the Chinese teachers' attitudes toward teaching physical education and fitness, then it was compared

with American teachers. The study goal was to see the impact of teaching physical education on the four domains; self-actualization, motor skills, social development, and physical education fitness. The results showed that Chinese teachers scored significantly higher in self-actualization and physical fitness than the other two domains. When compared to American teachers, they scored the same results but higher in social development than Chinese.

Another important study conducted by Trouilloud, Sarrazin, Martinek and Guillet (2002) investigated the influence of teachers' expectation on the students' achievement in physical education. The data collected from 173 students and 7 teachers in high school. Part of the results indicated that students confirmed those expectations by the teachers. In addition, the study showed that there is a strong correlation between the teachers' expectation and the students' achievements. Also the higher the teachers' expectations are, the higher students achieve. This result approved many studies (e.g. Alvidrez & Weinstein, 1999; Hoge & Butcher, 1984; Jussim, 1989; for reviews see Brophy, 1983; Jussim, 1991; Jussim, Smith, Madon, & Palumbo, 1998).

Physical Education and the Society Culture

The society attitude towards physical education is very important to promote teaching and learning the physical education for their students. In different words, if the society respects or looks positively to teaching PE, this will have a positive effect on their kids and their teachers, and vice versa. Khan, Qureshi, Islam, Khan and Abbass (2012) looked at the attitude of female lecturers in physical education towards their profession. This study was done in Pakistan. The results showed that their attitudes about the physical education profession were negative. This is because of the negative attitude of the society towards the physical education profession. For that the society considers physical education classes are not important for their kids and it is just for wasting time.

and have fun. As a result, the teachers, lecturers, school administration, and students do not care teaching or learning this class. Such attitude affected negatively on the teachers or lecturers' motivation to teach and students to learn.

One of the most important studies conducted by Alsagheir (1999), from Saudi Arabia, who investigated teachers' perceptions of physical education goals programs. The goals were classified into four categories; cognitive, psychomotor, affective and health related fitness. Also the investigation was based on the qualification and school level. After investigating and analyzing the results, it showed that teachers who have bachelor and high degrees have better view and understanding about the 4 categories of goals. In addition, almost 68% of high school teachers supported the idea of promoting the psychomotor and affective category, while 77% of elementary teachers focused on the cognitive and affective, asserting on the importance of the other two. In general, 91% of teachers with difference degrees and school levels supported the idea of developing the four categories together to have productive academic outcomes inside the classroom. The issue that physical education teachers of female schools expressed a weak motivation toward teaching physical education for female schools and particularly high schools. This may be attributed to cultural factors that do not encourage teaching physical education for females in the schools. In addition, the higher institutions such as universities do not award physical education major or field for female students.

Factors which Influence Teachers' Attitudes toward Physical Education

There are a number of factors that influence a teacher's attitude toward physical education. Some of those factors are external (i.e. time available, resources) and others are internal (i.e. cultures and traditions).

Teacher Qualifications. Teacher qualification is one of the requirements that needed by the education hiring institutes. Bachelor degree is the most common degree that required being a teacher in public schools, (Alter & Cogshall, 2009). Besides, a certificate of teaching is required to teach a specific subject such as math or science or others. This is because certified teachers can make more progress in teaching students. For those who are holding a higher degree such as master or a PhD, they are called subject matter qualifiers. Even for the salary, teachers who have higher degrees get higher payment, (Blomeke & Delaney, 2012).

In the past physical education teachers only needed a 2-year college degree (Voss, Kunter & Baumert, 2011). Due to this subject being neglected and not seen as a core class. This made teachers, students, and school authorities neglect physical education classes and replace there with other classes. However, currently, physical education becomes a core class in different education institutions. In addition, the qualifications require teachers to have a certificate of specialty in physical education, particularly in high schools. Many studies indicate that teachers with graduate degrees perform better than those with just an undergraduate education (Schmidt, Cogan & Houang, 2011).

Curriculum. The curriculum is considered the foundation or cornerstone in any educational institution. Having a strong and well-planned curriculum will positively impact students' achievement academically, socially, and culturally. On the other hand, weak curriculum will impact student achievement in a negative way. Designing a good curriculum is very important in having satisfactory outcomes. Alenezi (2005) mentions that designing a good school curriculum can make the learning and teaching processes more enjoyable, achievable, and measurable.

For physical education curriculum, traditionally, PE class and curriculum have been neglected and considered a secondary not core class in the school. Many teachers did not rely heavily on curriculum but tended to just focus on practicing, sports such as running, soccer game, basketball and other games. Tannehill and Zakrajsek (1993) made several recommendations and suggestions for advancing the traditional PE curriculum in order to meet the students' needs and goals. Such recommendations focused on expanding the PE benefits in which it can benefit the students, teachers, and the community academically, socially, culturally, behaviorally, and so on. This means that the modern PE curriculum should involve teaching different positive concepts such as; love, respect, cooperation, commitment, negotiation, forgiveness, and competition. All of these concepts can effect on the teachers' attitudes regarding teaching PE in the school. All of such concepts can be carried out by designing a great PE curriculum or program that can help the students and he teachers to achieve the desirable goals of PE classes.

Wright (2016) conducted a research about the promotion of social and emotional learning in the PE program, and how it is delivered by the teachers and received by the students. He stated that expectations for physical education (PE) and its contribution to the overall curriculum are changing in many countries. For instance, in the Scottish Curriculum for Excellence, Sport teachers are prepared and trained to promote mental, social and emotional well-being (Scottish Government, 2004, 2009). Wright (2016) added that Scotland, New Zealand, the US, Canada, and Singapore have combined a variety of social and emotional learning (SEL) proficiencies in their local physical education curriculum/standards. SEL proficiencies connected to self-management, self and social awareness, and responsible decision-making.

Culture and Traditions. Worden, Director of Global Initiatives with Human Rights Watch (2015) said, "Saudi Arabia is the only country in the world that has this policy to deny access to physical education for females in government-run schools," (p. 12). This encouraged many researchers and educators to conduct studies and research about this issue. Choi (2011) claims that the country culture not the religion is the reason behind such ban. In addition, Wang and Ha (2008) mentioned that the community culture could affect positively or negatively on carrying out the sport classes in the schools and particularly on the curricula. Therefore, the community culture and tradition play a huge role in designing and developing the school curriculum. This is why curriculum design committee always has a community culture expert to put her/his feedback in designing the curriculum materials. This is very necessary to avoid any misunderstanding or a community clash with education institutions (Quennerstedt & Larsson, 2015). Sometimes community culture and traditions can be a barrier to education. A big example, as mentioned before, is in Saudi Arabia. According to the community culture and tradition, the girls or the women are not allowed to practice the sports or physical education at public schools, yet it is allowed for boys or men to do that. Such policy or tradition faced a lot of contradictions and debates from local and international women's rights organizations claiming that women have the rights to practice sports. The reason, as mentioned by Human Rights Watch (2016), is the culture and tradition of the Saudi Community, besides, Saudi Arabia is a masculine community in which men are the dominant in the community and they have more rights than women. One of the rights as mentioned before is the practicing PE at public schools.

Gender. Many studies investigated boys and girls' attitudes toward PE. For example, Tannehill and Zakrajsek (1993) figured out that boys' and girls' attitudes toward PE were generally the same but there are some differences. For instance, boys demonstrated a favorable

attitude toward PE, while girls generally showed a negative attitude toward PE. Tannehill said that girls were more sensitive to the goals of physical education, including skill acquisition, fitness, enjoyment, and full participation. However, they were less competitive and less physically aggressive. Another study done by Rice (1988) indicated that 78% of the males preferred team sports over individual sports.

The gender differences sometimes play a role in designing the PE curriculum and teachers attitudes in teaching because, as mentioned before, each gender has different interest and desired games (Alenezi, 2005). This also will affect the teachers' thoughts and decisions about how to teach PE for girls or boys, according to their preferred games. In addition, the culture of gender segregation can affect the teachers' attitude of how to balance between achieving the PE goals adherence to community culture of segregation.

Time. Time allocation for PE is very important for teachers to be able to achieve the class goals and plan. Most studies conducted showed that there is a short time allocated for PE comparing with other classes. Moreover, most PE teachers claimed that the PE class time sometimes does not help to achieve all the lesson objectives. For example, Fletcher, Lyon, Fuchs and Barnes (2007) examined time spent on task and were astonished to find that students spent a relatively short time on using skills. More surprisingly is that most teachers participated in the study had an extensive experience and were well known in teaching. Another study conducted by Young, Felton, Grieser, Elder, Johnson, Lee and Kubik (2007) showed that students who have limited or short time to practice PE have low academic achievement and performance. In a similar study by Young, et al, 2007 it was found that only 10 of the 36 schools in the study teach PE classes. While the other 26 schools do not have a PE class but alternatively offer after school play program or intramural computation.

