

Running head: SAUDI MALE HIGH SCHOOL PE EXPERIENCES

Male Students' Experiences in Urban High School Physical Education in Makkah, Saudi Arabia

By

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# SAUDI MALE HIGH SCHOOL PE EXPERIENCES

Dedication

to

My supportive Parents, Eid and Aidah

My beloved Wife, Rabab

My cherished Brothers and Sisters

# SAUDI MALE HIGH SCHOOL PE EXPERIENCES

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## SAUDI MALE HIGH SCHOOL PE EXPERIENCES

### **Abstract**

This study explores male students' experiences in physical education in an urban secondary high school in Makkah, Saudi Arabia. Drawing on Pierre Bourdieu's concepts of body habitus, social, and physical capital, the purpose of this qualitative case study is to develop a better understanding of Saudi youth body dispositions that influence their experiences in physical education. The paper reports upon data generated by semi-structured interviews with 27 male students between the ages of 15 and 20, all of whom attended one public secondary school in Makkah during the fall of 2012. The PE teacher and the school director were also interviewed. The study emphasizes that the early childhood experiences in particular the socialization process within the family and among neighbourhood friends is important in shaping their body habitus. The study reveals that students coming to the PE class embodied different social practices and attitudes that reflect their family's social and material conditions. In addition, family and peers influences on students' PE participation intersected with other conditions such as institutional barriers (i.e. lack of funding, PE equipment, changing and showering rooms) and the PE teacher's pedagogical approach. The study indicates that the more initial support students receive from their social networks in physical activity, the more they actively participate in the PE class. Students with high physical body skills have a high level of participation in PE while those with low physical body skills have a low level of participation, some then being marginalized. Hygiene is another issue that concerns some students in ways that prevents them from participation in PE. Surprisingly, the Saudi adult masculine identity associated with traditional clothing (*thawb*) is also a condition that influences student PE participation.

**Keywords:** Saudi boys' experiences, habitus, physical capital, physical education

## Chapter One: Introduction

This paper investigates Saudi male students' experiences in high school-based physical education (PE) and their involvement in physical activities at an urban high school in the city of Makkah. The high prevalence of sedentary behaviors, physical inactivity, and unhealthy dietary habits among Saudi adolescents is a major public health concern (Al-Hazzaa, Abahussain, Al-Sobayel, Qahwaji, & Musaiger, 2011). It is assumed that PE is a suitable vehicle for the promotion of healthy habits and well-being by introducing students to regular physical activity (PA), as well as increasing students' knowledge, skills, and awareness of the benefits of an active healthy lifestyle. However, not all students actually participate in PE. This study thus seeks to understand students' experiences to make sense of their desire to take part in PE or not.

In his far-reaching and insightful work, Bourdieu explores a wide variety of subjects such as education (1988, 1990a); lifestyle and social class (1984, 1993b); and sport (1988, 1990b). He (1977) posited that social and cultural capitals are a major factor in educational inequality; students with greater social and cultural capital are more successful than those with lower capital. In addition to the impact of social capital, is concepts of habitus (as related to the body) and physical capital seem to be best suited to explore the relationship between Saudi male adolescents' high school PE participation and their relation to their own body (i.e., tastes, preferences, and choices relative to the body).

According to Bourdieu (1984), the social location of bodies (the material circumstances of our lives such as where and how we live, our age, and geographical location) gives a social form to the body habitus. Indeed, these class-based material circumstances "contextualize people's daily lives and contribute to the development of their bodies" (Shilling, 2003, p. 112). The habitus refers to bodily dispositions to get involved in PA that arise out of the interplay of different social, cultural and economic dimensions which form people's reactions to familiar

conditions or with a sense of what is comfortable (Quarmby, & Dagkas, 2010). The habitus supports the development of tastes, including the inclination for particular lifestyle choices such as dietary habits, style, and type of sports played. In turn, these symbolize an individual's social location, such as class identity (Bourdieu, 1984). In particular, bodies bear the imprint of social class because of three main elements: a person's social location; the formation of his or her habitus; and the development of his or her tastes (Shilling, 2003). Broadly speaking, Shilling (1993) viewed Bourdieu's work as a fruitful approach to both the theory and research on the body as he links "agency (practice) with structure (via capital and field) through the process of habitus" (Wainwright, 2000, p. 10).

Bourdieu (1984) highlighted how people in France from the upper class and working class manage their bodily practices differently in order to maximize economic and symbolic profit. For example, upper-class French families generally prefer attending an opera rather than a pop concert. In addition, he argued that working-class French families have a preference to favour the sun and sand of Spanish resorts rather than the isolation of walking in scenic surroundings. He concluded that these distinctive practices are not random but arise out of their class-based body habitus. In Bourdieu's theory, social location and habitus are considered to be relatively long-lasting, but taste is more dynamic because it evolves in relation to the taste of other classes. In other words, the development of a particular taste emerges out of a strategic attempt by different classes to attain distinction (Stidder & Hayes, 2003). Staying with Bourdieu's (1986) logic, he states that different habitus give people different social relations, cultural skills, educational practices and other cultural resources which are converted into different benefits as people move about in the world. For example, high school PE students have different experiences which are affected by social and cultural conditions (i.e., family, peers, PE

teacher, PE resources, and neighbourhood friends). In this sense, students who belong to the same social class are exposed to similar living conditions and materials, guiding them to internalize ideas and rules of behaviours that result in similar dispositions.

### **1.1 Statement of Problem**

A total of 6 years of personal experience as a teacher of PE in Saudi all-male schools has afforded me the opportunity to make observations regarding the students' attitudes toward PE classes, especially in relation to how their participation rate varies. Even though PE is one of the mandatory secondary school subjects for boys in Saudi Arabia, I have increasingly observed that certain students do not participate fully in these classes at the secondary school level. This phenomenon has also been repeatedly observed by many colleagues teaching PE. In high school, students typically try to find ways to excuse themselves from PE classes. In my opinion, this lowering of student participation in PE becomes problematic for three reasons: first, it defeats the purpose of PE, which is to physically educate, by combining cognitive thinking skills and physical movement; second, since team sports activities are often the vehicle for achieving this objective, failure to participate compromises the team effort and, in some instances, creates difficulties for other students who seek active involvement in PE activities; and third, PE participation is associated to increased PA and well-being (Ward, Saunders & Pate, 2007).

This study seeks to understand the enabling, as well as the constraining, conditions in experiencing PE in order to further analyze why certain students participate and others do not participate in high school PE classes. As a result, the main research question is: What are the experiences of Saudi boys who do participate/do not participate in high school PE in Makkah, Saudi Arabia? In addition, a number of sub questions are posed to help answer the main question: What is it about PE classes that students like and dislike? What, if anything, do they

feel they gain in PE? In which circumstances would they rather not participate in PE classes? Why?

Male student participants' answers to these questions will provide the insights into the experiences, beliefs, behaviours, and everyday routines that shape their bodies in relation to participation in PE. This research illustrates, in a Saudi context, the influence of social and cultural conditions on the multidimensional nature of adolescent boys' PA patterns.

## **1.2 Significance of Study**

Understanding the barriers or enablers to participation in PE among school boys in Saudi Arabia is important because of the impact on overall PA practices, and the well-being of students. PE has been identified as a critical avenue for promoting a physically-active lifestyle (Ward et al., 2007) and research supports the link between more positive PE experiences and higher levels of leisure-time PA in young adolescents. However, when students reach early adolescence and make the transition into a secondary school setting, their cognitive, emotional, and behavioural experiences in PE are diverse. They exhibit a wide range of behaviours, including positive (e.g., enjoyment) and negative (e.g., anxiety) ones, values they place on PE, concentration levels, effort and preferences for challenge during class (Cox, Smith, & Williams, 2008).

In terms of practical impacts, understanding students experiences that affect their participation in PE may contribute to the development of teaching strategies in the PE curriculum and sports policy in the Saudi and international education systems. Another outcome, which is of equal importance, is the need to understand how to improve the PE school environment, in order to increase the level of PA among students. This research captures the voices of high school males as they contemplate the importance of PE in relation to their interests. Saudi male high

school students are seldom invited to share their experiences and perspectives on PE. This study is the first qualitative research case study approach in the field of sociology of sport that analyses Saudi male high school students' experiences in PE classes through a Bourdieusian lens.

### 1.3 Context of the Research



**Figure 1.1: Map of the Kingdom of Saudi Arabia**

Saudi Arabia is the largest country in the Arabian Peninsula, covering an area of 2.1 million square kilometres (Ministry of Economy and Planning, 2007) and the population stands at approximately 27.1 million, including 8.4 million foreign residents. The country is divided into 13 provinces, each with its own governor and deputy governor. Each province also has its own council which advises the governor and deals with the development of the province. According to Ministry of Economy and Planning (2007), the four largest cities in Saudi Arabia are the capital city Riyadh (population 4.7 million), Jeddah (3.2 million), Makkah, (1.5 million), and Dammam/Khobar/Dhahran with a combined population of 1.6 million. The official language of Saudi Arabia is Arabic. The Saudi political system is a monarchy based on Islam (Saudi Embassy, 2012). Saudi Arabia is committed to conserving the Islamic tradition in all areas of

government and society. The Holy Qur'an serves as the constitution of the Kingdom, and Islamic law (*shariah*) is the core of the legal system. Islam, one of the world's great monotheistic religions, has Saudi Arabia as its heartland. Historically, Saudi Arabia occupies a special place in the Islamic world, for it is towards Makkah, where Islam's most sacred shrine—the Ka'abah—is located in the Holy Mosque, that Muslims throughout the world turn to devoutly pray five times a day.

The following sections present a background on social stratification in Saudi Arabia, the relationship between Islam and participation in sport and the Saudi education system as each is important for the context of the research.

**1.3.1 Saudi social stratification.** The Saudi population has a high degree of cultural homogeneity (all are Muslims and speak the Arabic language) but a high degree of social stratification (Linjawi, 2005). One major element of social stratification is the division between tribal (*qabila*) and non-tribal (*khadira*) belonging (Linjawi, 2005). Tribal membership is based on bloodline, and can claim purity of descent from one of two eponymous Arab ancestors, Adnan or Qahtan. Therefore, *qabila* can claim to possess the honor that stems from nobility of origin but, *khadira* cannot claim *qabila* descent. To complicate matters further, Al-Sultan (1988) argues that Saudi society is stratified by class, of which he posits there are three. He argues that each class is composed of several occupational categories. The upper class consists of the elite royal family, Islamic scholars, tribal chiefs, top-ranking government officials and military officers, wealthy businessmen and large landowners. The middle class consists of shopkeepers, real estate brokers, artisans, small entrepreneurs, small farm owners, recent college graduates in professional and administrative positions, military officers, and senior oil employees. The working class consists of journeymen workers, farm workers, fishermen, nomads, social security

recipients, industrial workers, and lower echelon employees in the public and private sectors. According to the Saudi Ministry of Economy and Planning (2007), 30.03% of the population are middle class.

**1.3.2 Islam and sport participation.** The Qur'an verses (*sura*) and the written accounts of the Prophet Muhammad's teachings (*hadith*) are frequently used to portray Islam's positive view of sports. Thus, Walseth and Fasting's study (2003) on Egyptian Muslim women stated that Islam is supportive towards PA and sports. Many of their participants made references to the benefits highlighted by Islam, including better health, enjoyment through recreation, and the need to make people fitter for times of war. Regarding the recreational and leisure aspects of sport, the authors made specific reference to three strong *hadiths* that make obvious the importance of sport and PA. In particular, the authors highlight one *hadith* reported by Imam Muslim that distinguishes between leisure activities and more serious pursuits although both types are considered to be valued and legitimate:

Handala and Abu Bakr (first Caliph) both came to the Prophet Mohammad (peace be upon him). They told the Prophet Mohammad (peace be upon him) they acted differently when they were home with their families than when they were with him. When they were at home they played with their children, and were not as concerned with serious questions as when they were with the Prophet (peace be upon him). The Prophet then said: "There is a time for this and a time for that." (Walseth & Fasting, 2003, p. 53).

With regard to the importance of PA, Islamic literature highlights that the second Caliph (leader of Muslims), Umar Ibn Khattab, said, "Teach your children swimming and archery, and tell them to jump on the horse's back" (Walseth & Fasting, 2003, p. 53). The second *hadith* highlighted by Walseth and Fasting told the story of the Prophet Mohammad (peace be upon him) racing with his wife, Aisha, in order to please her but also to enjoy himself and to set an example for his companions. Aisha said, "I raced with the Prophet and beat him in the race..." (Walseth & Fasting, 2003, p. 53). The third *hadith* cited when the Prophet Muhammad (peace be

upon him) said, “A strong Muslim is better and more beloved by God than a weak one, but both are good” (Walseth & Fasting, 2003, p. 53). This *hadith* speaks of God wanting his servants to be strong; therefore PA is legitimate for Muslims.

The body has not been ignored in the Islamic teachings. Farooq and Parker (2009) argue that Islam suggests to take care of the body and to monitor one’s health, to gain high levels of physical fitness and strength, to strive for a cleanliness and purification of the mind, the body and the soul, and to control the intake of food and drink. All of these requirements for the disciplined use of the body are as applicable to Western sports as to Islam.

The prophet Mohammad (peace be upon him) advocates the care of the human body by stating that “Allah is beautiful and likes beauty, He is merciful and likes people who are merciful, and He is clean and likes cleanliness” (Ahrabi, 1975, p.118). Another approach connecting to the care of the human body is making *wudu* (cleaning preparation for the body) required before every prayer five times a day. This emphasizes that cleanliness is the necessary condition for purification of the body (Ahrabi, 1975).

The ideal healthy body is not obese; as the prophet Mohammad (peace be upon him) said: No human ever filled a vessel worse than the stomach. Sufficient for any son of Adam are some morsels to keep his back straight. But if it must be, then one third for his food, one third for his drink and one third for his breath (Ahrabi, 1975, p. 118).

Also, fasting’s dietary value in getting rid of fat is indicated in the *hadith*: “everything has a tax, fasting is the tax of the body” (Ahrabi, 1975, p.121).

In reference to the time allocated to PE in the curriculum, Farooq and Parker (2009) state that PE classes and sports are afforded a high priority and allocated the most time at Dar-ul-Islam high school in Britain. Each student received six hours of PE per week with an emphasis on team sports such as field hockey, basketball, soccer, and cricket. Interviews with adolescent British-

Pakistani Muslim boys attending the school indicated that PE, sports, and PA constituted the second most important aspect of their lives, after religious studies.

In a study on the PA experiences of Muslim women who were born in or immigrated to Canada, Nakamura (2002) states that the connection between Islam and PA is apparent in the suggestion that Islam is a source of motivation for athletes, and that being physically active is a form of prayer. The author argues that there are three areas in which PA within an Islamic framework differs from that of a Western sports ideology: first, it requires a flexible and modest dress code; second, it insists on gender segregation between males and females; and third, controlled access to PA spaces is necessary to prevent men from entering the women's section and vice-versa.

**1.3.3 The Saudi educational system.** Developing the population through education should be an important aim of all countries. If the education system is correctly focused, then education lays the foundation for modernization and offers opportunities for citizens to better fulfill their educational pursuits. This applies to the Kingdom of Saudi Arabia. In 1925, in a first attempt to organize education, a Directorate of Public Education was established (Alsenbul, 1996). Thereafter, the Ministry of Education (MOE) was formed in 1953 to implement the kingdom's education policy in the rapidly expanding sphere of post-secondary education (MOE, 2012). The Ministry sets overall standards for the country's public and private educational system and also oversees special education for the handicapped. As in any country, the cost of education can contribute to a child's lack of access to education at all levels. The educational policy in the Kingdom of Saudi Arabia stipulates that education of all types and at all levels is free and open to all male and female citizens and foreign residents (MOE, 2012).

According to Al Sadaawi (2010), education in Saudi Arabia is under the administration of three main authorities: first, the MOE, which is in charge of general education (for males and females), teacher training, special education and adult education and literacy; second, the Ministry of Higher Education (MOHE), which supervises university education; and third, the General Organization for Technical Education and Vocational Training, which is responsible for developing technical and vocational programmes in response to national manpower requirements. The high level objectives of the Saudi educational policy aim to ensure that education becomes more efficient to meet the religious, economic, and social needs of the country and to eradicate illiteracy among Saudi adults. In addition, the MOE aims to build the students' physically, emotionally, and intellectually, including through PE (Alsagheir, 1999).

**1.3.4 The educational curricula in Saudi schools.** According to Alheezan (2009), the education system in Saudi Arabia consists of five levels: kindergarten for children aged 3 to 5; primary school for children aged 6 to 11; intermediate school for children aged 12 to 14; high school with optional programs in commerce, arts, and sciences, or a vocational school from 15 to 18; and university, in which students are typically aged between 19 and 24 years old. In public education, male students are separated from female students. Likewise, male teachers teach male students, and female teachers instruct female students. Saudi public high school consists of first high school grade, second high school grade, third high school grade which are equivalent to the tenth, eleventh and twelfth grades in the Canadian education system.

The educational curricula in Saudi high schools focuses on different subjects according to whether the school is a public high school, a vocational high school, a business high school, a Qur'anic high school (Islamic school) or a private school. Generally, a variety of subjects such as mathematics, science, literature, history, PE, Arabic, and Islam are covered in all these types of

secondary schools but with differing levels of concentration. Indeed, private schools, which are usually found in the larger cities, are required to follow the same curriculum and teach from the same textbooks as the public schools. Furthermore, Qur'anic schools also follow the same curriculum and the same textbooks, but they put emphasis on the religious studies such as Qur'anic recitation (*tajwid*), Qur'anic commentary (*tafsir*), Prophetic sayings (*hadith*), Islamic jurisprudence (*fiqh*), and monotheism (*tawhid*) (MOE, 2012). This research focuses on male public high schools.

Figure 1.1 demonstrates the high school subjects in the public education sector, with PE having one class per week. In public high school, students follow a general curriculum in the first grade. After that, each student specializes in either Arts or natural sciences for the next two grades. The high school I studied for this research was built to give more opportunities for those who live in neighbourhoods surrounding the school and it focuses on natural sciences starting from the second grade. The following figure demonstrates the weekly time table of Saudi public secondary schools.

**Table 1.1: Public High Secondary School for Boys: Weekly Lesson Timetable**

	All	Arts		Natural Sciences	
<b>Subject</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>Islamic studies</b>	4	4	3	4	3
<b>Arabic studies</b>	9	11	11	4	3
<b>Social studies</b>	4	8	8	0	0
<b>English language</b>	6	6	6	6	6
<b>General sciences</b>	6	0	0	4	4
<b>Mathematics</b>	4	0	0	7	7
<b>PE</b>	1	1	1	1	1

Source: Al-Sadan (2000, p. 149)

The (MOE, 2012) defines PE as a planned, sequential K-12 curriculum that promotes lifelong PA and develops basic movement skills and sports skills (MOE, 2012). PE is the environment in which students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge (MOE, 2012). The Ministry promotes four major goals of PE:

First: goals related to bodily health are: (a) improve and maintain physical efficiency; (b) improve physical skill; (c) practice a healthy life, and (d) create opportunity for athletics to achieve the highest level of champions. Second, goals related to cognitive factors are: (a) improve sense; (b) improve thinking ability; and (c) improve sport culture. Third, goals related to moral factors are: (a) improve desired moral and social characteristics; (b) improve leadership and ability to follow. Fourth, a goal related to leisure time is to improve students' awareness about using their leisure time properly (Alsagheir, 1999, p. 36).

However, the assessment of whether or not the goals of PE have been achieved depends on the individual PE teacher's selected tools that he considers to be appropriate to the situation. Although, Al-Liheibi (2008) states that the Saudi educational system provides PE in schools to help students build their bodies in a way that leads to a healthy lifestyle and PE is taught in public schools for boys, only a small number of female private schools offer PE classes. Girls in Saudi Arabia generally practice physical activities in female sports centres. Nonetheless, in April 2014, The Consultative Council approved the PE lessons for girls in public schools according to Islamic principles and traditions.

According to Alsagheir (1999), there are two institutions engaged in designing PE programs: first, the MOE is responsible for managing the programs and setting policies; and second, the MOHE represents colleges and universities, which are responsible for training and preparing teachers at different stages of education. The national PE curriculum predominantly involves instruction in individual sports (e.g., gymnastics, track and field) and traditional team sports (e.g., volleyball, basketball, handball, and soccer). Despite, the various sports on offer,

soccer is the activity that students practice the most in their PE classes, and it is the sport in which they feel the most highly skilled (Al-Liheibi, 2008). Primary, intermediate, and secondary schools are required to provide students with intra- and inter-school sports activities and recommended traditional school sports. These activities are generally considered to be extracurricular as they take place outside the school-based PE curriculum. Inter-school sports activities usually involve team or individual competitions among schools, but intra-school sports can be competitive or non-competitive. PE teachers organise school sports and minor games with the whole school participating in sports league. Sometimes, teachers participate with students in sport competition in the school.

However, students have insufficient time for PE classes. For instance, primary school-aged students have two PE classes per week for a total of 90 minutes while intermediate and high secondary school Saudi students have one PE class per week that lasts 45 minutes. A further diminution of the importance of PE can be found in the fact that in terms of grades earned by students in PE, there are no failures: all students pass the PE course, and this grade is figured into the overall grade point average (GPA) (Al-Liheibi, 2008). In 2012, the Minister of Education association with King Abdullah Project for Public Education Development worked to establish the Saudi School Sports Development Program. This school program' move towards advancing sports participation for students by organizing competitions and providing workshops and training for PE teachers.

**1.3.5 Male Saudi students' traditional clothes in school.** Saudi Arabia's traditional clothing is one of its strongest binds to the past and reflects the faith and values of its people (Embassy of Saudi Arabia, 2012). All students and teachers from elementary to high school wear traditional clothes, except PE teachers and PE students who wear sports clothing whilst

undertaking physical activities. Traditional clothing consists of the *thawb*, *kufiyyah*, and *ghutra* (see Figure 1.1). The *thawb* is a loose length of wool or cotton material covering the body. The *kufiyyah* (skullcap) is a folded cotton square worn over the head, while the *ghutra* is a red head cloth worn over the skullcap. The *thawb* is the mandatory dress in male schools. Formally, for the school staff (i.e. teachers and school employers), the *ghutra* is held in place by an *igal*, which is a double-coiled cord circlet. However, the students are not allowed to wear *igal* during the school day unless there is a special ceremony. There are different school events, such as open day activities, during which students may be allowed to wear sport clothing instead of the *thawb*.



**Figure 1.1: Male High School Students' Traditional Clothing**

During PE and sports in school, students have to wear athletic clothing consisting of athletic pants and a t-shirt (see Figure 1.2). Sport clothing has to correspond to Islamic laws. The male body, from the belly button to the knee, is not to be seen by others outside of the family. For PE and school sports, students should change into sport clothing as it is not acceptable for them to participate wearing traditional clothing. However, sometimes male students participate in school sport wearing a mixture of traditional and sport clothing (see Figure 1.3). Wearing

sport clothing is a basic requirement to attend the PE class, it is safer, and keeps traditional clothes clean and neat during the school day.



**Figure 1.2: Male Students' Sport Clothing in Physical Education Class**



**Figure 1.3: Male Students' Participation in School Sport Wearing a Mixture of Traditional and Sport Clothing**

#### **1.4 Outline of Thesis**

This section provides a brief outline of the thesis. Chapter 2 outlines Bourdieu's concepts of body habitus, body and class, body and capital, and gendered body habitus (masculinity). This information provides the theoretical basis for the research. In addition, Bourdieu's descriptions of capital and habitus contribute to the analysis of the data collected. In Chapter 3, a review of relevant literature includes existing studies concerning Saudi Arabian education and literature on the incorporation of PE into Saudi Arabian schools. Also in this chapter, the relevant literature on PE in secondary high schools is reviewed. This material allows for a greater understanding of students' everyday experiences in order to compare and contrast with those of Saudi adolescents in this study. Chapter 4 provides a description of the methodology, and details of the qualitative case study. It also includes information on the importance of familiarization—and socio-demographic details of participants. Chapter 5 is the thematic chapter and provides a detailed analysis incorporating the research participants' own words. It provides an analysis of the context (i.e., PE students' experiences) within which they live. In the concluding chapter, the findings in relation to the experiences of Saudi male high school PE students are summarized. In addition, the contribution of the study and proposals for future research are discussed.

## **Chapter Two: Theoretical Framework**

This research explores adolescents' PE experiences from their own points of view and draws on Bourdieu's concepts in order to explain the related concepts and their application in sport studies. How high school students' habitus is shaped may influence their early and ongoing participation in PE, and certainly the reasons behind engaging in activities. To reach a full understanding of students' participation in PE, this research must locate their experiences within the larger framework of body habitus. Bourdieu's (1984) key concepts provide an understanding of the adolescents' social world and the interplay of social and cultural dimensions that influence their participation in PA. This chapter is divided into five sections: first, body habitus; second, body and class; third, body and capital; fourth, gendered body habitus (masculinity); and conclusion.

### **2.1 Body Habitus**

According to Quarmby and Dagkas (2010), the habitus is a concept used to understand how a variety of mechanisms enable the reproduction or conversion of specific behaviors. Bourdieu (1984) defined habitus as a group of schemes of structured and structuring dispositions that lead to certain practices, tendencies, and actions. The habitus, according to Bourdieu, is a factor that influences the development of the body. In his 1984 ethnographic study, with regard to one's past experiences and life circumstances, Bourdieu observed that people who share similar living conditions develop a similar body habitus. Bourdieu (1984) believes that the habitus originates in the early years of life when one interacts with family members and other social groups as in schools, the neighborhood, and one's circle of friends. For example, family life results from the way past generations lived, and the habitus is structured to a large extent by these histories and reproduces their effects continuously (Bourdieu, 1977). He defines the early experiences as:

social pathway for people to live their lives, in which the habitus could be taken as a subjective and not individualistic system of internalized compositions, methods of perception, notion and action that is common for each member of the same class and forms the prerequisite for all objectification and admiration (1977, p. 78).

Bourdieu (1984) explains that the habitus has an effect on every aspect of the human embodiment, and the way people taste and experience physical activities reveals the innermost dispositions of the habitus. Therefore, body habitus, in particular, is specifically pertinent to the body and Bourdieu describes it as: a standard of categorization which includes various aspects and dictates various kinds of incorporation, selecting and rectifying everything that has been “ingested, digested, and assimilated” (Bourdieu, p. 190) by the body, either psychologically or physiologically. It takes for granted that the body materializes class tastes most certainly and in various ways, portrays a complete link with the body, like how it should be treated and taken care of, as well as fed and maintained. This exposes “the deepest dispositions of the habitus” (Bourdieu, 1984, p.190).

