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Teachers' Perceptions Toward the Secondary Physical Education Program in the State of Kuwait

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TEACHERS' PERCEPTIONS TOWARD THE SECONDARY PHYSICAL EDUCATION
PROGRAM IN THE STATE OF KUWAIT

TEACHERS' PERCEPTIONS TOWARD THE SECONDARY PHYSICAL EDUCATION
PROGRAM IN THE STATE OF KUWAIT

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

By

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ABSTRACT

The purpose of this research was to determine the perceptions of physical education teachers and supervisors toward the secondary physical education program in eight domains in the State of Kuwait. Stratified and cluster sampling were used to select two schools of female teachers and two schools of male teachers from each district (6 districts); therefore, 24 schools were selected randomly. One hundred thirty-eight physical education teachers were selected and 66 supervisors were selected. A four-point rating scale (i.e., strongly disagree to strongly agree) and open-ended questions were included in the survey. Cronbach's alpha reliability, descriptive statistics, and independent sample *t* tests were used in this study. The response rate of physical education teachers was 94% and the response rate of supervisors was 80%. The results of this research indicated that physical educators and supervisors had very negative perceptions toward safety factors in physical education, the evaluation process of the physical education program, and the society's view toward physical education. Also, physical educators and supervisors had negative perceptions toward the program content, equipment, and the role of physical education teachers. However, physical educators and supervisors had somewhat positive perceptions toward the student relationship with physical educators and the school administration.

This dissertation is approved for Recommendation
to the Graduate Council

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DISSERTATION DUPLICATION RELEASE

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Agreed: Khaled Al-Kandari

Refused: -----

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DEDICATION

To my loving parents, who have always prayed for me. Without their prayers, I could not have reached my current level of education. To my three adorable sisters, who supported me with prayers and encouragement to reach for and obtain a better education. To my deceased brother, who often stressed to me that education is the main key to obtaining a good life. Last, to all my relatives who supported me with their calls and encouraged me to obtain a higher education degree.

TABLE OF CONTENTS

ABSTRACT.....	vii
Approval Sheet for Doctoral Dissertation.....	iii
Dissertation Duplication Release	iv
Acknowledgments.....	v
Dedication.....	vi
List of Tables	xi
List of Appendices	viii
CHAPTER ONE: INTRODUCTION.....	1
Historical Background of the Study.....	4
Personal Background of the Study.....	4
Theoretical Background of the Study	6
Theory of Attitudes	6
Measurement of Attitudes.....	7
How the Likert Scale was used in Physical Education	7
Statement of the Problem.....	8
Purpose of the Study	10
Research Questions.....	11
Significance of the Study	12
Scope of the Study	13
Assumptions.....	13
Definition of Terms.....	14
The Limitations of the Study	14

CHAPTER TWO: LITERATURE REVIEW	16
A Brief Overview of History of Education in Kuwait	18
Related Studies.....	20
Subjects Reviewed for Understanding.....	26
Physical Education.....	26
Kuwaiti Physical Education Teacher's Guidebook.....	27
Kuwaiti Secondary Physical Education Students' Book.....	29
The Overall Objectives of Physical Education of General Education	30
The Objectives of Physical Education at the Secondary Level	31
The National Standards of Physical Education.....	32
Understanding of the classification of educational objectives.....	32
The Curriculum objectives.....	35
Concepts of curriculum.....	37
Foundation of Curriculum Evaluation	38
Benefits of Analyzing the Curriculum.....	38
The Concept of Educational Evaluation	39
Importance of Evaluation in Education	40
Domains of Evaluation	41
The Concept and the Importance of Educational Objectives.....	42
The Sources of Educational Objectives	43
CHAPTER THREE: METHOD	44
Sampling Methods	44
Sampling Method used for the Study.....	44

Population of Interest	45
Access to the schools	45
Survey Approach	45
Survey Scale.....	45
Development of the Survey	45
Translation of the Survey.....	46
Ethical Considerations in the Study	46
Research Questions and Related Items	46
Data Analysis and Statistical Tests	47
Validity: Content-Related Evidence	48
Reliability of the Study	49
Reliability: Internal Consistency (Cronbach’s Alpha).....	49
Statistical significance Level	50
Research Funding.....	50
Timeline	50
CHAPTER FOUR: RESULTS	52
Response Rate.....	52
Research Question # 1 (a to h).....	52
Domain Scores for Participants and their Perceptions.....	53
Research Question # 2	53
Research Question # 3	56
Research Question # 4	59
Participants’ Views toward Specific Statements	62

Teachers' Suggestions and Comments	62
CHAPTER FIVE: DISCUSSION.....	65
Summary Research Results.....	66
Research Results with Related Studies	72
The Differences of this Study's Results with other Studies	76
The Importance of this Research	76
Suggestions and Recommendations.....	78
Suggested Directions for Future Studies.....	80
Refereces.....	81
Appendix 1: A Permission Letter for School Access (English Version).....	85
Appendix B: A Permission Letter for School Access (Arabic Version)	86
Appendix C: Institutional Review Board (IRB)	87
Appendix D: Categories of Comments with Examples	88
Appendix E: Survey of the English Version.....	90
Appendix F: Survey of the Arabic Version for Male Teachers.....	97
Appendix G: Survey of the Arabic Version for Female Teachers.....	103
Appendix H: Descriptive Data for Item Levels of Agreement	109

List of Tables

Table #	Page #
1. The Distribution of the Course Content for Secondary P. E. Program.....	28
2. The Distribution of Classes of the Grade Level.....	29
3. National Standards for Physical Education.....	32
4. The Levels of Cognitive Domain.....	33
5. The Levels of Affective Domain	34
6. The Levels of Psychomotor Domain	35
7. The Organization of Curriculum Section.....	36
8. Sampling Method used for the Study.....	44
9. The Research Questions/Domains and Its Related Items	47
10. Sources of Items Obtained from the Literature Review	48
11. Sources of Items Obtained from the Personal Experiences of the Researcher	48
12. Reliability: Internal Consistency (Cronbach's Alpha)	50
13. Response Rate.....	52
14. Question1 (a to h): Domain Scores for Participants	53
15. Question 2a: Do male and female physical education teachers differ in their perceptions toward the content of the physical education program?.....	53
16. Question 2b: Do male and female physical education teachers differ in their perceptions toward the sports equipment of physical education?.....	54
17. Question 2c: Do male and female physical education teachers differ in their perceptions toward safety factors in physical education?.....	54

18. Question 2d: Do male and female physical education teachers differ in their perceptions toward the evaluation of physical education program?	54
19. Question 2e: Do male and female physical education teachers differ in their perceptions toward the role of physical education teacher?.....	54
20. Question 2f: Do male and female physical education teachers differ in their perceptions toward the student relationship with the physical educator?	55
21. Question 2g: Do male and female physical education teachers differ in their perceptions toward the school administration?	55
22. Question 2h: Do male and female physical education teachers differ in perceptions regarding the society's view toward physical education?	55
23. Question 3a: Do male and female physical education supervisors differ in their perceptions toward the content of the physical education program?	55
24. Question 3b: Do male and female physical education supervisors differ in their perceptions toward the sports equipment of physical education?	56
25. Question 3c: Do male and female physical education supervisors differ in their perceptions toward safety factors in physical education?	57
26. Question 3d: Do male and female physical education supervisors differ in their perceptions toward the evaluation of physical education program?	57
27. Question 3e: Do male and female physical education supervisors differ in their perceptions toward the role of physical education teacher?.....	57
28. Question 3f: Do male and female physical education supervisors differ in their perceptions toward the student relationship with the physical educator?	57

29. Question 3g: Do male and female physical education supervisors differ in their perceptions toward the school administration?	58
30. Question 3h: Do male and female physical education supervisors differ in their perceptions regarding the society's view toward physical education?	58
31. Question 4a: Do physical education teachers and supervisors differ in their perceptions toward the content of physical education program?	59
32. Question 4b: Do physical education teachers and supervisors differ in their perceptions toward the sports equipment of physical education?	59
33. Question 4c: Do physical education teachers and supervisors differ in their perceptions toward safety factors in physical education?	59
34. Question 4d: Do physical education teachers and supervisors differ in their perceptions toward the evaluation of physical education program?	60
35. Question 4e: Do physical education teachers and supervisors differ in their perceptions toward the role of physical education teacher?	60
36. Question 4f: Do physical education teachers and supervisors differ in their perceptions toward the student relationship with the physical educator?	60
37. Question 4g: Do physical education teachers and supervisors differ in their perceptions toward the school administration?	60
38. Question 4h: Do physical education teachers and supervisors differ in their perceptions regarding the society's view toward physical education?	61
39. Statements for Extra Knowledge	62
40. Categories of Comments with Examples (All comments are in Appendix D #)	64

List of Appendices

Appendix A: A permission letter for school access (English version).....	84
Appendix B: A permission letter for school access (Arabic version)	85
Appendix C: Institutional Review Board (IRB).....	86
Appendix D: Categories of Comments with Examples	87
Appendix E: Survey of the English Version	89
Appendix F: Survey of the Arabic Version for Male Teachers	96
Appendix G: Survey of the Arabic Version for Female Teachers	102
Appendix H: Descriptive data for Item Levels of Agreement	108

CHAPTER ONE: INTRODUCTION

In recent years, the educational process in Kuwait (e.g., math, science, etc.) has been reformed to create a better image and to achieve a more effective education. In Kuwait, specifically, the physical education program has become more relevant in schools. The main goal of physical education is a class where students can develop mental, emotional, social, psychological, and ethical objectives and skills. In some countries, such as Kuwait, physical education in the secondary level is a required class for 10th, 11th, and 12th graders. On the other hand, in some countries, such as the United States, physical education is only required in the 9th, 10th, and 11th grades. However, the amount of time devoted to physical education in high school during the week (e.g., 90 minutes) is not adequate, and numerous countries are cutting and reducing physical education classes.

Physical education is an educational program that has its own curricula and objectives. The objectives of physical education have an important role in developing a healthy society and in general changing students' behavior in specific domains. For example, physical education objectives assist students mentally, physically, socially, and psychologically in creating an individual who has an understanding and knowledge about the significance of physical education for his or her whole life (Al-Basaty, 2009). Physical education curricula include short- and long-term goals that educate and form students' lifestyles physically and mentally by implementing these objectives in and out of the schools to generate students who are knowledgeable, skillful, and healthy. However, in real life and based in the literature, there are nationwide issues in schools where obesity is becoming a major problem. For instance, many countries stated that obesity is increasing among students in schools. Fattahova (2007) mentioned statistics that indicate alarming trends concerning increasing obesity in Kuwait. Obesity has affected children's

and adults' lives in Kuwaiti society and overseas in general. One study provided evidence that Kuwaiti society was mostly obese; and it is one of the leading causes of death in the State of Kuwait. According to Moussa and et al, (1998), "the prevalence of adult obesity in Kuwait is among the highest in Arab peninsula" (p. 41). In Arkansas, according to the State Health Fact Organization (2007), the percentage of children who are overweight is 37.5%. All of these studies confirmed that students gain weight during the school year.

A couple of critical questions raised here concern how the obesity of students and the subject of physical education are connected to each other. 1) Does obesity occur because the objectives of physical education have not been implemented carefully and seriously by teachers in schools? 2) Is it because of the lack of hours of physical education classes during the week? 3) Is it because there are some issues in the physical education curricula preventing the achievement of the objectives of physical education?

All of the previous questions are important to investigate in scientific research, and are answered by physical education teachers in this study. Moreover, based on the pilot study of this research, the Kuwaiti physical education teachers stated that the hours of physical fitness activities (e.g., speed-flexibility-muscular endurance, etc.) are minimized in physical education programs, and they think that reducing the hours of physical education is the main cause of students' obesity. In other words, students cannot develop and maintain strong and healthy bodies, which finally resulted in an overweight issue for students.

Only in the first two weeks of the semester do students practice physical fitness activities. Students focus more on learning skills. Physical educators are not integrating physical fitness skills with physical education skills (e.g., technical skills) because they have to follow the study plan requirements of physical education programs. Furthermore, based on my previous

experience as a physical education teacher in Kuwait, most people have a traditional view of physical education. They view physical education as a class where students only practice activities and have fun. In other words, they believe that physical education is not "a big deal" class. They think that in a physical education class no one can fail because it is not an important subject. Even most students have incorrect perceptions about physical education. They believe that physical education is only a class where students play sports and have fun.