In Saudi Arabia, the situation is similar. This means that PE classes have the shortest time allocation in the school curriculum, because PE is not considered as a main or a core class in the school curriculum (Al-tamimi, 2009). Furthermore, the PE is treated as a dispensable class, so some teachers replace it with other classes such as math or science if they feel behind in their classes (Meqdad, 2009). In addition, Meqdad said that most teachers consider PE as a rest or a break class more than a class with full of skills and activities. Such attitude about PE affects negatively the PE teachers when they need to teach or plan a PE class. As a result, the teachers do not have the motivation and the positive attitude to teach PE as a serious class such as math or science.

Summary

The literature review presented discussed the background information which served as the foundation for this study. As mentioned in the literature, students like physical education as being important and interesting as far the physical education teacher is enthusiastic. This chapter is divided into many sections; the system of education and the physical education in Saudi Arabia was the first section in the chapter. The second section was about the students and the teachers' attitudes toward practicing physical education in the schools. The last section was about the factors that influence the teachers' attitudes toward practicing physical education such as, teacher qualification, the PE curriculum, the country culture and traditions, gender and time. In addition, this chapter discussed previous studies and approaches that wrote about the importance of physical education practice in the schools, particularly for girls, and its effect on the academic, social, cultural, and physical domains.

CHAPTER III

Methodology

This research examined the attitudes of Saudi teachers toward teaching PE for girls in public schools. For that, the research investigated and analyzed teachers' attitudes toward teaching PE for girls regarding the teacher's gender, levels and years of education, age and socio-cultural perceptions. To meet this purpose, this study (a) explored and discussed the literature that is written about the different types of physical education activities; (b) investigated the difference between female and male teachers' views regarding teaching PE for girls; (c) found the reasons behind neglecting PE classes at girls' schools; (d) investigated if the PE teachers and students are aware of the benefits of teaching PE for girls.

Research Setting

This study took place in Jeddah public schools. The schools age levels were elementary, middle, and high schools distributed into four areas in Jeddah (North, South, East and Middle.), as shown in Table 3.1

Table 3.1

Number of Girls and Boys Schools in Different Age Levels Distributed in the Four Areas:

Schools Areas	Elementary		Middle		High School		
	Girls	Boys	Girls	Boys	Girls	Boys	
North	73	73	46	48	39	42	
South	82	91	49	54	41	41	
East	72	84	48	52	38	43	
Middle	80	74	52	49	43	46	
Total	307	322	195	203	161	172	Total:1360

Teachers from those schools were the population of this study. According to the Ministry of Education website; <http://www.moe.gov.sa/ar/news/Pages/default.aspx>, the number of teachers in Jeddah of all age levels was (40,810). The estimated representative population that participated was 600 teachers.

Since Jeddah city is divided into four educational areas: North, South, East and Middle., the researcher randomly selected six schools from each area: two elementary, two middle, and two high schools. Eventually, there were eight elementary schools (four girls and four boys), the same number was with middle and high schools. The result was 24 schools from the whole Jeddah city, as shown in Table 3.2 below:

Table 3.2

The Number of Schools from Each Age Level in the Four Areas:

Schools Areas	Elementary		Middle		High School		
	Girls	Boys	Girls	Boys	Girls	Boys	
North	1	1	1	1	1	1	
South	1	1	1	1	1	1	
East	1	1	1	1	1	1	
Middle	1	1	1	1	1	1	
Total	4	4	4	4	4	4	Total: 24

Participants. All participants randomly chosen from the elementary, middle and high schools from Jeddah city in Saudi Arabia. They were identified through stratified random sampling. According to the website of General Directorate of Education in Jeddah, the number of schools in Jeddah city was (1360) distributed in four areas North, South, East and Middle.

As stated before, the number of teachers in all educational levels was (40,810). The estimated representative population was 600 participants from different areas and genders, as shown in Table 3.3.

Table 3.3

The Estimated Teachers from Each Schools Areas According to Teachers' Gender:

Schools Areas	Teachers' Gender		
	Female	Male	
North	70	70	
South	70	60	
East	80	80	
Middle	80	90	
Total	300	300	Total = 600

Data Collection

The researcher contacted the IRB at the University of Arkansas to get the approval to conduct the research. After getting the IRB approval, the research contacted the Ministry of Education in Jeddah to get another one to visit the schools and carry out the survey. Once approved the researcher traveled to Jeddah for data collection and other required procedures. The data collection and analysis took approximately three to five months.

Method/ Instrument. The survey was the main instrument for collecting data, (See appendix A). This survey was based on a previous one conducted by Albeialy (2000) with some modifications done to match the purpose of this study. As mentioned before, the surveys were dispersed to different teachers teaching various levels in Jeddah city. Then, the researcher kept in

contact with the teachers by doing regular visits schools to get enough number of respondents, at the same time to check if any teacher had any questions about the survey. The survey consisted of 49 questions in four parts: demographic information (10 items); teachers' opinions about teaching PE for girls (29 items); the support of teaching PE classes for girls (3 items), and reasons of not offering PE classes for girls (7 items).

Design of the Survey. The first part (questions 1-10) collected demographic information about the participants' age, gender, educational level, the position at school, what do teachers teach, years of experience, and school level.

The second part, talked about the opinions of the teachers in regard to teaching PE for girls at public schools which was measured on a 5-point Likert scale response that ranged between strongly agree to strongly disagree and rated as the following: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly disagree =1. Table 3.4 is an example of an item used within the scale.

Table 3.4

SA	A	Neutral	D	SD	[Likert scale options]
5	4	3	2	1	[Inherent values]

The third part was designed to explore the level of support of PE classes for girls. While the fourth part was designed to examine the reasons for not offering PE classes for girls based on participants' opinions. Both measures were assessed as the measure of attitudes, 5-Likert scale.

Translation of Survey

The survey was designed in English. However, the participants of this study read and answered the survey in Arabic because their native language was Arabic and faced difficulty understanding the English version. Consequently, the researcher translated the survey from

English to Arabic, (See appendix B). To make sure of the translation accuracy, a bilingual professor at the University of Arkansas has approved the Arabic translation. In addition, a group of Arab students at the University of Arkansas were asked to respond to the survey just to evaluate the Arabic translation and made sure they understand the questions, but they were not included in the study itself.

Confidentiality

All participants were informed that participation was voluntary. Also, the collected data were confidential and anonymous and were saved in a coded Excel and SPSS files. In addition, the data were strictly used for this study. Participants were also assured that there was no risk at all associated with such participation.

Data Analysis

Two types of analysis were performed in this study. The descriptive analysis pertaining to all demographic information collected and it was represented by numbers and percentages.

The second type of analysis was the inferential analysis. There were several variables in the study, the dependent and the independent variables. The dependent variable was the attitudes of Saudi teachers measured through responses to 29 items. The highest score that a participant might score = 145, the least he/she might get = 29. The independent variables were gender, levels and years of education, age and socio-cultural perceptions. The information was organized and evaluated according to each variable previously mentioned.

Results of several statistical tests were used to examine the three hypotheses of the study. All hypotheses were tested at the .05 level of significance. Data were analyzed using the Statistical Package of Social Sciences: SPSS software version (24).

Summary

The study was prompted by the lack of research exploring the influence of teaching PE classes for girl's public schools in Jeddah, Saudi Arabia. In this study the connection between combined selected demographic variables and teaching PE readiness was investigated.

The study used a quantitative research method. The survey was the main instrument in collecting the data from the participants. The survey was divided into four parts. The first part collected data about the demographic side; the second was the teachers' opinions about teaching PE for girls in public schools which was measured using 5 point-Likert scale; the third part explored the level of support of teaching PE for girls. The last part was the reasons for not offering PE classes for girls. For the data analysis, a correlation test, t-test and one-way ANOVA test were used to analyze the data that collected. The confidentiality was very important in the research, so the researcher kept the participants' data or information in a coded Excel or SPSS file. Also, their participation was voluntary and no risk associated with their participation.

CHAPTER IV

Results

The purpose of this research was to investigate the attitudes of Saudi teachers toward teaching PE for girls in public schools, so the research analyzed teachers' attitudes toward teaching PE for girls regarding the teacher's gender, levels and years of education, age and socio-cultural perceptions. To meet this purpose, this study (a) explored and discussed the literature that is written about the different types of physical education activities; (b) figured out the difference between female and male teachers' views regarding teaching PE for girls; (c) found the reasons behind neglecting PE classes at girls' schools; (d) investigated if the PE teachers and students are aware of the benefits of teaching PE for girls.