According to Shilling, bodies are shaped through the development of taste and he defined it as the “process whereby individuals appropriate as voluntary choices and preferences, lifestyles which are actually rooted in material constraints” while the development of taste “can be seen as a conscious manifestation of habitus” (2003, p. 113). The development of taste is “embodied and has an effect on people’s orientation to their bodies” and thus their orientations to particular forms of physical activity (Shilling, 2003, p. 113). This research uses Bourdieu’s theory in order to unpack the student experiences that have significant influence upon PE participation starting at an early age, as the following sections explain.

## **2.2 Body and Class**

Evans and Davies define class as “a set of social and economic relations that strongly influence, if not determine and dominate, people’s lives” (2006, p. 798). Bourdieu developed

habitus into the notion that conceives of “a generating principle of the totality of habits” that compose lifestyles and are characteristic of the social classes (Laberge & Sankoff, 1988, p. 268). Family socioeconomic status or social class represents “groupings in society based upon occupation, education, and housing” (Dagkas & Stathi, 2007, p. 371). The importance of Bourdieu’s key concept of social class is that it may have a positive or negative influence on adolescents’ participation in physical activities (Green, Smith, & Roberts, 2005). Keeping this in mind, Bourdieu argues that conditions of existence that can be objectively grouped (for example income levels, educational qualifications, and cultural outlook) can mold a person’s habitus. In this regard, habitus refers to an “internalized form of class conditions and of the conditionings it entails” (Laberge & Sankoff, 1988, p. 268).

In his ethnographic observations in France, Bourdieu identified two differing relationships to the body in his study on social class and sport, with social class considered to be the main classification used to define the diverse ways in which people conceive of and treat their bodies. Bourdieu uses the terms *instrumental* and *reflexive relations* to the body in order to emphasize the different habitus of the working class and the upper class. Those who live in prosperous social conditions believe that the body is an end in itself (which is the reflexive link to the body). Hence, the body temperaments (dispositions) of this group give priority to their bodies, health, and physical looks. They are involved in activities that improve their health (such as exercising frequently, having healthy dietary habits, and making regular trips to physicians) (Bourdieu, 1984). Thus, the upper classes have distinct tastes and preferences in food, bodily appearances, and physical activities when compared to those living in disadvantaged social settings. The disadvantaged believe that the body is actually a means to an end (which is the instrumental link to the body). These people consider the body to be an instrument that enables

them to obtain the suitable materials in order that they can fulfill their basic necessities (Shilling, 2004). The empirical research on medical services in France carried out by Boltanski (1971) has similarly presented the relationship between living conditions and bodily dispositions among social classes. He found that the increase of socioeconomic status causes an increase in the attention provided to the body and health. Income, educational qualifications, and occupational status were the key conditions that ascertained the extent of attention that the body received.

### **2.3 Body and Capital**

Completing Bourdieu's conceptual theory, and closely associated with both social class and habitus, is the notion of capital. According to Bourdieu (1986), capital provides a perspective on the ways in which a person's resources are privileged, marginalized, traded, or acquired within a given field.

Bourdieu (1984) explains that when certain groups have access to various kinds of capital (social, cultural, and economic), they exercise power and control over others, which may trigger feelings of superiority or powerlessness. The dimensions of economic capital (financial links, goods, and services), social capital (such as peers, friends, colleagues, and traditional background, in addition to the expertise, knowledge, and capabilities that young people possess and discover from being a member of a certain social class), and cultural capital (education credentials and continuing dispositions of the body and mind) are all incorporated in the work of Bourdieu (see Dagkas & Stathi, 2007). For instance, greater levels of economic capital may allow a greater access to cultural capital in the form of higher levels of education that help to establish a successful career and attain a higher salary. Therefore, capital is a source that empowers people and allows them to be in control of their life opportunities and to obtain social

esteem (Gorely, Holroyd, & Kirk, 2003); in contrast, when access to the volume of capital is lower, the person becomes less able to encounter future contingencies of life.

The long-lasting disposition of body and mind, which has been defined by Bourdieu as the “embodiment” aspect of cultural capital, is also referred to as “physical capital” (Dagkas & Stathi, 2007, p. 371). The authors mention that the production of physical capital refers to the development of bodies in ways that are recognized as possessing value in the social field while the conversion of physical capital refers to the translation of body participation in leisure, sports, and physical activities into different forms of capital. They note that “physical capital can be converted into economic capital (in the form of professional sports and sponsorship), cultural capital (in the form of scholarships to universities and enhanced education) and social capital (in the form of social networks and connections through sports organizations” (Dagkas & Stathi, 2007, p. 371). Shilling (2003) also stresses the importance of physical capital, arguing that the body is a form of capital and that physical capital is a way of modeling the body according to socially valued standards. Thus, through the management of the body, the formation of physical capital is obtained through athletic competency, healthy behaviors, and physical appearance (Shilling, 2003); therefore, physical capital brings other forms of valued resources (e.g., income, occupational prestige, social networking, social value, etc.). Similarly, Bourdieu considers bodies as possessing physical capital that can be conceived as vessels used within particular social fields to accrue economic, cultural, and social capital. Therefore, individuals arrive at a point at which they acquire various amounts of these forms of capitals based on their specific form of habitus as constituted and recognized within a particular social setting (Koca, Atencio, & Demirhan, 2009).

As access to capital is important, Bourdieu highlights the important role of cultural obstacles or “hidden entry requirements” (1978, p. 838) such as “family traditions, early training,

clothing, and techniques of sociability that keep certain sports, and their privileges, closed to people of lower classes” (Lee, Macdonald, & Wright, 2009, p. 63). These hidden requirements of particular forms of cultural and social capital are not obvious markers of distinctions; nevertheless, they highlight how inequalities are not merely about money but are linked to subtle forms of differentiation that are taken as natural attributes of individuals (Lee et al., 2009). This research notes the importance of the hidden entry requirements in its exploration of the Saudi male adolescents’ experiences as it draws on Bourdieu’s essential concepts of habitus and capital to understand adolescents’ body dispositions in PE.

#### **2.4 Gendered Body Habitus (Masculinity)**

Gendered habitus roughly refers to the “social construction of masculinity and femininity that shapes the body, defines how the body is perceived, forms the body’s habits and possibilities for expression, and thus determines the individual’s identity—via the body—as masculine or feminine” (Krais, 2006 p. 121 in Thorpe, 2010, p. 194). According to Bourdieu (1997), gender is an “absolutely fundamental dimension of the habitus that, like the sharps and clefs in music, modifies all the social qualities that are connected to the fundamental social factors” (translated by Krais, 2006, p. 128 in Thorpe, 2010, p. 194).

The notion of habitus highlights the ways in which gendered values and expectations are ingrained in our bodies; however, some may resist gender norms, or have little room for change, according to Bourdieu’s work (Thorpe, 2010). Masculinity “as an unconscious strategy forms part of the habitus of men that is both transposable and malleable to given situations to form practical dispositions and actions to everyday situations” (Coles, 2009, p. 39 in Thorpe, 2010, p. 195). According to the author, men perform and act upon the masculine behaviors that are influenced by their position in a particular social field such as sports, family, and school. The

author stated that habitus has the ability to facilitate “insights into how men use masculinity (e.g., posture, gait, gestures, speech, etc.) as a “resourceful strategy,” to negotiate space, and access to capital, within particular fields” (Coles, 2009, p. 38 in Thorpe, 2010, p. 195).

The focus of this study is on the masculine gender. Lee (2008) defines masculinity as:

traditional belief, attitude, value, and behavior associated with what it means to be male in society. Masculinity is based on biological, physical, psychological and social-cultural characteristics of maleness. It is also defined as traditional belief, attitude, or behavior, about the meaning of maleness that is historically, socially, and culturally constructed (2008, p. 16).

This definition is a valuable means to represent the features and attributes that characterize men who participate in reinforcing dominant forms of masculinity. Bourdieu’s work has mostly dealt with social class, but his theoretical work has recently been applied to gender and masculinity (Lee et al., 2009; Dumas & Bournival, 2011).

In *Masculine Domination*, Bourdieu (2001) argues that the gendered habitus is an important dimension that is characterized by generating gendered bodily dispositions, and thus the gendered habitus is the individual internalizing gender appropriate behavior and external values as it is the outcome of long-lasting socialization processes shaped by social conditions of existence.

Two perspectives lead us to understand the body in the social sciences that are accorded to understand the research of the body in connection to men’s health: first, the body is understood as a system of cultural importance that can be seen as “body-as-representation” (Dumas & Bournival, 2011, p. 36); this concentrates on the values and norms that reform social representations of masculinity. The authors argued that masculinity is socially constructed, so this perspective is intended for understanding types of social representations of masculinity produced by a certain society. Second, the body is the bastion of experience and action, and special attention must be paid to the “lived body” as well as the shapes of “embodied experiences

of masculinity” seen in our daily lives (Dumas & Bournival, 2011). The authors therefore stress the importance of feelings, emotions, and social practices and provide an understanding of “the transformative power of social structure onto the material aspects of the body” (Dumas & Bournival, 2011, p. 36). Therefore, both perspectives enhance the understanding of the social mechanisms that rule the series of actions in gender related to the body. In relation to gender, “masculinity participates in fashioning both a vision of the world and a relationship to the body that is inscribed in power relations through ways of treating the body, caring for it, feeding it, and otherwise maintaining it” (Dumas & Bournival, 2011, p. 39). Bourdieu’s concept of gendered body habitus is useful for understanding the explanation of male students’ body habitus in PE and understanding the social practices that are shown through acts of practical and symbolic masculine domination.

## **2.5 Conclusion**

Taking into account the qualitative approach of this research, it is methodologically necessary that my access to the habitus be through the study of lifestyles. In order to explore the Saudi male high school students’ PE experiences from their own perspectives, this study adopts Bourdieu’s framework in an effort to understand these students’ habitus for PE.

The focus of the next chapter is a review of the literature that led to an inquiry into the experiences of male high school students in PE and how these experiences may have affected their participation in high school PE class.

### **Chapter Three: Literature Review**

This chapter sets out to identify the national and international research that informs the current study. The findings pertain to social and cultural conditions that influence high school students in PE, but not all studies surveyed adopted a sociological (qualitative) perspective. Since the focus of this thesis is on the Saudi male high school students' experiences in PE classes, the opening of this chapter sets out to inform our understanding of the students' participation in PE. The next sections explain the students' experiences in PE class, including the social and cultural conditions that act as facilitators or barriers to participation.

#### **3.1 Physical Education**

PE is viewed as an important element in establishing life-long PA habits for young people (Brownson, Boehmer, & Luke, 2005; Pybus, 2009). Furthermore, PE has the capability to affect the development of adolescents' knowledge, attitudes, beliefs, and behaviors in positive and meaningful ways that can continue throughout their lives (Yesalonia, 2009). In addition, PE classes enable students to be physically active during the school day (Strong, Malina & Blimkie, 2005). As students spend a large part of their day in school and are given compulsory PE over 9 to 12 years of schooling, school-based PE offers a significant opportunity to positively influence the PA patterns of students (Cale, 2002; Gibbons & Gaul, 2004; Kahn, Ramsey, Brownson, Heath, Howze & Powell, 2002; Trudeau & Shephard, 2005). Nevertheless, despite the promising role that PE can play in increasing the health and PA of adolescents, research adds a degree of caution to this optimism. Researchers who have studied students' perspectives reveal that PE is something that many adolescents find irrelevant and painful and, as such, it fails to fulfill its promise.

### 3.2 Youth Sport Rates

Although physical activities can supply students with a wide variety of opportunities to exercise motor skills, increase PA levels, and expand their PE learning while participating in activities (Mohnson, 2003), studies reported that male adolescents' participation in elective and compulsory PE classes is declining (Allison, Dwyer, Goldenberg, Rein, Yoshida, & Boutilier, 2005; Smith, 2009; Tergerson & King, 2002). Sulz, Humbert, Gyurcsik, Chad, and Gibbons' (2010) study showed that in Canadian high schools, particularly in Ontario, when PE becomes an elective subject in grade 10 the enrollment decreases significantly from 95% in grade 9 to 49% in grade 10. In addition, a study indicated that young people, within as well as across schools, experience PE differently (Penney, 2002b).

Regarding the PA rate level in Saudi Arabia, Al-Refaee and Al-Hazzaa's (2001) study of 1,333 Saudi males aged 19 years and older in Riyadh revealed that over 53% were inactive, 27.5% were irregularly active, and only 19% were active on a regular basis. In the city of Al-Khobar, Saudi Arabia, a self-reported study conducted by Taha (2008), on 2,571 male and female students (1,240 male, 1,331 female) in 9<sup>th</sup> grade intermediate schools and all three grades of high secondary schools, found that 45.6% of male students were active compared with 33.7% of female students. The previous study shows that more than a half of the male students were still inactive. A review by Al-Hazzaa (2000) pointed out that the percentage of young adults who were active dropped from 22% to 15% among Saudi college male students in the city of Riyadh. He stated that Saudi Arabia has witnessed tremendous lifestyle changes over the past few decades, and sedentary lifestyles are becoming particularly prevalent among Saudi children and youth. With considerably low rates of activity level, youth commented that they lack time to

participate in physical activities outside of school because of schoolwork, part-time jobs, and responsibilities at home (Al-Hazzaa, 2000).

In 2009, Al-Hazzaa and co-workers conducted a comprehensive study in 12 schools in the cities of Riyadh, Jeddah, and Al Khobar concerning the prevalence of PA, sedentary behaviors, and dietary habits among 2,908 Saudi public and private high school students (1401 male, 1507 female) aged from 14 to 19. The results showed that 84% of males and 91.2% of females spent more than 2 hours per day online, and almost half of the males and three-quarters of the females did not meet the minimum daily PA guidelines of 60 minutes (Al-Hazzaa, 2011).

The issue of students' experiences and their participation in PE is gaining interest in Saudi Arabia in view of the fact that students engage in a significantly low level of PA. Existing literature focusing on students' experiences in PE identifies the social and cultural conditions that explain why male adolescent students do or do not participate in PE.

### **3.3 Students' Experiences in Physical Education and Physical Activity**

According to Jenkinson and Benson (2010), schools are learning environments with the ability to provide students with quality programs that will ensure young people are given the opportunity to become physically educated individuals. The provision of a quality PE curriculum can be affected by many conditions, some of which can assist or hinder participation. A phenomenological study by Yesalonia (2009) in the U.S., consisting of 8 middle school students (4 male, 4 female), found that participating in a PA is a unique and individual experience and the activity experience can be impacted by a person's knowledge, motor skills, physical fitness, attitudes, past activity experiences, and the type of activity being considered.

Al-Liheibi (2008) surveyed 480 students to investigate the differences between middle and high school students' attitudes towards PE in two cities, Riyadh and Makkah, in Saudi

Arabia. The study highlighted three different attitudes: first, high school students had more positive attitudes towards PE than did middle school students; second, students who had access to a gym had more positive attitudes towards PE than students who did not have access to a gym; and third, students who engaged in daily physical activities outside of school had more positive attitudes than students who randomly practiced or did not practice sports and PA in the family, neighborhood or community.

Participation levels can be affected by barriers. Allison et al. (2005) defined PA barriers as the obstacles faced when undertaking, maintaining, or increasing PA. Research shows that a number of barriers exist for adolescents who wish to participate in PE and PA (Allison et al., 2005; Jenkinson & Benson, 2010). These barriers are not limited to personal ones such as time and money but also include social barriers such as lack of a social support network as well as physical or institutional barriers such as a lack of accessible recreational facilities and issues in the home environment such as time spent watching television, playing video games, and using computers (Allison et al., 2005). The latter barriers tend to make sedentary behaviors very attractive, especially when parents fail to regulate their children's access to these forms of entertainment (Ward et al., 2007). Moreover, Dwyer, Allison, LeMoine, Adlaf, Goodman, and Faulkner (2006) explored perceived barriers to participation in moderate and vigorous PA among Ontario secondary school students in Canada. The authors noted that barriers to participating in PA included: lack of time; involvement in technology-related activities; influence of peers, parents, and teachers; concern about safety; inaccessibility of facilities and the cost of using them; competition; and body-centered issues (2006, p. 75).

In Saudi Arabia, Al-Aifan's (2000) survey of 1,928 male students from 23 private and government high schools in Riyadh aimed to identify the obstacles to participation in PE. The

results revealed that the intrapersonal barrier was associated with the student's ability to participate in that he was not taking advantage of the PE class to develop knowledge associated with physical literacy, enhance physical fitness, and increase motivation to play with other students. Al-Aifan's results indicated that students lack the desire to participate, since they prefer doing something they perceive as more beneficial (i.e., doing homework or studying). Also, the PE class is characterized by a lack of diversity of sports and physical activities and lack of facilities. The study mentioned that the time allotted to the PE class is too low and is not sufficient to meet the desires of the students. Furthermore, the study reported that PE teachers' class management skills and teaching style were unsatisfactory, which led to reduced student participation. Regarding the students' activity outside of school, Al-Aifan's study reported that students preferred to engage in individually based technology-related activities such as playing computer and video games rather than participating in PA.

Although the personal dimensions are unquestionably important in explaining adolescents' PA, other significant conditions, such as social ones, are also important in understanding the students' experiences in PE. In Jordan, specifically in Irbid city, Kanan (2005) collected questionnaires from 526 male and female students (grades 8, 9, and 10) in order to identify the enabling conditions that encourage students' participation in PE. His quantitative study revealed that the most important conditions were friends, followed by parents, mass media, and lastly schools facilities and availability of sport equipment. There were significant differences between boys and girls and these differences were in favor of males. Boys had higher participation rates because they have greater opportunities to practice sports inside and outside school. According to the study, female students' lower participation in PE was due to the small number of suitable sports provided in the PE program. Furthermore, girls were not physically

active outside the school because of a lack of female sport clubs that aligned with Islamic law and the family traditions that conflict with their activities outside of the family home. The following sections discuss four social and cultural dimensions: family, peers, the PE teacher, and the PE environment.

**3.3.1 Family.** In the research, social support emerges as a consistently imperative association in relation to PE participation. For example, Dwyer et al. (2006) identify family and friends' support (or lack of) as playing a significant role in affecting the level of PA. There are convincingly consistent results suggesting that the greater adolescents' perceptions of parental support for PA, the greater their participation in PA (Sallis, Prochaska, Taylor, Hill, & Geraci, 1999). For instance, a Canadian research project examined the correlates associated with PA for a sample of boys and girls in grades 4 through 12. The study found that family support for PA had a strong and consistent association with PA participation (Sallis et al., 1999). Similarly, in an American study of seven high schools serving 4,308 students (49.5% male, 50.5% female), Smith (2009) found that parents have the greatest impact in the early stages of a child's life, as they are the ones who initially involve their child in sports and PA. Since children at a young age seek support and recognition, parents have added influence in their child's PA experiences (Smith, 2009).

Regarding the decline of adolescents' participation in PA, specifically in gym classes, Allison et al. (2005) indicated that both participants and non-participants limited their PA because their parents placed a higher value on academic study than PA and PE, allowing them to take part in PA only when their homework was completed.

The parental influence in Saudi Arabia is an area for future research. Rabaan (1994) surveyed 180 male youth sport participants (aged 11 to 19 years old) from the Eastern province

sport clubs in Saudi Arabia. He found that parents no longer wanted their sons to participate in sports because they were concerned about their children doing poorly in schools. In Saudi Arabia, a high cumulative GPA on the high school diploma is necessary to be able to go on to tertiary education such as university or college. This pressure influences parents, as well as the students, to refrain from physical activities in order to gain better scores (Rabaan, 1994). Nonetheless, a growing body of evidence indicates a positive relationship between PE-based activities and academic achievement. In 2010, the American Centre for Disease and Control examined 50 existing studies and concluded that there was substantial evidence showing PA can help improve academic achievement, as well as standardized test scores.

In relation to the social class of the family, a study by Duncan, Woodfield, Al-Nakeeb, & Nevill (2002) supports Bourdieu's theory of the relationship between social class and participation in PA. The study of 301 boys from British secondary school years 7, 8, and 9 suggested that higher socio-economic status is linked with higher involvement in PA. Furthermore, a variety of studies from Canada (Flack, 2009), America (Wilson, 2002), and Britain (Dagkas & Stathi, 2007) reported that adolescents from low socioeconomic backgrounds are linked to low involvement in PA lessons. In addition, the authors found that higher educational attainment and family incomes contribute to higher involvement in PA. Nevertheless, studies from Brazil and Bolivia (Andrade et al., 1997; Kemper et al., 1996) reported that children from low socio-economic class backgrounds are more physically active than those from their high socio-economic class counterparts. Thus, Duncan et al. (2002b), having reviewed Bourdieu's theory, stated that the variation in PA between groups of high and low socioeconomic status may result from these groups' habitus.

**3.3.2 Peers.** McDevitt and Ormrod (2002) argue that students begin their schooling with differences in knowledge, skills, and perceptions that were formulated during their early childhood in their homes, from their neighbors, and from peers. Specifically, the influence of peers has been recognized in the literature as an important condition and either a facilitator or barrier for PE participation (Smith, 2009). Similarly, Schaffer (2004) argues that peers play an important role in the PE environment and may affect or shape students' achievements, thoughts, and behaviors.

Lubans, Morgan, and McCormack (2011) conducted a study of 249 adolescents (126 boys and 123 girls) aged 15–18 from 10 secondary schools in Australia. The students deemed school sports an imperative opportunity to be physically active. Similarly, the same study indicated that students believed enjoyment and being able to select activities with their friends were the main reasons for selecting school sports activities. In relation to Bourdieu's theory, Allison et al. (2005) indicated that students who were engaged in PA in order to socialize were able to spend time with friends and expand their social network, indicating they valued social capital.

In contrast, in school-based PE, lower skilled students are more likely to avoid participating when they feel that they are alienated by peers because of their lack of skills and, consequently, do not enjoy the class (Portman, 1995). A further barrier highlighted by Allison et al. (2005) is the fear of failure, which included concern that peers would tease students if they performed weakly. Therefore, students who face this barrier become spectators during the PE classes (Tousignant & Siedentop, 1983). Marginalization is considered to be one of the constraining conditions that create negative attitudes among students toward PE. As a result of

this negative experience, the marginalized students think that participation in PE class is meaningless (Carlson, 1995).

**3.3.3 The physical education teacher.** The PE teacher is a further influence that is strongly linked to participation. From a sample of Muslim Arab students in a secondary school in Jerusalem, Arar and Rigbi (2009) found that a highly skilled and qualified PE teacher is in a better position to create a greater awareness among students about the benefits of PE to their well-being. However, even a very highly skilled and devoted PE teacher will not be able to encourage students to participate in PE if he or she lacks proper organizational support. Al-Liheibi (2008) and Al-Aifan (2000) both argue that physical educators should work more actively to develop their programs and adapt them to the educational environment, such as by giving students choices of activities and, in general, meeting students' interests. Both authors posited that this could result in greater participation in PA in schools. In an American high school study, Smith (2009) found that PE teachers and sports specialists in schools set in motion a strong positive impact on athletic students during their late adolescence. During PE class, the teachers provide feedback to students, which can greatly impact adolescents' participation levels (Smith, 2009).

While social influences, such as family, peers, and PE teacher, impact adolescents' PE participation, the literature shows that institutional dimensions are also important.

**3.3.4 Physical education environment.** Students need to be able to access a quality PE environment in schools that consists of adequate and safe facilities and equipment (Yesalonia, 2009). Generally speaking, some American schools lack sufficient gym spaces or lack adequate financial resources to effectively support extracurricular sports activity programs. There are some school constraints associated with PE, such as budget deficiency, insufficient resources,

reductions in time allocated in the curriculum, lack of sports equipment and tools, and lack of appropriate venues (Al-Aifan, 2000; Al-Ghamdi, 2005; Al-Wetshi, 2001; Jenkinson & Benson, 2010). In a similar context, Jenkinson and Benson (2010) administered a questionnaire to Australian PE teachers who reported that the three major institutional barriers they faced were the lower priority given to PE, the absence of performance measures for PE and other sports activities, and insufficient infrastructure.

In relation to Saudi Arabia, Al-Ghamdi (2005) asked 235 PE teachers from three cities in Saudi Arabia—Makkah, Jeddah, and Altaif—to identify the difficulties that constrain school sports participation in Saudi Arabia. The respondents identified 20 constraints, and the highest five in order of importance were: a) a lack of sports venues in rented buildings (buildings that were originally intended for domestic use but due to shortages of schools the MOE is renting for schooling), 93%; b) a lack of sports equipment and tools, 92%; c) a lack of financial resources, 89%; d) not taking into account sports needs when building new schools, 81%; and e) the different infrastructure from one school to the next means that the PE course content changes from one school to the next based on the availability of space and equipment, 77%. Also in Saudi Arabia, Al-Liheibi (2008) highlights the impact of institutional dimensions. His study showed that students who had access to a gymnasium in school had more positive attitudes toward PE than those attending a school without a gymnasium. This is in part because the gymnasium shields students from the weather, and students feel safer practicing PE inside a gymnasium (Al-Liheibi, 2008; Al-Wetshi, 2001).

One questionnaire study aimed to identify the important goals of PE at the secondary high school and to understand if there are statistically significant differences in the application of these goals in PE class regarding the PE teachers' qualifications and years of experience.

Samargandi (2007) conducted his study in Alqunfutha (a town 350 km south of Makkah) in Saudi Arabia and targeted three PE supervisors, 43 PE teachers, and 38 school directors at the high school level to examine their perceptions toward the goals of PE in terms of learning domains: cognitive, affective, and psychomotor. The quantitative analysis indicated there were deficiencies in achieving the goals of PE. Both PE teachers and supervisors agreed that the reason for not achieving the goals of PE were due to the lack of sports equipment and facilities in government school buildings and insufficient infrastructure in rented schools (Samargandi, 2007).