However, recently, physical education has become a required class that has its own objectives and evaluations. Society should change its negative ideas toward physical education. Reforming society's perceptions should be the responsibility of educational institutions, field experts, and teachers, where they work cooperatively to shift students' and society's negative view towards more positive physical education attitudes. For instance, by making physical education a required subject area just like other core subject areas, where it has assessments and evaluations, it will make physical education classes more important. Also, by increasing the number of hours of physical education classes during the week (not only two periods a week), and evaluating consistently the curriculum, whether the objectives are implemented and meet students' needs, it will increase the awareness of physical education.

There is no doubt that the development of the concept of physical education and sports was mainly associated with the development of the concept of education. Processes aimed at achieving an integrated development of all aspects of education, including physical, mental, emotional, social, and moral, will ensure the development of a balanced and moral person. The physical education program works to achieve these aspects and gives pupils sufficient fitness and health knowledge that are part of the overall fitness objectives. However, many schools do not promote student knowledge and sports that are based on students' development and abilities.

Historical Background of the Study

Few studies have been conducted that examine the secondary physical education program. The research called for reform in many areas, such as increasing the period of physical education, examining the desired objectives for each grade level that can meet students' abilities, and integrating physical fitness skills in the physical education program. For example, Alshammari (2004) conducted a study in Kuwait that recommended that the curriculum of physical education should be reformed to meet students' needs. Moreover, Tannehill and Zakrajsek (1993) state, "because of the changing needs of the youth in today's society, physical education programs should change the traditional physical education curriculum to meet the needs of their students and make them active throughout their lives" (p. 17).

Thus, the physical education aspect of the educational plan of the State is concerned with improving the individual through the practice of sports activities to achieve the overall goal of physical and mental development. There is a common belief in the physical education field that it is important for youth to maintain a healthy lifestyle. However, based on the conducted pilot study, physical education teachers do not have enough time to apply the objectives of the lessons. They have little time to implement the goals of the lesson plans in their classes. Moreover, the teachers stated that the required skills for each grade are not compatible with the ability of the students. Students face a hard time in attempting to practice some skills in their grade level. Thus, the teachers want more attention and reform in the physical education program that can better serve students with their physical abilities.

Personal Background of the Study

In this section, I used personal statements that clarified why I am conducting this study. Based on my past personal experience and analyzing the secondary physical education program,

at the previous schools where I taught, most teachers did not implement the objectives of physical education in their classes. Unfortunately, most physical education teachers abandoned the objectives of physical education. Some physical education teachers stayed in their offices without even observing the students! I did not perceive a strong sense of communication and accountability from some physical education teachers toward their students.

There is a consistent belief in Kuwait that physical education is only a fun class where students can play and enjoy their time. Yes, there are tests and assessments in physical education programs, and there is a passing or failing grade in physical education, but this common belief diminishes the importance of physical education and weakens the role of the physical education objectives. Most classroom teachers and students believe that physical education does not have reliable ways to assess students and that no student should fail physical education, because it is an "easy" class.

This lack of attention might be the result of teaching methods and the delivery of information practiced by physical education teachers. For example, most physical educators do not have effective instructional teaching methods that they can implement.

Physical education is a program where the development of physical, motor, health, moral, and cognitive skills are necessary to achieve. These objectives and functions of physical education have become important for implementation by physical education teachers and are no longer limited to the traditional teaching role. Furthermore, physical education should become an essential subject that is based on students' abilities and knowledge, where students can become knowledgeable about physical education.

Theoretical Background of the Study

This study was framed by a critical theory to provide a clear understanding and explanation of the phenomena and the nature of this research. The theory used was the Theory of Attitudes.

Theory of Attitudes

During the 19th century, social psychologists offered many definitions of attitudes that were demonstrated in the literature in different approaches. The literature review yielded many historical views about attitudes that started from the 19th century. Baldwin (1901) as cited in Fishbein and Ajzen (1980) defined attitude as “readiness for attention or actions of a definite sort” (p. 13). However, Fishbein and Ajzen (1980) gave their own definition of attitude as individuals having negative or positive beliefs and perceptions toward a person, behavior, thing, or society. Thomas and Znaniecki (1958) emphasized and focused on the cognitive aspect of defining an attitude as a mental process that verifies one’s responses. Furthermore, Mueller (1986) expressed a current and common definition of an attitude. He pointed out that attitudes contain like or dislike toward an object, positive or negative attitudes toward an object, or evaluation of an object. Shortly after Mueller’s definition of an attitude, Ajzen (1988) agreed with Mueller’s definition. Ajzen (1988) stated that attitudes can be viewed as positive or negative toward an object, individual, institution, or event.

At the end of the 20th century, Eagly and Chaiken (1993) provided another direction for the concept of an attitude. They stated that “attitudes cannot be directly observable but can be inferred from observable responses” (p. 2). They also presented another simple concept of an attitude; they mentioned that an attitude is a tendency that determines the level of agreement, disagreement, favorability, or unfavorability toward a particular object. Moreover, Wagner

agreed with Eagly's and Chaiken's definition of an attitude. Wagner (1969) pointed out that an attitude is a tendency of an individual's behavior toward an object. Eagly's and Chaiken's description of an attitude agreed and matched Ajzen's, Mueller's, and Fishbein's definitions of an attitude. At the same time, Patten also agreed with previous psychologists about the concept of an attitude. Patten (1998) stated that an attitude is a general tendency toward a group of individuals, institutions, and other things.

Measurement of Attitudes

According to Hershey (1988), measuring peoples' attitudes requires a scale that measures favorable and unfavorable items toward the object. The literature review provided many scales (e.g., Likert-type and Semantic differential scales) that measure individuals' attitudes toward a particular object to help researchers understand specific phenomena and to know their participants' responses toward that particular object.

According to Eagly and Chaiken (1993), Likert Summated Ratings Method Scale was and still continues to be the most common method to measure peoples' attitudes. It is used in many scientific research questionnaires, and it can contain a large pool of items. Respondents may indicate their own attitudes by checking how strongly they agree or disagree with particular statements. In addition, this type of scale examines and identifies the favorable and unfavorable aspects of peoples' attitudes toward an object.

How the Likert Scale was used in Physical Education

The literature review determined that the Likert scale was used in physical education to provide a clearer picture about the attitudes and perspectives of physical education teachers toward specific aspects. Most of the surveys used the agreement distribution levels of strongly

disagree, disagree, neutral, agree, strongly agree in their surveys to measure the specific attitudes of the items.

Statement of the Problem

If teachers compare education between China, the United States, and Kuwait, one will notice that Chinese students spend six days a week and 10 hours a day in school for nine months. American students spend five days a week and seven hours a day in school for nine months. Lastly, Kuwaiti students spend five days a week and six hours a day in school for nine months. Thus, the students in Kuwait spend less time in school than students in some other countries.

Based on my teaching experience, the only physical exercises that were implemented were ones where students practiced activities and had fun while enhancing their physical fitness. This was done without the knowledge of the importance of physical education and fitness skills, understanding the learned skills, and teaching students how to be researchers and thinkers while learning and practicing physical education. In other words, the aims of physical education are to teach students physical, moral, social, and intellectual skills. However, these aspects were not implemented by some physical education teachers even though these skills are written in the teacher's guidebook.

Thus, there are many elements that encouraged and motivated me to carry out this study. The following are some issues that exist in physical education programs:

1. There has been a lack of research that analyzed and evaluated the secondary physical education curriculum in Kuwait. According to Alshammari (2004), the program of secondary physical education in schools has become less important than other core subject areas.

2. There was not much research that analyzed and evaluated the secondary physical education curriculum. According to literature review, analyzing and evaluating physical education programs will help schools to have a clear, complete, and consistent analysis of written physical education curricula and will improve and enhance the quality of physical education.
3. Physical fitness skills are not integrated in Kuwait's secondary physical education program. Fitness lessons are provided for students only during the first two weeks of the academic year.
4. Many school principals have a lack of knowledge and materials of methodology for physical education. Surprisingly, the school principals are accountable for 50 percent of physical education teachers' grades. This raises a question of how are principals responsible for providing 50% of the teacher's grade when they do not have any knowledge about physical education? Traditionally, most principals, at the end of the semester, ask the department head of physical education and the supervisor about the performance of a physical educator and then all of them come to a decision about the final grade of the physical education teacher!
5. There are many physical education teachers who provide the equipment for the students and then stay in their offices to read newspapers, drink coffee, and have conversations with their colleagues. The method and philosophy of teaching physical education should change from grade to grade because many students have a traditional idea that physical education is a recreational class where students only play soccer from the first grade through high school. Most physical educators do not teach other required skills. This incorrect belief and concept is difficult to change unless there are relevant studies and

serious action to reform the physical education curriculum and teaching methods of educators.

6. Many new physical educators are shocked about the climate of teaching physical education in schools when they start their first day of teaching. A lot of things that they learned during their university time do not apply and are not implemented in the schools, such as a lack of sports facilities, load of classes, and lack of cooperation among colleagues.

The pilot study that I conducted for 15 physical education teachers and supervisors provided me with a clear picture and relevant data to frame my research regarding the Kuwaiti physical education program. It determined several critical issues in the secondary physical education curriculum, teachers' guidebook, and students' curriculum that prevented the implementation of physical education objectives.

Purpose of the Study

The purpose of this study was based on three aspects. It was based on my previous personal teaching; on the examination of the literature review; and, finally, on the analysis of Kuwait's secondary physical education program. The purpose of this study was to obtain the perceptions of secondary physical education supervisors and teachers by raising critical issues that are present in the physical education program, in order to explore solutions and make suggestions for achieving an effective and comprehensive physical education program. The purpose of this research was to determine the perceptions of physical educators and supervisors regarding the following domains:

- 1- The program content of physical education.
- 2- The equipment of physical education.

- 3- The safety factors in physical education.
- 4- The evaluation of the physical education program.
- 5- The role of the physical education teacher.
- 6- The student relationship with the teacher.
- 7- The school administration.
- 8- The society's view toward physical education.
- 9- Whether there is a difference between male and female physical educators' perceptions regarding each of the previous domains (1 to 8).
- 10- Whether there is a difference between male and female supervisors' perceptions regarding each of the previous domains (1 to 8).
- 11- Whether there is a difference between physical educators' and supervisors' perceptions regarding each of the previous domains (1 to 8).

Research Questions

The following are the research questions that I examined in my study.

1. How do physical education teachers and supervisors perceive the issues of the following?
 - a- The program content of physical education?
 - b- The equipment of physical education?
 - c- The safety factors in physical education?
 - d- The evaluation of the physical education program?
 - e- The role of the physical education teacher?
 - f- The student relationship with the teacher?
 - g- The school administration?
 - h- The society's view toward physical education.

- 2- Is there a difference between male and female physical educators regarding their perceptions toward each of the previous domains (a to h)?
- 3- Is there a difference between male and female supervisors regarding their perceptions toward each of the previous domains (a to h)?
- 4- Is there a difference between physical educators and supervisors regarding their perceptions toward each of the previous domains (a to h)?

Significance of the Study

There are many relevant elements that allowed me to conduct this research. The following are the critical aspects.

- 1- The outcomes of this study enhanced the literature to understand how physical education experts perceive Kuwait's physical education.
- 2- The outcomes of this study provided a better understanding for the Kuwaiti Ministry of Education regarding the issues of secondary physical education.
- 3- The outcomes of this study provided the Ministry of Education clearer perceptions toward physical education. Thus, the Ministry can create critical plans that would build a cooperative climate among physical education experts to achieve a comprehensive and meaningful curriculum.
- 4- The results of this study provided helpful insights and perspectives for educational principals to consider physical education in the nationwide setting.
- 5- The results of this study provided an understanding of whether the physical education curriculum develops a student who understands a healthy lifestyle.
- 6- The results of this study provided an understanding of whether or not physical education teachers are implementing their lesson standards correctly.

- 7- The results of this study provided an understanding of whether or not reform is needed in the physical education curriculum and to what extent it may be needed.
- 8- Finally, the outcomes of this study provided an understanding of how physical education teachers are held accountable for their curriculum implementations.

Scope of the Study

The scope of this study was limited to the following aspects.

- 1- The participants of the study were from public schools in the State of Kuwait.
- 2- Secondary physical education teachers participated in this study in the State of Kuwait.
- 3- Department heads of physical education participated in this study in the State of Kuwait.
- 4- The supervisors of secondary physical education participated in this study.
- 5- The following factors -- years of teaching experience, school, district, and educational degree -- were not examined in this study.

Assumptions

The following were assumptions of this study.