To work on the data collection process, the researcher adopted a quantitative method to conduct the study using the survey instrument as a main tool to carry out the data collection.

This chapter represents research findings or results on the Attitudes of Saudi Teachers Toward Teaching Physical Education for Girls at Public Schools in Jeddah. The results were presented in two parts. Part one represented the results from descriptive analysis and part two represented the results of inferential analysis.

Research Questions

The research questions in this study were:

- 1- Is there a difference in teachers' attitudes toward teaching PE for girls in regard to the teacher's gender?
- 2- Is there a difference in teachers' attitudes toward teaching PE for girls in regard to the school level of education?

- 3- Is there a difference in teachers' attitudes toward teaching PE for girls in regard to the teacher's age, years of educational experience and socio-cultural perceptions?

Setting and Participants

The research took place in Jeddah city in Saudi Arabia. The population was teachers who teach in the different three levels; elementary, middle and high schools distributed in four different areas in the city; North, South, East and Middle. The total number of returned surveys was 462 teachers out of 600 participants; (259 females and 203 males) in 24 selected schools.

Data Collection

After getting the approval of the IRB and then the Ministry of Education of Jeddah city, the researcher traveled to target schools with a prepared survey to share that with the participants. The survey was given to 600 teachers and gave them one week to fill and return to the school administration for collection. The data collection and analysis took approximately three to five months.

Descriptive Analysis

The Description of Sample

The population of the research was six- hundred participants ($N = 600$). Four hundred and sixty-two ($N = 462$) teachers agreed to participate. Of those participants, 56.1% ($n = 259$) were female teachers and 43.9% ($n = 203$) were male teachers from 24 public schools in Jeddah Educational District. The age of participants ranged from 25 to 59 years ($M = 41.3$, $SD = 7.7$) with a teaching experience ranging from two years to 37 years ($M = 13.86$, $SD = 7.4$). (See Table 4.1).

Table 4.1

Represents the Means and Standard Deviations

Measure	<i>M</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>
Age	41.31	7.678	25	59
Experience	13.86	7.357	2	37

There were only 14.9% (n = 69) who reported their position as school principal, while the rest of participants (85.1%, n = 393) were teachers. Of all participants, the majority reported that they had a bachelor degree (87.7%, n = 405), 11.9% (n = 55) had a master degree, and only 0.4% (n = 2) had a Ph.D. Regarding the school level each educator taught at, 41.1% (n = 190) described their school as elementary, 31.6% (n = 146) as middle and 27.3% (n = 126) as high school.

As for having a PE class at each school, 43.9% (n = 203) reported having a PE class, and 56.1% (n = 259) reported that PE is not being taught at their schools. As for the frequency of PE classes at schools that teach PE, 40.4% (n = 82) reported that they had more than one class of PE at their schools per week, and 59.6% (n = 121) reported that they had only one class per week.

Results of the Survey

Attitudes toward teaching PE for girls at schools were measured using a 5-Likert scale for 29 questions. The total score for each participant was calculated by adding his/her responses to the 29 questions, (See Table 4.3) and the score on this measure was made into a new variable called "Total 1". Same procedure was repeated with the measure of the preferred level of school that those educators thought PE should be taught to girls. This measure consisted of three questions to which responses were assessed on a 5-Likert scale. Responses for each educator were calculated and a new variable was created and called "Total 2". Same procedure was

repeated to calculate the total scores for the socio-cultural measure which consisted of seven questions to which the responses were assessed as 5-Likert scale, the new variable was called "Total 3", (See Table 4.2). All means and standard deviations, as well as Cronbach's alpha values are displayed in the table below. Cronbach's alpha value was relatively high for all three measures reflecting a high internal consistency and reliability of these three measures.

Table 4.2

Represents the Means, Standard Deviations, and Cronbach's Alpha Values

Measure	<i>M</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Cronbach's alpha</i>
Total 1	122.73	13.13	65.00	173.00	.89
Total 2	13.26	2.598	3.00	15.00	.91
Total 3	25.49	4.775	7.00	35.00	.78

Note: Total 1 = 29 questions about teaching PE for girls, Total 2 = supporting PE classes for girls, Total 3 = 7 reasons for not offering PE classes for girls

Assessing the attitudes of participants towards teaching PE for girls revealed that almost 95.1% (n = 439) of participants agreed or strongly agreed that PE helps girls improve their self-confidence, while 2.2% (n = 10) of them disagreed or strongly disagreed to this item. In addition, 92.7% (n = 428) of participants confirmed that practicing physical education can release the tension and the stress for both genders boys and girls while 1.9% (n = 9) opposed this idea. Moreover, about 89.6% (n = 414) assured that physical education can promote and develop the social maturity, however, 2.8% (n = 13) believed that the PE practice doesn't affect the social maturity and development. Also for women's concerns, about 95.2% (n = 440) of them agreed that regular practice of physical education can affect positively on the appearance and the condition of the body, and vice versa. From the religion perspectives, about 89% (n = 411) of

participants agreed that Islamic instructions imply that both males and females have the right to participate in physical activities. However, there is 8% (n = 37) of participants disagreed with this idea claiming that practicing PE by girls breaches her privacy.

Almost 66.1% (n = 305) of participants believed that the ban of women to practice sport is a part of discrimination against women. (See Table 4.3 for more details).

Table 4.3

Frequency of responses to Questions on (Total 1)

Questions	% N				
	SD	D	N	A	SA
1- The ability to see, accept, and meet social responsibility is developed through physical activity.	0.4 2	2.8 13	8.2 38	49.8 230	38.7 179
2- Strength and physical activity in Islam facilitate the needs of the individual and society.	0.4 2	1.5 7	9.1 42	47.4 219	41.6 192
3- PE helps girls improve their self-confidence.	0.9 4	1.3 6	2.8 13	48.1 222	47.0 217
4- Physical activity serves to release tension and stress for both boys and for girls.	0.4 2	1.5 7	5.4 25	45.9 212	46.8 216
5- Physical activity contributes to a participant's social maturity.	0.2 1	2.6 12	7.6 35	50.6 234	39.0 180
6- Girls have different attitudes, skills, and abilities than, do boys.	0.9 4	3.2 15	7.4 34	51.1 236	37.4 173
7- Girls have as much of a need to see, accept, or meet social responsibilities as boys.	2.8 13	8.0 37	11.5 53	44.8 207	32.9 152
8- Islam demands strong believes both physically and mentally.	0.0 0	1.57 7	6.5 30	48.9 226	43.1 199
9- Engaging in a regular program of physical activity is helpful for good health.	0.0 0	0.6 3	2.8 13	32.5 150	64.1 296
10- For their contribution to mental and emotional well-being, lifetime physical activity should be included in the program of every school.	1.5 7	2.2 10	5.8 27	37.9 175	52.6 243
11- Physical activity is a good venue for making friends.	0.2 1	4.8 22	8.0 37	52.6 243	34.4 159

Table 4.3 (cont...)

Questions	% N				
	SD	D	N	A	SA
12- A physically strong Muslim is better able to fulfill the requirements of his/her religion.	0.9 4	3.2 15	6.3 29	48.3 223	41.3 191
13- An individual usually has the strength his or her needs without participation in physical activity.	1.7 8	13.0 60	23.4 108	30.1 139	31.8 147
14- Good sportsmanship is an outcome of physical activity.	0.9 4	3.7 17	7.8 36	34.4 159	53.2 246
15- Participation for girls in physical activity contributes to mental alertness.	0.9 4	1.7 8	8.0 37	43.5 201	45.9 212
16- The means of achieving physical activity for girls in school conflicts with the Islamic principles.	19.5 90	15.8 73	16.2 75	20.8 96	27.7 128
17- Based on Saudi female roles, females should have a better background about health/PE.	0.9 4	2.4 11	6.5 30	31.0 143	59.3 274
18- Physical activity provides opportunity for learning emotional control.	1.3 6	2.8 13	7.4 34	35.7 165	52.8 244
19- Participation in physical activity encourages creativity.	0.9 4	2.6 12	10.8 50	30.3 140	55.4 256
20- Saudi boys are more physically fit than girls.	0.9 4	3.2 15	21.9 101	31.0 143	43.1 199
21- Cooperation and teamwork are outcomes of physical activity.	1.1 5	2.4 11	9.5 44	39.2 181	47.8 221
22- Participation in physical activity has an effect upon physical condition and appearance of women.	0.9 4	0.2 1	3.7 17	3.7 17	56.9 263
23- Cooperation and teamwork are as important for girls as they are for boys.	0.2 1	0.6 3	4.5 21	33.1 153	61.3 283
24- Girls need to be as strong as they can, to promote good health.	1.1 5	1.7 8	5.0 23	33.5 155	58.7 271
25- Islamic instructions encourage both males and females to participate in physical activity.	1.7 8	6.7 31	7.6 35	27.7 128	56.3 260
26- Based on Islamic instructions both males and females have the right to participate in physical activities.	0.4 2	1.9 9	8.7 40	34.2 158	54.8 253
27- The benefits of physical activity on health is greatly exaggerated.	4.3 20	16.2 75	14.1 65	24.9 115	40.5 187
28- A sense of belonging is an important benefit of teamwork in PE.	0.9 4	3.2 15	11.3 52	53.2 246	31.4 145

Table 4.3 (cont...)