With respect to school policies, it is commonplace for regularly scheduled PE to be cancelled in order to accommodate other school functions that may require use of the PE facilities (Alsagheir, 1999; Smith, 2009). For example, this regularly occurs at the end of the school year prior to examination days in Saudi schools (Alsagheir, 1999). Furthermore, it is ordinary practice to withhold PE and/or recess attendance from students on an individual basis as a form of punishment or to address academic inadequacies (Smith, 2009). In addition, unfortunately, school PE programs in many countries, particularly in Saudi Arabia, suffer from major deficiencies in both the quantity of weekly-allocated PE class time, as well as the quality of the programs afforded. For instance, in primary schools, students have 90 minutes of PE per week, while in the intermediate and secondary levels it is only 45 minutes per week (Al-Liheibi, 2008). Saudi studies of intermediate and high schools demonstrate that the actual time for PE lessons was not greater than 32 minutes (Al-Hazzaa, 2000). The time lost is due to the need to change from traditional to athletic clothing.

### 3.4 Masculinity and Physical Education Based Activities

According to Brown and Evans, schools, particularly secondary schools, are powerful masculine institutions, which formulate structures of masculine domination in the world; this is particularly the case in the areas of male PE and school sports, which have been identified as “bastions for the construction and expression of dominant masculinities” (2004, p. 54). PE sports practices are associated with toughness and competition and bodily skills, an association that causes some boys to be marginalized (Azzarito, 2004). Among Australian high school students, Martino (1999) showed that while boys as a group are advantaged by the association of sports and masculinity, individual boys, more than is supposed, experience PE negatively.

Sports has been shaped for young men as “character building and as promoting courage, chivalry, moral strength, and military patriotism” (Lee et al., 2009, p. 61) and as a means through which to gain values such as being competitive, successful, and strong (Lee et al., 2009). Thus, in a U.S. study of 528 students (262 females and 266 males), Azzarito pointed out that gender discourse about the body influences girls’ and boys’ “construction of physicality – girls feared masculinization, boys feared feminization, and both feared being sexualized” (2004, p. 11). She stated “The social construction of the boys’ physicality through masculinizing processes benefits skillful boys’ engagement in physical activity and discriminates against girls’ participation” (p. 11).

In relation to Bourdieu’s theory, a Canadian study of masculinity and sports conducted by Laberge and Albert confirms a connection between the construction of masculinities and social class. They found that the boys from upper and middle classes valued intelligence and sociability as characteristics of masculinity while the boys from working class backgrounds valued “male chauvinism and masculine showing-off” (2000, p. 201). They explain that these distinctions are

ascribed to the living condition discrepancies among the social classes. On one hand, the upper-class boys would most often socialize with the aspiration of leadership positions in the labor force and this class position means that they are unlikely to aim for occupations requiring physical strength, thus decreasing the importance of physical toughness in the evaluation of maleness; in contrast, the working class boys were more likely to illustrate overstated “embodiments and verbalizations of masculinity to convey power over others within a context of perceived powerlessness” (Laberge & Albert, 2000, p. 202).

However, Davison (2000) conducted a research study in Western Canada based on interviews with 11 adults (aged between 18 to 58 years old) who were asked about their memories of masculinities in school. The author indicated that PE teachers may not acknowledge important issues for boys regarding the healthy development and appreciation of their bodies. If boys cannot shape themselves into the masculine model required in PE classes, they run the risk of being embarrassed. One illustration of this is the typical process of having to line up to be selected by a team. Those who are chosen to participate last are obviously viewed as weaker, less fit, and having less masculine bodies. With regard to the physical embodiment of maleness, Davison argues that the physical sense of maleness occupies size and shape, habitual posture, and movement, specifically physical skills; these elements of maleness are significant within the school environment. For example, if a boy’s body is smaller than other boys’ bodies, or less coordinated in sports, he may be seen as a weakling and be alienated and humiliated in PE class (Davison, 2000).

Focusing on the educational setting of an all-male Islamic independent school in England with subjects aged between 14 and 19 years old, Farooq’s (2011) study highlighted the important role of football as a leisure activity and as a central role in the processes of self-reconfiguration.

This indicates that participation in football tends to refresh mind and body because it eliminates bad feelings and in turn enables participants to focus more on God's will. From another perspective, an important aspect is that certain participants regard football as important because following the rules, rather the control of the violent aspect of the sport, is reflected in self-discipline. This implied that sport (football) had the essential elements to enable control and regulation of subjects' bodies, enabling them to restrain negative tendencies. Farooq's (2011) study highlighted a better understanding of the physical self (bodily appearance); muscular Islam was not essentially a way of increasing one's own power or building a muscular physique in the football pitch, "but rather a means to an end"; in other words, "this being character-development, ethics, morals, and devotion to God " (p. 158).

### **3.5 Conclusion**

Although the focus of this literature review is to provide a background to understand Saudi male students' experiences (the body habitus) as participants in PE classes, the literature is limited in understanding the Saudi males' participation in school PA from the perspective of sport sociology. The Saudi literature focuses on students' attitudes towards PE and PA in terms of health, psychology, and environment in school sports participation (Al-Aifan, 2000; Al-Ghamdi, 2005; Al-Liheibi, 2008; Al-Wetshi, 2001; Taha, 2008; Al-Hazzaa, 2011). These studies did not specifically examine the variety of social and cultural contexts (e.g., family, peer, and school), which influence adolescents' PE participation; it is understandable that one's habitus, constituted within these social fields, significantly shapes one's capacity to engage in school-based PE. Moreover, the various analyses found in Saudi or Arabic journals, with respect to PE and sports in school, are primarily obtained through the use of surveys (Al-Aifan, 2000; Al-Ghamdi, 2005; Al-Liheibi, 2008; Al-Wetshi, 2001; Taha, 2008; Samargandi, 2007;

Alsagheir,1999; Rabaan,1994; Kanan, 2005; Abu Abdo, 2002), which is limiting findings to a list of predetermined and possibly biased perceptions (Hohepa, Schofield & Kolt, 2006). The subsequent statistical analyses are an inadequate means to illustrate the depth of Saudi male adolescents' PE experiences.

There is a dearth of literature study to examine Saudi male high school students' experiences and to identify the social cultural influences that affect their participation in PE classes. Adolescent students' experiences in PE have not been examined among Saudi male high school students from the qualitative case study approach. The findings from the existing research investigating participation in PA in other countries may not be culturally appropriate in Saudi Arabia. First, mostly, reviewed studies are cross-gender studies, which focus mostly on women or on the comparison between males and females in PE and physical activities in general (Kanan, 2005; Taha, 2008; Al-Hazzaa, 2011). Second, many reviewed studies are based on the American, European, and Australian population and few focus on other ethnic or cultural populations (Sallis et al., 1999; Allison et al., 2005; Dwyer et al., 2006; Lee et al., 2009; Azzarito, 2004; Laberge & Albert, 2006; Franko & Streigel-Moor, 2002). Third, most of the existing empirical work examining constraining conditions influencing activity consists of quantitative studies and reviews the correlates and predictors of PA, exercise, and sport, but few qualitative studies explore male adolescents in PE (Allison et al., 2005). Hence, these studies do not provide a full picture to understand Saudi male adolescent participation in PE. What can be drawn from the studies on adolescent participation in PE is that it is influenced by social, cultural, and institutional dimensions (Allison et al., 2005; Dwyer et al., 2006; Jenkinson & Benson, 2010; Sallis et al., 1999; Jenkinson & Benson, 2010; Smith, 2009; Yesalonia, 2009).

In this context, there needs to be a better understanding of Saudi male students' perspectives of the conditions that enable or constrain their PE participation. To my knowledge, there is no such qualitative information on the thoughts of Saudi male students concerning their experiences in high school PE and PA. Robinson (2009) reinforced the need to continue studies that give adolescent males an opportunity to have their voices heard.

The intent of this qualitative research is to discuss an analysis from a sociological perspective drawn on a Bourdieusian theoretical framework regarding Saudi boys' experiences. The question explored is, "Why do some Saudi male students participate in an urban public high school PE class, while others do not?" The following chapter outlines the methodology that is used in this thesis.

## Chapter Four: Methodology

### 4.1 Qualitative Case Study

In order to understand adolescent boys' experiences in PE in Saudi Arabia, the study uses a qualitative methodology. Creswell defines qualitative research as “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds complex, holistic pictures, analyzes words, reports detailed views of informants, and conducts the study in natural setting” (1998, p. 15). Denzin and Lincoln provide a more generic definition by stating that qualitative research attempts “to make sense of or interpret phenomena in terms of the meanings people bring to them” (1994, p. 2). Thus, rather than trying to manipulate variables, the qualitative researcher focuses on the participants' viewpoints and meanings regarding a particular issue (Creswell, 1998; Denzin & Lincoln, 2000).

In this research, the qualitative case study is used to explore male Saudi students' experiences in PE at school and to develop a better understanding of the relationship between students' body habitus and its effect on their participation. Bonoma (1985) states that case studies allow replication and extension of individual cases; that is, an individual case such as the urban high school selected for the research study can be used for independent corroboration of specific propositions that help to perceive patterns more easily and to eliminate issues, allowing the researcher to draw a more complete theoretical picture.

The interview questions for this study focus on how and why Saudi students participate in, describe, and make sense of particular elements of their lives—in this case, the act of participating in the PE classroom. The questions are to understand *why* some male adolescent Saudi students participate and others do not in high school PE classroom; and *how* family, peers, and the PE environment affect Saudi male high school students' participation in PE. These

questions of “how” and “why” will help uncover boys’ lifestyles in relation to their body habitus and the ways these intersections shape their participation in PE classes.

For the purpose of my research, the case is the Saudi male high school students’ experiences who participate or not in PE class. This research study can be described as an intrinsic case study (Stake, 2005), because it served to develop a better understanding of the students’ experiences and helped in identifying the social and cultural conditions that affect their participation in PE. The results are specific to the male high school students’ participation in PE classes and serve to improve the participation level in PE itself rather than be used as tools to draw generalizations that can be applied elsewhere.

#### **4.2 Qualitative Interview Method**

The specific qualitative method used in the research is interviews. According to Fontana and Frey (2005), in-depth interviews are usually conducted face-to-face and involve one interviewer and one participant. According to Gratton and Jones (2010), research interviews can gather data concerned with assumptions that are difficult or unsuitable to measure and tend to answer the questions of “why” and “how.” According to Mack, Woodsong, MacQueen, Guest, and Namey (2005), in-depth interviews are helpful for learning about the perspectives of participants; moreover, they are an effective method for getting people to talk about their personal feelings, opinions, and experiences. In addition, interviewing has its natural basis in human conversation; this can be important if the research is concerned with how respondents look at the social world, which is the subject of this investigation (Hannabuss, 1996).

Interviews can take a number of forms. However, the form used in this thesis is a semi-structured one, which involves a series of open-ended questions. The open-ended nature of the questions is meant not only to describe the topic under investigation but also to give

opportunities for both interviewer and interviewee to talk about certain topics in more detail (Fontana & Frey, 2005). The semi-structured interview was chosen to facilitate the collection of qualitative information, mainly due to the freedom that it allowed to modify the interview protocols as the process unfolded.

**4.2.1 Interview guide.** Hannabuss highlights that the purpose of interviewing is “to find out what is on someone’s mind... We interview people to find out from them those things we cannot directly observe” (1996, p. 2). For Bourdieu (1999), interviews are useful in order to reconcile the social, historical, and demographic elements that contextualize how the participant’s social position influences their perspectives regarding an issue.

As Appendix H shows, the questions were structured from broad to specific. Socio-demographic information was collected in the interview in order to contextualize the participants’ life and to enrich the participants’ personal history. It includes the participants’ age, parental occupation, and education. Formulating the questions from Bourdieu’s work is helpful in understanding boys’ participation in PE as it relates to their social structures (i.e. neighborhood, PE environment, friends, family, etc.). In addition, further information gained from the interview included: (a) characteristics of the socio-economic milieu (e.g., past experiences and backgrounds); (b) students’ likes and dislikes; and (c) perceptions and attitudes of resources available (e.g., barriers to PA).

### **4.3 Research Sample Description**

The data reported in this paper were collected over a two-month period between November and December 2012 in a male secondary public school in Makkah. The PE teacher in this school received his bachelor’s degree in PE from the University of Umm Al-Qura in 1993. His undergraduate training consisted of many opportunities to experiment with teaching PE at

different grade levels. At the time of this research, he had been teaching PE at the school for six years. He participated in a 21-minute semi-structured interview in the seventh week of the data collection period. It was difficult to set an appointment with him in the school or even outside the school. He always left the school immediately after finishing the class. He said “Just let us do it after interviewing the students.” Just one week before the examination period started, I finally interviewed him at the school. I covered all the questions that I wanted and did my best to get details about the school provision, the students in school in terms of experiences in PE, and the PE curriculum. It was important to get the PE teacher’s point of view regarding obstacles and advantages that student’s experience. The school director who has been in this school for three years was interviewed in the fifth week in order to gain an understanding of the institutional dimensions that influence the students’ participation in PE. He participated in a 62-minute audio recorded semi-structured interview that gave an in-depth insight into the school, the student population, and the PE curriculum.

### 4.3.1 Socio-demographic details of Saudi male high school student interviewees

**Table 4.1 (A).** Participants in PE class

Number	Grade	Age	Participation in PE	Participation Out of Class	Parents' Occupation and Education	Location
1	11	17	Always	Rarely	Father: retired customs clerk (high school) Mother: stay-at-home	Near school
3	10	16	Mostly	Sometimes	Father: first class sergeant (high school) Mother: stay-at-home	Alhujun
4	10	16	Always	Always	Father: school director (baccalaureate) Mother: stay-at-home	Alomrah (soccer field)
11	12	18	Always	Always	Father: employee in MOE (baccalaureate) Mother: stay-at-home	Alomrah (soccer field)
12	12	18	Always	Always	Father: major (high school) Mother: stay-at-home	Azzahir (soccer field)
13	12	18	Always	Always	Father: distributor in cement company (high school) Mother: stay-at-home	Sahteslam (soccer field)
16	10	15	Always	Always	Father: religious clerk (high school diploma) Mother: stay-at-home (high school)	Sahteslam (soccer field)
27	11	20	Always	Always	Father: head of maintenance in branch of ministry of water (high school) Mother: stay-at-home (high school)	Sahteslam (soccer field)

**Table 4.1 (B).** Non-participants in PE class

<b>Student</b>	<b>Grade</b>	<b>Age</b>	<b>Participation in PE</b>	<b>Participation Out of Class</b>	<b>Parents' Occupation and Education</b>	<b>Location</b>
2	10	16	Never	Never	Father: real estate broker (intermediate school) Mother: stay-at-home	Near school
5	12	17	Never	Always	Father: master sergeant (high school) Mother: teacher (baccalaureate)	Near school
6	11	17	Never	Rarely	Father: retired sergeant (intermediate school) Mother: stay-at-home	Annuzhah
7	10	16	Sometimes	Always	Father: head of staff affairs in division of passports (high diploma) Mother: teacher (baccalaureate)	Alsteen
8	11	17	Never	Never	Father: retired sergeant, businessman (intermediate) Mother: stay-at-home (illiterate)	Annuzhah
9	10	16	Never	Never	Father: retired corporal (intermediate) Mother: stay-at-home (illiterate)	Annuzhah
10	10	16	Never	Individual activities	Father: deceased (contractor) (intermediate school) Mother: stay-at-home	Sahteslam

**Table 4.1 (B, continued).** Non-participants in PE class

14	10	19	Never	Never	Father: retired vice sergeant(intermediate) Mother:stay-at-home	Near school
15	10	17	Sometimes	Sometimes	Father: retired sergeant businessman (high school) Mother: teacher (baccalaureate)	Azzahir
17	10	16	Never	Never	Father: deceased (employee in branch of MOE) (high school) Mother:stay-at-home	Near school
18	19	15	Never	Never	Father: school director (bachelorette) Mother:stay-at-home (high school)	Alomrah
19	11	18	Never	Never	Father: employee in hospital (high school) Mother:stay-at-home (intermediate)	Near school
20	10	16	Sometimes	Sometimes	Father: employee in civil status management (high school) Mother: deceased	Annuzhah
21	12	18	Sometimes	Sometimes	Father: education ministry employer (baccalaureate) Mother:stay-at-home	Alfayha
22	10	16	Never	Never	Father: retired teacher (college diploma) Mother:stay-at-home	Near school

**Table 4.1 (B, continued).** Non-participants in PE class

23	10	16	Never	Never	Father: design engineering, business (baccalaureate) Mother: stay-at-home	Annuzhah (Soccer field)
24	11	16	Never	Never	Father: employee in branch of health ministry (high school) Mother: teacher (baccalaureate)	Sahteslam
25	10	16	Never	Never	Father: officer, business (high school) Mother: stay-at-home	Alomrah
26	11	20	Never	Never	Father: retired employee (real estate bank) (high school) Mother: stay-at-home	Sahteslam

Importantly, the school has students from different neighborhoods and all students live with their families. Thus, the students' adolescents in the study represent a cross section of the urban middle class in Saudi Arabia as defined by Al-Sultan (1988) in the introduction. It is noteworthy to give more information with regard to professions and fathers to gain some insight into the characteristics of middle class students. For example, military, police officers, soldiers, administrative positions, and university graduates corresponding to the middle echelon in the government sector (Students 3, 4, 5, 7, 11, 12, 13, 16, 18, 19, 20, 21, 23, 24, 25, 27). The retired parents are receiving two sources of income: a) the retirement wage, and b) the social guarantee wage (Students 1, 6, 9, 14, 22, 26) corresponding to the low middle echelon comparing to the previous patterns. Even though some fathers are retired, they worked as real estate brokers, shopkeepers, or contractors (Students 2, 8, 10, 15). The spouses of deceased parents receive only

retirement wages (Student 17) which is the lowest household income comparing to the previous patterns. All students relied on family for income support, transport, and recreational activities. Most student participants and non-participants live in neighborhoods that lack parks, soccer fields, playgrounds, sidewalks, and community centers. However, Alfayha is the only urban neighborhood that has a community center in which a variety of social and sports activities are organized (Student 21) and it has a mixture of *qabila* and *khadira* families. The locations are primarily inhabited by *qabila* families who have been living together in this neighborhood for a long period of time. For example, the neighborhood surrounding the school is mainly home to the Almehmadi and Alsobhi families who belong to the Alharbi *qabila* and a minority of families belonging to the *khadira*. In addition, a very small area of the Annuzhah neighborhood is home to the family belonging to the Alzahrani *qabila*.

**4.3.2 School setting.** Students at the school come from a number of different neighborhoods either around the school or at a distance (up to 4 km) and mainly come from a middle class background with a minority having upper-middle class and lower middle class backgrounds. According to the School Director, the school has 332 male students, the majority of whom are Saudi except for 61 foreign students, mostly from Mediterranean countries, with the rest from Asia and Africa. In my study, all the interviewees were Saudi students.

The school is located in a government building that was built in 2007. The school has 13 classes. The 10<sup>th</sup> grade has six classes, 11<sup>th</sup> grade has three classes, and 12<sup>th</sup> grade has two classes. In addition, two classes are special education classes. Of 13 classes, there are 26 to 36 students in each of the 11 regular classes.

A full range of equipment and supplies were not available for PE during the time of the research. The PE office room was about 25 by 10 feet and located at the school yard. The school

yard was large and it accommodated the volleyball, basketball, and handball fields; besides the yard, there was an artificial grass area used to play soccer. There was only equipment for soccer. No balls, nets, or other equipment was available for volleyball, basketball, or handball despite the dedicated field and court space for these sports.

#### **4.4 Research Process**

Data was collected during an observation period of three weeks, following which individual interviews were conducted with students, the PE teacher, and the School Director. Interviews with the students, which were audio-recorded, took place in the resource center at the beginning of each PE class, during the school recess, or in the student's spare time. The interview with the PE teacher took place in the teachers' room and the interview with the School Director took place in his office during working hours. The recruiting procedure of the participants, which followed the ethical guidelines of the University of Ottawa Ethics Board, was done through purposive sampling.

**4.4.1 Pre-research data collection (familiarization).** On the first day at the school, I met with the principal and explained the purpose of the study, which was to explore the PE students' experiences. I explained the rationale for the study and the importance of their participation and asked for his support. We also discussed the students' interview location and informed consent procedures. The next day, I approached the PE teacher and explained the purpose of the study and his potential role. I informed the PE teacher that I was studying the PE experiences of students. I notified him that he would be invited to participate in a 30- to 60-minute individual interview and that I would also observe his PE days and take notes. Indeed, I spent the first three weeks in the school gathering contextual information. I conducted observations of each high school PE class, along with observations of the high school students at

recess. These observations were collected through note-taking, and the observation period was helpful in making me familiar with the research setting. In addition, it helps me be aware of students' discussions as well as to draw from them when I conduct the interviews.

The observations took place in two different settings. Some of the observations took place in the PE environment (the soccer field). I was curious about the students' behaviors and social dynamics. I concentrated on the behavior of the students and their interactions with the peers in their PE class. The second set of observations took place during the recess in order to take notes on the students regarding the soccer school league. My focus was on how the school league was organized and what students wore (whether or not they changed into sporting clothes). As an observer, I decided to make unannounced entrances into the PE class. I did not tell the PE teacher when I was coming to the school so that the PE teacher would not consciously or subconsciously bias the data by organizing the classes in a special manner. During the observation period, I assumed an outsider role by sitting in a corner of the soccer field and observed but did not interrupt the PE classes. Sometimes I answered students' questions, especially when the research setting was first entered, by providing general explanations of my presence. I told them that I am a Masters student and I am here to collect information through note-taking and then individual interviews with students regarding their participation in PE.

**4.4.2 Recruitment of student participants.** The PE teacher's role was limited to categorizing all students in grades 10 to 12 based on their varying frequency of attendance in PE classes as: always attends; sometimes attends; and never or rarely attends classes. Although the sampling approach that was used allowed the PE teacher to identify participants based on students' levels of participation, I effectively conducted the selection process by watching the students beforehand and inviting participants who displayed a wide range of skill and

participation level while establishing rapport over time. Therefore, less-skilled students were selected along with medium- and top-performing students.

I used my notes about the student participants and non-participants during my period of observation. 15 students from each category were then randomly selected to create a total sample of 45 students. The rationale was the need to “intentionally select individuals and sites to understand the central phenomenon” (Creswell, 2005, p. 204). Each student was given letters of parental information/consent forms, following the school’s usual method of communication with parents. This letter informed them of the general purpose of the study (i.e., examining the PE experiences of students) and made them aware that the interviewees would be asked open-ended questions, focusing on the many different aspects of the PE class, school, and/or social dynamics. The parents/guardians were requested to sign the consent form and return it to the researcher via the student. The students and their parents were reminded that this research study would in no way affect the student’s grade in PE class. I was ready to address any student or parent/guardian concerns through direct meetings, phone discussions, or e-mail communications.

In the first phase, only 11 students brought back a signed letter of information/consent forms. As a result, a further 45 letters were distributed to students, again chosen randomly from the three categories. In the second phase, only 18 students signed their consent forms, making a total of 29 consents. These students were all invited to partake in an individual audio-recorded interview to discuss their experiences in PE. 27 interviewees were transcribed as two were eliminated as these adolescents were asthmatics and they did not share many of their ideas, perceptions, and experiences about PE. I verified their medical conditions with the school advisor. In total 27 students aged between 15 and 20 years old, along with the PE teacher and the school director were interviewed. The size of the sample was considered adequate by qualitative

standards according to Creswell (2005). The number was sufficient to ensure the feasibility of the study within a single school and in light of time constraints, and to ensure a variety of student perspectives, thereby offering a rich picture of student experiences in PE.

At the school I made arrangements with the participants to schedule individual interviews at a time and place that did not disrupt the students' class schedule. The PE teacher did not know which students were invited to participate in the interviews. The duration of the semi-structured student interviews was between 20 and 48 minutes and covered questions such as: What is it about PE classes that they enjoy? What is it that they dislike? What do they feel they gain in PE? When would they rather not be participating in PE classes? Why?

#### **4.5 Ethical Considerations**

Recruitment methods followed the ethical guidelines of the University of Ottawa Ethics Board. To meet the ethical standards requirements for the research prior to going to the school, it was important to obtain the permission from the school board in order to conduct the interviews with the secondary high school students. On receiving a letter from the General Administration of Education in the Holy-Capital Makkah, the relevant details were forwarded to the School Director of the selected school. After the period of observation, the researcher highlighted the details of the study and emphasized that participation was strictly on a voluntary basis.

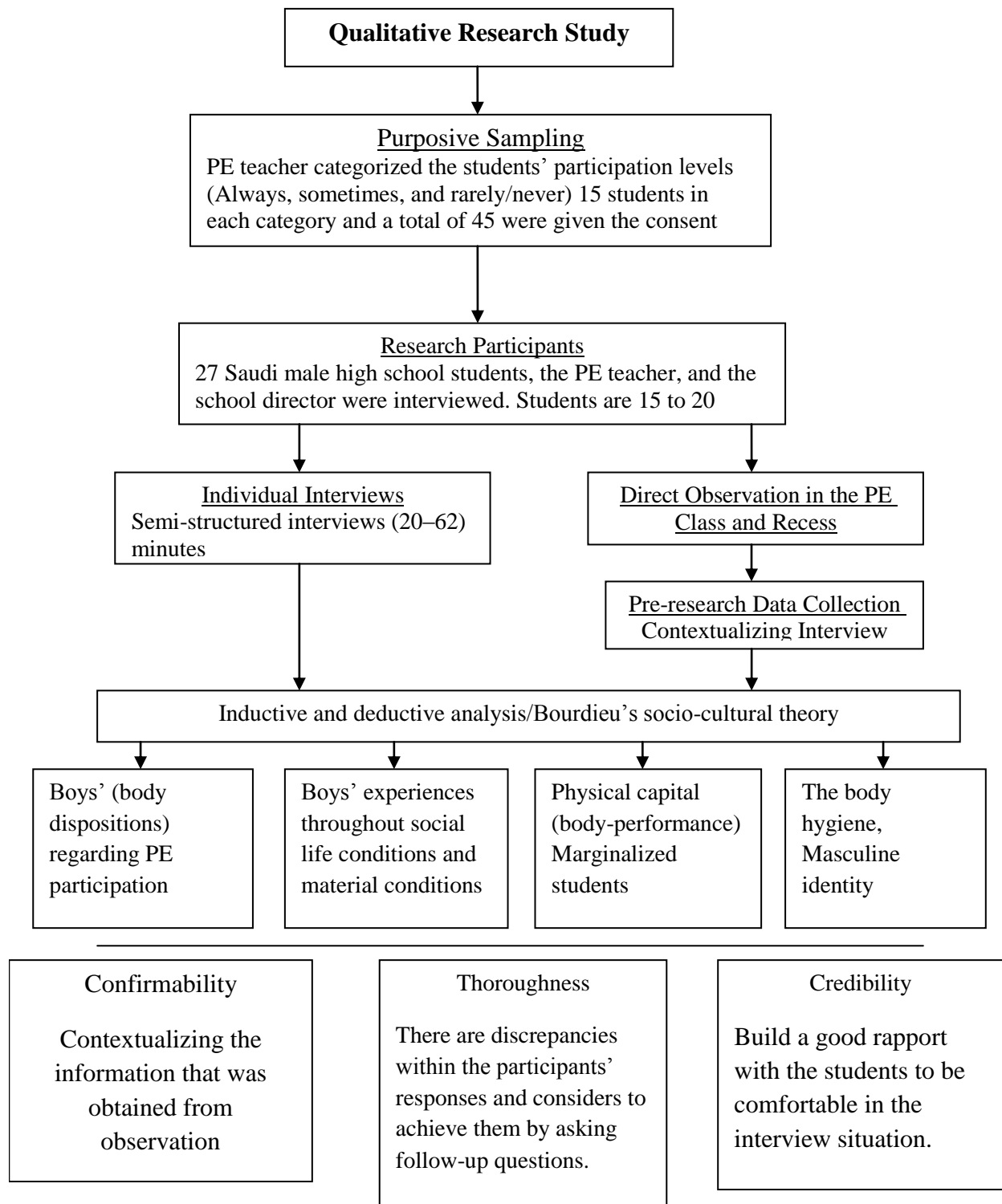
I was aware of the possibility that some students could experience psychological or emotional discomfort in describing or explaining why they disliked PE. To mitigate this possibility, the researcher did his best to establish a climate of trust and a friendly environment during the interview, thereby encouraging an authentic conversation between the participant and the researcher. In cases where participants required further help dealing with potential discomfort, I was prepared to direct them to the counselor at the school's resource center.