- 1- All participants answered the survey honestly.
- 2- All participants were able to understand the items of the survey.
- 3- All participants had enough time to complete the survey.
- 4- The Kuwaiti Public Authority for Applied Education and Training was cooperative with me in simplifying the process of this study and provided me access to the schools.

- 5- The Kuwaiti Ministry of Education was supportive of my efforts to acquire data from the schools.

Definition of Terms

The following are definitions of terms used for the current study.

- A. Attitude: refers to the degree of like or dislike of something.
- B. Perception: refers to the awareness of things and how individuals perceive things.
- C. Secondary school: refers to the three-year educational period (grades 10-12).
- D. Physical education: refers to physical education as a required course that students must take during grades 10 and 11.
- E. Physical education teacher: refers to the person who obtained an associate, bachelor, master, or doctoral degree in the physical education field.
- F. Department head of physical education: refers to the person who supervises the physical education teachers by having responsibilities and duties toward his or her physical education department.
- G. Physical education experts: refers to physical education supervisors, heads of departments of physical education, and physical education teachers.

The Limitations of the Study

The participants of this research were from Kuwait. Therefore, the results of this study may not be generalized to other countries. This study focused on the evaluation of the secondary physical education program. Thus, the results may not be generalized to middle and elementary physical education programs in Kuwait. Moreover, the selected secondary physical education teachers of this study were randomly limited to a small sample of 138 teachers who represented

25% of the total teachers in the six districts. Therefore, the results can be generalized to all secondary physical educators in Kuwait.

CHAPTER TWO: LITERATURE REVIEW

This chapter represents a comprehensive literature review to identify, cover, and frame the study. This chapter provides relevant research in a way that helps to determine what has been written in physical education programs and to link and introduce the knowledge and problems that are related to this study. Conducting the literature review will assist in framing this study to the research questions and objectives. This chapter organized by providing a brief overview of history of education in Kuwait, conducted studies that related to this research, and subjects reviewed for understanding.

Kirk provided an outline paper where he explained some of the key ideas about the orientation to curriculum work in physical education. Kirk (1993) cited Siedentop's (1980) view that the study of physical education curriculum in the last fifty years had led to little reform in many aspects (i.e., the goals, subject matter, and teaching strategies of physical education teachers). Kirk stated that the curriculum of physical education should be designed in a way that teachers can achieve the learning objectives in physical education. However, Kirk's statement led teachers to think critically about how physical educators should plan physical education curricula in such a way that students not only can accomplish a set of certain activities, but also facilitate their learning and thinking in physical education by applying multiple teaching methods.

The literature review outlines that the physical education program should include not only activities and applications, but also should contain skills that teach students an understanding of the subject matter. Moreover, according to the literature review, this kind of technique does not exist in some physical education curricula. Physical education teachers need a physical education curriculum that has a set of objectives that include knowledge-based skills and

understanding-based skills that are written based on critical thinking skills so that students can be questioned and assessed on the skills. This is part of teachers' skills and the curriculum designers should include guidelines and outlines in the teacher's edition book for educators to use and apply in the class.

According to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD, 1994), during high school, students spend a lot of time on video games and television, therefore, they do not physically move. They become less fit and overweight after a while. The literature review provided suggestions that physical education hours should be increased in schools.

Moreover, there are major problems in the physical education curriculum shown in the literature, which are the students' individual differences and ability levels. In Kuwait, the high school physical education curriculum is concerned only with teaching sports and how to apply skills rather than how to provide all students with equal learning. Fairness should be applied in physical education by providing different practical skill applications for students with different abilities. This aspect is not developed in the Kuwaiti physical education teacher's guidebook. Many physical educators do not know what to do when teaching a specific skill if they have students with different physical abilities (i.e., low-skilled ability versus high-skilled ability learning skills). Silverman (1998) cited Portman's study (1995) that interviewed sixth grade students to explore their attitudes toward physical education classes. He defined how low-skilled students view physical education classes and how they criticize practicing activities. Silverman (1998) stated that "physical education teachers play a pivotal role in helping low-skilled students succeed by providing skilled-rated feedback and creating an environment in which all students can be successful" (p. 1).

A Brief Overview of History of Education in Kuwait

According to the Kuwait Council of Nation, “Education is a right for Kuwaitis, guaranteed by the State in accordance with the law and within the limits of public order and morals, and compulsory education is free in its early stages in accordance with the law”

(<http://www.majlesalommah.net/clt/run.asp?id=6>). The previous statement is still written in article 40 of the Kuwaiti constitution.

During the early part of the twentieth century, a few Quranic schools (i.e., schools that teach Islamic studies) provided a place where people could enhance their thoughts and educate their children with religious instructions, such as Arabic literacy and arithmetic. The Sheikh of the Mosque was like a teacher who educated and guided students as well as acted as an advisor on social issues and problems.

According to the Kuwait Cultural Office (2006), in 1912, the AL Mubarakiiyya School was founded as the first school that taught people basic skills in mathematics, reading, writing, and calligraphy. Its funding was based on donations from merchants and wealthy citizens. Its curricula expanded to teach other subjects such as history, geography, and religion courses.

Later, the Ahmadia School was founded in 1921. It taught the same subjects as the Mubarakiiyya, and it was the first school that taught English classes. At the same time, the first girls’ school was established. It presented classes in the Arabic language, home economics, and Islamic Studies.

Its funding came mostly from the donations of wealthy people as well.

(<http://www.kuwaitculture.com/About%20Us/History.htm>).

According to the Ministry of Education (2010), shortly after this, during the 1930s, oil was discovered. Its discovery changed the economy and the development of the state. In 1935, schools were controlled by the Kuwaiti government. Four elementary schools opened and new

schools were founded. The missions of these schools were developed by Palestinian teachers who structured the educational system at that time. Those Palestinians were highly-qualified teachers. Three of these schools were for boys and the other school was for girls (www.moe.edu.kw).

Later, a National Education Department (NED) was established in 1936 to procure and employ teachers from other Arab countries, such as Egypt, Lebanon, Iraq, Syria, and Palestine. Again, the Palestinian educators were mainly responsible for developing the Kuwaiti education levels because they, as well, came from British-ruled Arab countries and had more knowledge about the history of Kuwaiti society. By 1945, the number of schools increased and spread throughout the whole country. The first kindergarten school was built in the 1950s. Kuwait opened its first technical college in the academic year of 1954-1955. Concerning special education matters, in 1956, the NED established the Institute for the Blind that enrolled blind students. During the years 1958-1960, the NED founded adult education programs for both sexes. In 1962, the year following independence, the Education Department officially became The Ministry of Education, which is still the head of the Kuwait educational system (www.moe.edu.kw).

The aim of the Ministry of Education, according to its official website, is to assist in the development of Kuwaiti society and to educate its young generation with a comprehensive foundation of moral, mental, Islamic, and social activities based on the frame of Islamic rules and heritage. The funding for education comes from the Kuwaiti government, and the government has general control over the public and private schools in the State.

Related Studies

Al-Liheibi (2008) conducted a survey to compare and examine 480 middle and high school students' attitudes toward physical education in Saudi Arabia. He made an interesting statement by saying that only male students are required to have physical education during basic education and the awareness of health education is not offered as well. Saudi Arabian students practice physical education only one period during the week. Thus, the previous statements show that the time allotted to physical education is low in the schools.

Liheibi made a good point as well -- that physical education should not be only a class where students have fun and play sports. He cited Tannehill and Zakrajsek (1993), stating, "because of the changing needs of the youth in today's society, physical education programs should change the traditional physical education curriculum to meet the needs of their students and make them active throughout their lives" (p. 17). This is what curriculum experts of physical education should focus on: how to shift physical education from a traditional teaching style to knowledge and understanding –based teaching skills.

Another issue found in the literature is students' desires toward physical education in high schools. Baney and Strand (2008) cited Ennis (2004) who conducted a survey of 369 high school students to determine their knowledge of the appropriate practices in high school physical education. The results showed that the physical education curriculum in urban high schools negatively affected students' behavior during the class time. Ennis mentioned that students who did not engage in practical drills or skills were sitting on the bench, walking around the gym, not dressed for the class, or did not listen to the teachers. Ennis expressed that the physical education program should be reformed by having instructional strategies that can help all students enjoy physical education classes. He advised physical education teachers to look at the *Appropriate*

Practices for High School Physical Education (NASPA, 2004). Ennis (1995) confirmed that the benefit of this tool is to help, address, and aid physical educators in having instructional strategies and practices that are critical to the delivery of quality physical education to adolescents and young adults. Ennis stated also that the literature failed to find one study that provided appropriate practices in high school physical education.

Another issue in the physical education program was also raised in Ennis' research. He provided essential results from his study that 87% of secondary students agreed that physical education grading should be based on attendance, dressing out, and compliance to classroom rules. This opinion may raise the issue that physical education grades can be earned easily. Thus, the previous statements showed that society views physical education as an easy class to pass. For many years, many physical education teachers have graded their kids based only on attendance, dressing appropriately, and classroom rules. This is not an accurate evaluation that can improve our children's health and fitness skills.

Another issue raised in the literature review toward physical education was by Fraser-Thomas and Beaudoin (2002) who examined a relevant case study by interviewing two physical education teachers about their experiences implementing the objectives of the high school physical education curriculum. These authors conducted interviews, observations, and documented the results of their study. Thomas and Beaudoin found different factors that affected the implementation of achieving the physical education objectives. For instance, they found that physical education teachers are facing a lack of time in achieving physical education objectives, lack of equipment, large class sizes, and heavy teaching loads. If I take this critical study and compare it to the situation of Kuwaiti physical education, I would agree that we do have the same issues which affect implementing and achieving the objectives of physical education.

Alshammari (2004) administered a study in Kuwait investigating physical education teachers' attitudes toward the physical education goals in four particular areas: psychomotor, affective, health and cognitive domains. He conducted a survey of 200 teachers about their perceptions toward the domains. Alshammari found that physical educators perceived the psychomotor and affective domains positively. On the other hand, cognitive and health domains were perceived negatively by the teachers. Alshammari stated that "physical educators in Kuwait need professional development to assist them in applying the concepts of the cognitive and health-related fitness domain to their students" (p. 3).

Alshammari recommended that the curriculum of physical education should be reformed to meet students' needs and changed to create social interactions among students and teachers. Teachers should provide students written documents and statements of health-related fitness activities, and two periods of physical education is not enough for students to develop a healthy lifestyle. Alshammari's thoughts are still relevant in physical education. If we teachers read the Kuwaiti teacher's guidebook and students' book, we will find no information regarding health- and fitness-related skills and knowledge-based skills in either guidebook.

There are only three domains cited in the Kuwaiti secondary physical education teacher's guidebook: psychomotor, affective, and cognitive domains. I did not see information relating to physical fitness skills. My study will differ from Alshammari's study by examining teachers' perspectives regarding the issues that interfere with the objectives of high school physical education. In other words, my study will focus on existing barriers that prevent teachers and students from achieving physical education objectives and on how teachers' perspectives will assist in reforming and improving physical education in our schools.

Ishee (2004) administered an interview for 9th grade students ($n = 46$) and asked them about their physical education experiences. She found a common statement from the students. Students stated "I do not like what I cannot do" (p. 1). I think this is an essential finding; what can physical education teachers do in this situation? Ishee expressed that all students like physical education when they are successful in the skill. She also provided recommendations to have an effective curriculum. For instance, Ishee (2004) mentioned that experts should change the curriculum, increase the participation in activities among students, have high-skilled students motivate low-skilled students, and recognize students' needs. These suggestions are critical to implement in the physical education curriculum, such as in the teacher's guidebook in order to provide a clear picture for teachers that physical education is not only activities, but also a curriculum that should enhance learners' cognitive and psychomotor skills.

Based on my previous teaching experience, providing feedback before, during, and after the applied skill was not implemented by many physical education teachers. I think there is a need for providing positive critical feedback from teachers to maintain and increase student interest. Thus, not only providing feedback to students, but also receiving negative or positive feedback from students will close the gap between the teacher and students. For instance, many physical education teachers only provide a skill and ask students to practice it. The result is that some students will have problems in applying some skills; students' abilities and differences are not considered by many physical educators.

There are some guidelines included in the literature review that physical education teachers should recognize. For example, Sharpe (1993) in his article mentioned some guidelines and recommendations that physical educators should implement during and after the class. The following are some tips.

- 1- Physical education teachers should provide feedback during and right after the students attempt the skill.
- 2- Physical education teachers should provide enough opportunities to practice the attempted skill.
- 3- Physical education teachers should provide positive feedback.
- 4- Physical education teachers should use student peers as a secondary way of teaching.
- 5- Physical education teachers should serve as evaluators.