Questions	% N				
	SD	D	N	A	SA
29- Saudi social traditions discriminate against women by discouraging them from participating in PE.	2.2 10	5.8 27	26.0 120	35.1 162	31.0 143

Note: % = percent, n = frequency, SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree

Table 4.4 shows the participants' opinions regarding teaching PE for girls in the three levels; elementary, middle, and high schools. As for elementary level, 91.4% (n = 422) of participants supported the idea of teaching PE to girls in this level, while 4.8% (n = 22) of them disagreed. For middle school level, about 90.3% (n = 417) agreed while 6.4 % (n = 30) disagreed. Regarding teaching PE for the high school girls, about 89.8% (n = 415) supported that idea while 7.5% (n = 35) of participants disagreed.

Table 4.4

Teachers' opinions about teaching PE for girls in the three different levels (N = 462) (Total 2)

Do you support teaching PE classes for girls in the following three school levels?	% N				
	SD	D	N	A	SA
Elementary	2.2 10	2.6 12	3.9 18	28.8 133	62.6 289
Middle Schools	3.2 15	3.2 15	3.2 15	31.4 145	58.9 272
High Schools	4.3 20	3.2 15	2.6 12	27.7 128	62.1 287

Note: % = percent, n = frequency, SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree

The Table 4.5 demonstrates that 'agree' and 'strongly agree' answers had the highest percentage. For example, about 67.1% (n = 310) of participants agreed that the society culture

was the reason behind prohibiting girls to practice PE. And 27.1% (n = 125) had a neutral answer. For that, 69.7% (n = 322) believed that the society tradition of being masculine didn't help girls or females to practice PE in or out the school, claiming that women's main duties are taking care of kids and husband. At the same time about 25.5% (n = 118) were neutral in their answers. But a small percentage of 4.7% (n = 22) disagreed on that. In addition, the girls and their parents' choice not to practice PE was one of the big concern in this research (HRW, 2012), so about the girls themselves choice, about 51.5% (n = 238) of participants agreed that girls didn't have the motivation to practice PE, and about 52.6% (n = 243) supported to the parents' choice not to allow their girls practice PE. However, about 49.1% (n = 227) of the participants disagreed that the girls and the parents' choices had a role in this matter. (See Table 4.5).

Table 4.5

Reason (Total 3)

Reason	% N				
	SD	D	N	A	SA
1- Society culture.	0.9 4	5.0 23	27.1 125	45.5 210	21.6 100
2- Social traditions (masculine community).	0.6 3	4.1 19	25.5 118	48.9 226	20.8 96
3- Government educational policy.	0.6 3	5.4 25	23.6 109	40.7 188	29.7 137
4- Economic/Financial factors.	14.5 67	10.8 50	25.3 117	29.2 135	20.1 93
5- Females' own choice not to participate in PE.	16.0 74	9.5 44	22.9 106	42.0 194	9.5 44
6- Parents' choice for their girls not to participate in PE.	2.8 13	20.8 96	23.8 110	39.2 181	13.4 62
7- Lack of knowledge pertaining to importance of PE.	2.6 12	8.0 37	14.3 66	36.8 170	38.3 177

Note: % = percent, n = frequency, SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree

Inferential Analysis

Hypothesis 1: $H_0 = M_1 = M_2$ (Mean of the measure on attitudes for female educators was equal mean of male educators on the same measure).

The dependent variable in this study was the (Total 1). The independent variable was gender. An Independent sample t-test was performed to investigate the relationship between both independent and dependent variable. Gender was categorized into two groups: "female", and "male". The results of this test showed that there was a statistically significant difference in the means of the (Total 1) for both groups; i.e. males and females, $t(460) = 3.42, p < .05$. The mean of (Total 1) for female educators ($M = 120.9, SD = 11.27$), and the mean for male educators ($M = 125.06, SD = 14.89$). The observed difference in means between the two groups was computed as $MD = 4.16$. It can be stated that male educators had a statistically significant larger mean on (Total 1) measure than the mean of female educators. The test effect size (d) = 3.4, a large effect size. The results of this test are displayed in Table 4.6.

Table 4.6

Results of Independent Samples T-Test (N = 462)

Variable	<i>n</i>	<i>M</i>	<i>MD</i>	<i>SD</i>	<i>t-value</i>	<i>p-value</i>	<i>df (N-2)</i>	<i>ST. E</i>	<i>d</i>
Male	203	125.6	4.16	14.89	3.42	.001	460	1.22	3.41
Female	259	120.9		11.27					

Based on the results of this test, it can be stated that hypothesis 1 was rejected because there is a statistically significant difference in means of (Total 1) between male and female educators.

Hypothesis 2: $H_0 = M_1 = M_2 = M_3$ (Mean of educators from all levels of schools, elementary, middle, and high schools was all equal).

The relationship between (Total 1) and the different educational levels of schools (at which educators' work) was assessed using one-way ANOVA test, between subject design. Results of this test showed that there was a statistically significant difference between the different levels of schools to which the teachers belong in regard to their attitudes towards teaching PE to girls, $F(2,459) = 9.12, p < .01$. The magnitude of the treatment effect was computed as $R^2 = .04$ (small treatment effect). See Table 4.7.

Table 4.7

ANOVA Summary for the Relationship between (Total 1) and Groups of Educational Level of Schools

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	<i>R²</i>
Total 1	2	3038.05	1519.02	9.12	.000	.04
School Level	459	76456.67	166.57			
Total	462	81932.1				

SS= sum of squares, MS= mean square

In addition, Tukey's HSD test showed that teachers from middle schools or high schools had a statistically significant larger means on (Total 1) measure than teachers from elementary schools ($p < .05$), while there was no statistically significant difference between teachers from middle schools and those from high schools ($p > .05$).

Table 4.8

Tukey Hoc Tests: Difference in Means among Elementary, Middle and High Schools Educators

School Level	Mean Difference	p-value
Elementary-Middle	- 5.49*	.001
Elementary-High	- 4.98*	.001
Middle-High	.51	.943

Based on the previous test, it can be stated that hypothesis 2 may be rejected since there was a statistically significant difference in the means on (Total 1) measure among elementary, middle, and high school educators.

Hypothesis 3: $H_0: R^2 = 0$ (There was no correlation between the attitudes for PE teaching and the independent variables; age, educational experience, and socio-cultural perceptions).

The predictors age, educational experience and socio-cultural perceptions will not account for a statistically significant proportion of the variance in (Total 1)

In this hypothesis, the dependent variable was (Total 1), and the predictors were age, years of teaching experience, and Total 3. Multiple regression test was used to test this hypothesis. The correlations with outcome (Total 1) and the intercorrelations were shown in Table 4.9.

Table 4.9

The Correlations with (Total 1) and Inter-correlations among Predictors (N = 462)

	Total 1	Age	Experience	Total 3
Total 1	1	.21**	.11*	.12*
Age		1	.84**	.02
Experience			1	-.03
Total 3				1

Note: Total 1 = 1, Total 3 = 1

*** Correlation is significant at the 0.01 level (2-tailed)*

** Correlation is significant at the 0.05 level (2-tailed)*

As Table 4.9 shows, there was a statistically significant correlation between Total 1 and age ($r = .21, p < .01$) indicating that the older the educator was, the larger his/her score on the Total 1 measure would be. The correlation between educational experience years and Total 1 was statistically significant ($r = .11, p < .05$) indicating that the more experience the educator had, the larger his/her score would be on Total 1 measure. The correlation between Total 3 and Total 1 was statistically significant ($r = .11, p < .05$), indicating that the larger an educator scored on the socio-cultural measure, the larger his/her score would be on Total 1 measure. There was also a statistically significant correlation between age and experience ($r = .84, p < .01$). Indicating that the older the educator was, the more experience he/she would have in education. There was no statistically significant correlation between Total 3 and experience, however the correlation ($r = -.03, p \Rightarrow .05$), indicating that despite it was not a statistically significant correlation, there was a negative correlation between these two variables showing that as the experience of educator increased, the score on the Total 3 measures would be less.

Stepwise regression analysis was used to investigate the significant predictors of Total 1.