There were no potential repercussions for the students from the PE teacher since he was unaware which students had been invited to participate in interviews or which students were ultimately interviewed. The interviews took place in a private room in the resource center (not in an area near the gymnasium or PE office) located on the third floor of the school. The PE teacher left the school immediately after he finished his schedule, and I ensured each student met me in the interview location rather than us walking together to the room. To protect anonymity, there are codes allocated to each student. However, the PE teacher and the School Director are identified by their official title: PE Teacher and School Director.

#### **4.6 Data Analysis Procedures**

My research drew from a thematic analysis approach utilizing several steps (Braun & Clarke, 2006). First, after transcription, I read and re-read each interview to familiarize myself with the data. While I was reading, I highlighted initial codes and ideas related to the enabling and constraining conditions identified in the review of literature as well as new codes and ideas emerging from the interviews. Then, I attached the initial ideas and codes to the text in order to identify sub-themes in the data. Third, I combined the ideas, codes and sub-themes into specific major themes and reviewed these themes to ensure that the concepts and codes were coherent with the text as well as the identified themes. Fourth, I gave a specific name to each theme based on the sub-themes in the texts. Organizing and regrouping the data according to anticipated themes in relation to literature reviewed and emerging themes in relation to the research questions are essential components for analysis and coding. Because this study draws on Bourdieu's conceptual framework, I used Rubin and Rubin's (2005) suggestion of two steps. First, data was analyzed and coded vertically, allowing me to read each interview in its entirety in order to illustrate the participants' distinctive experiences, to confirm the relationship between

participants' life circumstances and their own life trajectory. In the second step, the analysis proceeded to horizontal coding, allowing the researcher to establish similarities and differences across the interviews. The codes that corresponded to the themes found in the literature were highlighted, such as social and cultural influences (i.e. family, peers, PE teacher, and PE resources) and marginalized students; importantly, themes that were not anticipated in the literature were also found: body hygiene and the impact of the thawb on students' appearance as reflects the Saudi masculine identity.



**Figure 4.1.** Summary of Research Design

As this research is based on Bourdieu's theoretical analysis, the focus was on the relevant themes that related to body habitus, the physical capital, and the gendered body habitus

(masculinity). A copy of the research design summary can be found in Figure 4.1. It provides additional information regarding the themes that were anticipated in accordance with Bourdieu's conceptual framework.

#### **4.7 Research Quality**

Since my interest was in gaining an in-depth understanding of the experiences of high school students' participation in PE, issues regarding trustworthiness were crucial. Through the time spent in the school setting, watching PE classes and handing out consent forms to students, I encouraged them to become comfortable when engaging in conversation. It was crucial for me to become a familiar individual in the PE classes and school in order to build credibility with the students to gain their trust. Building trust and credibility was important as I intended to conduct an in-depth, one-on-one interview with the high school students who were the main source of the data. I was convinced that building trust is a time-consuming process and thus spending time with students in PE classes allowed me to build a good rapport with the students and allow them to be more comfortable in the interview situation.

A second area of ensuring research quality is that of the use of observation. Patton (2002) states that through direct observations the researcher is better able to understand the context within which people interact. Understanding context is essential to establish a holistic perspective. In addition, observation allows a strategy of confirmability to be developed. Furthermore, observations of the participants' non-verbal behavior during the interview and during the PE classes helped me to remember certain things about the participants and helped to visualize the participants' experiences when analyzing the information later.

The third element of research quality is thoroughness, which is an important part of the interviews because it allows the researcher to verify any discrepancies or contradictions within

the participants' answers. Rubin and Rubin (2005) give examples of this procedure such as probes, and follow-up questions if there are incomplete or unclear responses. This procedure allowed me to identify nuances within the participants' answers that prompted complete and coherent results.

### **Chapter Five: Students' Experiences Related to Participation Levels in PE**

This chapter presents the analysis of the interviews with the students, with the PE teacher and with the school director. Bourdieu's concepts of habitus and capital helped to identify the different themes that emerged from students' distinct experiences related to their differing levels of participation in PE. The findings suggest that Saudi boys' participation and their relation to their own body habitus are fashioned by the conditions of existence of a given milieu.

Table 5.1 presents the conditions emerging from the analysis of the student interviews as well as the interviews with the teacher and the school director. Some of these enabling or constraining conditions were identified in the literature and were also discussed by the research participants. Other themes are specific to the study of these Saudi male students and stem from the interview analysis only. These various enabling and constraining dimensions have been integrated into the five main themes that structure the following chapter to illustrate the male student experiences of PE in this school. These five main themes emerging from the student interviews that explain why they participate in PE are as follows: (1) focus of the PE class in the school on soccer (e.g., lack of facilities and sports equipment and the influence of the PE teacher); (2) the experiences of the students who participate in PE class (e.g., peripheral status of PE in the curriculum on students' participation and the exchange value of the physical capital); (3) the experiences of the students who do not participate in the PE class (e.g., marginalized students in the PE class); (4) hygienic dispositions (lack of shower and changing rooms facilities); and (5) traditional clothes and Saudi manhood.

Table 5.1

*Enabling and Constraining Conditions that Influence Saudi Male Adolescents' Experiences in*

*PE drawn from the Literature or Emerging from Observation and Interview Data*

Themes	Subthemes: enabling and constraining conditions for student participation in PE in this school
PE status in the curriculum and in the school	<ul style="list-style-type: none"> <li>• <u>PE is not valued</u> <ul style="list-style-type: none"> <li>○ Lack of resources (Al-Aifan, 2000; Al-Wetshi, 2001; Alghamdi, 2005; Samargandi, 2007; Yesalona, 2009)</li> <li>○ Grading of PE is a pass or fail (Al-Liheibi, 2008)</li> <li>○ There is insufficient time attributed to PE (Al-Liheibi, 2008; Alsagheir, 1999)</li> <li>○ Principal of the school, parents, and other teachers do not value PE (Jenkinson &amp; Benson; Smith, 2009; Alsagheir, 1999)</li> </ul> </li> </ul>
Students' experiences in PE in this school	<ul style="list-style-type: none"> <li>• <u>PE status among students</u> <ul style="list-style-type: none"> <li>○ PE is not important (not a valued school subject)</li> <li>○ PE is leisure (Ward et al., 2007)</li> <li>○ Students who participate in PE               <ul style="list-style-type: none"> <li>▪ see PE as fun (Al-Liheibi, 2008)</li> <li>▪ see that PE has health benefits</li> <li>▪ highly favor soccer (Al-Liheibi, 2008)</li> <li>▪ are skilled and played with each other</li> </ul> </li> <li>○ Students who do not participate in PE               <ul style="list-style-type: none"> <li>▪ do homework and study for exams (Al-Aifan, 2000)</li> <li>▪ watch others play</li> <li>▪ converse with each other</li> <li>▪ had previous negative incidents</li> </ul> </li> </ul> </li> </ul>

Table 5.1 (continued).

*Enabling and Constraining Conditions that Influence Saudi Male Adolescents' Experiences in PE drawn from the Literature or Emerging from Observation and Interview Data*

Themes	Subthemes: enabling and constraining conditions for student participation in PE in this school
Students' experiences in PE in this school (continued)	<ul style="list-style-type: none"> <li>• <u>PE is soccer</u> <ul style="list-style-type: none"> <li>○ Students label PE as “soccer”</li> <li>○ Soccer is the only sport/activity played in PE</li> <li>○ Soccer is the top sport in Saudi Arabia</li> <li>○ There is a lack of facilities and equipment for other sports/activities (Al-Aifan, 2000; Al-Liheibi, 2008; Al-Wetshi, 2001; Alghamdi, 2005; Samargandi, 2007; Yesalona, 2009)</li> </ul> </li> <li>• <u>PE teacher influence on student experience in PE</u> <ul style="list-style-type: none"> <li>○ Teacher values students' freedom and cooperative learning</li> <li>○ Some students lament that the teacher does not “teach” or structure PE activities (Al-Aifan, 2000; Al-Liheibi, 2008; Smith, 2009)</li> </ul> </li> <li>• <u>Peer influence</u> <ul style="list-style-type: none"> <li>○ If the student has social capital in the school, he plays (McDevitt &amp; Ormrod, 2002) <ul style="list-style-type: none"> <li>▪ Exchange value of the physical capital</li> </ul> </li> <li>○ If the student does not have social capital in the school, he does not participate in PE</li> <li>○ Marginalization <ul style="list-style-type: none"> <li>▪ low body skill</li> <li>▪ fear of failure among other students</li> <li>▪ lack of physical capital (Carlson, 1995; Portman, 1995; Tousignant &amp; Siedentop, 1983)</li> </ul> </li> </ul> </li> </ul>

Table 5.1 (continued).

*Enabling and Constraining Conditions that Influence Saudi Male Adolescents' Experiences in PE drawn from the Literature or Emerging from Observation and Interview Data*

Themes	Subthemes: enabling and constraining conditions for student participation in PE in this school
Students' experiences in PE in this school (continued)	<ul style="list-style-type: none"> <li>• <u>Hygienic dispositions</u>: lack of private changing and shower facilities               <ul style="list-style-type: none"> <li>○ Students who participate                   <ul style="list-style-type: none"> <li>▪ carry clothes to school</li> <li>▪ change at school</li> <li>▪ show maleness</li> </ul> </li> <li>○ Students who do not participate                   <ul style="list-style-type: none"> <li>▪ do not want to change at school</li> <li>▪ have a fear of body odors</li> <li>▪ PE schedule</li> </ul> </li> </ul> </li> <li>• <u>Saudi traditional male clothing influence</u> <ul style="list-style-type: none"> <li>○ thawb symbolizes adulthood/manhood</li> <li>○ social value</li> <li>○ disdain sporting clothes</li> </ul> </li> </ul>
Early socialization into sports and physical activity (in family and community)	<ul style="list-style-type: none"> <li>• <u>Father's influence</u>/transmission of male gendered habitus               <ul style="list-style-type: none"> <li>○ If father supports participation, there is a greater likelihood of PE participation                   <ul style="list-style-type: none"> <li>▪ funding for sports club and grassed soccer field</li> <li>▪ father encouragement (Kirk, 2005)</li> </ul> </li> <li>○ If father does not support participation, there is a greater likelihood of lower PE participation                   <ul style="list-style-type: none"> <li>▪ focus on sciences</li> <li>▪ high GPE (Rabaan, 1994)</li> <li>▪ impact of family responsibilities (Dagkas &amp; Stathi, 2007)</li> <li>▪ cheering in soccer fields and stadium</li> </ul> </li> </ul> </li> </ul>

Table 5.1 (continued).

*Enabling and Constraining Conditions that Influence Saudi Male Adolescents' Experiences in PE drawn from the Literature or Emerging from Observation and Interview Data*

Themes	Subthemes: enabling and constraining conditions for student participation in PE in this school
Early socialization into sports and physical activity (in family and community) (continued)	<ul style="list-style-type: none"> <li>• <u>Neighborhood influence</u> <ul style="list-style-type: none"> <li>○ peers</li> <li>○ access to soccer fields or other sport facilities</li> <li>○ engaged in risky activities and are inactive (Al-Hazzaa, 2000; Al-Hazzaa, 2011; Taha, 2008)</li> </ul> </li> </ul>

## 5.1 The PE Class in the School

**5.1.1 PE is soccer.** The interview results suggested that student participants in the PE class provided more positive responses concerning their access to the provision and the opportunity to participate in PE than did the non-participants. However, the PE provision involved only one sport—soccer—during the period of the research. In Saudi Arabia, soccer is a popular sporting culture. According to the Saudi Federation Football (SFF, 2014), of 175 Saudi sports clubs, there are 153 sports clubs for soccer. There are twelve competitive soccer leagues organized in terms of age groups and the level of division. Three of them are classified as amateur while the other nine competitions are classified as professional leagues (SFF, 2014). By the end of the last match in the 2013–2014 Saudi premium league, the number of attendees broke the records of previous years, reaching 893,676 spectators (SFF, 2014). It is the Saudi sport with the most male participants spread through various soccer clubs and leagues, amateur and

professional; it is the most popular spectator sport as well. The next few paragraphs provide a brief history of Saudi soccer.

**5.1.1.1 History of soccer in Saudi Arabia.** The years between 1927 and 1953 in Saudi Arabia represented the beginning of modern sports—mainly, soccer. This time was considered the foundation of sports; the Indonesian community was the first to play soccer in Saudi Arabia, specifically in Makkah (Fatta, 2013). The Indonesians spread this activity among Saudi youth, so they started playing soccer in organized community teams. In fact, the public noticed organized soccer as a new addition to the traditional Saudi common way of life, so some people came to oppose this modern sport. By 1932, the *Umm Al Qura* newspaper reported that parents should prevent their children from being involved in organized soccer teams. The public viewed organized teams as a waste of time, and parents started calling it an obnoxious practice (Fatta, 2013). Since this matter concerned the Indonesians and they wanted to properly practice soccer, they submitted a formal request to the Director of Public Security in order to practice soccer, and the government approved their exercising and started to support and to let soccer spread wide in the Saudi community (Fatta, 2013). One year later, soccer became widely practiced in the Makkah province; the first official team established was named Al Ryadi in Jeddah (75 km west of Makkah) (Fatta, 2013). In 1949, in the Makkah province, soccer teams played against other teams in the same province, but the sport was not governed by a state organization. In 1952, Prince Abdullah bin Fisal Al Saud, who was the Minister of the Interior, formed the position of Minister of the Department of Sport in the Interior to officially supervise the soccer teams at that time, and the first soccer league kicked off in 1957 (Fatta, 2013).

According to Fatta (2013), the history of sports in Saudi Arabia has three phases, defined by influences and trends of participation. The first phase was the construction period

establishment from 1927 to 1953; in this period, the work was personal and individual and all about soccer, mostly in the western region of the country. The second phase was the basic regulation and development from 1953 to 1974; during this period, the government started to control the sport through the General Presidency for Youth Welfare (GPYW). The GPYW established the Saudi Federation for Physical Education and Sports (SFPEs) in 1988 (Fatta, 2013). SFPEs has several goals: First, it conducts scientific studies and research and works to translate the international studies that contribute to the development of PE and sports that are consistent with the culture of Saudi society. Second, it contributes to the awareness of the importance of PE, sports, social interest in PE, and the definition of PE health benefits for the Saudi community. Third, it works to improve teachers' capabilities of pedagogy through conferences, workshops, and training in cooperation and coordination with the educational administrations and academic institutes (SFPEs, 2014). Indeed, the MOHE is responsible for preparing the certified PE teachers at the universities and colleges. Ultimately, the MOE is responsible for managing PE programs and overseeing sports and PE in Saudi schools. The third phase started in 1974 and has continued to the present. It involved Saudi teams continuing to participate overseas, and in this phase a new era of sports began.

That being said, soccer is played daily in the streets, in schools, and any place that has an open area or field (Fatta, 2013). Likewise, the Saudi school curriculum focuses on soccer because it is a popular sport in the country (Al-Liheibi, 2008). In this study, although the majority of students who enjoyed PE found sports such as volleyball and basketball acceptable to play, they mostly deemed soccer appropriate for them. Soccer is a regular feature in many neighborhoods. The boys sometimes play soccer games in community tournaments and often watch professional soccer matches.

According to my observations, the participating students showed their preference in terms of their participation in the soccer game. On a typical day in the PE class, they walked out to the field with a few students sprinting ahead with their clothes, eager to play the game. The students who wanted to participate took off the top layer of their clothes, their thawbs, revealing their sports clothes underneath. This happened next to the soccer goals. The clothes were left either hanging on the goal or on chairs behind the goals. The non-participating students talked among themselves and slowly made their way to the pitch. They found places in the corners and behind the line of the pitch to sit.

It appears the early childhood experience of engaging with friends to play soccer in the neighborhood fields continues to impact their lifestyles from childhood to adulthood when they join a community team. These urban students internalized this sport culture to such an extent that situating themselves in soccer was natural; therefore, the predominance of soccer in Saudi sporting culture may play a role in the favorable dispositions towards soccer of some students.

As some students from different groups explained,

“When I walk on the street, I see only soccer games in the other neighborhoods. This becomes attached to me and I become part of it. I did not see other sports on the streets.” (Student 13)

“I have been a member in my community team for many years since I was a kid. My team is organized and the captain is our spirit and he is supportive.” (Student 4)

“I feel happy playing with my neighborhood friends because we have played soccer when we were kids and all together play in one team.” (Student 7)

“Soccer is the most practical sport in different places: school, home, and community; it is very common.” (Student 5)

“I love playing soccer. It is like a natural thing for me. I have been playing since I was a kid.” (Student 3)

It would then appear that the soccer culture enabled some students to learn how to play soccer and become familiar, perhaps for some habituated, inconspicuously modifying their

bodily schema (Wacquant, 1992). Some examples from the student participants noted their almost daily practice of soccer. Students 27 and 16 wore athletic clothes after the school day and waited for their friends in order to exercise in their neighborhood's soccer field. Student 13 explained his soccer exercise on his community team by stating that they started the warm-up by taking two to three laps on the soccer field. "I have to arrive early or I will stay in the pitch." He continued,

"Playing soccer in the neighborhood is tough because you make contact with players who play harder than here in school, so I need to be strong and not to lose the ball. If I do not control the ball, then the captain or his assistants can substitute me or put me a goalie."(Student 13)

Students 11 and 4 are players in the Alwehda football club. They practice soccer about four times a week and want to become professional soccer players. The majority of the research participants enjoy playing soccer; this popular Saudi sport is comfortable sport for the body to practice in ways they like. For example, participants and non-participants involved in PE illustrate different choices and preferences for soccer materials (i.e., wearing the thawb or sporting attire), styles of play (i.e., using skills and techniques or using physical toughness and strength), and relationships and interactions with peers on the soccer field. The boys desired the talented soccer body and relied on the sports culture of their Saudi class to attain it. For example, some students from different groups expressed their tastes in sporting clothes and styles of play in PE and outside school when playing soccer:

"When I play in PE or in the community I wear shorts [that end at the knee]. I started wearing shorts since I was in the second grade and that's because my community team started wearing them. Now, I am comfortable wearing them." (Student 11)

"Soccer is about thinking and skills. Players should have a good grasp of basic passing and receiving skills and shooting at goals. It is not only about the physical toughness." (Student 12)

"Players' skills are [more] important...than using physical strength." (Student 16)

In contrast, a non-participant believes he is not required to change from traditional clothes to sporting clothes while playing in PE:

“In my opinion, students who participate wearing thawb in PE are good at soccer and impressed us with their skills, so students should have the opportunity to participate without changing and play wearing thawbs.” (Student 14)

In the PE context, soccer has widespread popularity among the boys, so it is the most dominant sport for most students in PE.

**5.1.2 Lack of PE resources for other sports in the school.** Activities such as volleyball, basketball, and handball were unavailable. Because of a shortage of resources, students’ opportunities to participate in different activities in the PE class were constrained. The funding issue was acknowledged by the PE teacher and the school director. They confirmed that the lack of financial support plays a role in failing to meet all students’ interests in PE. Previous studies reported that budget constraints and insufficient resources were the obstacles to participation in PE in Saudi Arabia (Al-Aifan, 2000; Al-Wetshi, 2001; Alghamdi, 2005). As highlighted above, those who like soccer get excited, but students who do not like it do other activities such as talking, homework and studying, or watching the other students play. Those who do not see any choice in the activities offered sometimes become frustrated. Meanwhile, the school director stated that the lack of PE resources such as a gym should be addressed and that school fields also need to be well equipped to meet the students’ desires and interests, but his plan is thwarted by budget restrictions.

The lack of PE facilities and resources, such as volleyball and basketball equipment or a well-equipped gym, significantly reduces the ability of students to practice other sports. Non-participants in particular expressed frustration about the lack of other sports in the PE classes.

“The sport organized by the PE teacher is highly favorable to me...I extremely love soccer, I play it here in school. PE is soccer.” (Student 12)

“I love volleyball as my first priority, then basketball is my second priority, but they are not available in the school. Soccer is the only sport activity in the school.” (Student 6)

“PE class does not provide a variety of sports and there is no indoor gym with sufficient sport equipment. I don’t like soccer, so I cannot find my favorite game there too.” (Student 15)

“PE is all types of sport activities, but here in this school, it is only limited to one certain thing [soccer;] the school doesn’t provide me with different sports I like. In this school, I cannot compete in a sport I like, here it is just soccer.” (Student 10)

“There is nothing in this school that encourages me to play; the PE class has no basketball, no volleyball, no billiard, and no gym.” (Student 20)

“In this school, the soccer field is accessible and available, but, for example, volleyball and basketball fields are not equipped and are not ready for play.” (Student 21)

“I just like playing billiard and portable foosball rather [than] soccer because I tried playing soccer in PE and [got] bored.” (Student 25)

The shortage of sports equipment and the consequent lack of variety of sports are obviously obstacles identified by these adolescents, which confirms Al-Aifan (2000)’s survey results of Saudi male students. Thus, the implementation of the PE curriculum is undermined because the school resources do not meet the curriculum requirements. As shown by Abu Abdo (2002), the shortage of equipment and sports facilities are constraining conditions that negatively affect the implementation of PE curriculum for students. When adolescents cannot access a variety of physical activities and sports in PE class, they may settle into sedentary patterns once the school bell rings. The availability of basketball courts and volleyball nets in association with access to equipment and high levels of control and guidance are considerably associated with higher levels of PE enjoyment (Flack, 2009).

Based on my experience as a former PE teacher in a private school for two years, private schools that have greater resources (e.g., more teachers, facilities, space, and equipment) have greater flexibility to conform to existing national guidelines. These private schools often provide physical activities (e.g., tennis and swimming) while the government schools tend to teach more

traditional sports activities (e.g., soccer, volleyball, handball, and gymnastics). I found that many government schools were built with an absence of attention to sporting facilities and equipment.

**5.1.3 The influence of the PE teacher on students' participation in the school.** The PE teacher wants his students to be happy in his class:

“The loveliest thing regarding my career is to see students happy in class and that happens by my presence in the school, so the students feel good and comfortable to enjoy class.”

As some students noted,

“I feel freedom in PE class. There is no task or mission to do.” (Student 2)

“It seems to me that students are free whether to play soccer or not in the PE because they seem not to be obliged to participate.” (Student 13)

“There is freedom in the PE class. I can do whatever I want in terms of studying, doing homework or even having conversation. The soccer environment is encouraging and takes me away from the school stress.” (Student 21)

“There is no specific thing to do in the PE class. It is your time to do whatever you want to do. It is different from the classroom.” (Student 26)

This leads the PE teacher to give much freedom to students. He likes to see his students enjoy PE and do what they like. In this respect, he sometimes lets some students participate in PE even if they do not change into sporting clothes, and he does not force students who bring their regular clothes to participate in PE. This situation is consistent with my observation in the PE class when some students came to the soccer field wearing sporting clothes and some changed behind the soccer goals, but other students brought their sporting clothes but just sat and chatted, did homework, or studied.

This particular PE teacher wanted to be a PE teacher while he was still a student in intermediate school. He liked PE and participated in the school league, playing soccer during the academic year. After graduating from high school, he went to the university to complete his academic study in the PE department. From a young age, the PE teacher had the exact type of

disposition valued in the sports culture (soccer), and this continued through his teaching routines. This indicates that his own personal PE interest affects what he chooses to teach.

In the context of the lack of facilities and the financial deficiencies of the school, it appears he awarded privileges to the participants who shared the same highly valued sports culture and unconsciously ignored students who did not share those interests or who were unskilled in soccer (and who were consequently frustrated). As previously mentioned, the PE teacher faced challenges caused by the lack of resources for PE, but he also pointed to social barriers, particularly a lack of family support and awareness of PE. According to him, this played a role in the students' experiences in PE.