Another essential method in the literature review was using critical thinking in physical education. Many physical education teachers may ask how we can use critical thinking in physical education. Physical education is not only a class for teaching skills and providing some fun games for students to maintain a healthy lifestyle. Research on critical thinking in physical education provides students with extra knowledge by allowing them to construct a higher level of thinking by observing, reflecting, and analyzing the information in a particular domain. For example, McBride (2004) explored in his article how teachers can structure and foster critical thinking in physical education. McBride's research demonstrated that teaching cognitive skills helped to improve critical thinking skills, such as comparing, contrasting, analyzing, and predicting. These skills will foster and maintain students' knowledge in that subject area. For example, physical education teachers can give students an existed issue that related to the physical education and allow students to come up what are the causes of the issue, solutions, and recommendations.

Thus, physical education teachers should structure their lessons by implementing short- and long-term purposes that can help students step by step. In other words, break their lessons down, match class objectives with real life, and make sure the objective of the class has been

learned and understood clearly by the students. This is an essential role for physical education teachers; thus, no more traditional approaches in physical education.

A survey study conducted in Kuwait by Al-Enezi (2005) regarding high school students' attitudes toward physical education was based on three factors: curriculum, peers, and teachers. There were essential points raised by Al-Enezi's recommendation sections. He stated that physical education teachers should have more cooperation with each other to establish knowledge and strategies on how to obtain an effective curriculum that meets students' needs. Also, more time should be added for physical education classes and to give students opportunities to choose their activities. If the Ministry of Education in Kuwait increases the hours of physical education classes, teachers can have more time to teach the objectives more effectively and successfully as well as develop students who have the skills and understanding that can provide long-term benefits in their lives.

In another study by Chen and Ennis (2004), the authors stated that medical researchers found that curriculum reform is an important way to reduce obesity, which causes diabetes, stroke, and heart disease. They suggested that obesity is associated with educational achievement which is linked to curriculum objectives. Moreover, the authors recommended to educators that physical education curriculum should enhance students' motivation by addressing personal and instructional issues to allow students to continue a physically active lifestyle.

Abu-Dalbouh (1997) conducted a study in Jordan to examine secondary students' ($n = 1125$) and physical educators' attitudes ($n = 148$) regarding physical education. A survey method was used in the study. The findings of this study were that both teachers and students had positive attitudes toward physical education. The researcher found the following critical aspects stated by Jordanian physical education teachers and these aspects are important to consider in

Kuwait's physical education program. Abu-Dalbouh (1997) determined that the curriculum should:

- 1- Provide experiences which promote normal physical growth and development of students.
- 2- Provide experiences aimed at developing self confidence.
- 3- Provide experiences to develop leadership ability.
- 4- Provide for individual differences in the abilities of the students.
- 5- Encourage students to continue to participate in extracurricular programs of physical education.
- 6- Enable students to enjoy participation in these programs.
- 7- Increase students' knowledge in appropriate health habits. (p. 355)

Subjects Reviewed for Understanding

The purpose of the following headings is to provide an understanding of Kuwait's physical education program. Moreover, the purpose of the next headings is to include subjects that are linked and related to the study's contents that are based on the literature review in order to have a clearer picture of Kuwait's physical education program.

Physical Education

Physical education has been applied and used in a nationwide setting for a long time as physical activities to strengthen people's bodies. For example, physical education was used in World Wars I and II to assist in enhancing individuals to be physically fit so that they could fight (Donson, 1952).

Physical education has been defined and explained by a number of philosophers in the literature. For instance, Rowntree (1981) pointed out that physical education is an "...activity within the school curriculum, intended to aid the pupils' physical development (with some

associated overtones of a healthy mind and body) through organized games, gymnastic, exercises, etc.” (pp. 215-216).

Al-Hilaly (1992) defined physical education as “systematic, civilized, and determined activities for the purpose of recreation, health or for the achievement of a skillful level, eminence and earning money” (p. 29). Thus, physical education was defined differently by the previous two authors as well as many other definitions of physical education in the literature. Moreover, Al-Hamahmy (1990) addressed and categorized the concept of physical education as:

- 1- A series of artistic styles aiming at the acquisition of physical abilities and movement skills in addition to knowledge and attitudes.
- 2- A series of theories which aim at justifying and explaining the use of the artistic styles.
- 3- A series of values and ethics which are justified through aims and objectives and are regarded as orientations of the type and size of learning (p. 19).

Kuwaiti Physical Education Teacher's Guidebook

The Secondary Physical Education Teacher's Guidebook (SPETG) of Kuwait is a manual where physical education teachers can organize, build, and plan their lessons and units. The SPETG includes the overall objectives of physical education and the specific overall objectives of physical education at the secondary level. All these objectives are explained in this chapter. The SPETG contains the practical skills of physical education which follow.

- 1- The program timeline for the skill.
- 2- The behavioral objectives and skills.
- 3- The practical content for the curriculum which includes:
 - a- The performance method of the skill.
 - b- The instructional steps of the skill.

- c- Examples of practical applications of the skill.
- d- The practical evaluation of the skill.

The SPETG contains the plan of study for each level grade (i.e., 10th, 11th, and 12th). The following Table 1 details the distribution of course content for each grade level:

Table 1

The Distribution of the Course Content for the Secondary PE Program

Course Name	Grade	Term	Course Content
Required PE (a)	10	1	Basketball- Gymnastic (male) Table tennis (female)
Required PE (b)	10	2	Volleyball – Track
Required PE (c)	11	1	Soccer (male) – Badminton (female)
Required PE (d)	11	2	Handball
Required PE	11/12	1/2	Futsal (indoor soccer)
Required PE	11/12	1/2	Taekwondo

Note: PE= physical education.

As shown in Table 1, it explains the distribution of the course content for the secondary physical education curriculum. In grade 10, male students learn basketball and gymnastics in the first term and female students learn table tennis. In the second term, grade 10 students learn volleyball and track. In grade 11, male students learn soccer in the first term and female students learn badminton. In the second term, the students learn handball. In grade 12, students learn futsal (similar to indoor soccer) in the first term and learn taekwondo in the second term. During grades 11 and 12, students can select one more hour of physical education so they can have a total of two periods of physical education in their grades.

Table 2

The Distribution of Classes of the Grade Level

Grade level	Practical hour	Lecture hour	Hours of practical and lecture tests	Term	Total hours
10 R	12	2	4	1/2	17
11 R	9	2	4	1/2	15
12 E	9	2	4	1/2	15

Note: R = required; E = elective

As shown in Table 2, it shows the distribution hours of each grade level. Each grade level has two lecture class tests and two practical class tests in each term. Each term breaks down into two periods; one month and a half for each period. Tenth grade students in the secondary schools have to attend two class meetings per week and one class meeting a week for 11th grade students. In 12th grade, students have an option to have one-class meeting. Classes are 45 minutes in length with a total of 20-25 students. Time in each class session (45 min.) is divided into: (a) five minutes for changing into the sports uniform, (b) 10 minutes for warming up and fitness exercises, (c) 20 minutes for playing the required sports activities, and (d) five minutes for cooling down and collecting the equipment.

Kuwaiti Secondary Physical Education Students' Book

Content of skills are included in the Kuwaiti Secondary Physical Education Student's Book (KSPEB). Also, the KSPEB is limited to only definitions, regulations, and pictures of the skills. I think there are important elements that are missing and should be included in the KSPEB to provide a full curriculum that enhances students' knowledge in physical education. For example:

- 1- The objectives of physical education in the secondary level should be included in the KSPEB.
- 2- The cognitive, psychomotor, and affective domains for each skill should be included in the KSPEB.
- 3- Physical fitness skills should be integrated in physical education curriculum.
- 4- Students should understand the importance of the learned skills.

The Overall Objectives of Physical Education of General Education

The overall objective of education in the State of Kuwait provides for the creation of appropriate opportunities to help individuals for overall growth, such as spiritually, morally, intellectually, socially, and physically to expand the students' preparations for the changes in Kuwaiti society. Moreover, the general objective of physical education is to integrate the development of the student physically, mentally, and psychologically by:

- 1- Having an interest in public health care and strength.
- 2- Achieving levels of fitness and mobility through the development of physical qualities and appropriate skills.
- 3- Preparing for the defense of the homeland and increasing production in the areas of life and all its requirements.
- 4- Teaching motor skills for physical activity suited to human and material resources.
- 5- Having interest in sportsmanship and good behavior through the practice of sports activities.
- 6- Guiding learners and encouraging them to practice sports as a hobby to fill free time.
- 7- Enhancing cultural development of sports through the practice of various sports activities.

(Teacher's guidebook for physical education classes for the secondary level, 2007, p. 9).

The Objectives of Physical Education at the Secondary Level

Creating appropriate opportunities for the learners to gain adequate physical, social, psychological, and mental skills that can fit with their stage of development in life is very important. Moreover, physical education in high school seeks to allow the student to achieve the goals of psychomotor, cognitive, and affective domains. The following are in the three main domains.

1- Psychomotor Domain:

- a- Leads students to improve the necessary skills to participate in group games and to be able to link two or more skills during training and practice.
- b- Applies both defensive and offensive skills.
- c- Applies advanced skills to allow the athletes to participate in the games.
- d- Masters the basic motor skills to participate in the competition.

2- Cognitive Domain:

- a- Acquires knowledge and information through education.
- b- Masters the factors of security and safety.
- c- Shows an understanding of the factors that affect health and physical activity.
- d- Knows the fundamental elements of the physical skill.

3- Affective Domain:

- a- Allows students to have positive feelings toward physical education.
- b- Appreciates the value of learned skills and tries to improve them.
- c- Commits to the rules and responsibility and appreciate its importance.
- d- Respects the individual differences of their peers.
- e- Believes in moral values and be an ideal role model to others.

(Teacher's guidebook for physical education classes- secondary level, 2007, pp.10-12).

The National Standards of Physical Education

Based on the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD, 2011), there are national standards for physical education to provide a framework where students can develop physical and healthy lifestyles. The following table describes the national standards of physical education:

Table 3

National Standards for Physical Education

Standard 1	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 3	Participates regularly in physical activity.
Standard 4	Achieves and maintains a health-enhancing level of physical fitness.
Standard 5	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 6	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Understanding of the classification of educational objectives

There are three types of objectives in any curriculum that can be classified as cognitive, psychomotor, and affective domains. The following are the three objective domains.

1- Cognitive Domain:

A cognitive domain identifies the mental skills (understanding, knowledge, and insight). Benjamin Bloom (1956) and associates created a taxonomy model for categorizing levels of educational objectives in all subject areas. This classification is a frame for creating, designing,

and classifying the educational objectives. Also, teachers can create their assessments based on this model to change their teaching in an effective way. The taxonomy provides an essential structure in which to categorize lesson units, lesson plans, and test questions. The cognitive domain allows students to define, think, and understand the skills. The following Table 4 identifies the levels of cognitive domain, verbs, and examples:

Table 4

The Levels of Cognitive Domain

Level	Category	Verbs	Example
6	Evaluation	Argue, assess, and judge.	A student can judge the value of used information based on personal views
5	Synthesis	Create, design, and develop.	A student can create new information based on prior ideas
4	Analysis	Analyze, compare, and criticize.	A student can compare and break down the different parts of information
3	Application	Apply, demonstrate, and, solve.	A student can apply the information in a new way
2	Understanding	Describe, discuss, and explain.	A student can discuss the information
1	Knowledge	Define, memorize, and name.	A student can define the information

2- Affective Domain:

The affective domain describes feelings, emotions, and relationships areas. The affective domain is explained by Krathwohl, Bloom, and Masia (1973). The following Table 5 shows the five levels of affective domain, verbs, and examples:

Table 5

The Levels of Affective Domain

Level	Category	Verbs	Example
5	Characterizing	Acts, displays, and performs.	Cooperates in group activities (displays teamwork).
4	Organization	Combines, compares, and explains.	Recognizes the need for balance between freedom and responsibility
3	Valuing	Demonstrates, differentiates, and explains.	Demonstrates belief in the democratic process.
2	Responding	Answers, assists, and discusses.	Participates in class discussions.
1	Receiving	Asks, chooses, and describes.	Listen to others with respect.