The results of this test are displayed in Table 4.10.

Table 4.10

Summary of Regression Analysis that Predicts (Total 1)

Predictor	<i>B</i>	<i>SEB</i>	β	<i>T</i>	<i>sr</i> ²	<i>R</i> ²
Model						.07
Constant	93.05	5.21		17.88***		
Age	.69	.14	.40	4.79***	.04	
Experience	-.42	.15	-.23	-2.76**	.01	
Total 3	.27	.12	.10	2.19*	.01	

Note. * $p < .05$, ** $p < .01$, *** $p < .001$, Total 3 = socio-cultural perceptions

The results of the regression analysis were statistically significant, $F(3,458) = 11.74$, $p < .001$, $R^2 = .07$, adjusted $R^2 = .07$, $SE = 12.70$. The value of R^2 in this model indicates that the prediction model accounted for 7% of the variance in the outcome (Total 1); so hypothesis 3 is rejected. All three predictors had statistically significant correlation with the Total 1. Squared part correlations (sr^2) are displayed in Table 4.10. These values refer to unique contribution of each variable in the variance of Total 1.

Summary

The research concluded that 43.7% of teachers reported having a PE class, and 56.3% reported that PE was not being taught at their schools. About 95.1% of them agreed that regular practice of physical education can affect positively the appearance and the psychological condition of girls. Almost 89% of participants agreed that Islamic instructions imply that both males and females have the right to participate in physical activities and 66% of participants

believed that the ban of women to practice sport is a part of discrimination against women. In addition, about 90% of participants agreed that PE classes should be performed for girls in public schools and throughout all educational levels (elementary, middle, and high). Participants believed that the reasons behind the PE ban for girls are the lack of knowledge about the importance of PE 75.1%, the government policy 70.4%, and the socio- cultural 75.1%.

Male educators scored a statistically significant larger mean on the measure of attitudes towards teaching PE for girls than female educators. Teachers from middle schools and high schools had a statistically significant larger means for the attitude towards teaching PE for girls than teachers from elementary schools, while there was no statistically significant difference between teachers from middle and high school levels. The statistically significant predictors for the attitudes towards teaching PE for girls were age, experience and the understanding of reasons behind the PE ban for girls. The larger the scores were on those three predictors the larger the participants will score on the attitudes measure. The following Table 4.11 summarize the research questions results:

Table 4.11

Research Question	Statistical test	Result	Conclusion
Hypothesis 1: $H_0: M_1 = M_2$ (Mean of the measure on attitudes for female educators was equal mean of male educators on the same measure).	Independent t-test	$t(462) = 3.42, p < .05$	Male educators scored a statistically significant higher on Total 1.
Hypothesis 2: $H_0 = M_1 = M_2 = M_3$ (Mean of educators from all levels of schools,	One-way ANOVA between subjects	$F(2,459) = 9.12, p < .01$	Teachers from middle schools or high schools had a statistically significant larger means on (Total 1) measure than teachers from

Table 4.11 (cont...)

Research Question	Statistical test	Result	Conclusion
<i>elementary, middle, and high schools was all equal).</i>			elementary schools while there was no statistically significant difference between teachers from middle schools and those from high schools ($p > .05$).
Hypothesis 3: $H_0: R^2 = 0$ <i>(There was correlation between the attitudes for PE teaching and the independent variables; age, educational experience, and, socio-cultural perceptions).</i>	Multiple regression	$F(3,458) = 11.74,$ $p < .001,$ $R^2 = .07$	The three predictors had a statistically significant positive correlation with Total 1. As age, teaching experience, and understanding of reasons behind PE ban for girls increase, the score on Total 1 was also increased.

In the following chapter 5, the research explains the main summary or conclusions of the findings in relation to the literature review. In addition, the chapter provides the educational implications and the recommendations for the policy evidence based practice for education experts and future studies.

Chapter V

Discussion & Conclusions

The purpose of this research was to investigate the attitudes of Saudi teachers toward teaching PE for girls at public schools. Then the research explored the factors that affected these attitudes. The researcher explored the reasons behind the PE ban for girls in these schools. This chapter represents a discussion of the results, conclusions, limitations of this study and recommendations for future research.

Discussion of the Results

As mentioned before, PE ban for girls in public schools is a big debate and very controversial for many human rights and women's organizations locally and internationally. The reasons to such ban, according to some teachers who participated in the survey, backed to the religion restrictions, culture norms, family concerns, lack of awareness toward PE benefits, and others. After doing the investigations and analysis the results were obvious.

Based on the results of the survey a majority of participants agreed on the importance of PE education for girls in public schools and they assured the benefits that PE can yield for girls. Almost 95.1% agreed that it can help girls improve their confidence, appearance 95.2%, social maturity 89.6%, and psychological status by releasing tension 92.7%. These results reflect the awareness of the importance of PE teaching to girls among Saudi educators. The majority of participants in this study 89% agreed that Islamic instructions imply that both males and females have the right to participate in physical activities.

Through this study, it can be noted that there is a great understanding on the role of PE in the life of Saudi women, as 90.3% of the participants said females should have a better background about health and PE, and 92.2% stated that girls need to be strong to promote good

health. This reflects a deep understanding of the relationship between PE and health, and also reflects the need to start having PE classes at girls' schools. Therefore, participants agreed on teaching PE for girls at each educational level with a large percentage; elementary 91.4%, middle school 90.3%, and high school 89.8%. These results indicate that those teachers believe that PE should be taught to girls at schools.

As this study assessed the reasons that the participants believed they were behind the PE ban for girls, it can be stated that those participants believed there were multiple reasons that might contributed equally to this situation. As noticed, the reason that was agreed on by 75.1% of participants was the lack of knowledge pertaining to the importance of PE, followed by the government educational policy 70.4%. This reflects that the educational policy should be changed based on a better understanding of the role of PE in our lives.

Also, the other two strong reasons for banning PE are the society culture 67.1%, and the social traditions 69.7%. This showed that these educators believed that culture and traditions play a negative effect on the concept of teaching PE for girls. The society in Saudi Arabi is described as masculine; the roles of a man and a woman are perceived completely different than what is perceived in western societies or even other Arabic or Islamic states.

It is worth mentioning that the participants did not differentiate between the culture and social traditions; therefore the degree of agreement on both reasons was close. It is not clear if those educators attributed part of this ban to Islam itself; since it is the main component of culture, or they just believed that culture and traditions were the same. This issue seems to be controversial here, because in their attitudes towards teaching PE, 90.0% of those participants agreed that Islam encourages both females and males to participate in physical activities.

Although half of those participants believed that the PE ban is attributed to either parents' choice or girls' own choice not to participate in PE, this result can only be understood in the context of either the lack of knowledge pertaining to the importance of PE, the governmental educational policy, and the social traditions. One may claim that the government educational policy is restrained by the social traditions and culture of the Saudi community; therefore, parents' choice for their girls might be a strong reason behind this ban. This needs to be investigated thoroughly to understand whether it is the reality or just those educators' perceived belief about the expected attitudes of parents towards teaching PE for their female children.

Another interesting finding addressed female and male teacher attitudes. Although the difference in the mean of score on the measure of attitudes towards teaching PE (Total 1) between female and male teachers was not a large one, it was statistically significant indicating that the number of male educators significantly scored larger on this measure. One factor that may have impacted this was that male teachers have PE classes at their schools and they probably were more aware of the importance of PE and its effects on the general health of students more than female teachers who don't have such classes at their schools, and more important did not practice PE themselves.

On the measure of attitudes towards teaching PE for girls; the teachers from elementary schools scored significantly less than teachers in both middle and high schools. This result can be explained in two ways: First, the girls in elementary schools are young and participate in games that may be considered as physical activities; so the teachers at this stage don't realize the need for PE classes, or the fact that the age of those teachers is young compared to those in the middle or high school. Age was one of the statistically significant predictors of the score on (Total 1).

There was no statistically significant difference between middle and high school teachers because it is well-known in Saudi Arabia education system that teachers who teach middle and high schools should have more experience and higher education levels than elementary. For that, those teachers have more awareness to understand the importance of PE to both girls and boys during educational development. Those teachers might face more problems during educational process with older ages of students, so they became more aware of the need to PE; no matter being male or female educators.

When it comes to predictors of the score (Total 1); age, experience and understanding of reasons behind PE ban for girls were statistically significant predictors with a positive correlation with the score on the attitudes towards PE teaching for girls (Total 1). Deep understanding of the reasons behind PE ban is also a good predictor for more positive attitudes towards teaching PE for girls.

Limitation

There are a few limitations in this study that is important to note. One of the limitations of this study is that it was conducted in Jeddah district, so it is hard to state that it is a true representation of the Saudi educators all over the country. Therefore, generalization of the results will be hard to consider.