Students' interviews showed that significant efforts were needed from the PE teacher to increase the PE students' interest in class. One important step in understanding the teacher's influence on the level of participation would be to listen to the students' perspectives. Most students commented on the PE teacher's guidelines and management, which again confirms Al-Aifan (2000)'s survey results. They were in agreement that the PE teacher was an influence that could potentially hinder their participation level. A number of quotes exemplified this finding from participants and non-participants:

“The PE teacher should be the referee and not assign a student referee. He just sits and lets anyone be the referee.” (Student 11)

“If the PE teacher supervises and takes care about the school sports, there will be a big number of participants in PE and school sports.” (Student 10)

“The school soccer league is not organized. The players came late and many students wear thawbs in the soccer field, so it takes time to get them out of the soccer field which means the time will be short for play.” (Student 15)

“The PE class is not organized. It is controlled and organized by the same students and they choose whoever they want in their group.” (Student 16)

“Once I came to PE class [and I wanted to play soccer,] but I found the PE teacher asked a class to bring a new soccer ball. Sometimes, he sends me to inflate the ball from the station outside the school.” (Student 17)

“My class has 30 students and most of them want to play soccer, so the play will be crowded and chaotic if the PE teacher does not to take the initiative to organize and to divide the class into three or four teams. By doing so, this will make the teams equitable and prevent...crowds on the field.” (Student 5)

Other students commented about those who were allowed to wear the thawb and join the PE class to play soccer; this meant the PE teacher did not enforce the rule that they must change into sport clothes:

“In the PE class there are some students that came from other classes and played soccer in the PE class wearing their thawb. This is something that annoyed my classmates and ruined the PE class.” (Student 6)

“Some students come from other classes to play in PE classes wearing their thawb. This annoys me.” (Student 13)

Other students discussed the PE teacher’s routine:

“The PE teacher just throws the ball to us [student laughs] and leaves the soccer field, never looks back. There is no organization.” (Student 3)

“When I was in the intermediate school, the PE teacher was very active and motivating because he taught us and participated in playing different sports such as volleyball, basketball, and handball and soccer.” (Student 1) However, the PE teacher emphasized his commitment to cooperative learning as a pedagogical strategy and believed students should develop themselves by engaging with each other without interference from the PE teacher. However, this strategy would require the preparation of sports materials as well as intense supervision—to which he did not appear to be committed. Al-Liheibi (2008)’s literature study emphasized that PE teachers are responsible for encouraging their students’ participation, such as discovering students’ individual differences and interests toward PE activities. In doing so, PE teachers are able to meet their students’ needs, which could increase PE participation. Few non-participants talked about their PE teacher in intermediate school as they were participants:

“In the intermediate school I was participant because the PE teacher was encouraging and a motivator. He let us practice different types of sports such as volleyball, basketball, etc. and the school had a good indoor gymnasium. However, I saw the opposite picture when I came to this high school.” (Student 20)

“In the intermediate school, I participated in PE classes because I practiced basketball, volleyball, handball, and I got awards from the PE teacher... There was also enough time to relax and restore my body between the PE class and the next class. About 10 minutes before the PE class finished, the PE teacher whistled and asked us to go to the washing rooms and to get dressed. I had enough time to change my clothes and be ready for the next class.” (Student 6)

The grading of students by the PE teacher was another condition that could inhibit participation. For example, students were considered active participants if they wore the full sports outfit regardless of whether or not they participated. Even those who brought the sporting clothes in bags and did not wear sporting clothes were considering active participants from the PE teacher’s perspective. As he said:

“Students who bring sporting clothes in bags or those who wear them underneath the thawb are considered committed to the PE class yet they need a bit of an impulse to be engaged with the team.” (PE Teacher)

Another quote from a non-participant stated his technique to get a checkmark:

“I come to PE class already wearing sporting clothes underneath my thawb, so if the PE teacher calls my name or asks me, I just show him my sporting clothes to get a check mark instead of an (X) mark and stay all the time.” (Student 24)

“The PE teacher does not have a good grading strategy when using the check marks. It is not effective in terms of making the students encouraged to participate. All the students will pass at the end of the term.” (Student 15)

“Using marks in PE are not enough retribution for students who do not bring their sporting clothes. There should be a tool to overcome this challenge.” (Student 6)

This does not put a premium on the students’ sports achievements at the time of grading. Furthermore, at the end of the term, all students—whether or not they had participated—passed the PE course. In his interview, the PE teacher did not mention anything about his academic goals for students learning all the PE curriculum units. Indeed, the PE teacher did not speak about his role as an instructor of the curriculum content in terms of the students acquiring

specific knowledge or developing specific learning and skills to achieve their goals in PE. One student witnessed this issue:

“In this school, PE is about soccer. There should be a variety of activities and lessons that help increase the students’ knowledge and understanding of sport rules. (Student 2)

A review of Alsagheir (1999)’s study that surveyed 298 PE teachers in Riyadh, Saudi Arabia, revealed several conclusions about PE teachers’ perceptions toward PE goals: first, the domain of health-enhancing PE, cooperating with others, and maintaining physical fitness were in the top priorities among the PE teachers’ perceptions at elementary, intermediate, and high school levels. However, because there was only one class a week in intermediate and high school, this goal of PE was impossible to achieve (Alsagheir, 1999). Second, the teachers’ responses at all school levels indicated that the goals of developing sports skills, learning new skills, developing emotional stability, and effort were rated the least important in the PE teachers’ perceptions. Third, the relative importance of the psychomotor (i.e., physical skills and movements) was higher among PE teachers who had a degree from a community college, while the goal of enhancing physical fitness and health was highly important among PE teachers who had a university degree; the years of teaching PE had no effect on PE teachers’ perceptions of the goals of PE. Fourth, the perception of the effective goals of PE was the most important among all PE teachers. In contrast to previous literature research, however, the current PE teacher’s pedagogy was not effective in helping the students learn and acquire the goals of the PE curriculum.

In the current study, the school director stressed that the role of PE in this school is limited to the development of psychomotor skills and that it has little value in the high school curriculum. He suggested that there should be advanced PE classes that include workshops and

focus on concepts related to physical literacy/culture to further educate students. He also pointed out that the PE teacher is responsible for implementing the goals of PE curriculum and to enhance the students' skills and abilities to advanced levels.

## **5.2 Students' Experiences Related to PE**

The majority of the research subjects understood and articulated the importance of PE as a significant healthy behavior in their lives, either in a PE class or in an alternate setting. The study included eight students who participated in the PE class and 19 students who rarely participated or took no part at all in PE. In addition, it was noticeable that students did not consider PE a real school subject because they moved from classrooms that had regular and formal learning environments to the PE field, where they felt free of any formal classroom environment. As some students argued:

“PE is not a school subject: it is sport.” (Student 11)

“PE is not as important curriculum as other school subjects in the school. PE is sport and in this school it is only soccer, so I can play soccer outside the school.” (Student 21)

“PE is a soccer class and for me it is not considered a school subject.” (Student 15)

“PE class has no assignments, no tests nor books to study, so it is not a school subject like other subjects.” (Student 17)

“I am free from doing any homework for PE. It is only about soccer and I feel I am not in a classroom environment.” (Student 6)

Regarding the status of PE, Al-Liheibi (2008) highlighted that parents and even teachers did not appreciate the benefits of PE, so this tendency may have led them to have negative attitudes toward PE that ultimately might influence the students' participation in PE. In this research, the School Director viewed the PE curriculum as “a secondary school subject” and stated that PE was only “a complement to raise a student's GPE.” This implied PE is not a legitimate school subject or is not important. A survey study of 86 elementary school directors in

the United States revealed that 31% of the school directors view PE as having lower academic value, and 64% percent give PE the lowest ranking of all academic subjects. Principals explained that PE is not vital to the school's functioning in which students do activity that is not critical to the mission of their school. Also, they perceived that PE is not effective to enhance students' academic learning.

Fun per se is not the objective of PE, yet students would have greater levels of participation in PE classes if PE teachers tried to make their classes more fun and enjoyable (Al-Liheibi, 2008). The prominent concept in PE is that students should experience physical activities as enjoyable and create lifelong interests in physical activities (Redelius, Fagrell, & Larsson, 2009). In this research, the participants and non-participants perceived enjoyment in PE classes in different ways.

### **5.2.1 The experiences of the students who participate in physical education class.**

The participants (active students) in the PE class invest in their time by enjoying participation and having fun. Some student participants express their feelings as follow:

“PE class is my favored time in school because I love soccer and I like to have fun with my friends.” (Student 1)

“I participate to enjoy. PE is my time for fun.” (Student 4)

“PE class is my enjoyable time and my recreational time to have fun.” (Student 11)

“I participate to have pleasure...it is for enjoyment.” (Student 16)

“PE class is considered a rest from intense school subjects.” (Student 13)

In this study, participants' experiences for pleasure are clearly implicated in the beliefs and values helping the development of their bodies, which is essential to understanding the boys' desires and tastes. It is likely that such connection exists between more positive PE experiences, and higher levels of leisure-time PE in young adolescents seems to lead to a high level of participation in PE, which is aligned with Ward et al. (2007)'s research. Students who participate

in the PE class emphasize that they perceive benefits regarding their body. Some of these benefits include body strength, developing soccer skills, and maintaining a healthy lifestyle related to PE:

“For me PE is to gain more skills and tactics in soccer in collaboration with friends. Also, I am looking to have a good healthy body.” (Student 27)

“For me, soccer is sport and helps me maintain my health.” (Student 11)

“I play soccer to help me grow my body in a healthy way.” (Student 4)

“Doing sports is good for strengthening my body.” (Student 16)

“Learn skills, gain physical fitness, and ultimately being active are important characteristics to me, so I like to be participant in PE.” (Student 13)

These students are motivated to stay fit, to develop physical strength and stamina, and to feel good about their bodies.

The students in the high school have diverse social and material conditions that lead them to experience PE throughout their 12 years of schooling differently. The parental educational level and occupational rank, age, and gender demonstrate students' socio-demographic variables. I see the socio-demographic variables as being related to the multiple complexes of economic, social and, cultural dimensions. According to Dagkas and Stathi (2007), the social, economic, and cultural dimensions are considered to be aligned with a person's habits, identity, and dispositions toward PE and leisure, which are characteristics of an individual's social class.

Childhood is an important set of patterns and moments when children engrave the social structures of their environment. Swartz noted that the habitus calls us to consider practices “as engendered and regulated by fundamental dispositions that are internalized primarily through early socialization” (1977, p. 104). The early socialization of most participants is affected by their family members and relatives or by their neighborhoods and friends. For instance, one of the participants (Student 13) stated that the soccer field in his neighborhood is very old because

his father played as a child with his relatives on that soccer field. His father was a player on the community team, and later his father introduced his son to the sport, along with his friends in the community. Some participants linked their soccer practice to their fathers or friends as stating:

“I got involved in the community soccer team since I was a kid. I and my neighborhoods friends played on the soccer field after the adult men finished their game or sometimes played before they came to the soccer field.” (Student 11)

I have been played soccer since I was little kid with my brothers and some neighborhood friends. My father was a soccer player and he loves soccer. I remembered he took us (me and brothers) to the soccer field and tried to let us run with the ball and shoot at goals. He watched us and really taught us how to play soccer.” (Student 12)

“I have played soccer in my neighborhood since I was a kid with my friends and my relatives. My father used to play on this soccer field. When I reached the 3rd intermediate grade, I joined the community team playing almost every day. It is fun.” (Student 16)

In this condition, fathers, brothers, relatives, and friends are keys in introducing boys to learn soccer at an early age in their neighborhoods. Specifically, a father is a key to allow his son to play outside in the community. Conversely, Student 1 provided an example of one constrained condition when he talked about his parents, and especially his father, not letting him play with neighborhood friends or becoming involved in a private sports club during intermediate school and currently high school (until the time of doing this research), all out of fear of the boys' troubles in the neighborhood:

“My father is strict. When I was a kid I did not have time playing outside on the streets. I stayed home with my family and sometimes he took me to go for some errands. Until recently, I asked him to let me registered in private sport but both my father and mother refused. Meanwhile, I am allowed to go out sometimes with only my close relatives to play soccer, billiard or bowling. Thus, I see it as an advantage to participate with my classmates here in the PE class.” (Student 1)

As has previously shown, family still has an influence on the boys' choices of their friends and the type of the sport; this particular result is congruent with Kirk (2005)'s statement that the family is a prime unit of support for children's early experiences in sports, particularly in the

community context; he argues that the family is a dynamic and changing social institution and a primary institution of children's socialization. The adolescence stage is able to reproduce social structures, which continue the development of the boys' bodies in terms of their preferences and tastes. Once students reach high school, they have acquired the dispositions framed through certain living and material conditions that account for their bodily dispositions. Examples of receiving support and enthusiasm from fathers are what Students 4, 11, 12, and 13 pointed out in illustrating the stability of social conditions they gain from fathers:

“My father encourages me to register in the soccer club.” (Student 11)

“One time I said to my father ‘I want to play’ and he said ‘ok, if you need money take it from my pocket.’ This is when we want to rent a soccer grassed court.” (Student 12)

“In the everyday evening my father keeps his car key with me, so I can drive to catch my soccer team if they cannot stop by [and pick me up].” (Student 13)

“My father supports me and lets me become a soccer player of Alwehda football club.” (Student 4)

After Student 4 received a compliment from his organized community team, his father wanted him to be a soccer player in the Alwehda football club. Thus, his father provided him with all of the supplies and materials needed and paid his membership. When the student passed the soccer examination period successfully, he officially became a member of the soccer youth team and yet was still considered to be an amateur soccer player. This example indicates the financial and emotional support that the student received from his father. The student's membership of the Alwehda Football Club as a soccer player played a role in encouraging him to participate in PE. Also, the statement about his father's initial support and enthusiasm to engage his son in exercising through soccer indicates that his father was involved in implanting his PE tastes into his son, which reflects the dominant transmission of a male-gendered habitus. Thus,

Flack (2009)'s study on how family social support relates to youths' PE found that support was gender-specific (i.e., a father's encouragement was significant for boys). Parents reported significantly higher levels of support and perceived importance with regard to boys' participation in physical activities.

Some of these student participants have the opportunity to get involved with family sport activities or leisure activities and highlight their family lifestyle, which included joint family activities during the weekends, such as playing soccer, walking in the park, or going to a local leisure center to play volleyball or swim. As they explained:

“During the weekends, I do aerobic exercise and swim in a private sport club with my friends, also we [his family] go for a walk; we do it twice a week.” (Student 16)

Student 16 reported that he enjoyed PE and viewed it as fun when engaging with his friends in the private club. This particular disposition and taste for activities through a joint engagement with family and friends is important in helping to form the dispositions necessary for PE.

“Every week, my father takes us (family) to either a recreational center or a park. Then, we (father and brothers) play soccer. Sometimes, we exercise like walking, so I feel enjoyment and feel refreshed to see my family involved in this activity.” (Student 1)

Such activities within family members or friends have the potential to create and maintain relationships between the members and thus accumulate the social stock as the two previous examples demonstrated.

More importantly, in order to understand the enabling conditions that facilitate student participants in PE, most of them referred to their family and, in particular, their fathers as providing initial support (in the forms discussed earlier) to engage in such activities. While most of the students participated occasionally in recreational physical activities, such as billiards and volleyball in the sport or leisure setting with friends, they did not perceive these forms of PE as legitimate because of the dominance of soccer within their life experiences.

The previous examples of Students 4, 11, 12, 13, and 16 implied that these students were subject to the transmission of their fathers' choices and values. As students' examples indicated that their fathers support them in their choices of physical activities. In order to maximize the production and conversion of students' physical capital, students who have high social support invest more time, money, and effort in privileged activities.

Dagkas and Stathi (2007)'s study showed that the students' class also significantly mediated the relationship that they had with PE. They found that students from a high class had significantly more opportunities to participate in more than one sporting activity, and they were strongly supported by their parents financially. In my study, the greater the levels of support that the participants received from their fathers, the more they increased their ability to participate in PE and in sports outside of school. These students appear to have more support, allowing them to have a greater number of opportunities and show how fathers allowed their sons to choose for themselves to play a specific sport.

Peer influence was also found to be a social condition for encouraging students to participate in the PE class. The following quotes suggest that playing with, or receiving, encouragement from known peers/classmates is influential in remaining or increasing the participation level in the PE class. For example:

“It is my opportunity to participate here in school with my friends/classmates because I cannot play with them outside school.” (Student 1)

“I like to play with my friends in school because we [his brothers and friends] meet outside school and rent a soccer field grass to play soccer in the weekends.” (Student 3)

“There are five friends of my neighborhood team who don't participate in PE class, but they cheer me during the soccer league and PE class.” (Student 4)

“Sometimes in PE class, I feel down if the teammates are not keen to play or if there is not encouragement between us. This may lead us to get defeated. Definitely my classmates are the soul of the soccer team in PE.” (Student 11)

This student preferred to play among students at school, which he explained as follows:

“PE class is an activity that lets you talk and play with your classmates. It is an advantage to socialize with the students.” (Student 12)

“I meet my friends in the school, in the PE class, and I play, have fun with them.” (Student 16)

Student 16 sees PE class as good fun time if he was with his friends and he enjoyed it as much as his team. Therefore, these boys consistently linked their participation in PE class with their friends as a key dimension that facilitated their involvement in PE. The previous quotes and examples highlight the preference for taking part in PE with friends. Friends become an increasingly greater influence on the amount of time that youth will spend engaged in PE classes (Flack, 2009).

Consistent with Bourdieu (1984), early socialization plays a key role in students' continuing to reproduce their body disposition from one setting to the next. The study shows that the greater the social, financial, and emotional support that students receive from fathers, friends, and peers, the higher their level of participation in PE and sport. Also, the students who benefit from soccer fields in their neighborhoods demonstrate a higher motivation to participate in PE. Because PE is limited to the sport of soccer and students have the opportunity to play soccer outside of school, both PE and other soccer opportunities reinforce these participating students' dispositions toward soccer.

**5.2.1.1 The exchange value of the physical capital.** Further analysis indicated that some high school students seek to convert physical capital to social capital in terms of relationships with others in PE class or playing soccer in school. Social capital appears to be important for participants but not so for non-participant students. In Saudi schools, the students who perform well in PE and the school league leave a strong impression on the students within the school and among the school teachers. It is an opportunity for those students to be signed by the committee

recruitment, which is assigned by the GPYW (2014). This committee is responsible for discovering talented soccer players in schools.

Being fast, talented, and strong are characteristics of the physical capital of high school sports. Thus, the bodily skills traditionally associated with ideas of masculinity are rewarded (Connell, 1993). This highlights the fact that physical capital is available to young people through their involvement with sports (Bourdieu, 1993b). As indicated in Shilling (2003), this physical capital can be transformed into different forms of capital, usually economic, cultural, or social. This transformation is seen by Harker, Mahar, and Wilkes (1990) as capital existing within a “system of exchange” (p. 13). Capital, therefore, is “a resource that empowers, allowing individuals the capacity to exercise control over one's own future and that of others” (Gorely et al., 2003, p. 437).

Based on my observations of PE, high-quality soccer skills act in this context as a key symbol of masculinity. The students who performed well in soccer during PE class and the school league are those who were able to convert physical capital to social capital. Some participants seek to use their physical capital as a means of building and expanding their social network in order to convert physical capital to social capital in terms of relationships with teachers and other students sitting on the bench watching them. Participants who gained high social capital from their physical capital were mostly from the 10th and 12th grades (i.e., Students 3, 4, 11, 12, and 13). Through the production of physical capital as a form of body skills, they seek to use their social network to obtain help with their studies and feedback for their homework from those who have a higher academic standard within the same classroom. Also, some of the participants get invited to play with the teachers once or twice a week in the evening soccer game at school arranged by math and physics teachers. These students develop a

close relationship, which in turn provides benefits, such as special lessons, to increase their academic standing. Students stated:

“Every Monday and Tuesday some teachers invited me and some students to play soccer at the school in the evening. It is good to have this opportunity to be closer and build relationship with teachers in the school.” (Student 3)

“Nowadays, I am happy to be with my teachers and play in the evening sport event and have fun together.” (Student 4)

“In the after school day, teachers of library, physics, science, and math invite me and some students to play soccer together. I think this is helpful to break the border between teachers and student and to let us ask for more feedback especially in examination days.” (Student 11)

“Participation in soccer league help me to know more friends from other classes and that because we are in one school it is good to socialize together to help each other study in the school.” (Student 12)

“Some students are very studious in this school. I am the kind of student who wants to keep a balance between studying and playing soccer, so I take this opportunity to show my skills and have fun in PE and soccer league because we are students and need to study together.” (Student 13)

These social and cultural forms of support have been found to be essential in shaping boys’ experiences in PE. While the previous section discussed the participants’ experiences toward PE, the following section will discuss the non-participants’ experiences toward PE to understand their dispositions that shaped their body habitus.

**5.2.2 The experiences of the students who do not participate in the PE class.** The non-participants (passive students) in the PE class strongly identified PE with alternative values, including a chance to do homework, study for exams, talk with friends, and have fun watching students playing.

“I enjoy watching students play soccer and some students impressed me by their skills.” (Student 17)

“PE is a rest from study. I just sit and watch others play, it is entertaining.” (Student 19)

“This PE class is like leisure. I sometimes invest it in doing homework, studying for exams, and most of the time I chat with my classmates.” (Student 14)

“I like to do homework for other school subjects such as math and science in the PE class time.” (Student 25)

“PE class is exciting in the morning because in the classroom I sit on a chair and put my hands on the table and listen to the teacher, but in PE, I sit in an open air field, I have my breakfast and I lay my carpet on the ground. It is a different environment.” (Student 24)

“I love PE class. I converse with my classmates. It is like leisure time.” (Student 7)

“PE is a conversation time with students who do not participate or those who come from other classes. We all feel comfortable to converse in PE class. Sometimes, I am stressed because high school has many subjects to focus on especially because I am in the second grade.” (Student 8)

One explanation for those who do not participate or stop participating at some point in high school PE is that these particular students value education and tend to seek as many learning opportunities as possible. For example, students who value core academic subjects, such as math and science, view PE as a marginal subject. According to the school director, students have strong interests in sciences because of the qualified teachers, available laboratory, and materials that add appeal to the sciences field. Some non-participants (i.e., Students 6, 7, 10, 15, 21, and 24) like studying and so they do homework in PE class in order to gain academic standing, which was also noted in Al-Aifan (2000)’s survey results. Some students are studious and see the school as a place for learning (education). As some students stated:

“Students come to school to gain knowledge and increase their learning, but playing soccer in PE class is something that can be pursued outside of the school day.” (Student 21)

“For me, it is not necessary to be a participant in PE class because you might be active outside school, but in school, it is important to participate in activities and competitions related to the sciences and literacy.” (Student 10)

Thus, these students are acting in line with Bourdieu (1986), who argues that the acquisition of knowledge, skills, performance, and competency as cultural capital resources essentially

presupposes the investment of time devoted to learning or training. However, other non-participants are not really interested in studying in the PE class, like Students 21 and 10; yet they sometimes do homework or study for exams or merely chat in PE class as if hanging out on the streets (i.e., Students 2, 5, 8, 9, 14, 18, 19, 25, and 26). Thus, other conditions influence their disinterest in PE. One of these conditions is previous negative experience. Indeed, past experiences in PE can also hinder PE participation in high school. Student 8 talked about his difficult time in a previous high school where a principal prevented students from wearing sporting clothes underneath the thawb. Because he was familiar with wearing sporting clothes underneath his thawb and did not like changing at school, he stopped participating in PE and did not start again once he changed to this current high school.

Negative incidents in intermediate PE classes were frequently reported as a barrier for the students. Most non-participants came from an intermediate school in which there was no school field that was comfortably spacious to practice or play soccer, basketball, and handball. These kinds of schools are actually residential buildings that are rented for schooling. In addition, three of the students mentioned that no PE classes were available in their previous intermediate school. In this respect, students' experiences in intermediate PE were a critical condition influencing their non-participation in PE once they got to high school. They did not develop the required skills or physical capital to play/compete with peers in PE when they did finally go to a school with a soccer field. Furthermore, Student 2 offered another type of example. He related how badly his PE teacher treated him in elementary school during 6th Grade. Because the student came to PE class not wearing sports clothes more than twice, the PE teacher banned him, after which the student hated the PE class.

A lack of parental support is another obvious barrier for some students. They commented on the lack of financial support for membership to private clubs or the absence of encouragement and support for engagement in sports, such as the following:

“My father owns a farm and properties, so he is a busy man. He kindly asked me to sit home and not to go far from home until he came home. Thus I sit with my neighbors or go for a walk.” (Student 2)

“I grew up playing soccer with my relatives and neighborhood friends and together we made up our community team. Sometimes, my father told me to not play soccer every day and he stressed that I should focus more on school. He never watched soccer on TV nor does he like soccer.” (Student 5)

We (as related to his brothers) stay home and play video games together. It can last 3–4 hours on some days and it takes longer in the weekends.” (Student 24)

“No one from my family played soccer or did exercise, but sometimes my parents or brothers just asked me to go for a walk. They told me not to stay home for long periods.” (Student 14)

“Once I asked my father to register me in the sport club but he refused. He told me ‘I cannot take you there and get you back home’; secondly ‘I don’t have time for this.’ The transportation is a bit difficult and the club is bit far.” (Student 15)

“My father doesn’t encourage me, he even doesn’t know anything about soccer (laughing)...once when I was in the intermediate school, I asked him to register me in a private sport club to learn swimming and to play with friends but he denied me; he just said focus on your study.” (Student 9)

Student 9 likes chatting and doing homework for other classes in the PE class. As he told me, he sometimes played soccer wearing his thawb at school and outside of school. He lives with his relatives with whom he plays, but he has few friends at school. His participation level in the intermediate school was higher because friends and relatives were at the same schools and there was a big soccer field. These examples therefore highlight the intersection of various conditions, such as family support, social capital among peers, and access to adequate facilities.

“I have been a member of the community team for a while. Once, my friends asked me to join them by registering in the sport club to practice sports and swim but I was disappointed when my family refused to let me join the club.” (Student 8)

Student 8 said that his family told him to focus on school and study more for academic subjects rather than playing soccer at school. He also mentioned that his father once refused to register him in the soccer club so that he would focus on academic subjects and stay home most of the time. Indeed, such family influence acts as a social barrier and indicates the family's focus on academic pursuits rather than sports activities. This finding is in agreement with Rabaan (1994)'s study that shows parents' concern with their children's education and their encouragement of students to gain high grades and graduate with a high GPE in order to increase their opportunities to be accepted in university or enroll in a scholarship program. Although parents might be aware of the benefits of participation in sports, sports and PE are seen as an obstacle to the goal of higher education for their children. This explains why sports and clubs in particular have a less-than-favorable reputation in Saudi society and reinforces the parents' actions of encouraging their children to drop out of sports (Rabaan, 1994). Relatedly, a number of students refer to the lack of family support as having an impact on their involvement in certain activities. In this respect, two examples indicate that physically active relatives and/or siblings are also playing a role as motivators in participation within sport. The following excerpts are from two students who illustrate the point:

“Starting from fourth grade in an elementary school until I reached third grade in an intermediate school I used to play with my relatives and some friends and go with my father to watch matches at the stadium. However, when we (family) moved to the new neighborhood *Alomrah*, I stopped playing, because there was no transportation and I cannot drive to meet my friends and play with them.” (Student 18)

“When I was a kid, I played with my brothers. Since my brothers stopped playing, I stopped playing, too and that was when I was in the 3rd intermediate school. I do not like to participate with neighborhood boys because I do not like them. However, I still receive enthusiastic comments from my family regarding my individual exercise.” (Student 10)

Student 10 lived with his mother, and his father passed away. He did not like to socialize with his neighborhood peers and had no neighborhood friends. He undertook individual physical activities, such as weight-lifting and fitness exercises, at home. This preference for individual activities and a lack of a peer support/network might lead him to avoid participating in PE. This finding shows the impact of multiple contexts (i.e., father and neighborhood friends) in discouraging him to engage in sports.