3- Psychomotor Domain:

The psychomotor domain (Simpson, 1966) includes physical movements and skills. The seven major categories of psychomotor domain are listed in Table 6 from the simplest behavior to the most complex:

Table 6

The Levels of Psychomotor Domain

Level	Category	Verbs	Example
7	Perception	Chooses, describes, and identifies.	Estimating where a ball will land after it is thrown and then moving to the correct location to catch the ball.
6	Set	Displays, moves, and reacts.	Shows desire to learn a new process (motivation).
5	Guided Response	Copies, reacts, and responds.	Responds to instructions to build a desirable mode.
4	Mechanism	Constructs, displays, and fixes.	Uses a new and comprehensive training programming.
3	Complex overt Response	Builds, constructs, and displays.	Builds a new and comprehensive training programming.
2	Adaptation	Adapts, alters, and changes.	Modifies an effective instruction to meet the needs of the learners.
1	Organization	Arranges, builds, and combines.	Constructs a new skill.

The Curriculum objectives

Al-Enezi (2005) as cited in Tyler (1949) provided an effective model to organize and model the curriculum objectives. He believed that curriculum experts should gather information and the needs of their students before they build their objectives, society needs, and specialists' needs. The following model was created by Tyler in Table 7.

Table 7

The Organization of Curriculum Section

#	Curriculum Objectives (Three area)		
	1	2	3
Areas	Sources of Objectives	Areas of Objectives	The Purpose of Objectives
A	Student	Cognitive Domain	The Selection of Content
B	Society	Psychomotor Domain	The Selection of Activities
C	Specialist	Affective Domain	The Selection of Materials
D			The Selection of Instructional Strategies
E			The Selection of Evaluation

Also, Al-Enezi (2005) cited Oliva (1997) provided essential recommendations and suggestions for teachers about when they should develop their objectives. The following are their suggestions.

- 1- Specify the needs of students in general.
- 2- Specify the needs of society.
- 3- Write a statement of philosophy and the aims of education.
- 4- Specify the needs of the students in their school.
- 5- Specify the needs of a particular community.
- 6- Specify the needs of the subject matter.
- 7- Specify the curriculum goals of their school.
- 8- Specify the curriculum objectives of their school.
- 9- Organize and implement the curriculum.

- 10- Specify the instructional goals.
- 11- Specify the instructional objectives.
- 12- Select instructional strategies.
- 13- Begin selection evaluation techniques.
- 14- Implement instructional strategies.
- 15- Make a final selection of the evaluation techniques.
- 16- Evaluate instructions and modify instructional components.
- 17- Evaluate the curriculum and modify curriculum components (p.158).

Concepts of curriculum

A curriculum has many concepts to identify. Posner (1995) pointed out that the curriculum is the contents or objectives for which schools hold learners accountable. Others stated that curriculum is a set of instructional methods that educators plan to use. Posner provided the following six common concepts of curriculum.

- 1- Scope and sequence - refers to the representation of curriculum as an environment of objectives assigned to a grade level.
- 2- Syllabus - refers to the plan for an entire course, such as rationale, topics, resources, and evaluation.
- 3- Content outline - it refers to a list of topics covered and organized in outline form.
- 4- Textbook - refers to the instructional materials used as a guide for classroom instruction.
- 5- Course of study - refers to the series of courses that the student must complete.
- 6- Planned experiences - refers to all experiences students have that are planned by the school, whether academic, athletic, emotional, or social (Posner, 1995, p. 11).

Foundation of Curriculum Evaluation

There are foundations that should be addressed regarding the process of curriculum evaluation. I think experts and analysts of any program should have a knowledge and understanding about these foundations. Rabih (2010) stated critical elements and thoughts concerning the bases of curriculum evaluation as mentioned below.

- 1- The process of curriculum evaluation should be a continuous process to know whether or not the objectives are obtained.
- 2- The process of curriculum evaluation is a comprehensive process that includes the whole elements of curriculum, such as content, activities, educational aids, and instructional methods.
- 3- The process of curriculum evaluation should not be limited to students' cognitive achievements, but also should expand to their physical, affective, and moral growth.
- 4- The process of curriculum evaluation should focus on the treatment of the educational climate atmosphere to solve any educational issues in the educational institutions.
- 5- The process of curriculum evaluation should be a cooperative process of students, teachers, parents, principals, educational experts, and society as a whole.
- 6- The process of curriculum evaluation should be a reviewable process in case there are external factors that affect students' academic achievements.
- 7- The process of curriculum evaluation should not be limited to the evaluation process but it should also follow up with scientific studies to improve the educational institutions.

Benefits of Analyzing the Curriculum

What is the benefit of studying and analyzing a curriculum or program? This question is a relevant one for my study. Tannehill and Zakrajsek (1993) provided many benefits that one can

gain from analyzing a curriculum. The main benefit of analyzing a curriculum is to shift from the traditional curriculum to a more modern one. The authors expressed that the process of analyzing the physical education curriculum can accomplish many advantages as mentioned below.

- 1- Physical education activities should interest students.
- 2- Physical education activities should make students want to participate more in sports in order to develop life-long exercise habits.
- 3- Fun itself is not the main element in physical education objectives.
- 4- Motivation should be applied during physical education classes.
- 5- Physical education programs should be competitive and not just focus on basic skills.
- 6- The climate of physical education should be changed to meet students' needs.
- 7- Physical education programs should be evaluated periodically to meet students' needs.
- 8- Physical education programs should be adapted to students' abilities and differences.
- 9- Low-skilled students should receive more attention and specific skills to increase their skills.
- 10- A variety of skills are important to create a motivational climate among students.
- 11- Physical education programs should focus not only on teaching activities but also on teaching the knowledge of health and fitness skills for life-long benefits.

The Concept of Educational Evaluation

There are many different definitions of educational evaluation; however, all the educational experts have the same concepts of educational evaluations. Rabih (2010) expressed many concepts of the educational evaluation process. First, the experts try to evaluate to what extent the educational goals are implemented. Second, they assess the validity of the offered

program to determine the strengths and weaknesses of the program. Finally, the experts offer a solution for the program to eliminate any weaknesses or issues (Rabih, 2010, p. 16).

Al-Khayyat (2010) also defined the evaluation as an organized process to gather information about a phenomenon and to analyze, categorize, and explain the phenomenon. Also, he stated that evaluation is important to know to what extent the learning objectives have been implemented.

Importance of Evaluation in Education

Rabih (2010) determined many areas regarding the importance of evaluation. The following are the fundamental basics of the significance of evaluation in any curriculum.

- 1- To know the value of the curriculum.
- 2- To help make decisions to reform the curriculum
- 3- To help the development of the curriculum.
- 4- To provide a clearer picture for the educational experts about the situation of the curriculum.
- 5- To provide an examination of the treatment effects for the curriculum.
- 6- To provide teachers and students with positive attitudes and to have a sense of success and obtainable objectives in the school.
- 7- To know what kind of attitudes teachers and students hold toward their curriculum.
- 8- To know the strengths and weaknesses in the curriculum.
- 9- To modify any defects in the curriculum, objectives, and contents.

Domains of Evaluation

Al-Faraji (2004) and Rabih (2010) expressed many areas of the evaluation process. The domains are:

1- Evaluation of objectives in terms of:

- a- Their benefits to students and society.
- b- To what extent these objectives were achieved.
- c- Their arrangements.
- d- Their connection with the other curriculum objectives.
- e- The clarification of the objectives.
- f- Understanding the maturity level of the students.

2- Evaluate the curriculum in terms of:

- a- The sequence of content levels.
- b- Linking of content items to other subject areas.
- c- A logical sequence in the content.
- d- Taking into account individual differences.

3 - Evaluating students in terms of:

- a- Their achievement and performance.
- b- Their personal and social adjustments with school members.

4 - Evaluate the effect of the school community in terms of:

- a- The outcomes of the schools and their impact on society.
- b- Citizens' and officials' views toward the schools' outcomes.

c - The school's ability to achieve a close relationship with students throughout the class period.

5 - Evaluation of the teachers in terms of:

- a- Their planned work.
- b- The ability of their teaching methods.
- c- Their engagement with school members and society.
- d- The outcomes of their educational work.

The process of Evaluation of Kuwaiti Secondary Physical Education

At the beginning of each semester, secondary supervisors and department heads meet once a month at Al-Asima Educational District to discuss many aspects regarding the secondary physical education program. Examples of the discussion topics included the budget of the school, the number of teachers in the school, the assessment tests, new perspectives, the condition of the equipment, the distribution of activities for teachers, etc. All of the previous observations are conducted one each month among supervisors and department heads. However, there is a need for discussing the curriculum content itself and whether or not the materials of programs have met the students' needs. There should be a discussion about students' differences. Also, there should be a discussion of the strengths or weaknesses of the program and official guidelines or forms to track the achievement of students during the program.

The Concept and the Importance of Educational Objectives

Goals are generalized statements regarding what is to be learned; goals can be long-term and objectives can be short-term. Both goals and objectives are the core elements for any curriculum and they are built based on four main elements -- knowledge, skills, attitudes, and behaviors -- that students should learn (Posner, 1995). The educational objectives should be clear

and should be used as a tool to reach the desired goals. Each educational objective statement should include the three domains as explained previously, such as cognitive, psychomotor, and affective domains. Rabih (2010) stated also that educational objectives are the behaviors that students should learn by the end of the semester.

The Sources of Educational Objectives

Rabih (2010) cited Amtanios (1995) in pointing out that educational objectives originate from the policy of society and its philosophy and culture. Also, the educational institutions can develop the educational objectives that are matched with the culture of the local community. There are educational experts and specialists who are responsible for creating the educational objectives because they have a broad knowledge in their specialized areas. The society's needs are also a critical element to know before developing the educational objectives. Educational institutions can develop interviews and surveys to investigate the needs of the society in order to build objectives that are based on society's needs.

CHAPTER THREE: METHOD

Sampling Methods

This study contained two sampling methods to collect the sample and Microsoft Excel was used to randomly choose the schools.

- 1- Stratified sampling: in Kuwait, the public schools in each district are divided into male and female schools and there are six districts in total. Therefore, two schools of female teachers (who teach girls) were randomly selected in each district, and two schools of male teachers (who teach boys) were randomly selected from each district (6 districts).
- 2- Cluster sampling: physical education teachers were selected based on their subject area within the previously selected schools (24 schools for both genders).

Thus, frequencies for female and male physical education teachers were ($n=138$) and the frequencies of male and female supervisors of physical education in six districts were ($n=66$).

As shown in Table 8, it demonstrates the sampling method that was used.

Table 8

Sampling Method used for the Study

District	Ahmadi 1	Gahra 2	Farwaniya 3	Asima 4	Hawaly 5	Mobarak 6	Total
School #	1 2	1 2	1 2	1 2	1 2	1 2	
Male							
PET	3 4	5 4	4 4	7 7	6 5	8 8	65
SPE	11	8	3	9	4	6	41
Female							
PET	5 6	7 7	7 6	7 7	5 5	6 5	73
SPE	3	4	4	6	4	4	25
							204

Note: PET = physical education teacher & SPE = physical education supervisor

Population of Interest

The participants of the study were secondary physical education teachers in Kuwaiti public schools and the secondary supervisors of physical education. Male and female physical education teachers and supervisors participated in this study.

Access to the schools

I received an official permission letter from the Public Authority for Applied Education and Training to access the schools in all six districts. This letter allowed me to visit schools and drop off my surveys. See Appendix 1 for the English version letter and see Appendix B for the Arabic version letter.

Survey Approach

I dropped off the surveys in the vice principals' offices and then I collected them when I received a call from them.

Survey Scale

In this study, I used a four-point rating scale for each item ranging from strongly disagree to strongly agree. Open-ended and closed-ended questions were included in the survey as well. There was no neutral option in the survey because I wanted to force the participants to choose a particular agreement for each item.

Development of the Survey

After a careful review of the existing surveys in the literature, I could not find an appropriate survey that could answer my research questions. However, some statements were cited from existing surveys (see Table 10). Reviewing the existing surveys in the literature and my personal experiences, I gained a clear idea of how I could develop my own survey for this study that is based on my own interests. Thus, I developed a survey that consisted of four

sections. The first section was about the participants' demographic information, which included sex, qualification, years of experience, name of the district, name of the school, and occupation. Section two was designed to collect information about the issues that prevent the achievement of the physical education objectives. The third section included items that could possibly be used for future studies. Lastly, a common section was developed for feedback and critical perspectives of the participants.

Translation of the Survey

The surveys and their letters of transmittal were translated into the Arabic language because it is the primary language of the targeted population. Dr. Mounir Farah, who is a professor at University of Arkansas, validated and supervised the translation of the survey.