Another limitation was that some of the responses pertaining to age, experience, and other educational degree were self-reported. This may cause bias and affect the results of this study.

Finally, one of the remarkable things was that teachers that live in rural areas had different views than who live in urban, because the researcher didn't take into consideration the

geographical side of the participants in which can be influenced by the social and the economic aspects.

Recommendations

Despite these limitations, the results have shed light on a very important issue that needs to be addressed and discussed more openly among officials, educators, and parents, as well as girls:

- 1- The government in Saudi Arabia is invited to include PE classes in their curriculum for girls as a priority. Also, this study represents a call for a change in PE curriculum for both girls and boys in all different educational levels, and this mandates an increase in budget for PE buildings, equipment, and training for better PE teachers whether males or females.
- 2- Media has to be involved in this issue, and a new media policy that encourages PE for females and advocates the right of women to practice sports in well-established facilities that are consistent with the culture and traditions of the community. This also mandates that people and communities within Saudi Arabia should be educated about the real instructions of Islam that do not contradict with teaching PE for girls.
- 3- Future studies should concentrate on differentiating between culture, traditions and religion and how educators, parents and students perceive the effects of each of those factors on an important issue such as PE.
- 4- More studies should concentrate on the girls' perspectives and perceptions of health, sport, body image and integrating all these with their perceived roles as women in their communities.

- 5- Researchers are recommended to conduct quantitative studies, as well as qualitative studies in which participants can express their perceptions and beliefs more freely than in quantitative studies.
- 6- Researchers are also encouraged to develop new questionnaires and measures that are culturally competent with the Saudi community to be fully understood by participants.
- 7- It is very important that the Ministry of Education offer PE majors for the university female students in order to have a PE graduates that can work at public schools in which can promote teaching and learning PE at school.

Summary

PE ban for girls in public schools is a big challenge and debate for the Ministry of Education in Saudi Arabia. The researcher in this research investigated and analyzed the factors and the reasons that could be behind such ban. The results of the survey analysis indicated that there were no clear objections to girls practicing PE in the schools but the main issue may have been the lack of awareness about the importance of PE for girls to learn. In addition, the common understanding in Jeddah that PE or sports in general more male dominated because the cultural norm is that a women's duty is to take care of the house. This pushed people not to care about teaching their girls PE or other types of sports.

Recently, the Ministry of Education in Saudi Arabia is studying the impact of offering PE for girls in public schools. If this approved, it will be a big achievement and progress on education and girls in particular. This study will add much needed information on the growing awareness of this topic.

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APPENDICES

Appendix A
English Version of the Instrument

**The Attitudes of Saudi Teachers Toward Teaching Physical Education for Girls at Public
Schools in Jeddah**

Part I. Demographic characteristics.

For the following questions, please fill in the blanks or circle the best answer;

1. Age:
2. Gender: Male Female
3. Educational level: Bachelor Master Doctorate
4. The position at school: Principal Teacher
5. If you are a teacher what do you teach?
6. Years of experience:
7. School age level: Elementary Middle High
8. Do you have a PE class at your school? Yes NO (If NO skip to Part 2)
9. Number of PE classes during a week: Once Twice More
10. How long does a PE class usually take? (minutes)

Part II: The Teachers' Opinions about Teaching PE for Girls.

Please complete the survey and check the box that represents your opinion;

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The ability to see, accept, and meet social responsibility is developed through physical activity.					
2	Strength and physical activity in Islam facilitate the needs of the individual and society.					
3	PE helps girls improve their self-confidence.					
4	Physical activity serves to release tension and stress for both boys and for girls.					
5	Physical activity contributes to a participant's social maturity.					
6	Girls have different attitudes, skills, and abilities than, do boys.					
7	Girls have as much of a need to see, accept, or meet social responsibilities as boys.					
8	Islam demands strong believes both physically and mentally.					
9	Engaging in a regular program of physical activity is helpful for good health.					
10	For their contribution to mental and emotional well-being, lifetime physical activity should be included in the program of every school.					
11	Physical activity is a good venue for making friends.					
12	A physically strong Muslim is better able to fulfill the requirements of his/her religion.					
13	An individual usually has the strength his or her needs without participation in physical activity.					
14	Good sportsmanship is an outcome of physical activity.					
15	Participation for girls in physical activity contributes to mental alertness.					
16	The means of achieving physical activity for girls in school conflicts with the Islamic principles.					
17	Based on Saudi female roles, females should have a better background about health/PE.					

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18	Physical activity provides opportunity for learning emotional control.					
19	Participation in physical activity encourages creativity.					
20	Saudi boys are more physically fit than girls.					
21	Cooperation and teamwork are outcomes of physical activity.					
22	Participation in physical activity has an effect upon physical condition and appearance of women.					
23	Cooperation and teamwork are as important for girls as they are for boys.					
24	Girls need to be as strong as they can, to promote good health.					
25	Islamic instructions encourage both males and females to participate in physical activity.					
26	Based on Islamic instructions both males and females have the right to participate in physical activities.					
27	The benefits of physical activity on health is greatly exaggerated.					
28	A sense of belonging is an important benefit of teamwork in PE.					
29	Saudi social traditions discriminate against women by discouraging them from participating in PE.					

Part III. Supporting PE Classes for Girls.

Do you support teaching PE classes for girls in the following three school levels?

	School-level	Strongly Agree	Agree	Natural	Disagree	Strongly Disagree
1	Elementary					
2	Middle Schools					
3	High Schools					

Part IV. *The Reasons for not Offering PE Classes for Girls.*

Do you think the reason for not offering PE classes for girls is related to:

	Reason	Strongly Agree	Agree	Natural	Disagree	Strongly Disagree
1	Society culture					
2	Social traditions (masculine community)					
3	Government educational policy					
4	Economic/Financial factors					
5	Females' choice not to participate in PE					
6	Parents' choice for their girls not to participate in PE					
7	Lack of knowledge pertaining to importance of PE					

Thank you for completing this survey.

Appendix B

Arabic Version of the Instrument

نموذج موافقة للمشاركة بالدراسة

عزيمي المعلم /

عزيمتي المعلمه /

وبعد

السلام عليكم ورحمة الله وبركاته

أفيدك بأني أحد الطلاب المبتعثين من جامعة أم القرى لنيل درجة الدكتوراة في جامعة أركنساس بالولايات المتحدة الأمريكية بقسم (المناهج وطرق التدريس)، ويسعدني أن اضع بين ايديكم هذه الاستبانة وأرجو منكم المساعدة بتعبئتها مشكورين و عنوانها (وجهات نظر المعلمين نحو تدريس التربية البدنية للبنات في المدارس العامة بجدة). وستكون لمشاركتم أهمية كبيرة في تطوير التربية البدنية للبنات في المملكة العربية السعودية. علما بأن اختياركم قد تم عشوائيا وكذلك مشاركتكم ستكون اختيارية . علما بان المعلومات سرية وتستخدم لغرض البحث العلمي فقط. يمكن لاي معلم الانسحاب من المشاركة في أي وقت إذا رغب ولا يترتب على ذلك أي ضرر عليه. يستغرق الوقت لإتمام الإجابة على الاستبانة المرفقة من 10 الي 15 دقيقة وستكون اجابتك للاستبانة مؤشرا على موافقتك بالمشاركة في هذه الدراسة.

أشكر لكم حسن تعاونكم مع تمنياتي للجميع بالتوفيق.

الباحث

تركي بن حسين سمرقندي

الجزء الأول: الرجاء الاجابة على الاسئلة التالية ، كما يرجى تعبئة الفراغات أو وضع دائرة على الاجابة المناسبة:

1. العمر:
2. الجنس: أ. معلم ب. معلمة
3. المستوى التعليمي:
أ. بكالوريوس
ب. ماجستير
ج. دكتوراه
4. الوظيفة:
أ. مدير / مديرة مدرسة
ب. معلم/ معلمة
5. إذا كنت معلم / معلمة ماذا تدرس ؟
6. سنوات الخبرة:
7. المرحلة الدراسية:
أ. المرحلة الابتدائية
ب. المرحلة المتوسطة
ج. المرحلة الثانوية
8. هل لديك في المدرسة حصة تربية البدنية ؟ أ: نعم ب. لا (إذا كانت الاجابة لا انتقل الى الجزء الثاني)
9. عدد حصص التربية البدنية خلال الأسبوع: أ. واحدة ب. اثنتين ج. أكثر
10. كم تستغرق مدة حصة التربية البدنية عادة ؟ (دقيقة)

الجزء الثاني: ارجو اختيار درجة الموافقة التي تمثل وجهة نظرك على العبارات التالية بوضع علامة (X) في الخانة التي تختارها للاجابة علي السؤال.