The previous discussion of fathers' support and encouragement revealed that family members play a central role in the participating student's choice of sports activities, both in and out of school. Significantly, most of the non-participants indicate that their family members do not show interest or encourage them to be physically active or play soccer. Student 18 likes to cheer and encourage the students in the PE class. When he was a child, his father took him to stadiums to watch, stand, and cheer for their team. As such, this student began loving to cheer, and he wants to place a huge bench on the soccer field in order to cheer for his classmates. This student's early experience with his father draws attention to the possibility of the notion of intergenerational habitus and joint participation that was just limited to non-PE pursuits, which reflect his father's own taste and value (cheering for a team rather than playing).

Although neighborhood circumstances affected some non-participant students who are not interested in participating in PE class, they nevertheless enjoy doing other types of activities outside of school with their friends, such as walking on the streets or even having an opportunity to watch soccer in the community. Access to a soccer field or sport club to practice or play outside of school factored into Al-Liheibi (2008)'s study, which indicated that the students who had more time outside of school to practice physical activities had more positive attitudes toward PE. Thus, the amount of time spent practicing sports or playing soccer in the neighborhoods

could influence high school students' motivation toward PE. The non-participants, as seen in Table 4.1 (B), lived in communities in which there were no soccer fields. This shortage of facilities also influenced students' activity behaviors. They did not learn or develop the necessary soccer skills to do well in PE as adolescents compared to boys who played outside of the school environment. The next quotes exemplifies the kind of students who like walking around wearing their thawb and who have not learnt or practiced specific sports with their family or with neighbors and still do not participate in PE:

“I like walking. I always walk and talk with my friend and sometimes we go for long walks.” (Student 14)

Another student commutes by walking to school:

“I exercise everyday by walking from home to school and from school to home, I see it as a form of physical exercise, and it is enough for me that I do not need to play soccer in PE.” (Student 10)

Another student also liked going for a walk dressed in his thawb and enjoyed watching his community team:

“I like walking as a sport form, me and my friends walk far distances like from Alzاهر district to Alhamrah district. I believe this is my sort of sport...Sometimes I watch and cheer my community team when they play against other community teams.” (Student 2)

Student 2 is the middle member of the family and appears to be a troublemaker. He indicates that he does not like school because some of the way teachers regard him, including the math teacher who spoke to him in a sarcastic manner, and the school director who treated him in a way that lets him know that he is not a good student and that he should change his behavior to that of a good student. This student likes mocking and making comments about students at school or in his neighborhood. Student 2 had negative experiences in PE in high school and in elementary school. He lacked support from school and from his family. Conversely, neither Student 14 nor Student 2 have strong relationships with their classmates, particularly with PE participants.

Another student talked about his spending time outside school with relatives and some neighborhood friends at a recreational house:

“Because my father owns a recreational house, every weekend and sometimes during the weekdays, I gather with my relatives to play cards and video games and swim.” (Student 23)

Also, Students 24 and 25 like to stay home. They have few neighborhood friends and all these boys like playing video games.

“I like to stay home. I just go to prayers and come back home. I only know a few people in the community and we play video games together.” (Student 24)

“I always wear the thawb outside school in the community and just stay with my friends playing video games at home.” (Student 25)

As the interviews progressed, I discovered that a few non-participants liked to be physically active with friends in neighborhood teams, since this relieved any discomfort they felt in PE. Students 5 and 7 participate in neighborhood teams after school.

“I have not played basketball or volleyball in school. None of my friends play these sports outside school, so that makes me prefer playing soccer in my community more than in PE.” (Student 5)

“I feel happy playing with my friends in the community. I played soccer when I was a kid in the streets and joined a community team and I like it more than soccer in school.” (Student 7)

As examples of the effect of family structure on activity tastes and dispositions, Students 10, 17, and 20 live in single-parent families with the mother as the sole parental figure. The impact of the father’s absence on students from these families with limited experiences of PE is either due to responsibility for younger siblings or a lack of financial support in structured PA contexts (Dagkas & Stathi, 2007). In Saudi society, the father is the breadwinner and undertakes most house management responsibilities while the mother is responsible for domestic tasks and raising the child. It is worth remembering that the father usually influences sporting participation

since Saudi culture encourages men's participation in sports, but frowns on women's involvement in PA in public.

As shown in Table 4.1 (B), it is important to consider that Students 6, 8, and 9 were relatives and lived in the same neighborhood; this indicates the close relationship between the social class characteristics and the level of participation in PE. These three were from lower middle-class socioeconomic backgrounds: their fathers were retired soldiers and their mothers stayed at home and were illiterate. As previously mentioned, Students 8, and 9's fathers keep their sons' education a top priority over sport participation; perhaps because due to their low level of education, the parents may want their children to achieve a higher level of education. Thus, parents were less supportive of their children's involvement in sports. This may have had a negative experience that influenced their participation in PE.

Students 2, 17, 19, and 22, all of whom live in the same neighborhood, were inclined to risky behavior such as riding motorcycles and smoking with their neighborhood friends. In addition, I noticed that they came late after school alignment exercises, were tired and indolent in PE class. This kind of behavior not only decreases their participation in PE class, but also affects their academic achievements.

The boys that did not participate in PE were affected by social conditions that led them toward other social practices and lifestyles. Therefore, multiple conditions—lack of PE resources, impact of the PE teacher, lack of social and financial support from family, lack of access to sport facilities/opportunities and peer influences—affected their level of participation in PE.

**5.2.2.1 Marginalized students in PE class.** Interviews show that student participants who controlled the game (physical capital) were in a position to marginalize those who lacked

body skills. Non-participants, who may have lacked skills or were afraid of roughness, were marginalized:

“In the soccer league and PE class, I see some students roughly push and sometimes use their hands, and the referee (a student) lets the play continue without calling a foul. I do not like to play here if the play is like this.” (Student 5)

“Some students coming to the soccer field already play on the same team, and they are stronger than the other groups. I once participated with them, but I only watched them. No one paid attention or passed the ball to me.” (Student 24)

“In the first two weeks of this term, I participated. Then I quit because I got bored; no one passed the ball.” (Student 25)

“The students did not help or encourage, me. They did not pass the ball around, so I felt discouraged and quit participating in PE.” (Student 10)

Bourdieu (1984) indicated that people who held positions of power could marshal valued forms of capital in comparison to those in less-privileged positions. Some non-participants explained their feelings of being marginalized, which limited their sporting interests to a few games, such as billiards, portable foosball, volleyball, and weightlifting. However, an important element of this marginalization from other PE students was their perceived low level of sports skills. Among those who did not participate, some felt shy playing with unknown students, which led them away from developing or reinforcing their physical performance in soccer games. Some non-participants felt that they were under pressure when playing in PE, especially if there were many students from other classes observing the soccer game. Some non-participant students stated their opinion:

“I don’t like to play because all of the students watch me, and they want to see a good player, but I am not. I feel panic in PE class.” (Student 9)

“I am not good at playing soccer in school because it is a required skill.” (Student 20)

“I like playing soccer. Mostly I love playing volleyball, but I do not think students like to play with me.” (Student 21)

“In this school, students like playing soccer and I feel no one wants to join with me playing basketball or volleyball. I might get bored practicing alone.” (Student 17)

“Unfortunately, in this school, students do not encourage me, do not ask me to join them in the team. If I want to play and they agree, they sometimes let me become a goalkeeper (wearing a thawb), which I do not like.” (Student 18)

The students’ statements indicated that a lack of body skills may lead to marginalization which results in these students’ lower levels of participation. This finding indicates that boys most often experienced peer pressure in reaction to their limited talents in PE (a lack of physical capital) relative to other students. Redelius et al. (2009) found that symbolic capital was about performing physical activities well and about being a disciplined, friendly student who enjoyed PE. Ultimately, this lack of physical capital could expand the gap between a student and his classmates, which would decrease his social networking capacity.

### **5.3 Hygienic Dispositions**

The high school studied has no changing rooms, shower rooms, or locker rooms, which meant that students could not change their clothes and keep their personal belongings in a private and safe environment. Dedicated and secluded changing or shower facilities appear to be required because students in Saudi Arabia are not comfortable uncovering their bodies to non-family members. The school’s lack of a dedicated locker rooms or changing rooms to protect students’ privacy conflicts with Islamic law and cultural traditions concerning public exposure of the body. Some non-participants worried of becoming sweaty after participating in PE which would result in unpleasant body odor. The lack of private changing facilities meant they would not be able to change out of their exercise clothes. When PE took place in the morning, they would be wearing sweaty and smelly clothes for the rest of the day. Students discussed how their level of participation in PE was affected by the lack of availability of shower and changing rooms:

“I don’t love ball. It is in the fourth period and sunny weather. Also, I will be sweaty when I enter the classroom; it is disgusting.” (Student 19)

“I will be sweaty and smelly sitting in the classroom, which is not appropriate.” (Student 23)

“The deficiency of facilities such as showering rooms and a lack of rest time are a problem for PE participation. I want to have time to wash and relax to be ready for the next class.” (Student 6)

These examples illustrate that there is a relationship between the absence of adequate showers and changing facilities and the students’ level of participation, which is curtailed by the concern of poor hygiene.

These PE students expressed discomfort because of the lack of private changing rooms. Conversely, other students who brought their sporting clothes or wore them underneath their thawb changed in available spaces. Those who already wore sporting clothes underneath the thawb could change in class or on the soccer field, but students who brought their sporting clothes changed in washrooms. It is important to provide private changing rooms to ensure an appropriate environment for sports participants. Some boys may face embarrassment because of the absence of changing rooms, which leads to decreased participation levels. For example, a few students said:

“Assuming I bring my sporting clothes in a bag, I cannot change my entire outfit here at school because there is no special place for changing. It is inappropriate for me [he nodded, indicating his fear of lack of privacy].” (Student 23)

“After PE class, students have to go upstairs wearing their exercise clothes walking among all the students. It is difficult. There are supposed to be changing and washing rooms near the soccer field, so that students feel comfortable [changing out of their sports clothes].” (Student 14)

“I wear my sporting clothes underneath my thawb because there is no changing room and specifically locker rooms to put my stuff in .” (Student 4)

One of the participants thought that those who did not participate because of being sweaty in PE and then smelly in the classroom were “soft” students; he argued that there was no

reason to be afraid of sweating. He also argued that men do not fear such small things. This argument indicates that students in PE should be eager to play, show their maleness, and that sweating did not degrade one's masculinity. He was not concerned about the lack of changing and shower facilities in the school because he knew to bring sports clothes in a bag and change in the washrooms rather than wearing sports clothes underneath his thawb for the rest of the day.

He stated:

“When PE class is over, I go to the washroom carrying my bag, take my sporting clothes off, put them in the bag, and put on traditional clothes, so I feel like a normal student with no sweaty clothes.” (Student 11)

Other participants commented,

“I am familiar with wearing sporting clothes underneath the thawb from intermediate school to save time and play soccer more. When I finish, I just wash my face and hands and then put the thawb on over the sporting clothes.” (Student 12)

“Some students don't participate due to the lack of showering and consequently being sweaty. However, I think there is no reason to not participate in PE if boys worry about this tiny thing (sweating). In high school, boys should not care about being smelly. I have been in this situation since elementary school and I am comfortable with it.” (Student 1)

There is insufficient time in PE in this high school for the students to wash and change before their next class. This becomes a serious concern among some non-participants and acts as a constraining condition to boys' high participation level in PE.

“PE class is a short period. Also, the hot weather prevents you from continuing playing soccer when the sun gets hotter and hotter in the late morning.” (Student 21)

“If the PE class were two periods 90 minutes long instead of 45 minutes, I would participate because I would have time to dress up and to wash and relax before I go to the next class.” (Student 22)

“As I remembered my first participation in PE in this school, I just quickly threw water on my face and hair and washed my hands and then I put on the thawb. There is too little time to have all this done. I was worried of being late for the next class or enter the classroom without dressing in my thawb.” (Student 5)

There is nothing in the curriculum about compulsory showers after PE; it merely recommends that students wash their hands and faces after each class. To ensure increased

participation in PE for adolescent boys, it is important to enable students to change and shower privately in line with cultural and religious tradition. It is important to increase awareness among the public and the MOE on this matter because the barriers to PE prevent a healthy lifestyle.

#### **5.4 Traditional Clothing and Saudi Manhood**

A further issue was the students' perception of being too short or too old compared to the average high school student. This could cause some students to avoid engaging in PE or school-based organized sports. In this section, the social value of Saudi traditional clothes among participants and non-participants is discussed through a few examples. Meanings attached to the traditional thawb reveal social representations of masculinity. Student 14 considered himself a man; as a result, he did not interact with his classmates. He stated:

“Because I repeated different grades and am older, classmates in Grade 10 are little boys compared to me. I mean, I am a man.” (Student 14)

Student 14 is the oldest brother in his family. He appears not to like his classmates and regards them as boys as compared to him; he feels a big gap with them in terms of his body and age. At 20, he is the tallest and oldest in the class. His language can be curt or outspoken, and he wears the thawb all day.

The previous quotation illustrated that this non-participant has developed a concern about his body as an aspect of social distinction, which reflects his adult masculine identity. Dumas and Laberge (2005) defined age habitus as “a set of shared dispositions that tend to be shared by people of a certain age” (p. 899). Age habitus may have a strong effect on the boys' experiences regarding PE participation. Dumas and Laberge (2005) highlighted age and gender as secondary or subsidiary characteristics; however, these characteristics “constituted additional significant, structuring properties of practice” (p. 900). The role of age is a differentiating principle and a substantial extension of habitus. Age habitus is important to integrate into a Bourdieusian

framework to understand people's relations to their bodies (Dumas & Laberge, 2005). It is possible that some adult students feel different from adolescents since age habitus internalizes age norms and legitimizes an altered conception of the gendered body habitus in adulthood.

Another aspect emerging from the interviews with most participants and non-participants was that their traditional clothes reflected their social values, which further contributed to shaping their identities known "body as representation." They followed the Saudi tradition of wearing traditional clothes all day. This was an interpretation of male identity that proved to be significant for how men express habitual gender. Those who did not participate in PE worried about being judged by other students in the same neighborhood by the way they looked when wearing sports clothes, even if the clothes were worn underneath the thawb. An integral component in the construction of dominant masculinity is for boys to show that they are different from each other in cultural tastes and values. For example, some students indicated that wearing the thawb gave prestige and viewed it as being sophisticated, but changing into sports clothes was something lowly:

"When I wear the thawb, I look genteel and prestigious. However, when I change to sporting clothes, I look disorderly, unorganized. I am a man and have to follow the traditions." (Student 7)

"When I first came to this school and participated in PE, I had weird feelings when I changed my clothes from the thawb to exercise clothes. I felt like a non-Saudi." (Student 15)

"Sporting clothes are not cool and if I wear them I feel as if I look disordered and being sweaty. The thawb is my favorite clothing to give me prestige." (Student 20)

In addition, students' negotiations regarding their social representation of masculinity in terms of wearing clothing in school and after the school day are as follows:

"For me, I am a man. I dislike wearing sporting clothes under the thawb when I go out after the school day, going to have lunch, walking among people. I am not a kid anymore. I am not in elementary or even intermediate school. It embarrasses me in public when I appear in unsuitable clothes." (Student 11)

“Traditional clothes (the thawb) give me a personality, prestige, and admiration. I am a man. I do not want to degrade myself when I wear just sporting clothes and appear among people without playing soccer.” (Student 13)

“I like to wear sporting clothes underneath the thawb to save time. It is okay for me to appear with this sort of clothes in school or even out of school. But with my relatives and family and father’s relatives, I have to wear the thawb as it shows respect.” (Student 16)

Although the experiences of boys can be complicated and can change between environments, masculinity is always socially constructed in relation to a dominant image of gender and ultimately defines it. This was part of the need for these students to prove that they had the right masculine identification. As expected, some non-participants in PE were able to participate in soccer even if wearing the thawb if they were invited to do so by their colleagues; if they saw other students wearing the thawb, they were also more likely to join them. In terms of participation in PE, this finding indicated that Saudis’ preferences and practices varied markedly according to the way their bodies oriented their resources within their social world.

“If I want to participate, I participate wearing a thawb.” (Student 5)

“I like to play wearing a thawb if I have a chance to play soccer with other students who wear thawbs too.” (Student 22)

This section of students’ statements mirrored the Bourdieusian statement that “people’s relations to their body are deeply anchored in their social and material conditions of existence— which are fashioned by their economic and cultural capital” (Dumas & Laberge, 2005, p. 886). The students’ quotes indicate that failure to change into sporting clothes and negotiations with masculinity related to their public appearances in school or the community is one of the cultural influences associated with participation in PE. The wearing of traditional clothes is deeply intertwined with Saudi history and culture.

## 5.5 Conclusion

Koca et al. (2009) observed that Bourdieu's notions of habitus and physical capital suggests that individuals' personal background and socio-cultural circumstances significantly influence their participation in PE. Therefore, Bourdieu's theory is useful in exploring how social and cultural influences are significant in structuring the students' habitus as they experience PE.

Different themes that impact Saudi male students' level of participation in PE emerged from this study, including family, peers, PE teachers, institutional dimensions, PE resources, school budget, marginalization, hygiene, and gendered body habitus. These conditions structure students' PE choices, tastes, and everyday lifestyle practice and consumption decisions. One's habitus is shaped by past experiences and present circumstances, and the internalization of a set of social conditions (family upbringing, neighborhood friends, school) tied to students. Bourdieu believes the habitus is a set of dispositions that encourages, organizes, and harmonizes an individual's practice within their social locations. There was a significant difference between participants and non-participants with regard to their experiences. The male students' apparent preferences regarding participation in physical activities are embodied in PE class. Students who do not participate like to do something else, such as: cheer classmates, study, watch games, or make a discussion circle. This system of the body is allied to the specific conditions of a given milieu. For example, material constraints that emerged from the lack of PE resources and facilities curtail the students' opportunities to participate, and they are then marginalized. Opportunities for participation in activities are considerably different inside and outside of school. In school, all students of both groups (participants and non-participants) attend PE class, which provides only one type of sports activity (soccer) because of limited resources. This

reduces the students' opportunities and, consequently, some students do not participate in any PE activities.

It is worth considering the impact of multiple social and cultural influences that shape the students' experiences with PE or PA/sport. For example, student participants have greater social support from their fathers or friends in early childhood and their bodies are adapted to more regular participation in PE (higher physical capital). Those who fully participate in PE class have significantly greater social and financial support than those who do not participate or partially participate. In opposition, boys who do not participate lack father/friend support are affected by the lack of the PE facilities and are thus less interested in participating in PE.

The findings of the study lead us to understand that some non-participants have certain lifestyles which indicate that youths who share similar social conditions develop a similar body habitus (i.e., walking on the streets wearing a thawb, playing video games, and riding motorcycles). Low levels of PE participation among young people can be attributed in part to a lack of availability of sports grounds, parks, and suitable facilities. Analysis of the interviews shows that students face obstacles such as a lack of skills and the fear of playing in front of the whole school. Such students feel obligated to adopt a lifestyle and physical skills that are often unattainable. Marginalized students face challenges to conform to body skills demanded by peers.

According to some students' statements, they used resources for practicing certain types of physical activities to attain strong and healthy bodies. This study found that school-aged boys who experience internal conflict related to body performance skills in PE class (soccer) results in negative repercussions for PE participation. Wellard shows that "young people develop an early

understanding of their own social bodies and become aware of bodily performances as significant in the further participation in sports” (2006, p. 117).

Such boys have less privileged social circumstances, so their social conditions predispose them to cultivate the body less than their more privileged counterparts. Some non-participants are affected by their fathers’ or mothers’ preferences in obtaining a high school diploma, so they are less inclined to fully participate in PE. They instead attempt to acquire academic knowledge or skills. Students who are becoming men are being impacted by the social prestige of their manly attire to distinguish themselves from other students who wear sporting attire. Most of the students who participate in PE have high physical capital in terms of their soccer skills, which works against most of non-participants who have less physical capital and perform weakly within PE class.

### **Chapter Six: Conclusion**

The purpose and overall aim of this study was to develop an understanding of boys' experiences with regards to PE in this Saudi school and to identify the social and cultural conditions that structure their participation in PE. It should be noted again that these participants were drawn from middle-income segments with different socio-demographic characteristics related to the students' parental occupation and educational background. As such, the findings may only be applicable to this Saudi social class. The study was driven by the following research question: What are the experiences of Saudi boys who do/do not participate in high school PE classes in Makkah, Saudi Arabia? To best answer this question, the research adopted a qualitative case study, which ultimately sought to address additional research sub-questions:

- 1- What is it about PE classes students like and dislike?
- 2- What, if anything, do they feel they gain in PE?
- 3- In which circumstances would they rather not participate in PE classes? Why?
- 4- Why do some Saudi male students participate in urban public high school PE classes, while others do not?

In addressing these questions, the analysis highlighted the beliefs, behaviors, and everyday routines that shaped boys' bodies in relation to their participation in PE. The suggestion that social and cultural influences were key in shaping the engagement of boys in PE was at the center of the study. Moreover, findings reported here contribute to the literature since there is little published information pertaining to Saudi male students perspectives on the social and cultural conditions influencing their PE experiences. By providing an overview of the main research findings and conclusions, the following paragraphs document how the aforementioned questions were addressed.

The first two sub-questions were answered primarily by observation and interview data that reflect participants' and non-participants' relations to the PE environment in school. Results of this study indicate that PE is not highly valued among other school subjects in this high school. It is distressing that most of the research participants in this high school who do not want to participate in PE underline the fact that they do not enjoy PE. Results from interviews indicate that most of the non-participants highlight the same factors repeatedly. First of all, they lament that PE is limited to soccer. Secondly, students complained about the teacher's lack of active engagement in the PE class. Thirdly, boys who lack skills feel marginalized if they take part in soccer games. Finally, some boys do not like to change in public spaces or in front of others due to the absence of locker and changing rooms that offer privacy and a safe place to leave their belongings. Accompanying the lack of PE facilities plus the lack of time attributed to PE class is the fear of being sweaty and smelly throughout the rest of the school day. These negative feelings about the way PE is generally conducted are due to the lack of the PE resources. Understanding student concerns should guide us in addressing the identified deficiencies to improve the PE environment and make it more attractive and worthwhile.

The last two sub-questions were addressed through the interviews and helped to corroborate observational findings and explicate reasons behind students' differing levels of engagement. These questions explained the relationship between PE and boys' dispositions as they experience multiple social contexts. Using Bourdieu's concepts allowed me to develop a more comprehensive understanding of why boys participate (or not) in PE. These questions identify how social and cultural influences positively or negatively affect Saudi male high school students' participation levels in PE. As discussed by Bourdieu, the habitus is "shaped by life's opportunities and constraints...continuously transforms necessities into strategies, constraints

into preferences, and without any mechanical determination, it generates a set of ‘choices’ constituting life-styles, which derive their meaning” (1984, p. 175). The students’ perspectives and dispositions with regard to health are dependent upon their constraints and opportunities (Bourdieu, 1984).

Bourdieu’s notions of habitus suggest that early life experiences related to people’s social class circumstances influence their participation level in PE activities. This study illustrates how Saudi adolescents’ dispositions towards PE are related to their family’s social and material conditions. My research shows the resources a student possesses (i.e., social and physical capital) and the way he employs, invests, and acquires them (or not) in PE. Some non-participants may be financially worse off than their counterparts with highly supportive parents, and because their parents do not encourage their children’s interests in sports or PE, non-participants’ PA practices within the family was low or inexistent, leaving them with a disposition to engage in more sedentary activities. This implies there are differences in the economic resources of the families between participants and non-participants, even though they both belong to the middle social class.

The results of this research reinforce much of what we already know about the apparent need for high school students to find worth in PE and to participate positively (Al-Aifan 2000; Al-Ghamdi 2005; Al-Liheibi 2008; Al-Wetshi 2001). These findings identified social and cultural inhibitors and enablers of PE participation. My study indicates that PE teachers face challenges, and these challenges are not unique to this school, since many of these problems are experienced throughout Saudi Arabia. The results of this qualitative study however can extend current knowledge in the fields of education and PE by highlighting students’ voices to explain the effects of these enabling and constraining conditions.

There were a few challenges with the case study approach. First, interviews with students were conducted during their spare time, PE classes, or breaks. This made it difficult for me to schedule a suitable amount of time to conduct thorough student interviews. I had to make sure time for each interview was appropriate for the student. This helped ensure successful conversations. If certain topics were not discussed in some interviews, the other interviews provided opportunities for them to be addressed; by interviewing 27 participants, this interview style was suitable for the purpose of this qualitative study. My study gave the students the opportunity to speak up about Saudi PE classes, which is relevant to the investigation of youth issues in PE.

Second, the transcripts of this study were written in Arabic because the participants of this study were from Saudi Arabia, so I translated the quotes I used from Arabic to English and I reviewed the two versions to make sure the meanings of students' statements were clear. Some of the challenge of translating the quotes is to keep a sense of how teenagers speak since they do not always use full sentences. Nor do they necessarily communicate fully formed/expressed ideas. Also, the challenge is to convey to my University of Ottawa academic audience—my supervisory committee—a good understanding of what is happening in a school in a different culture. Third, I found Saudi literature studies in PE are not available in the library network. There is little published research about PE in Saudi Arabia in academic peer-reviewed journals and books available in North America. Thus, it was difficult to access academic resources on PE in Saudi Arabia. Writing this study and doing the analysis from Ottawa became a challenge since I do not have access to possible relevant research and documentation. I also had access to the library of three universities in Saudi Arabia (King Saud, King Abdulaziz, and Umm AlQura); but

again, not much was available. This might be another indication of the lesser value placed on PE in the Saudi curriculum or the lack of research on Saudi education.