Ethical Considerations in the Study

I sent the questionnaire to the Institutional Review Board (IRB) at the University of Arkansas for official approval. I received the acceptance letter by email from the IRB office (see Appendix C). The following ethical elements were followed.

- 1- No data shared with participants.
- 2- No one was subjected to anything other than minimal risk.
- 3- Confidentiality of the data and responses.
- 4- Participation in this study was voluntary.
- 5- A cover letter of informed consent included in the participants' surveys.

Research Questions and Related Items

Table 9 explains the related items for each research question. Each research question was answered by averaging the responses of items for each scale. The statements of each research question were also included in Table 9.

Table 9

The Research Questions/Domains and Its Related Items

#	Domains	Items # in the Survey
1	Content	1, 2, 3,4 ,5
2	Equipment	6, 7, 8
3	Safety	9, 10, 11
4	Evaluation of the PE program	12, 13, 14, 15
5	Role of the PET	16, 17, 18
6	Student relationship with PET	19, 20, 21, 22, 23, 24
7	School administration	25, 26, 27,28
8	The society's view toward PE	29, 30,31

Note: PE = physical education; PET = physical education teacher

Data Analysis and Statistical Tests

After receiving the participants' responses, I entered the data into the statistical program SPSS for the data analysis. The following statistical tests were used in this study.

1- Cronbach's alpha reliability was used for measuring the internal consistency of the survey items. Reliability of the school survey was established by using the pilot study to measure the internal consistency of the items within one domain. Cronbach's alpha analyses were used to adjust any items that were not consistent with the specified domain. The participants of the study made suggestions for the items on the survey and they recorded what time they started and finished the survey (to assess the duration of the survey).

2- The descriptive statistics were used to determine and report the item levels of agreement, such as total percentage of agreement of physical educators and supervisors, male and female percentage of agreement, the percentage of agreement of physical educators, and the percentage of agreement of supervisors.

3- Independent sample *t* tests were used to compare means of each domain (research question) across the two groups (i.e., male and female physical educators). Also, Independent

sample t tests were used to compare means of each domain (research question) across the two groups (i.e., male and female supervisors). Each question had its own table that includes descriptive and inferential statistics (i.e., the sample size, means, standard deviation, t -value, p -value, and effect size (Cohen's d). The effect size is the magnitude of the difference between the two groups.

Validity: Content-Related Evidence

To measure the degree to which the survey measures what it was designed to measure, the following procedures were administered:

(A)- Link to literature. Two methods were used to obtain and develop the items of the survey: the literature review and my personal experiences. Table 10 shows the sources of items obtained from the literature review and Table 11 shows the sources of items that were obtained from the personal experiences of the researcher of this study.

Table 10

Sources of Items Obtained from the Literature Review

Source	Items #
Abu-dalbouh (1997)	3, 4, 5, 15, 20.
Al-liheibi (2005)	6

Table 11

Sources of Items Obtained from the Personal Experiences of the Researcher of this Study

Source	Items #
Personal experience	1, 2, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31.

B)- Expert judgments. Two experts in the field of education and physical education were selected from the University of Arkansas to validate the overall organization of the study and the

items of the surveys. Dr. Paul Calleja, who is a professor in the physical education department, reviewed the research questions and the items of the surveys. Dr. Michael Wavering reviewed the study and provided feedback for the organization of the research.

(C)- Adequate sample from the content domain. Dr. George Denny from the University of Arkansas validated the content domains by reviewing the items. Dr. Denny, who is a professor in educational statistics and research methods, agreed that the content domains for these items were based on the appropriate categories.

Reliability of the Study

The pilot study was conducted to gather information about the current issues in the secondary physical education program. The internal consistency of the items using Cronbach's Alpha was applied after the study was conducted. Table 12 defined which items were included or removed from the survey.

Table 12

Reliability: Internal Consistency (Cronbach's Alpha)

#	Scale	Original Items	Items removed	Items Included for analysis	Reliability Coefficient (Cronbach's Alpha)
1	Content	1, 2, 3,4, 5	-	1, 2, 3,4, 5	.60
2	Equipment	6, 7, 8	-	6, 7, 8	.75
3	Safety	9, 10,11	-	9, 10,11	.51
4	Evaluation of the PE program	12, 13,14,15	-	12, 13,14,15	.80
5	Role of the PETs	16, 17, 18	-	16, 17, 18	.75
6	Student relationship with PET	19, 20, 21, 22, 23, 24	-	19, 20, 21, 22, 23, 24	.87
7	School administration	25, 26, 27, 28	-	25, 26, 27, 28	.88
8	Society's view toward PE	29, 30, 31	-	29, 30, 31	.79

Note: PE = physical education; PET = physical education teacher.

Statistical significance Level

The level of significance (alpha level) in this study was 0.05 for each research question. I chose not to do a Bonferroni correction (i.e., divide the alpha level by the number of comparisons) to reduce the probability of Type II errors.

Research Funding

The expenses of this study were funded by the Kuwaiti government in association with the Public Authority for Applied Education and Training (PAEET). The PAEET is a vocational and educational institution that includes the College of Education where I received my scholarship.

Timeline

The following list was included in the timeline targets:

- 1- In December, 2010, the pilot study was administered.
- 2- In March, 2011, the surveys were conducted.
- 3- In April, 2011, the data were analyzed.
- 4- In April and May, 2011, Chapters Four and Five were completed.
- 5- In August, 2011, the study was defended.

CHAPTER FOUR: RESULTS

Response Rate

Table 13 detailed the response rate of participants. The response rate of physical education teachers was 94% and the response rate of physical education supervisors was 80%.

Table 13

Response Rate

Category	Gender	# of Surveys Given	# of Surveys Obtained	Response Rate
PET	Male	69	65	94%
	Female	78	73	94%
PES	Male	48	41	85%
	Female	35	25	71%

Note: PET = Physical education teachers; PES = supervisor of physical education.

Research Question # 1 (a to h)

Table 14 showed the descriptive statistics of each scale. A higher mean (e.g., 3 to 4) indicates more agreement (e.g., very negative perceptions) for that particular scale and a lower mean (e.g., 1 to 2) indicates less agreement (e.g., very positive perceptions) for that particular scale. The other domains had an average agreement near the middle of the scale. For example, scales 6 and 7 had lower agreement (i.e., somewhat positive perceptions) and scales 1, 2, and 5 had near agreement (i.e., negative perceptions). Moreover, scales 3, 4, and 8 had higher agreement (i.e., very negative perceptions). The data in Table 14 was used to evaluate the first research question. The first research question (part a-h) was concerned with how physical education teachers and supervisors perceive each of the eight domains in the physical education program.

Table 14

Domain Scores for Participants and their Perceptions

#	Domains	N	M	SD	Perceptions	N items	Alpha
1	Content	194	2.84	0.58	Negative	5	.60
2	Equipment	198	2.88	0.81	Negative	3	.75
3	Safety	197	3.46	0.53	Very Negative	3	.51
4	Evaluation of the PE program	199	3.25	0.56	Very Negative	4	.80
5	Role of the PETs	199	2.90	0.72	Negative	3	.75
6	Student relationship with PET	186	2.34	0.71	Somewhat Positive	6	.87
7	School administration	200	2.23	0.78	Somewhat Positive	4	.88
8	Society's view toward PE	202	3.30	0.68	Very Negative	3	.79

Note: PE = physical education; PET = physical education teacher

Research Question # 2

Tables 15 to 22 evaluated the second research question concerning whether or not there was a significant difference between male and female physical education teachers concerning their perspectives toward each of the following domains (a to h).

Table 15

Question 2a: Do male and female physical education teachers differ in their perceptions toward the content of the physical education program?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	63	3.03	0.51	3.77	128	.001	0.67
Female	67	2.67	0.52				

Table 16

Question 2b: Do male and female physical education teachers differ in their perceptions toward the sports equipment of physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	63	2.98	0.81	.74	133	.459	0.13
Female	72	2.88	0.74				

Table 17

Question 2c: Do male and female physical education teachers differ in their perceptions toward safety factors in physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	64	3.61	0.51	3.40	130	.001	0.57
Female	68	3.30	0.55				

Table 18

Question 2d: Do male and female physical education teachers differ in their perceptions toward the evaluation of the physical education program?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	62	3.35	0.55	3.19	131	.002	0.53
Female	71	3.06	0.51				

Table 19

Question 2e: Do male and female physical education teachers differ in their perceptions toward the role of the physical education teacher?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	63	3.19	0.68	6.58	132	.001	0.99
Female	71	2.44	0.64				

Table 20

Question 2f: Do male and female physical education teachers differ in their perceptions toward the student relationship with the physical educator?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	63	2.43	0.66	2.82	124	.006	0.49
Female	63	2.09	0.70				

Table 21

Question 2g: Do male and female physical education teachers differ in their perceptions toward the school administration?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	65	2.17	0.76	.48	133	.629	0.08
Female	70	2.11	0.82				

Table 22

Question 2h: Do male and female physical education teachers differ in their perceptions regarding the society's view toward physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	64	3.28	0.67	.19	134	.849	0.03
Female	72	3.31	0.76				

Tables 15, 17, 18, 19, and 20 showed that male physical education teachers had significantly higher means (i.e., very negative perceptions) than female physical education teachers on the following domains.

- a. The content of the physical education program
- b. The safety factors in physical education
- c. The evaluation of the physical education program
- d. The role of physical education teacher

- e. The student relationship with the physical educator

However, Tables 16, 21, and 22 showed that there was not a significant difference between male and female physical education teachers regarding their perceptions toward the following domains:

- a. The sports equipment of physical education
 b. The school administration
 c. The society's view toward physical education

Research Question # 3

Tables 23 to 30 evaluated the third research question concerning whether or not there was a significant difference between male and female physical education supervisors in their perceptions toward each of the following domains (a to h).

Table 23

Question 3a: Do male and female physical education supervisors differ in their perceptions toward the content of the physical education program?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	40	2.92	0.65	1.87	62	.066	0.48
Female	24	2.61	0.64				

Table 24

Question 3b: Do male and female physical education supervisors differ in their perceptions toward the sports equipment of physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	39	2.96	0.79	1.93	61	.060	0.52
Female	24	2.51	0.94				

Table 25

Question 3c: Do male and female physical education supervisors differ in their perceptions toward safety factors in physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	40	3.43	0.56	.91	63	.368	0.21
Female	25	3.53	0.33				

Table 26

Question 3d: Do male and female physical education supervisors differ in their perceptions toward the evaluation of the physical education program?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	41	3.32	0.54	.56	64	.576	0.14
Female	25	3.40	0.64				

Table 27

Question 3e: Do male and female physical education supervisors differ in their perceptions toward the role of the physical education teacher?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	41	3.12	0.59	1.29	63	.202	0.33
Female	24	2.93	0.57				

Table 28

Question 3f: Do male and female physical education supervisors differ in their perceptions toward the student relationship with the physical educator?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	36	2.49	0.76	.33	58	.740	0.09
Female	24	2.55	0.64				

Table 29

Question 3g: Do male and female physical education supervisors differ in their perceptions toward the school administration?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	40	2.36	0.70	.68	63	.509	0.18
Female	25	2.49	0.79				

Table 30

Question 3h: Do male and female physical education supervisors differ in their perceptions regarding the society's view toward physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
Male	41	3.24	0.65	.93	64	.355	0.23
Female	25	3.37	0.54				

Tables 23 to 30 showed that there was not a significant difference between male and female supervisors' perceptions toward all of the domains:

- a. The content of the physical education program
- b. The sports equipment of physical education
- c. The safety factors in physical education
- d. The evaluation of the physical education program
- e. The role of the physical education teacher
- f. The student relationship with the physical educator
- g. The school administration
- h. The society's view toward physical education.

Research Question # 4

Tables 31 to 38 evaluated the fourth research question concerning whether or not there was a significant difference between physical education teachers and supervisors concerning their perceptions toward each of the following domains (a to h).