	البند	اوافق بشدة	اوافق	غير متأكد	غير موافق	غير موافق بشدة
1	القدرة على معرفة، وقبول، وتلبية المسؤولية الاجتماعية يتم تطويرها من خلال الرياضة.					
2	القوة والرياضة في الإسلام يسهلان تحقيق احتياجات الفرد والمجتمع.					
3	تساعد الرياضة الطالبات على تحسين الثقة بالنفس.					
4	تعمل الرياضة على الحد من التوتر والإجهاد للطالبات.					
5	تساهم الرياضة في النضج الاجتماعي.					
6	الطالبات لهن مهارات وقدرات تختلف عما يفعله الطلاب.					
7	لدى الطالبات نفس الامكانيات لمعرفة و قبول او تلبية مسؤولياتهم الاجتماعي كما يفعل الطلاب.					
8	يشجع الاسلام القوة البدنية والعقلية للطلاب والطالبات.					
9	الاشترك في برامج رياضية منتظمة مفيد للصحة الجيدة.					
10	لتطوير الناحية العقلية والعاطفية ينبغي ان تدرج الرياضة في المناهج المدرسية.					
11	تشكل الرياضة فرصة جيدة لصنع الاصدقاء.					
12	المسلم/المسلمه القوي بدنيا أكثر قدرة على تلبية العبادات الدينية.					
13	الفرد عادة لديه /لديها القوة التي يحتاج إليها دون المشاركة في الرياضة.					
14	الروح الرياضية الجيدة هي نتيجة ممارسة الرياضة.					
15	مشاركة الطالبات في الرياضة تساهم في اليقظة العقلية.					
16	وسائل توفير الرياضة في المدارس تتعارض مع تعاليم الإسلام الخاصة بالمرأة.					
17	انطلاقاً من تطوير دور السعوديات، ينبغي أن تحظى الطالبات بتنقيف صحي و بدني أفضل.					
18	توفر الرياضة فرصة لتعلم السيطرة على المشاعر.					
19	المشاركة في الرياضة تشجع على الإبداع.					
20	يتمتع الطلاب السعوديين بلياقة بدنية أكبر من الطالبات.					

	البند	اوافق بشدة	اوافق	غير متأكد	غير موافق	غير موافق بشدة
21	التعاون والعمل الجماعي من نواتج الرياضة.					
22	المشاركة في الرياضة تحسن من المظهر الخارجي والجسدي للطالبات .					
23	التعاون والعمل الجماعي هي من الأهمية بالنسبة للطالبات كما هي للطلاب.					
24	الطالبات يجب ان يكن قويات جسديا لتعزيز الصحة الجيدة.					
25	كلا من الطلاب والطالبات لهم الحق ان يشتركوا بالانشطة الرياضية.					
26	التعاليم الاسلامية تشجع الطلاب والطالبات بالمشاركة في الانشطة الرياضية.					
27	فوائد الرياضة للصحة مبالغ فيه إلى حد كبير.					
28	الشعور بالانتماء هو احد نتائج المشاركة في الرياضة.					
29	التقاليد الاجتماعية السعودية تميز ضد الطالبات بثنيهن عن المشاركة في الرياضة.					

الجزء الثالث: هل تؤيد تدريس التربية البدنية للبنات؟

	المرحلة الدراسية	اوافق بشدة	اوافق	غير متأكد	غير موافق	غير موافق بشدة
1	المرحلة الابتدائية					
2	المرحلة المتوسطة					
3	المرحلة الثانوية					

الجزء الرابع: هل تعتقد أن السبب في عدم وجود التربية البدنية في مدارس البنات يعود الي:

غير موافق بشدة	غير موافق	غير متأكد	وافق	وافق بشدة	السبب	
					ثقافات المجتمع	1
					التقاليد الاجتماعية	2
					السياسة التعليمية	3
					العوامل الاقتصادية / المالية	4
					اختيار الطالبات بعدم المشاركة في الرياضة	5
					اختيار الآباء لبناتهم بعدم المشاركة في الرياضة	6
					نقص في المعرفة المتعلقة بأهمية الرياضة	7

Appendix C

Institutional Review Board Approval Letter



Office of Research Compliance
Institutional Review Board

August 23, 2017

MEMORANDUM

TO: Turki H. Samargandi
Jennifer G. Beasley

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 17-06-769

Protocol Title: *The Attitudes of Saudi Teachers toward Teaching Physical Education for Girls at Public Schools in Jeddah*

Review Type: EXEMPT

Approval Date: 08/23/2017

Your protocol has been approved by the IRB. We will no longer be requiring continuing reviews for exempt protocols.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.

Appendix D

Informed Consent

Title: The Attitudes of Saudi Teachers toward Teaching Physical Education for Girls at Public Schools in Jeddah

Researcher:

Turki Hussain Samargandi
University of Arkansas
Curriculum and Instruction
tsamarga@uark.edu
479-313-3461

Administrator(s): Advisor

Jennifer G. Beasley, Ed. D
University of Arkansas
Curriculum and Instruction
jgbeasle@uark.edu
479-575-6195

Description: This study is interested in examining the differences between Saudi teachers' attitudes toward for teaching physical education for girls at public schools in Jeddah. Each teacher will be given a questionnaire to be answered and the time to complete that will be 10 -15 minutes.

Risks and benefits: There are no risks associated with this research. The benefits will be developing and improving the physical education in Saudi Arabia.

Voluntary participation: Your participation in this research are completely voluntary and there are no payments or credits for them.

Confidentiality: All information will be recorded and used for this research. All questionnaires will be completed anonymously. There will be no way to connect a teacher's response to his/her name. All information will be held in the strictest of confidence.

Right to withdraw: Any teacher is free to participate in this study or to quit from this study at any time. No penalties or negative consequences for teachers who decide to quit.

Informed consent: I have read the description and the all information of this study and I understand that there is no risks or side affects from participating in the study. Our signatures below indicates that I agree to participate in this study.

Teacher Signature: _____

Date: _____

Appendix E

The School District of Jeddah Province of Approval for Students' Schools

الرقم : ١٥٠ / ١ / ٢٣
التاريخ : ٤ / ٣ / ١٤٣٩ هـ
المرفقات : جازة الصالحين

وزارة التربية والتعليم
Ministry of Education

المملكة العربية السعودية
وزارة التربية والتعليم
(٢٨٠)
الإدارة العامة للتربية والتعليم بمحافظة جدة
إدارة التخطيط والمعلومات - البحوث والدراسات

رؤيتنا : متعلم .. معترف بدينه .. منتم لوطنه .. منتج للمعرفة .. منافس عالمياً .

" تسهيل مهمة بحث "

الاسم	تركي بن حسين السمرقندي	السجل المدني	١٠٦٣٣٣٠٣٦٧
الجوال	البريد الإلكتروني	abosona_1420@hotmail.com	
الجامعة	اركنساس بإمريكا	التخصص	تربية
الدرجة العلمية	دكتوراه	عينة الدراسة	المعلمون و المعلمات
عنوان الدراسة	وجهات نظر المعلمين و المعلمات نحو تدريس التربية للبنات في المدارس العامة جدة		
الموضوع بشأن	تسهيل مهمة باحث بتطبيق بحثه		

إلى : مديري مكتب تعليم .

إلى : مديرات مكتب تعليم .

من : مدير إدارة التخطيط والمعلومات .

السلام عليكم ورحمة الله وبركاته ، وبعد :

بناء على شرح مكتب المدير العام على خطاب الباحث (الموضح ببياناته أعلاه) .
نأمل منكم تسهيل مهمة الباحث بتطبيق أداة بحثه على عينة الدراسة ؛ وفق اللوائح المنظمة. وننوه بأن الباحث يتحمل مسؤولية جمع البيانات و الحفاظ على سريتها لاستخدامها لأغراض البحث العلمي فقط . شاكرين ومقدرين تعاونكم واهتمامكم.

والسلام عليكم ورحمة الله وبركاته

خليل بن فراج الوافي



Appendix F

Consent Form to Participate in Research (English Version)

The Attitudes of Saudi Teachers Toward Teaching Physical Education for Girls at Public Schools in Jeddah

Consent for Participation in a Research Study

Principal Researcher: **Turki H. Samargandi**

Faculty Advisor: **Jennifer G. Beasley, Ed. D.**

INVITATION TO PARTICIPATE

You are invited to participate in a research study about The Attitudes of Saudi Teachers Toward Teaching Physical Education for Girls at Public Schools in Jeddah. You are being asked to participate in this study because you are one of the teachers who teaches in Jeddah public schools.

WHAT YOU SHOULD KNOW ABOUT THE RESEARCH STUDY

Who is the Principal Researcher?