Despite these challenges, this study points to issues to think about for the delivery of PE in Saudi public high schools. First, since my study confirms other quantitative studies that have pointed to a lack of PE resources in many Saudi schools (Al-Ghamdi 2005; Al-Aifan 2000; Al-Wethshi 2001; Liheibi 2008). It is clear many Saudi schools suffer from a lack of adequate sport equipment, facilities, and resources to deliver high-quality diversified PE programs and this study illustrated how it affects students' participation in one such school. Additionally, fear of embarrassment is one of the barriers to participation in PE related to the absence of changing facilities. This issue can be addressed by providing dedicated private changing rooms and lockers. The MOE in Saudi Arabia should provide additional funding to build fully furnished gymnasiums with the necessary sport equipment. This will positively enhance PE and lead to increased participation.

Regarding the legitimacy of PE for education and health, the MOE should recognize that the lack of facilities leads to body hygiene issues that constrain adolescent student participation PE. Therefore, the MOE should reform school building standards for sport facilities and equipment. PE supervisors and school administrators should revise the offerings of PE activities to meet the needs of students and fulfill PE curriculum objectives. Lack of funding is related to a lack of legitimacy of PE in the curriculum. It is significant that these recommendations fall under the purview of the MOE but require more resources.

Regarding PE teacher training, student comments regarding a single PE teacher cannot be generalized but they may lead us to reflect on whether we should review teaching training programs to improve PE teachers' capability in supervision, management, and pedagogical

methods to overcome students' anxieties about participation and to increase their skills. Schools should create a positive PE environment by providing students with enjoyable active opportunities that will enhance students' motivation and future sport participation. Additional in-service and professional development of PE teachers may also serve to enhance students' experiences. Without sufficient resources and equipment for other sports than soccer, PE teachers may find it difficult to efficiently organize practical activities and provide the necessary instruction and feedback to motivate students.

Given the comments of the students and the differences between those who had access to sporting opportunities outside school and those who did not, it may also be worth reflecting on the relevance of after-school programs. For instance, should this particular high school serve as a community center to offer a variety of extracurricular physical activities to counter the lack of sporting facilities in some neighborhoods served by the school? PE administrators should consider these evident needs and incorporate male students' voices into program planning and delivery. To increase PE class status, it is important to send invitations to the fathers and guardians to attend sports events at the school. This strategy may help develop links between school sport and families along with arranging more activities in the neighborhoods and hopefully increase interest and support.

Such qualitative studies are useful in exploring Saudi youths' contextual appreciation of PE. It is important to consider their voices and experiences to enhance a teacher's educational and professional practice. Results and recommendations of the study will be made available to administrators, supervisors, and the general directorate of education in the Holy Makkah region at the completion of the research. This will be in a format that does not allow the identification of participants and their interview statements. Perhaps a greater understanding of the sociocultural

dimensions that affect participation in PE will contribute to enhance PE teacher training, to develop specific teaching strategies to deal with the lack of participation in PE among male students, and to improve the PE environment and sports equipment. It is important for the MOE to increase financial resources allocated to PE and for the school principals to provide alternative possibilities that can help PE teachers stimulate student participation.

### **6.1 Final Thoughts**

After finishing my coursework, proposing my intended research project, and carrying out the qualitative analysis described above, I experienced a noticeable shift in thinking. Not surprisingly, my way of thinking about the sport/PE and sociology studies that I had come to know and embrace, as well as my understanding of my role as a participant, instructor, and now critic of these studies, drastically changed. Through critiquing PE, I was able to further reflect on my personal experiences of delivering a variety of teaching styles in diverse contexts. What this further reflection provoked was an appreciation for examining the contexts in which teachings are delivered. I have been extremely fortunate and privileged to have had the opportunity to work in a wide array of schools and sport contexts. A desire to diversify my experiences and skill set led me to join the PE department and seek support from my father and older brother. I was fortunate to spend four years as an undergraduate student where I learned different subjects in sociology and physiology supervised and coordinated by staff who offered a variety of sport for youths. I was fortunate to connect with a number of instructors, referees, sports event organizers, and athletes at university. Following undergraduate, I worked at the elementary private school in Jeddah, where I was exposed to students a specific working environment and colleagues. At the school, I was fortunate to teach upper-middle class and upper-class students. Remarkably, all of the sport equipment and tools were available in the school which allowed me to develop a

stronger appreciation for the ways that interactions of students' abilities and the context (classroom, learning environment, school, and so on) can affect PE. During two years at this school, I coordinated and supervised sports events/tournament (e.g., handball and soccer competitions). I spent the following four years teaching in public school (one-year at high school, one-year at intermediate school, and two-year- at elementary school). This experience made me notice the importance of the PE environment and its effect on students' participation. However, it is important for me to re-think the interactions of the socio-cultural dimensions that may play a role in student participation. Through my studies and reflections on my interactions and involvement with all of these participants, a few things became clear to me. First, I developed an acute awareness of some of the PE environment needs. Second, I came to realize the potential problematic nature of the PE environment. Third, I also observed that despite the shortcomings of PE, nearly all schools can be adapted to respond to the needs and characteristics of PE. That is, the appropriate context, supportive PE environment, and a certain level of awareness and reflection can be conducive to adapting PE that, although it may be designed and communicated in one way, can be changed to be responsive to students.

This micro-level analytical approach is, in the opinion of this researcher, suitable to the Saudi PE context. Even though the national PE guidelines are designed to be standardised and mandatory for all schools, there are substantial discrepancies related to the implementation and content of these guidelines. For example, private schools that have more resources (e.g. more teachers, facility spaces and equipment) have much more flexibility in applying the existing national guidelines. These private schools often provide a variety of physical activities (e.g. tennis, and swimming), whilst the government schools tend to teach much more traditional sport activities (e.g. football, volleyball, handball, gymnastics, and track and field). Therefore, the

private schools provide a variety of opportunities for upper-middle class and upper class students and fulfill their PE and sports pursuits on a daily basis while the public schools with their middle class and lower middle class students still do not meet the students' interests regarding sport activities. This is the educational inequality.

Finishing my research has left me with a sense of the vastness of my task as a teacher. My drive to study male youths' perspective regarding their experiences of high school PE undoubtedly evolved from a greater awareness of the issues pertaining to their well-being. I hope that my research will help to validate exceptional teaching practices and importantly, offer the opportunity to listen to student voices by increasing qualitative methods if we are to improve PE environment.

## **6.2 Recommendations for Further Research**

There is a need for more research from a socio-cultural perspective to evaluate PE curricula in Saudi schools in order to determine what is being taught or not taught. There should also be comparisons between the public and private schools. Since my study aimed to explore Saudi male students' perspectives regarding their experiences in PE, there is a need for more in-depth analysis regarding *why* adolescents from different social classes and backgrounds (e.g., low, middle, and upper class) choose not to participate in order to examine the differences in PE experiences. Further research is required in order to confirm findings of the influence of social class on Saudi children's PE and sport levels. Furthermore, future research needs to concentrate on the interplay of various aspects with regard to family structure and children's dispositions to PA settings, as the influence of parents on students' participation needs to be fully understood in order that the benefits of PE can be better communicated to both students and parents. The

quality of PE and school sports in deprived areas needs to be understood since the school can be the only setting in which some students experience physical activities.

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## Appendix A Ethics Approval Notice

File Number: H09-12-01

Date (mm/dd/yyyy): 10/24/2012



**Université d'Ottawa**      **University of Ottawa**  
 Bureau d'éthique et d'intégrité de la recherche      Office of Research Ethics and Integrity

### Ethics Approval Notice Health Sciences and Science REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Christine	Dallaire	Health Sciences / Human Kinetics	Supervisor
Majed	Alharbi	Health Sciences / Human Kinetics	Student Researcher

File Number: H09-12-01

Type of Project: Master's Thesis

Title: Male Students' Experiences in Urban High School Physical Education in Makkah Saudi Arabia

<u>Approval Date (mm/dd/yyyy)</u>	<u>Expiry Date (mm/dd/yyyy)</u>	<u>Approval Type</u>
10/24/2012	10/23/2012	Ia

(Ia: Approval, Ib: Approval for initial stage only)

Special Conditions / Comments:

N/A

**Appendix B**  
**Information and Consent—Physical Education Teacher**

**Université d'Ottawa**  
Faculté des sciences  
de la santé

École des sciences de  
l'activité physique

**University of Ottawa**  
Faculty of Health  
Sciences

School of Human  
Kinetics

Male Students' Experiences in Urban High School Physical Education in Makkah

Dear Sir,

My name is Majed Alharbi and I am a Saudi Arabian former physical education teacher currently completing a Masters degree at the School of Human Kinetics of the University of Ottawa. My research supervisor is Professor Christine Dallaire who has conducted various studies on youth and sport participation. For my Masters research I wish to study boys' experiences of physical education in an urban high school in Makkah, Saudi Arabia.

I am inviting you to participate in an interview to provide information about physical education in your school.

**Title of study:** Male Students' Experiences in Urban High School Physical Education in Makkah, Saudi Arabia.

**Research:** The research seeks to understand what motivates students in physical education and what leads them to not participate fully in all physical education classes. To maximize participation in physical education, it is important to better target the issues that need to be improved and to enhance the factors that increase student learning. The General Directorate of Education at Holy Makkah Region has been informed of my research objectives and has given permission for me to conduct the study.

**Method:** You are invited to participate in a 45 minute individual interview that will be audio-recorded to save the information provided during the conversation and to allow me to concentrate on the discussion rather than taking notes of what they say. This interview will give you a chance to elaborate on physical education in your school. I will ask questions about: your experience as a physical education teacher, the student population in the school, the curriculum, the relative importance of physical education in the curriculum and in your school, the resources allocated to physical education, student participation in physical education, your teaching philosophy and grading practices.

**Anonymity:** All information gathered during this interview will remain anonymous. Your name and the name of the school will not be stated during the audio-recorded conversation. The recorded interview and transcripts of the interviews will be identified with your title, physical education teacher, and a research code rather than the name of the school.

**Confidentiality:** All information will be confidential. Digital audio-recordings and the transcripts of the interviews will be kept in a password protected computer and a copy will be saved on a password protected server at the Faculty of Health Sciences. The recordings and transcripts will only be accessible to myself and my supervisor Professor Christine Dallaire. The recordings and transcripts will be destroyed 5 years after my thesis is defended and the results published.

**Risks:** Your participation in this research focuses on physical education in our school and entails no risk.

**Benefits:** The research will allow a better understanding of what can be improved to maximize student participation in physical education classes to ensure that they fully gain from the health and learning benefits. The analysis will lead to a better appreciation of the factors that impact boys during physical education. These results will be useful to improve physical education teacher training and to enhance the physical education curriculum.

**Voluntary participation:** You may decline to be interviewed for this study. A refusal on your part will have no negative consequence. Furthermore, if you accept to be interviewed, you may refuse to answer any question and you can withdraw from the study at any time.

**Information:** For more information about the research, please feel free to communicate with me by email or by telephone.

If I have any questions about the study, I may contact the researcher, Majed Alharbi, or his supervisor, Professor Christine Dallaire.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5 Tel.: (613) 562-5387 Email: [ethics@uottawa.ca](mailto:ethics@uottawa.ca)

There are two copies of the consent form, one of which is mine to keep.

Physical Education Teacher's signature:

Majed Alharbi

Graduate Student

Date:

Christine Dallaire, Ph.D.

Associate Professor

School of Human Kinetics

University of Ottawa

**Appendix C**  
**Information and Consent—School Director**

**Université d'Ottawa**  
Faculté des sciences  
de la santé

École des sciences de  
l'activité physique

**University of Ottawa**  
Faculty of Health  
Sciences

School of Human  
Kinetics

Male Students' Experiences in Urban High School Physical Education in

Makkah

Dear Sir,

My name is Majed Alharbi and I am a Saudi Arabian former physical education teacher currently completing a Masters degree at the School of Human Kinetics of the University of Ottawa. My research supervisor is Professor Christine Dallaire who has conducted various studies on youth and sport participation. For my Masters research I wish to study boys' experiences of physical education in an urban high school in Makkah, Saudi Arabia.

I am inviting you to participate in an interview to provide information about physical education in your school.

**Title of study:** Male Students' Experiences in Urban High School Physical Education in Makkah, Saudi Arabia.

**Research:** The research seeks to understand what motivates students in physical education and what leads them to not participate fully in all physical education classes. To maximize participation in physical education, it is important to better target the issues that need to be improved and to enhance the factors that increase student learning. The General Directorate of Education at Holy Makkah Region has been informed of my research objectives and has given permission for me to conduct the study.

**Method:** You are invited to participate in a 30 minute individual interview that will be audio-recorded to save the information provided during the conversation and to allow me to concentrate on the discussion rather than taking notes of what they say. This interview will give you a chance to elaborate on physical education in your school. I will ask questions about: the student population in the school, the curriculum, the relative importance of physical education in the curriculum and in your school, the resources allocated to physical education, student participation in physical education and grading practices.

**Anonymity:** All information gathered during this interview will remain anonymous. Your name and the name of the school will not be stated during the audio-recorded conversation. The recorded interview and

transcripts of the interviews will be identified with your title, School Director, and a research code rather than the name of the school.

**Confidentiality:** All information will be confidential. Digital audio-recordings and the transcripts of the interviews will be kept in a password protected computer and a copy will be saved on a password protected server at the Faculty of Health Sciences. The recordings and transcripts will only be accessible to myself and my supervisor Professor Christine Dallaire. The recordings and transcripts will be destroyed 5 years after my thesis is defended and the results published.

**Risks:** Your participation in this research focuses on physical education in our school and entails no risk.

**Benefits:** The research will allow a better understanding of what can be improved to maximize student participation in physical education classes to ensure that they fully gain from the health and learning benefits. The analysis will lead to a better appreciation of the factors that impact boys during physical education. These results will be useful to improve physical education teacher training and to enhance the physical education curriculum.

**Voluntary participation:** You may decline to be interviewed for this study. A refusal on your part will have no negative consequence. Furthermore, if you accept to be interviewed, you may refuse to answer any question and you can withdraw from the study at any time.

**Information:** For more information about the research, please feel free to communicate with me by email or by phone:

If I have any questions about the study, I may contact the researcher, Majed Alharbi, or his supervisor, Professor Christine Dallaire.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5 Tel.: (613) 562-5387 Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

School Director's signature:

Date:

Majed Alharbi  
Graduate Student

Christine Dallaire, Ph.D.  
Associate Professor  
School of Human Kinetics  
University of Ottawa

## Appendix D

### Information and Consent—Parents

Male Students' Experiences in Urban High School Physical Education in

Makkah

Madam, Sir

My name is Majed Alharbi and I am a Saudi Arabian former physical education teacher currently completing a Masters degree at the School of Human Kinetics of the University of Ottawa. My research supervisor is Professor Christine Dallaire who has conducted various studies on youth and sport participation. For my Masters research I wish to study boys' experiences of physical education in an urban high school in Makkah, Saudi Arabia.

I am asking your permission to interview your son about what he enjoys and what he does not appreciate in physical education.

**Title of study:** Male Students' Experiences in Urban High School Physical Education in Makkah, Saudi Arabia.

**Research:** The research seeks to understand what motivates students in physical education and what leads them to not participate fully in all physical education classes. To maximize participation in physical education, it is important to better target the issues that need to be improved and to enhance the factors that increase student learning. The General Directorate of Education at Holy Makkah Region has been informed of my research objectives and has given permission for me to conduct the study.

**Method:** The study invites the participation of 15-20 boys in individual interviews of about 30-40 minutes. The interviews will be audio-recorded to save the information provided during the conversation and to allow me to concentrate on the discussion with each student rather than taking notes of what they say. These interviews will give each boy a chance to elaborate on his experiences in physical education, school sports and sports in general. I will ask questions about what he likes the most about physical education and sports, what he likes the least, what encourages him to participate in physical education classes and sports, what limits his full participation. These interviews will be conducted at school at a time and place that will ensure that the student's class schedule is not

**Université d'Ottawa**

Faculté des sciences  
de la santé

École des sciences de  
l'activité physique

**University of Ottawa**

Faculty of Health  
Sciences

School of Human Kinetics

disrupted.

**Anonymity:** All information gathered from the boys through these interviews will remain anonymous. Names of students and of the school will not be stated during the audio-recorded conversation. Recorded interviews and transcripts of these interviews will be identified with a research code rather than the names of students and the name of the school.

**Confidentiality:** All information will be confidential. Digital audio-recordings and the transcripts of the interviews will be kept in a password protected computer and a copy will be saved on a password protected server at the Faculty of Health Sciences. The recordings and transcripts will only be accessible to myself and my supervisor Professor Christine Dallaire. The recordings and transcripts will be destroyed 5 years after my thesis is defended and the results published.

**Risks:** The participation of your son in this research focuses on his participation in physical education and entails no risk. It is however possible that he may experience psychological or emotional discomfort in describing why he does not like some parts of physical

education. I will do my best to ensure his comfort and to establish a trusting environment. If he requires further help in dealing with difficult issues I will direct him to the school counselor.

**Benefits:** The research will allow a better understanding of what can be improved to maximize student participation in physical education classes to ensure that they fully gain from the health and learning benefits. The analysis will lead to a better appreciation of the factors that impact boys during physical education. These results will be useful to improve physical education teacher training and to enhance the physical education curriculum.

**Voluntary participation:** You may decline that your son be interviewed for this study. A refusal on your part will have no negative consequence on his participation in physical education. Furthermore, if you give permission for your son to be interviewed, he may refuse to take part in the study or to answer any question. He can also withdraw from the study at any time.

**Information:** For more information about the research, please feel free to communicate with me, by email or by telephone at .

Acceptance: My son (name of son) can participate in an interview for this study.

If I have any questions about the study, I may contact the researcher, Majed Alharbi, or his supervisor, Professor Christine Dallaire.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5 Tel.: (613) 562-5387 Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

Parent's signature:

Date:

Majed Alharbi  
Graduate Student

Christine Dallaire, Ph.D.  
Associate Professor  
School of Human Kinetics  
University of Ottawa

## Appendix E Information and Consent—Students

My name is Majed Alharbi and I am a Saudi Arabian former physical education teacher currently completing a Masters degree at the School of Human Kinetics of the University of Ottawa. My research supervisor is Professor Christine Dallaire who has conducted various studies on youth and sport participation. For my Masters research I wish to study boys' experiences of physical education in an urban high school in Makkah, Saudi Arabia. I am inviting you to participate in an interview to talk about what you enjoy about physical education and also what you do not like so much about physical education.

**Title of study:** Male Students' Experiences in Urban High School Physical Education in Makkah, Saudi Arabia.

**Research:** The research seeks to understand what motivates students like you in physical education. I also want to better understand what leads students to not participate fully in all physical education classes.

**Method:** You are invited to take part in individual interviews of about 30-40 minutes. The interview will be audio-recorded to save the information provided during the conversation and to allow me to concentrate on the discussion rather than taking notes of what you say. In this interview I will ask you questions about your experiences in physical education, school sports and sports in general. I will also ask questions about what you like the most about physical education and sports, what you like the least, what encourages you to participate in physical education classes and sports and what limits your full participation. This interview will be conducted at school at a time and place that will ensure that your class schedule is not disrupted.

**Anonymity:** All information you provide during this interview will remain anonymous. Your name will not be stated during our audio-recorded conversation. The recording of the interview and the transcript of the interview will be identified with a research code rather than your name.

**Confidentiality:** All information will be confidential. The audio-recording and the transcript of the interview will be kept in a password protected computer and a copy will be saved on a password protected server at the Faculty of Health Sciences, University of Ottawa. The recording and transcript will only be accessible to myself and my supervisor Professor Christine Dallaire. The recording and transcript will be destroyed 5 years after my thesis is defended and the results published.

**Risks:** Your participation in this research focuses on your participation in physical education and entails no risk. It is however possible that you may experience psychological or emotional discomfort in describing why you do not like some parts of physical education. I will do my best to ensure your comfort and to establish a trusting environment. If you require further help in dealing with difficult issues you can communicate with the school counselor.

**Benefits:** The research will allow a better understanding of what can be improved to maximize student participation in physical education classes to ensure that they fully gain from the health and learning benefits. The analysis will lead to a better appreciation of the factors that impact boys during physical education. These results will be useful to improve physical education teacher training and to enhance the physical education curriculum.

**Voluntary participation:** You may decline to be interviewed for this study. A refusal on your part will have no negative consequence on your participation in physical education. Furthermore, you may withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be excluded from the study.

**Information:** For more information about the research, please feel free to communicate with me, by email or by telephone at .

If you have any questions about the study, you may contact me, Majed Alharbi, or my supervisor, Professor Christine Dallaire.

If you have any questions regarding the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5 Tel.: (613) 562-5387 Email: ethics@uottawa.ca

There are two copies of the consent form, one of which yours to keep.

Acceptance

I, (Name of participant) \_\_\_\_\_, agree to participate in the above research study conducted by of the Majed Alharbi of the School of Human Kinetics of the University of Ottawa, which research is under the supervision of Professor Christine Dallaire.

Student signature:

Majed Alharbi

Graduate Student

Date:

Christine Dallaire, Ph.D.

Associate Professor

School of Human Kinetics

University of Ottawa

## Appendix F Teacher Interview Guide



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Teacher Interview Guide:

- Why did you become a physical education teacher?
- Tell me more about your teaching experiences.
  - Since when do you work in this school?
  - Did you work elsewhere before? If so, where?

For how long?

- What do you like the most about teaching physical education in this school?
- What do you like the least?
- Tell me about the students in this school?
- Tell me more about the 15-18 year old students – how are they in physical education classes? Why?
- Do you enjoy teaching them? Why?
- What is the role of physical education in the school curriculum?
- What is the role of physical education in your school?
  - What is it meant to achieve?
  - What are the resources available for physical education (facilities, equipment...)?
- Why is physical education given a passing grade rather than a grade like other subjects?

- Can a student fail physical education? Why?
- Do you think there is enough time for physical education subject being more than once a week? *If yes, why? If no, why not?*
- Do all the students participate in physical education?
  - What is the pattern of non-participation? They never participate? Or they participate sometimes? It depends on the student? Can you predict when they will participate or not?
  - Why do you think that some students do not participate in physical education?
- Is it an issue if some students do not participate? Why?
  - How do students avoid physical education? What are the strategies they use?
  - Do you allow students in physical education classes if they are wearing traditional dress?
  - If not, do students sometimes avoid physical education by not changing into athletic clothing?
    - How often?
    - Why do you think they do not change?
- What strategies have you introduced to encourage these students to participate more in the physical education class?
- Is there anything else that you would like to add?

## Appendix G

### School Director Interview Guide



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#### School director interview guide:

- Since when do you work in this school?
- Tell me about the students in this school?
- Tell me about the school curriculum – what are the main subjects?
  - What is the role of physical education in the school curriculum?
  - What is the role of physical education in your school?
    - What is it meant to achieve?
    - What are the resources available for physical education (facilities, equipment...)?
  - Is it an issue if some students do not participate? Why?
  - Why is physical education given a passing grade rather than a grade like other subjects?
    - Can a student fail physical education? Why?
  - Do you think that changes are needed to improve physical education? If so, which changes?
  - Is there anything you would like to add about physical education or about students' participation in physical education?

## Appendix H

### High School Student Interview Guide



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#### Interview guide

#### High school students' Participation in PE Classes

#### VERBAL CONSENT BEFORE INTERVIEW STARTS:

- Please tell me a little about yourself – how old are you and what grade are you in?

- Where do you live?

- What part of town? What neighborhood? How would you describe it?

- Where does your father work?

- What kind of trade, profession, business?

- Does your mother work? (if so, where? In the family business?)

- What are your favorite subjects/classes? (math, religion, history...)

- Why?

- What are the subjects/classes you like the least?

- Why?

- What does physical education mean to you?

- Do you enjoy it?

- Where does it fit among your favorite or least favorite classes?

- Why?

- Why do you participate in physical education? Can you explain?

- *Because it is mandatory?*

- *Health reasons*

- *Social reasons*
  - *Other?*
- What kind of games/sports (activities) do you like the most in the physical education class?
  - Why?
- What kind of games/sports (activities) do you like the least in the physical education class?
  - Why?
- Do you sometimes try to avoid physical education classes? (Or do you always participate in physical education classes?)
  - Why?
  - How often?
- What is it that you enjoy the most in physical education class (in general – not just type of game or activity)? Why?
- What is it that you enjoy the least in physical education? (in general – not just type of game or activity) Why?
- Do you face challenges in physical education?
  - *Which challenges do you usually face when you participate in physical education classes?*
  - How do you feel about having to change to participate in physical education?
    - Do you think it is a good thing or do you think you should be able to participate without changing out of your traditional clothing?  
Why?