Table 31

Question 4a: Do physical education teachers and supervisors differ in their perceptions toward the content of the physical education program?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	130	2.85	0.54	.54	192	.594	0.09
PES	64	2.80	0.66				

Table 32

Question 4b: Do physical education teachers and supervisors differ in their perceptions toward the sports equipment of physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	135	2.93	0.77	1.07	196	.285	0.17
PES	63	2.80	0.87				

Table 33

Question 4c: Do physical education teachers and supervisors differ in their perceptions toward safety factors in physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	132	3.46	0.55	.26	195	.797	0.03
PES	65	3.47	0.48				

Table 34

Question 4d: Do physical education teachers and supervisors differ in their perceptions toward the evaluation of the physical education program?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	133	3.20	0.54	1.80	197	.069	0.27
PES	66	3.35	0.58				

Table 35

Question 4e: Do physical education teachers and supervisors differ in their perceptions toward the role of the physical education teacher?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	134	2.79	0.76	2.72	197	.007	0.37
PES	65	3.05	0.58				

Table 36

Question 4f: Do physical education teachers and supervisors differ in their perceptions toward the student relationship with the physical educator?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	126	2.26	0.70	2.27	184	.024	0.36
PES	60	2.52	0.71				

Table 37

Question 4g: Do physical education teachers and supervisors differ in their perceptions toward the school administration?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	135	2.14	0.80	2.41	198	.020	0.35
PES	65	2.41	0.73				

Table 38

Question 4h: Do physical education teachers and supervisors differ in their perceptions regarding the society's view toward physical education?

Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
PET	136	3.30	2.15				
PES	66	3.29	1.82	.12	200	.909	0.01

Tables 35, 36, and 37 showed that physical education supervisors had a significantly higher mean (i.e., very negative perceptions) than physical education teachers for the following domains:

- a. The role of physical education teacher
- b. The student relationship with the physical educator
- c. The school administration

However, Tables 31, 32, 33, 34, and 38 showed that there was not a significant difference between physical education teachers and supervisors regarding their perceptions toward the following domains:

- a. The content of the physical education program
- b. The sports equipment of physical education
- c. The safety factors in physical education
- d. The evaluation of the physical education program
- e. The society's view toward physical education

Participants' Views toward Specific Statements

Table 39 was listed for the specific questions that participants responded to. These statements can be used for further studies as well. Items 1, 4, and 6 provided critical information from which future studies can benefit.

Table 39

Statements for Extra Knowledge

#	Question	% Yes	% No
1	Do you want the school period to be expanded in Kuwait?	8%	91%
2	Have you received any kind of threats from students during your teaching career?	20%	79%
3	Are the school buildings in good condition?	63%	37%
4	Do you teach many classes?	29%	67%
5	Is the teacher's guidebook available for each teacher?	43%	56%
6	Do you prefer that the physical education class be more than two periods a week?	57%	41%
7	Does the department head use the physical education evaluation form to evaluate teachers?	83%	16%
8	Does the supervisor use the physical education evaluation form to evaluate teachers?	94%	4%
9	Does the department head provide feedback to physical education teachers after the evaluation process?	68%	30%
10	Does the supervisor provide feedback to physical education teachers after the evaluation process?	82%	16%

Teachers' Suggestions and Comments

Table 40 categorized the teachers' suggestions and comments that were obtained from the open-ended questions. This table was included to provide more knowledge about what other critical concerns and suggestions were made by the participants and could be used in a future

study. I included examples for each category in Table 40. Full suggestions and comments can be seen in Appendix D.

Table 40

Categories of Comments with Examples (All comments are in Appendix #4)

<p>Content (9 responses)</p> <ul style="list-style-type: none"> - The lessons of PE should focus on moral issues. - The PE program should be fit with the students' ages, individuals' differences, and abilities. - The fitness activities should be reinstated in the PE program. Two weeks of fitness class is not enough for students.
<p>Equipment (6 responses)</p> <ul style="list-style-type: none"> - The school period day should not be expanded because there are not enough facilities to accommodate expanding the school day. - Weight lifting skills are included in the PE program but there is not enough equipment to practice the skill.
<p>Safety (1 response)</p> <ul style="list-style-type: none"> - Some of the required skills (e.g., track, shot put) are not popular in the second term of academic year because of the weather conditions (i.e., too hot).
<p>Evaluation of the PE program (13 responses)</p> <ul style="list-style-type: none"> - The Ministry of Education should reward excellent teachers and assist struggling teachers to improve the quality of PE program. - The Ministry of Education should create professional and teaching workshops for teachers regarding the method of instruction and training. - There should be more attention and care toward PE teachers by the State.
<p>Role of the PETs (7 responses)</p> <ul style="list-style-type: none"> - There should be more attention from teachers toward the lessons and not toward the extracurricular school activities. - There should be workshops for teachers to assist them in understanding the rules of group/individual games.
<p>Society's View toward PE (1 response)</p> <ul style="list-style-type: none"> - The parents should be aware of the importance of PE and how it is critical to students' health.
<p>Others (4 responses)</p> <ul style="list-style-type: none"> - The student teachers should have more mentorship during their student teaching program. - There should be educational institutions that can prepare teachers psychologically before they start teaching.

Note: PETs = physical education teachers; PE = physical education

CHAPTER FIVE: DISCUSSION

Twenty-four secondary schools participated in this study. The number of female and male physical education teachers was 138 and the number of male and female supervisors of physical education in the six districts was 66. The survey response rate of physical education teachers was 94% and the survey response rate of supervisors was 80%. Descriptive statistics were used to evaluate and report each item's level of agreement. Independent sample *t* tests were used to compare the means of each domain (research question) across the two groups (i.e., male and female physical educators, male and female supervisors, and physical educators and supervisors).

The purpose of this study was to obtain the perceptions of the secondary physical education supervisors and teachers by raising critical issues in the physical education programs to reach solutions and suggestions for achieving an effective and comprehensive physical education program in the following domains:

- 1- The content of the physical education program.
- 2- The equipment of physical education.
- 3- The safety factors in physical education.
- 4- The evaluation of the physical education program.
- 5- The role of the physical education teacher.
- 6- The student relationship with the teacher.
- 7- The school administration.
- 8- The society's view toward physical education.
- 9- Whether there is a difference between male and female physical educators' perceptions regarding each of the previous domains (1 to 8).

10- Whether there is a difference between male and female supervisors' perceptions regarding each of the previous domains (1 to 8).

11- Whether there is a difference between physical educators' and supervisors' perceptions regarding each of the previous domains (1 to 8).

The following headings were categorized to address a discussion of the results and direction for this study.

Summary Research Results

A- How do physical education teachers and supervisors perceive the content of the physical education program?

Overall, the results showed that physical educators and supervisors showed negative perceptions toward the content of the physical education program. There was not a significant difference between physical educators and supervisors in their perceptions toward the program content. For example, Appendix H showed that 92% of participants admitted that the program content should train students to apply what they learned in and out of the classroom. Also, 89% of participants agreed that there is a need to have a program content that addresses the students' individual differences.

Male physical education teachers viewed more existing problems and negative perceptions toward the program content than females. For example, 74% of male physical education teachers agreed that the program content depends only on physical skills and is absent the fitness skills, whereas only 51% of females agreed to the previous statement. On the other hands, there was not a significant difference between male and female supervisors' perceptions toward the program content. Though, male and female supervisors showed negative perceptions toward the program

content. Thus, male physical educators and supervisors perceived more agreement (i.e., negative perceptions) than females that problems exist in the program content.

B- How do physical education teachers and supervisors perceive equipment in the physical education program?

Overall, physical educators and supervisors showed negative perceptions toward equipment. For instance, Appendix H shows that 80% of participants agreed that the instruction is impacted by the lack of adequate space. Also, more than half of the participants agreed that schools lack adequate places to store the equipment. Both groups agreed that equipment should be available for teachers to use to teach all the required skills and at the appropriate places (e.g., teaching track and field on the track). Also, teachers agreed that gymnasiums and safe yards should be available in schools to apply the objectives of physical education. Therefore, there was not a significant difference between physical educators' and supervisors' perceptions toward equipment.

Also, the results showed there was not a significant difference between male and female physical educators and supervisors in their perceptions toward the sports equipment. Both genders of each group perceived somewhat equal negative perceptions toward equipment.

C- How do physical education teachers and supervisors perceive the safety factors in physical education?

Overall, the results showed that physical educators and supervisors had very negative perceptions toward the safety factors in physical education. For example, Appendix H showed that nearly 95% of teachers stated that there is a need for first aid kits in the physical education department and a need for workshops for teachers related to safety in physical education. Moreover, 82% of both groups agreed that the framework of skills should be restructured

because some skills are hard to practice in the second term because of the hot temperature that affect students' health. Therefore, teachers and supervisors showed no significant difference in their perceptions toward safety in physical education. Both groups addressed equal negative perceptions that safety methods should be available and taught to teachers to enable them to gain more knowledge and awareness regarding safety in physical education.

Males of physical education teachers perceived more existing problems than females regarding the safety factors. Males agreed 95% that there is a need for first aid kits in the physical education department. Also, male and female supervisors determined no significant difference in their perceptions toward safety in physical education. Both genders addressed very negative perceptions that there are problems regarding safety factors in physical education. In addition, 100% of female supervisors agreed that there is a need to provide training workshops for teachers related to safety in physical education, whereas 90% of males agreed with the previous statement.

D- How do physical education teachers and supervisors perceive the evaluation of the physical education program?

Overall, the results showed that physical educators and supervisors had very negative perceptions toward the evaluation process of the physical education program. For example, Appendix H showed that nearly 95% of teachers agreed that there should be an evaluation process for the objectives at the end of each semester to analyze students' achievement; and curriculum experts should gather information about their students' needs before they develop the objectives. Moreover, nearly 85% of teachers agreed that there should be a portfolio for students to document their skills, so that students can monitor and review their physical and cognitive performance. As a result, physical educators and supervisors urged for better testing, analyzing,

and evaluation of the physical education program to follow up students' achievements and needs. Thus, both groups had no significant differences in their perceptions toward the program evaluation.

Males of physical education teachers perceived more existing problems in the program evaluation than females. For example, 94% of male physical education teachers agreed that there should be an evaluation of the objectives at the end of each semester where teachers, supervisors, and experts work together to analyze student achievement, whereas 89% of females agreed to the previous problem. The genders of supervisors determined no significant differences in their negative perceptions toward the evaluation process. Both groups perceived equal very negative perceptions toward the evaluation process of the physical education program.

E- How do physical education teachers and supervisors perceive the role of the physical education teacher?

Generally, the results showed that physical educators and supervisors had negative perceptions toward the role of the physical education teacher. Both groups agreed that 83% of physical education teachers neglect the preparation of equipment before class begins. Furthermore, they stated that 65% of physical education teachers are unable to clearly define the lesson objectives to their students. However, there was a significant difference between physical educators' and supervisors' perceptions toward the role of the physical education teacher. Supervisors perceived more existing problems than physical educators toward the role of physical education teachers. For instance, 96% of female supervisors agreed that some teachers neglect the preparation of equipment before the class begins, whereas 67% of female physical education teachers agreed to the previous problem. Also, the results showed that 76% of male supervisors agreed that some teachers are unable to clearly communicate the lesson objectives to

their students, whereas 65% of male physical education teachers agreed to the previous statement.

Moreover, males of physical education teachers perceived more existing problems than females toward the role of the physical education teacher. In contrast, there was not a significant difference between male and female supervisors' perceptions toward the physical education teacher's role.

F- How do physical education teachers and supervisors perceive the student's relationship with the teacher?

Generally, the results showed that physical educators and supervisors had somewhat positive perceptions toward the student relationship with the physical education teachers. For example, only 51% of teachers agreed that some teachers are unable to build a good social relationship with their students. Also, only 41% of teachers agreed that some physical education teachers make fun of their students. This means there is somewhat a good relationship between students and the teacher.

However, there was a significant difference between physical education teachers and supervisors in their perceptions toward the student relationship with the physical educator. Physical education teachers perceived less negative perceptions (i.e., existing problems) than supervisors toward the student relationship with physical education teachers. For example, only 20% of physical education teachers agreed that teachers are biased when entering their students' grades. In contrast, 50% of supervisors agreed that physical education teachers are biased when entering grades, based on the students' tribal party or religious group.

Moreover, there was a significant difference between male and female physical education teachers' perceptions toward the student relationship with the physical education teachers. This

indicated males perceived more existing problems about the student relationship with the physical education teacher. For example, Appendix H showed that 65% of male physical education teachers agreed that some teachers make fun of their students in physical education classes, whereas only 16% of females agreed to the previous problem.

The results showed there was not a significant difference between male and female supervisors' perceptions toward the student relationship with the teacher. Male and female supervisors showed somewhat positive perceptions toward the student relationship with the physical education teacher. For example, nearly 50% of both groups agreed that teachers are biased when entering students' grades, based on the students' tribal party or religious group. However, there were negative perceptions toward one question. For example, 88% of female supervisors and 63% of male supervisors agreed that some teachers are unable to control their students' behavior in the classroom.