Turki H. Samargandi

University of Arkansas

Curriculum and Instruction

tsamarga@uark.edu

479-313-3461

Who is the Faculty Advisor?

Jennifer G. Beasley, Ed. D.

University of Arkansas

Curriculum and Instruction

jgbeasle@uark.edu

479-575-6195

What is the purpose of this research study?

The purpose of this study is to investigate the teachers' attitudes toward teaching physical education for girls at public schools and all factors that may influence these attitudes.

Who will participate in this study?

Approximately 600 total teachers' males and females who teach different subjects in Jeddah public schools in Saudi Arabia.

What will you be asked to do?

Your participation requires to complete the survey that will be distributed to all teachers who teach different subjects in public schools in Jeddah city. You are required to read and answer the 4-part survey questions about the teacher's attitudes toward teaching physical education for girls' public schools. The survey might take 10 minutes to complete.

What are the possible risks or discomforts?

There are no anticipated risks to participating.

What are the possible benefits of this study?

The teachers will be aware of the advantages of teaching Physical education for girls in public schools. Those benefits will be necessary and beneficial to the girls' physical, emotional, social and academic sides. Therefore, by discovering the real benefits behind teaching PE for girls, this might encourages the Ministry of Education in Saudi Arabia to put a new strategy or plan to offer PE classes for girls. In this case the study makes a big reform to the education system in Jeddah city.

How long will the study last?

The survey will take about 10 minutes from teachers to complete. The whole study or data collection will take from 3 to 5 months.

Will I receive compensation for time and inconvenience if you choose to participate in this study?

No

Will you or your child have to pay for anything?

No, there will be no cost associated with your participation.

What are the options if I do not want to be in the study?

If you do not want to be in this study, you may refuse to participate. If you decide to participate and then changes your mind, you may quit participating at any time. You will not be punished or discriminated against in any way if you refuse to participate. Your job or grade or relationship with education system will not be affected in any way if you refuse to participate.

How will my confidentiality be protected?

All information will be kept confidential to the extent allowed by applicable State and Federal law and University policy. The information will be kept in a coded Excel and SPSS file.

Will I know the results of the study?

At the conclusion of the study you will have the right to request feedback about the results. You may contact the faculty advisor, Advisor Jennifer G. Beasley, Ed, D. at jgbeasle@uark.edu 479-575-6195 or Principal Researcher, Turki H. Samargandi at tsamarga@uark.edu 479-313-3461. You will receive a copy of this form for your files.

What do I do if I have questions about the research study?

You have the right to contact the Principal Researcher or Faculty Advisor as listed above for any concerns that you may have.

You may also contact the University of Arkansas Research Compliance office listed below if you have questions about your rights as a participant, or to discuss any concerns about, or problems with the research.

Ro Windwalker, CIP
Institutional Review Board Coordinator
Research Compliance
University of Arkansas
109 MLKG Building
Fayetteville, AR 72701-1201
479-575-2208
irb@uark.edu

Informed Consent: I have read the description of this study. I understand the purpose of the project, the procedures to be used, the potential risks and benefits, how confidentiality will be established and maintained, as well as the option to discontinue participation at any time. My completion of the survey indicates that I agree for my responses to be used in this research.

Appendix G

The Consent Form to Participate in Research (Arabic Form)

وجهات نظر المعلمين نحو تدريس التربية البدنية للبنات في المدارس العامة بجدة
الموافقة على المشاركة في دراسة بحثية
الباحث الرئيسي: تركي حسين سمرقندي
المشرف الدراسي: د. جنيفر بيزلي

الدعوة للمشاركة

انت مدعو للمشاركة في دراسة بحثية بعنوان وجهات نظر المعلمين نحو تدريس التربية البدنية للبنات في المدارس العامة بجدة يطلب منك المشاركة في هذه الدراسة لأنك أحد المعلمين الذين يدرسون في المدارس الحكومية بجدة

ما الذي يجب أن تعرفه عن الباحث؟

من هو المشرف الدراسي؟
د. جنيفر بيزلي
جامعه اركنساس
المناهج وطرق التدريس
Jgbeasle@uark.edu
479-575- 6195

من هو الباحث الرئيسي؟
تركي حسين سمرقندي
جامعه اركنساس
المناهج وطرق التدريس
tsamarga@uark.edu
479-313-3461

ما هو الغرض من هذه الدراسة؟

الغرض من هذه الدراسة هو التحقيق في وجهات نظر المعلمين نحو تدريس التربية البدنية للبنات في المدارس الحكومية وجميع العوامل التي قد تؤثر على هذه الوجهات.

المشاركين في هذه الدراسة؟

حوالي 600 من المعلمين الذكور والإناث الذين يدرسون مواد مختلفة في مدينة جدة في المدارس الحكومية بالمملكة العربية السعودية.

ما المطلوب منك القيام به؟

يتطلب مشاركتك اكمال الاستبانة التي سيتم توزيعها على جميع المعلمين الذين يدرسون مواد مختلفة في المدارس الحكومية بمدينة جدة. يتعين عليك قراءة أسئلة الاستبانة المكونة من 4 أجزاء والإجابة عليها حول وجهات نظر المعلمين نحو تدريس التربية البدنية في المدارس العامة للبنات. قد يستغرق إكمال الاستبانة 10 دقائق.

ما هي المخاطر المحتملة أو المضايقات؟

لا توجد مخاطر أو كلفة متوقعة في هذه المشاركة.

ما هي الفائدة من هذه الدراسة؟

المعلمين سيكونون على علم بمزايا تدريس التربية البدنية للبنات في المدارس الحكومية. هذه الفائدة ستكون ضرورية ومفيدة للجوانب البدنية والعاطفية والاجتماعية والأكاديمية للبنات. لذلك، فمن خلال اكتشاف الفائدة الحقيقية وراء التعليم للبنات، قد يشجع ذلك وزارة التعليم في المملكة العربية السعودية على وضع استراتيجيات جديدة أو خطة لتقديم دروس التربية البدنية للبنات. وفي هذه الحالة تقوم الدراسة بإصلاح كبير لنظام التعليم بمدينة جدة.

الدراسة الي متى تستمر؟

تستغرق الاستبانه حوالي 10 دقائق من المعلمين لإكمالها. وتستغرق الدراسة بأكملها أو جمع البيانات من 3 إلى 5 أشهر.

هل أستطيع ان اتحصل على وقت اضافي إذا اخترت المشاركة في هذه الدراسة؟
لا

هل يجب أنت أو طفلك إلى دفع ثمن أي شيء؟
لا، توجد هناك أية تكلفة مرتبطة بمشاركتك.

ما هي الخيارات إذا كنت لا أريد أن أكون في الدراسة؟

إذا كنت لا تريد أن تكون في هذه الدراسة، يمكنك رفض المشاركة. إذا قررت المشاركة ثم غيرت رأيك، فيمكنك إنهاء المشاركة في أي وقت. لن يتم معاقبتك بأي شكل من الأشكال إذا رفضت المشاركة. لن تتأثر وظيفتك أو درجتك أو علاقتك بنظام التعليم بأي شكل من الأشكال إذا رفضت المشاركة.

كيف سيتم حماية خصوصياتي؟

جميع المعلومات ستبقى سرية بقدر ما تسمح القوانين المعمول بها في الدولة وسياسة الجامعة. سيتم احتفاظ المعلومات في اكسيل مشفرة وملف اس بي اس اس.

هل يمكن معرفة نتائج الدراسة؟

في نهاية الدراسة سيكون لديك الحق في طلب معرفة النتائج. كما يمكنك الاتصال بالمشرف الدراسي كما هو موضح أعلاه و سوف تحصل علي نسخة من هذا النموذج في ملفاتك

ماذا أفعل إذا كان لدي اي سؤال حول الدراسة؟

لديك الحق في الاتصال بالباحث أو المشرف الدراسي كما هو موضح أعلاه لأي استفسار قد يكون لديك.

يمكنك أيضا الاتصال بمكتب المطابقة لأبحاث جامعة أركنساس المذكور أدناه إذا كانت لديك أسئلة حول حقوقك كمشارك أو لمناقشة أي استفسار أو مشاكل عن البحث.

رو، ويندوالكر، سيب

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موافقة مسبقه: لقد قرأت تفاصيل هذه الدراسة. و أفهم الغرض من الدراسة، والإجراءات الواجب استخدامها، والمخاطر المحتملة والفوائد، وكيف سيتم إنشاء السرية والحفاظ عليها، وكذلك خيار التوقف عن المشاركة في أي وقت. وإن إستكمال الاستبانه يشير إلى أنني أوافق على إجاباتي لاستخدامها في هذه الدراسة.