- Are there times when you do not change for physical education? Why?
- Do you wear your traditional clothing outside of school as well?
  - At home
  - On the weekend
- When you participate in sports or physical activity outside of school, what do you wear when you play? Why?
- Do you prefer a team or individual sport/games?
- Do you believe you are good in sports? Are you a good athlete? *Why? In what way?*
  - What game or sport are you the best at? Why?
- Do you feel that you have mastered all the skills of the physical education classes (e.g., game skills)? How? Why?
- What do you think about body contact in some sports? (Soccer or Handball?) Why?
- Does your physical education teacher influence you to participate? *How?*
  - You find that he encourages you to participate? How? Why?
  - Or you find that his comments or behavior discourages you from participating? How? Why?
- Does anyone else other than physical education teacher influence your participation? *If yes, who? How?*
- Is there anything about your school that helps you to engage in physical education or school sports? *If so, how does this influence your participation? Did your previous physical education classes (i.e., grades 7, 8, 9 physical education) influence your participation? How?*

- Do you participate in sporting activities outside of physical education classes (i.e. school sports, community sport centres)?
  - If so, where? With whom? How often? Why do you participate in these sporting activities? What do you like the most about them?
- Does anyone of your family members participate regularly in sporting activities?
- Does anyone in your family (father, mother, siblings) do or say anything that helps you to engage in physical education? How?
- Do you participate in sporting activities with family members? What type of activities? How often?
- Does your family support you to participate in sporting activities? How?
- Why do you think your parents feel this way?
  - Does your father participate in physical activity or sport?
  - Does your mother participate in physical activity or sport?
  - Do your brothers and sisters participate in physical activity or sport?
  - Do you participate in physical activity to please your parents?
- Do your friends enjoy physical education? Why?
  - Do they say comments that encourage you to participate in physical education? If so, what kind of comments? When do they say those comments? How does it make you feel?
  - Do they say comments that discourage you from participating in physical education? If so, what kind of comments? When do they say those things? How does it make you feel?
  - Do the majority of your friends participate in physical education?
  - Do your friends encourage you to participate in sports?
  - *Do you participate in physical activity to please your friends?*

- Is there anything else that has influenced your participation in physical education classes that we have not talked about? *If so, what else influences you?*

## Appendix I



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### نموذج المقابلة الشخصية طلاب المرحلة الثانوية

#### الموافق الشفهي قبل البدء في المقابلة الشخصية

- من فضلك اخبرني عن نفسك- كم عمرك وفي اي مرحلة؟
- في أي حي تسكن, وما هو مجال عمل الوالدين؟
- ماهي طبيعة عمل الوالدين ومهلاتهم الدراسية؟
- ماهي المواد الدراسية المفضلة لديك, لماذا؟
- ماهي المواد الدراسية الاقل تفضيلا, لماذا؟
- ماذا تعني التربية البدنية بالنسبة اليك؟
  - هل تستمتع بالحصه؟
  - مقارنة بالمواد الاخرى, اين تقع هذه المادة بالنسبة اليك: اكثر المواد المحببه او اقل, ولماذا؟
- لماذا تشارك في حصه التربية البدنيه؟ اشرح بالتفصيل؟
  - مادة اجباريه
  - اسباب صحيه
  - اسباب اجتماعيه
  - اخرى
- اي نوع من الالعاب او الانشطه الرياضيه تفضلها بنسبه عاليه في حصه التربية البدنيه, لماذا؟
- اي نوع من الالعاب او الانشطه الرياضيه تفضلها بنسبه منخفضه في حصه التربية البدنيه, لماذا؟
- هل في بعض الاحيان تحاول تجنب حصه التربية البدنيه؟ لماذا؟ وكم عدد من المرات؟
- مالذي تفضله بشكل اكبر في حصه التربية البدنيه (عامه) بعيدا عن الرياضه, لماذا؟
- مالذي تفضله بشكل اقل في حصه التربية البدنيه (عامه) بعيدا عن الرياضه, ولماذا؟
- ماذا تعني بالنسبة اليك اعجابك الكبير بالرياضه المدرسيه, لماذا؟

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- ماذا تعني بالنسبة اليك اعجابك القليل بالرياضة المدرسية لماذا؟
- كيف تقارن بين حصة التربية البدنية والانشطة الاجتماعية في المدرسه؟
  - اي منهم تفضل لماذا؟
- هل تواجه صعوبات في التربية البدنية؟
- ماهي الصعوبات التي تواجهك عادة عندما تشارك في حصة التربية البدنية لماذا؟ اشرح؟
- هل تفضل المشاركة مع فريق او فردي؟
- هل انت مومن بانك جيد في الرياضة ل لاعب رياضي لماذا؟ في اي مجال؟
- هل تشعر بانك تتقن جميع انواع المهارات في الالعب في حصة التربية البدنية كيف لماذا؟
- ماهو اعتقادك في الالتحام البدني الحاصل في بعض الالعب الرياضي على سبيل المثال (كرة القدم، كرة اليد)
- هل معلم التربية البدنية له التأثير عليك في المشاركة، كيف؟
- وجدته يحفزك للمشاركة، كيف لماذا؟
- او يثبطك عن المشاركة، كيف لماذا؟
- هل هناك معلم اخر غير معلم التربية البدنية يؤثر علي مشاركتك؟ اذا نعم، من هو، وكيف؟
- هل هناك اي شي عن مدرستك يساعد في مشاركتك في التربية البدنية او الرياضة المدرسية، اذا كان هنالك شي، كيف هذا الشيء يؤثر علي مشاركتك؟ هل حصص التربية البدنية في المراحل السابقة اثرت علي مشاركتك، كيف؟
- هل تشارك في أنشطة رياضية خارج حصص التربية البدنية؟ اذا نعم، مع من؟ وكم عدد المرات؟ ولماذا هذه المشاركة في هذه الانشطة الرياضية؟ وما الذي تفضله اكثر من بين هذه الانشطة؟
- هل اصدقائك يستمتعوا في حصة التربية البدنية، لماذا؟
  - هل يقولو بعض العبارات التي تحفزك للمشاركة في التربية البدنية، اذا هناك فعلا، اي نوع من العبارات؟ ومتى تقال؟ وكيف هذه تؤثر عليك وكيف شعورك عند سماعها؟
  - هل يقولو بعض العبارات التي تحبطك للمشاركة في التربية البدنية، اذا هناك فعلا، اي نوع من التعليقات؟ ومتى تقال وكيف شعورك عند سماعها؟
- هل الغالبية العظمى من اصدقائك يشاركون في حصة التربية البدنية؟
- هل اصدقائك يحفزوك للمشاركة في الرياضة؟
- هل هناك اي شي يؤثر علي مشاركتك في حصة التربية البدنية ولم نتطرق اليه؟ اذا هنالك، مالذي يؤثر عليك اذا؟

## Appendix J



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### نموذج اسئلة مدير المدرسه

- منذ متى وانت تعمل في هذه المدرسة؟
- اخبرني عن الطلاب في هذه المدرسة؟
- اخبرني عن مناهج المدرسيه؟ ماهي المواد الرئيسييه؟
- ماهو دور التربية البدنية في المناهج المدرسيه؟
- ماهو دور التربية البدنية في مدرستك؟
  - ماذا تعني لك عندما تريد تحقيق شي ما؟
  - ماهي المصادر المتوفره للتربية البدنية( ادوات رياضييه, مرافق...)?
  - هل هناك مشكلة لعدم مشاركة بعض الطلاب؟ لماذا؟
  - لماذا التربية البدنية تعطي درجة النجاح بدلا من اعطاء درجات مختلفه مثل بقية المواد الاخرى؟
  - هل الطالب يرسب في مادة التربية البدنية, لماذا؟
  - هل تعتقد هناك حاجة الى تغييرات لتحسين التربية البدنية, اذا نعم, ماهي التغييرات؟
  - هل تود اضافة اي شي عن مادة التربية البدنية او عن مشاركة الطلاب في حصة التربية البدنية؟

## Appendix K

### خبرات طلاب التربية البدنية في المرحلة الثانوية للبنين في مكة المكرمة

عزيزي مدير المدرسة

السلام عليكم ورحمة الله وبركاته

انا ماجد الحربي, معلم تربية بدنية سابق وحاليا اقوم باكمال درجة الماجستير في قسم علوم الحركة الانسانية في جامعة اوتوا. المشرف الاكاديمي البروفيسور كريستين دالير لديها عدة دراسات في الشباب والمشاركة الرياضية. فيما يخص بحث الماجستير, ارغب في دراسة خبرات الطلاب البنين في التربية البدنية في المرحلة الثانوية في مكة المكرمة في السعودية.

انا ادعوك لكي اقوم باجراء مقابلة شخصية لتزويدي بمعلومات عن التربية البدنية في مدرستك.

**موضوع الدراسة:** خبرات الطلاب في التربية البدنية في المرحلة الثانوية للبنين في مكة المكرمة في السعودية.

**البحث:** الدراسة تسعى الى فهم ماالذي يحفز الطلاب في التربية البدنية وماالذي يقودهم الى عدم المشاركة الكاملة في حصص التربية البدنية. لكي يتم زيادة المشاركة في التربية البدنية ومن الضروري ان تستهدف المسائل التي تحتاج الى تطوير وتعزيز العوامل التي تزيد تعليم الطلاب. ادارة التربية والتعليم في منطقة مكة المكرمة بنين (العاصمة المقدسه) لديها العلم بشأن اهداف بحثي وقد حصلت على موافقه في اجراء الدراسة.

**اسلوب البحث:** انت مدعو الى اجراء مقابلة شخصية لمدة 30 دقيقة وستكون مسجلة صوتيا لكي تحفظ المعلومات المقدمه خلال المحادثه ولكي تتيح لي الفرصه للتركيز في المحادثه بدلا من كتابة ملاحظات اثناء التحدث. هذه المقابله ستعطي الفرصه لتوضيح التربية البدنية في مدرستك. ساقوم بطرح اسئلة عن عدد الطلاب في المدرسه, المنهج, اهمية التربية البدنية بالنسبة للمنهج والمدرسه, ومصادر المصخره للتربية البدنيه, ومشاركة الطلاب في حصص التربية البدنية والدرجات للماده .

**اخفاء الهوية:** كل المعلومات المجمعه من المقابله الشخصيه ستكون مخفيه. اسمك و اسم المدرسه سيكونون غير محدد هويته في التسجيل الصوتي. التسجيل الصوتي والنسخ المكتوبه من المقابله الشخصيه ستحدد هويتهم بعنوان البحث ومدير المدرسة ورمز البحث وليس باسم المدرسه.

**الخصوصية:** كل المعلومات ستكون ذو خصوصية. التسجيل الصوتي والنسخ المكتوبه من المقابلات الشخصيه ستكون محفوظه ومحبيه في جهاز كمبيوتر برقم سري وايضا نسخه محفوظه في سيرفر كلية العلوم الصحيه في اوتوا. التسجيلات والنسخ المكتوبه ستكون فقط متاحة لي والبروفيسور كريستين دالير وستتلف التسجيلات والنسخ بعد خمس سنوات من دفاع الاطروحه وبعد طبع ونشر النتائج للبحث.

**المخاطر:** مشاركتك في هذا البحث تتركز في التربية البدنية في المدرسه وليس هناك اي مخاطر.

**المنافع:** البحث سيمنح افضلية لفهم مالذي يمكن تطويره لزيادة مشاركة الطلاب في حصص التربية البدنية و لضمان اكتسابهم الكامل من المنافع التعليمية والصحية. تحليل البيانات سوف تقود الى افضل تقدير للعوامل التي تؤثر على الطلاب في التربية البدنية. هذه النتائج ستكون مفيدة لتحسين اساليب التدريب لمعلم التربية البدنية وتطوير منهج التربية البدنية.

**المشاركة التطوعية:** يجوز لك ان ترفض عمل المقابلة الشخصية في هذه الدراسة. الرفض ليس له اي نتيجة سلبية. ايضا عندما تقوم باعطاء الموافقة للمقابلة الشخصية, يحق لك رفض اجراء المقابلة فيما بعد او عدم الاجابه لبعض الاسئلة. ايضا يحق لك الانسحاب من هذه الدراسة في اي وقت.

#### معلومات:

لمزيد من المعلومات عن البحث, الرجاء الاتصال بي على موبايل او عن طريق اذا انا لذي اي استفسار عن الدراسة, قد اتصلت بالباحث ماجد الحربي او الاتصال بالبروفيسور كريستين دالير. اذا انا لذي اي استفسار يتعلق بلجنة المعايير البحث العلمي, قد اتصلت بمكتب البروتوكول في جامعة اوتاوا. هناك نسختين من هذا النموذج, اي واحد منهما سيحفظ معي

توقيع مدير المدرسه \_\_\_\_\_ التاريخ \_\_\_\_\_

اريد ان اراجع المحادثه المكتوبه نصيا ( ) نعم ( ) لا ( )

د. كريستين دالير  
استاذ مشارك  
علوم الحركة الانسانية  
جامعة اوتاوا

ماجد الحربي  
طالب دراسات عليا

## Appendix L

### خبرات طلاب التربية البدنية في المرحلة الثانوية للبنين في مكة المكرمة

المعلم المحترم

السلام عليكم ورحمة الله وبركاته

انا ماجد الحربي, معلم تربية بدنية سابق وحاليا اقوم باكمال درجة الماجستير في قسم علوم الحركة الانسانية في جامعة اوتوا. المشرف الاكاديمي البروفيسور كريستين دالير لديها عدة دراسات في الشباب والمشاركة الرياضية. فيما يخص بحث الماجستير, ارغب في دراسة خبرات الطلاب البنين في التربية البدنية في المرحلة الثانوية في مكة المكرمة في السعودية.

انا ادعوك لكي اقوم باجراء مقابلة شخصية لتزويدي بمعلومات عن التربية البدنية في مدرستك.

**موضوع الدراسة:** خبرات الطلاب في التربية البدنية في المرحلة الثانوية للبنين في مكة المكرمة في السعودية.

**البحث:** الدراسة تسعى الى فهم ماالذي يحفز الطلاب في التربية البدنية وماالذي يقودهم الى عدم المشاركة الكاملة في حصص التربية البدنية. لكي يتم زيادة المشاركة في التربية البدنية ومن الضروري ان تستهدف المسائل التي تحتاج الى تطوير وتعزيز العوامل التي تزيد تعليم الطلاب. ادارة التربية والتعليم في منطقة مكة المكرمة بنين (العاصمة المقدسه) لديها العلم بشأن اهداف بحثي وقد حصلت على موافقه في اجراء الدراسة.

**اسلوب البحث:** انت مدعو الى اجراء مقابلة شخصية لمدة 45 دقيقة وستكون مسجلة صوتيا لكي تحفظ المعلومات المقدمه خلال المحادثه ولكي تتيح لي الفرصه للتركيز في المحادثه بدلا من كتابة ملاحظات اثناء التحدث. هذه المقابله ستعطي الفرصه لتوضيح التربية البدنية في مدرستك. ساقوم بطرح اسئلة عن خبرتك كمعلم تربية بدنية, عدد الطلاب في المدرسه, المنهج, اهمية التربية البدنية بالنسبة للمنهج وللمدرسه, ومصادر المصخره للتربية البدنية, ومشاركة الطلاب في حصص التربية البدنية والرياضه, وفلسفتك في تدريس التربية البدنية ودرجات الماده.

**اخفاء الهوية:** كل المعلومات المجمعه من المقابله الشخصيه ستكون مخفيه. اسمك و اسم المدرسه سيكونون غير محدد هويه في التسجيل الصوتي. التسجيل الصوتي والنسخ المكتوبه من المقابلات الشخصيه ستحدد هويتهم بعنوان البحث ومعلم التربية البدنية ورمز البحث وليس باسم المدرسه.

**الخصوصية:** كل المعلومات ستكون ذو خصوصية. التسجيل الصوتي والنسخ المكتوبه من المقابلات الشخصيه ستكون محفوظه ومحبيه في جهاز كمبيوتر برقم سري وايضا نسخه محفوظه في سيرفر كلية العلوم الصحيه في اوتوا. التسجيلات والنسخ المكتوبه ستكون فقط متاحة لي والبروفيسور كريستين دالير وستتلف التسجيلات والنسخ بعد خمس سنوات من دفاع الاطروحه وبعد طبع ونشر النتائج للبحث.

**المخاطر:** مشاركتك في هذا البحث تتركز في التربية البدنية في المدرسه وليس هناك اي مخاطر.

**المنافع:** البحث سيمنح افضلية لفهم مالذي يمكن تطويره لزيادة مشاركة الطلاب في حصص التربية البدنية و لضمان اكتسابهم الكامل من المنافع التعليميه والصحيه. تحليل البيانات سوف تقود الى افضل تقدير للعوامل التي تؤثر على الطلاب في التربية البدنية. هذه النتائج ستكون مفيدة لتحسين اساليب التدريب لمعلم التربية البدنية وتطوير منهج التربية البدنية.

**المشاركة التطوعيه:** يجوز لك ان ترفض عمل المقابلة الشخصية في هذه الدراسة. الرفض ليس له اي نتيجة سلبية. ايضا عندما تقوم باعطاء الموافقة للمقابلة الشخصية, يحق لك رفض اجراء المقابلة فيما بعد او عدم الاجابه لبعض الاسئلة. ايضا يحق لك الانسحاب من هذه الدراسة في اي وقت.

#### معلومات:

لمزيد من المعلومات عن البحث, الرجاء الاتصال بي على موبايل او عن طريق اذا انا لذي اي استفسار عن الدراسة, قد اتصل بالباحث ماجد الحربي او الاتصال بالبروفيسور كريستين دالير. اذا انا لذي اي استفسار يتعلق بلجنة المعايير البحث العلمي, قد اتصل بمكتب البروتوكول في جامعة اوتاوا. هناك نسختين من هذا النموذج, اي واحد منهما سيحفظ معي

توقيع المعلم \_\_\_\_\_ التاريخ \_\_\_\_\_

اريد ان اراجع المحادثه المكتوبه نصيا ( نعم ) ( لا )

ماجد الحربي

د. كريستين دالير

طالب دراسات عليا

استاذ مشارك

علوم الحركه الانسانية

جامعة اوتاوا

## Appendix M



**Université d'Ottawa**  
Faculté des sciences  
de la santé

École des sciences de  
l'activité physique

**University of Ottawa**  
Faculty of Health Sciences

School of Human Kinetics

## نموذج المقابلة الشخصية- معلم التربية البدنية

- لماذا اخترت لتصبح معلم تربية بدنية؟
- مالذي تحبه اكثر كمعلم تربية بدنية؟
- مالذي تحبه اقل كمعلم تربية بدنية؟
- اخبرني اكثر عن خبرتك التدريسية؟
- منذ قدومك الى هذه المدرسه؟
- هل سبق وان عملت من قبل في مكان اخر وكم كانت المده؟
- مالذي تحبه اكثر عند تدريسك التربية البدنيه في هذه المدرسه؟
- مالذي تحبه اقل عند تدريسك التربية البدنيه في هذه المدرسه؟
- اخبرني عن الطلاب في هذه المدرسه؟
- اخبرني عن طلاب الفئه العمرية ما بين 15-18 سنه، كيف هم في حصه

## التربية البدنيه، لماذا؟

- هل تستمتع عند تدريسهم؟ لماذا؟
- ماهو دور التربية البدنية في المنهج المدرسي؟
- ماهو دور التربية البدنية في مدرستك؟
- ماذا تعني لك عندما تريد تحقيق شي ما؟
- ماهي المصادر المتوفره للتربية البدنية( ادوات رياضيه، مرافق..)؟
- هل هناك مشكله لعدم مشاركة بعض الطلاب؟ لماذا؟
- لماذا التربية البدنية تعطي درجة النجاح بدلا من اعطاء درجات مختلفه

## مثل بقية المواد الاخرى؟

- هل الطالب يرسب في مادة التربية البدنية؟ لماذا؟
- هل تعتقد ان يكون وقت حصه التربية البدنية كاف عندما يكون هناك اكثر من حصه في الاسبوع؟ اذا نعم، لماذا؟ اذا لا، لماذا؟
- هل جميع الطلاب يشاركون في حصه التربية البدنية؟

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- ماهي عينة الطلاب الغير مشاركين؟ ابدأ لايشاركون؟ او يشاركون في بعض الاحيان؟ تعتمد على الطالب نفسه؟ هل يمكنك ان تتوقع متى سيشارك او لا يشارك الطالب؟
- لماذا تعتقد بعض الطلاب لايشاركون في حصة التربية البدنية؟
- ماهي الاستراتيجيات المقدمه منك لتحفيز مشاركة الطلاب اكثر في حصة التربية البدنية؟
- هل تود اضافة اي شي الى المحادثه؟

## Appendix N

الرقم : ٣٦١٩٧٥١٣٣  
التاريخ : ١١/٢٩ / ١٤٤٣ هـ  
المشروعات :



المملكة العربية السعودية  
وزارة التربية والتعليم  
الإدارة العامة  
للتربية والتعليم بمنطقة مكة المكرمة  
إدارة التخطيط والتطوير

الموضوع: الموافقة على إجراء دراسة

المكرم مدير مدرسة الامام البيهقي وفقه الله

السلام عليكم ورحمة الله وبركاته وبعد

فيناءً على الاستدعاء المقدم من/ ماجد بن عيد بن سعود الحربي طالب الدراسات العليا بجامعة اتاوا بكلية العلوم الصحية لمرحلة الماجستير في مجال الرياضة الاجتماعية والثقافية ، والذي يعد دراسة بعنوان :  
( مشروع معرفة خبرات طلاب المرحلة الثانوية في المشاركة في حصص التربية البدنية ))  
وحيث إن الدراسة تتطلب مقابلة شخصية لكل من :

١. مدير المدرسة

٢. معلم التربية البدنية

٣. عينه من طلاب الثانوية

ولقناعتنا بأهمية البحث فإنه لا مانع من السماح له بتطبيق ادوات بحثه على العينة المذكورة اعلاه وتسهيل مهمته في ذلك. شاكرين لكم كريم تعاونكم خدمة للبحث

العلمي .  
عبدالله بن محمد

والله الموفق ، ، ، ،

مدير عام

التربية والتعليم بمنطقة مكة المكرمة

عبدالله بن محمد  
حامد بن جابر السلمي

ص/ للتخطيط والتطوير

## Appendix O

### خبرات طلاب التربية البدنية في المرحلة الثانوية للبنين في مكة المكرمة

ولي امر الطالب المحترم

السلام عليكم ورحمة الله وبركاته

انا ماجد الحربي, معلم تربية بدنية سابق وحاليا اقوم باكمال درجة الماجستير في قسم علوم الحركة الانسانية في جامعة اوتوا. المشرف الاكاديمي البروفيسور كريستين دالير قامت بعدة دراسات في الشباب والمشاركة الرياضية. فيما يخص بحث الماجستير, ارغب في دراسة خبرات الطلاب البنين في التربية البدنية في المرحلة الثانوية في مكة المكرمة في السعودية. انا اطلب الاذن منكم لكي اقوم بعمل مقابلة شخصية لابنكم عن مالذي يرغب به ومالذي لا يقدره في التربية البدنية.

**موضوع الدراسة:** خبرات الطلاب في التربية البدنية في المرحلة الثانوية للبنين في مكة المكرمة في السعودية.

**البحث:** الدراسة تسعى الى فهم مالذي يحفز الطلاب في التربية البدنية ومالذي يقودهم الى عدم المشاركة الكاملة في حصص التربية البدنية. لكي يتم زيادة المشاركة في التربية البدنية ومن الضروري ان تستهدف المسائل التي تحتاج الى تطوير وتعزيز العوامل التي تزيد تعليم الطلاب. ادارة التربية والتعليم في منطقة مكة المكرمة بنين (العاصمة المقدسه) لديها العلم بشأن اهداف بحثي وقد حصلت مسبقا على الموافقه في اجراء الدراسة .

**اسلوب البحث:** الدراسة تدعو مشاركة 15 الى 20 طالب في مقابلة شخصيه تتراوح ما بين 30-40 دقيقة. المقابلات الشخصيه ستكون مسجلة صوتيا لكي تحفظ المعلومات المقدمه خلال المحادثه ولكي تتيح لي الفرصه للتركيز في المحادثه مع كل طالب بدلا من كتابة ملاحظات اثناء التحدث. هذه المقابلات ستعطي كل طالب الفرصه لتوضيح خبراته في التربية البدنية, الرياضه المدرسيه, والرياضه عموما. ساقوم بطرح اسئلة عن مالذي يفضله اكثر في التربية البدنية والرياضه, ومالذي يفضله اقل, ومالذي يحفزه لكي يشارك في حصص التربية البدنية والرياضه, ومالذي يحد من مشاركته الكامله. المقابلات الشخصيه ستجرى في داخل المدرسه في وقت ومكان والذي بالتاكيد لايتعارض مع جدول الحصص للطلاب.

**اخفاء الهوية:** كل المعلومات المجمعه من المقابلات الشخصيه مع الطلاب ستكون مخفيه. اسماء الطلاب والمدرسه ستكون غير محدد هويه في التسجيل الصوتي. التسجيل الصوتي والنسخ المكتوبه من المقابلات الشخصيه ستحدد هويتهم برمز البحث وليس باسماء الطلاب والمدرسه.

**الخصوصيه:** كل المعلومات ستكون ذو خصوصية. التسجيل الصوتي والنسخ المكتوبه من المقابلات الشخصيه ستكون محفوظه ومحميه في جهاز كمبيوتر برقم سري وايضا نسخه محفوظه في سيرفر كلية العلوم الصحيه في اوتوا. التسجيلات والنسخ المكتوبه ستكون فقط متاحة لي والبروفيسور كريستين دالير وستتلف التسجيلات والنسخ بعد خمس سنوات من دفاع الاطروحه وبعد طبع ونشر النتائج للبحث.

**المخاطر:** المشاركة لابنكم في هذا البحث تتركز في مشاركته في التربية البدنية وليس هناك اي مخاطر.

**المنافع:** البحث سيمنح افضلية لفهم مالذي يمكن تطويره لزيادة مشاركة الطلاب في حصص التربية البدنية و لضمان اكتسابهم الكامل من المنافع التعليميه والصحيه. تحليل البيانات سوف تقود الى افضل تقدير للعوامل التي تؤثر على الطلاب في التربية البدنية. هذه النتائج ستكون مفيدة لتحسين اساليب التدريب لمعلم التربية البدنية وتطوير منهج التربية البدنية.

**المشاركة التطوعيه:** يجوز لك ان ترفض عمل المقابلة الشخصية لابنك في هذه الدراسة. الرفض ليس له اي نتيجة سلبية في المشاركة في التربية البدنية. ايضا عندما تقوم باعطاء الموافقة لابنك للمقابلة الشخصية, يحق له رفض اجراء المقابلة فيما بعد او عدم الاجابه لبعض الاسئلة. ايضا يحق له الانسحاب من هذه الدراسة في اي وقت.

**معلومات:**

لمزيد من المعلومات عن البحث, الرجاء الاتصال بي على موبايل او عن طريق الايميل

الموافق (تحدد نعم يستطيع ام لا يستطيع)

ولي امر الطالب(الاسم) \_\_\_\_\_ يستطيع المشاركة في المقابلة الشخصية لهذا البحث.

اذا انا لذي اي استفسار عن الدراسة, قد اتصل بالباحث ماجد الحربي او الاتصال بالبروفيسور كريستين دالير.

اذا انا لذي اي استفسار يتعلق بلجنة المعايير البحث العلمي, قد اتصل بمكتب البروتوكول في جامعة اوتاوا هناك نسختين من هذا النموذج اي واحد منهما سيحفظ معي

توقيع ولي الامر: \_\_\_\_\_ التاريخ \_\_\_\_\_

د. كريستين دالير  
استاذ مشارك  
علوم الحركة الانسانية  
جامعة اوتاوا

ماجد الحربي  
طالب دراسات عليا