G- How do physical education teachers and supervisors perceive the school administration?

Overall, the results showed that physical educators and supervisors had somewhat positive perceptions toward the school administration. For example, Appendix H showed that only 35% of participants agreed that the school administration deals negatively with physical education teachers and students. Also, 21% of participants agreed that the school administration deals negatively with parents. However, there was a significant difference between physical educators and supervisors in their perceptions toward the school administration. Appendix H showed that nearly 52% of supervisors agreed that the school administration deals negatively with physical education teachers and the issues of physical education, whereas nearly 33% of physical educators stated that the school administration deals negatively with physical education teachers.

Moreover, there was not a significant difference between male and female physical education teachers' and supervisors' perceptions toward the school administration. This finding indicated males and females of each group (i.e., physical educators and supervisors) had somewhat positive perceptions toward the school administration.

H- How do physical education teachers and supervisors perceive society's view toward physical education?

Overall, physical educators and supervisors had very negative perceptions regarding society's view toward physical education. Both groups had no significant differences in their perceptions regarding the society's view toward physical education. For example, Appendix H showed that 80% of teachers agreed that society has no interest in the importance of physical education. Interestingly, 100% of female supervisors agreed that society has a lack of interest in playing sports, which negatively affects the student's view of physical education. Moreover, 93% of participants agreed that society believes the core subject areas (i.e., math, science, and languages) are more important than physical education.

Moreover, there was not a significant difference between male and female physical educators and supervisors in their perceptions regarding the society's view of physical education. This finding indicated males and females of both groups had the same level of very negative perceptions regarding the society's view of the physical education program.

Research Results with Related Studies

Ishee's (2004) study examined students' perceptions toward the physical education program. Ishee found that students who are capable of doing the required activities are more likely to perform and apply the objective skills. Ishee recommended that students who liked the skills were also successful in the activities. The results presented here by Ishee's research

indicated that the program's content should match students' abilities and encourage them to be physically active. The findings of this research supported Ishee's findings regarding the program content of physical education. For example, nearly 90% of physical education teachers and supervisors agreed that there is a need to have a program content outline that addresses students' individual differences. (See Appendix H, item # 5). This finding and Ishee's finding suggest that the program's content should match students' abilities and differences so that learners can enjoy and practice the skills throughout their lifetime.

Anderson (1999) found in his study that physical education teachers are only teaching students what to do; and they do not teach why they are doing the certain skills. He advised all of the physical educators that the program's content should depend on knowledge and understanding-based skills. Anderson's findings and this study's results were similar. For example, 60% of respondents of this study agreed that the program content of the secondary physical education depends on the technical knowledge of the skill and is missing the cognitive understanding of the skill (see Appendix H). Thus, the previous studies in physical education support that the program content and teaching methods in physical education should be based on knowing and understating skills where students can benefit from the learned skills for their lifetime.

Al-Liheibi also provided relevant results concerning the safety in physical education. Al-Liheibi (2008) found that students who had a gymnasium had more positive attitudes than students who did not have a gymnasium. He stated that students feel more comfortable practicing skills inside the gym because the gym protects students from hot weather days. At the same time, the findings of this study showed that 82% of physical education teachers and supervisors agreed that the objectives of certain skills should be restructured because some skills are hard to

practice in the second term due to the hot weather which can affect students' health (See Appendix H, item # 11). Moreover, the article by United Federation of Teachers (2008) stated that the State of New York Teachers' Union complained to the Department of Education that students were having heat-related health hazards in school. For instance, they mentioned that the heat of weather can cause excessive fluid loss, shock, and may cause the body's temperature to excessively rise. Teachers wanted the principals of schools to take a step in creating a safe climate where students can be indoors most of the time to ensure the safety of teachers and students with regard to hot temperatures. The two previous studies in addition to this study provided essential evidence that hot weather is dangerous to students' health. The Ministries and Departments of Education, physical education teachers, supervisors, and principals should work together to reduce the influences of heat on students by creating more sport halls and restructure the framework of the skills and objectives.

The conducted studies provided findings regarding the role of physical education teachers and whether teachers implement and understand the national standards of physical education. According to Chen (2006), who examined teachers' perceptions toward the national standards of physical education, found that some teachers do not understand the standards of physical education which resulted in a negative impact on physical education teachers' teaching and attitudes toward physical education. Alshammari (2004) also found that physical education teachers have a lack of knowledge regarding the cognitive domains and fitness skills necessary for physical education. He suggested workshops for these Kuwaiti physical education teachers to help them to understand the responsibilities of physical education teachers and to provide teachers a clearer picture about the national standards of physical education. The previous studies coincide with the results of this study that some Kuwaiti physical education teachers do not have

the knowledge and understanding regarding the national standard of physical education. For instance, 83% of participants agreed that some physical education teachers neglect the preparation of equipment before class begins. (See Appendix H, item # 16). The results of this research study also showed that 65% of physical education teachers and supervisors agreed that some physical education teachers are unable to clearly define the lesson objectives to their students. All the previous studies illustrate and support the findings of this study that there is an issue regarding the role of the Kuwaiti physical education teachers in that some teachers do not understand the national standards of physical education and can not define the objectives of physical education to their students.

Lastly, there were no studies found that examined physical education teachers' and supervisors' perceptions regarding society's views toward physical education. However, Grochal (2006) examined parents' perceptions of their children toward physical education. Grochal (2006) found that parents perceived physical education less important than other subject areas. Also parents think that physical education classes are nonacademic classes and they had less involvement with the physical education program and teachers. Grochal's findings are similar to this study's findings. For instance, nearly 90% of physical education teachers agreed that society pays no attentions to the importance of physical education and believes the core subject areas are more importance than physical education. (See Appendix H, item # 29 & 30). However, there are solutions based on studies that can provide a clearer picture of why society has a negative perception toward physical education. For example, Stewart, et al. (1991) found in his study that program developers of physical education should examine society's views and attitudes toward physical education to gain insight and information that can be helpful for the physical education program. Also Tannehill, et al. (1994) stated that physical education should be a daily class like

other core subject areas and include reliable assessments and tests. Moreover, physical education teachers should create their objectives that are based on the educational environment so that positive attitudes can exist among parents, teachers, students, and administrators.

The Differences of this Study's Results with other Studies

This study was different from other studies regarding some aspects. For example, the following are the aspects.

- 1- This study focused on physical education teachers and supervisors. Students did not participate in this study.
- 2- Most of research questions of this study were focused on evaluating and analyzing eight different domains in the secondary physical education program. Other studies focused more on students' and teachers' relationships and attitudes toward each other and toward the program. For example, Al-Liheibi (2008) examined students' attitudes toward physical education. Also, Ishee (2004) administrated an interview for 9th grade students and asked them about their physical education experiences.
- 3- Statements for extra knowledge (Table 39) and categories of open-ended responses with examples (Appendix D) were included in my study to provide direction for future research that most studies did not include this method in their studies.
- 4- This study engaged both genders; few other studies focused only on male teachers.

The Importance of this Research

- 1- The outcomes of this study enhanced the literature to understand how physical education teachers and supervisors perceive the Kuwait's physical education program.
- 2- The outcomes of this study provided a better understanding for the Kuwaiti Ministry of Education regarding the issues of secondary physical education.

- 3- The outcomes of this study provided the Ministry of Education clearer perceptions how physical education teachers and supervisors perceived physical education program. For instance, the participants of this study perceived negative perceptions toward five domains where Ministry of Education should come up with plans to reform any defects in the physical education program. Thus, the Ministry can create critical plans that would build a cooperative climate among physical education experts to achieve a comprehensive and meaningful curriculum.
- 4- The results of this study provided helpful insights and perspectives for educational principals to consider the student achievement and the evaluation process of the physical education program. For example, 92% of participants of this study stated that there should be an evaluation of the objectives at the end of each semester where physical education teachers, supervisors, and program developers work together to analyze student achievement on the educational objectives.
- 5- The results of this study provided an understanding of how physical education teachers are not implementing their lesson standards. For example, 65% of participants of this study stated that physical education teachers are unable to define the lesson objectives to their students.
- 6- The results of this study provided an understanding that a reform is needed in the physical education program. For example, 92% of participants of this study stated that physical education program should train students apply what they learn in and out of classroom (lifetime fitness).

7- Finally, the outcomes of this study provided an understanding of how physical education teachers cannot teach their lessons because of lack of places. For instance, 80% of participants of this study stated that instruction is impacted by the lack of adequate spaces.

Suggestions and Recommendations

Based on the results of this study and the open-ended participants' comments, the following suggestions and recommendations were made:

- 1- The teacher's guidebook should be available for each teacher.
- 2- Physical education classes should be more than two periods a week.
- 3- The physical education program should be matched with the students' ages, individuals' differences, and abilities.
- 4- The fitness activities should be reinstated in the physical education program; two weeks of fitness classes are not enough for students.
- 5- The Taekwondo lessons should be eliminated from the program because there are no qualified teachers to teach the subject.
- 6- Basic information about health and fitness awareness should be included in the physical education program.
- 7- Weight lifting skills are included in the physical education program, but there is not enough equipment to practice the skills. Thus, Ministry of Education should get more equipment for schools.
- 8- There is enough sports equipment in schools and safety factors are not in place.
- 9- The Ministry of Education should reward excellent teachers and assist struggling teachers to improve the quality of the physical education program.
- 10- The Ministry of Education should create professional and teaching workshops for

- teachers regarding the method of instruction and training.
- 11- There should be more encouragement and attention financially and morally from the Ministry of Education for teachers.
 - 12- The physical education program should be reformed and focused on teaching physical fitness skills and increase the knowledge of health awareness to students.
 - 13- The large number of assignments that are given for teachers outside the school, such as arbitration, supervision, training, workshops, lectures, and competitions can decrease the teacher's focus on the lesson plans and objectives of the program. Thus, teachers should not have much teaching load.
 - 14- Teachers should be trained to maintain their professional development through workshops.
 - 15- The teachers' evaluations process should be made more clear and obvious by supervisors and principals.
 - 16- The evaluation process of teachers should be changed and reformed. The head of the department should have full responsibility when grading the teachers, not the supervisor or the principal of the school.
 - 17- The parents should be aware of the importance of physical education and how it is critical to students' health awareness.
 - 18- The student teachers should have more mentorship during their student teaching program.
 - 19- There should be educational institutions that can prepare teachers before they start teaching. For example, Ministry of Education should provide workshops for teachers teaching and learning them instruction methods.

20- The supervisors in the Public Authority for Applied Education are not qualified enough to teach student teachers because they hold a bachelor's degree.

Supervisors should have a doctoral degree.

Suggested Directions for Future Studies

There are suggestions for researchers that can be considered for future studies to improve the program of physical education. Future researchers can include the following aspects because these items can be beneficial and relevant for the physical education program in the State of Kuwait. The following are the suggestions.

- 1- More schools in each district can be selected to give a larger sample size that can be more generalizable.
- 2- Elementary and middle schools can be included in future studies.
- 3- Students can be included in future studies.
- 4- Parents can be included in future studies.
- 5- Qualitative research methods can be integrated in future studies.
- 6- Districts, educational degree, years of experience, and schools' areas can be tested in future studies.
- 7- Appendix D can be reviewed for future ideas.

All educators, who work in education and teaching field and especially in physical education, should review this study to have an idea what is the current situation of secondary physical education in Kuwait. Having knowledge about the results of this research will provide supervisors and physical education teachers an insight what are the strengths and the weaknesses of physical education to obtain an effective program that can serve students' lives.

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Appendix A: A Permission Letter for School Access (English Version)







**The Public Authority for
Applied Education and Training
Scholarship and Cultural
Affairs Department**

Date: 23rd August, 2010


Certificate To Whom It May Concern

The Public Authority for Applied Education certifies that Mr. Khaled Abdulraheem Al-Kandari, is delegated in a scholarship to be master's degree and doctorate of philosophy in Teaching Methods/ Physical Education at University of Arkansas, the United States of America, commencing in 11/12/2006 and for six years.

This certificate is given for him at his request to be submitted for Ministry of Education – Asima Educational District - Al-Farwanyia Education District – Al-Jahra Educational District – Hawally Educational District – Al-Ahmadi Educational District – Mubarak Al-Kabeer Educational District and to be submitted To Whom It May Concern for facilitating benefit of the educational tools and collecting information without assuming any liability on the Authority toward any third party's rights. Keeping in mind that this certificate is valid for three months since its date of issue.

هذه ترجمة صحيحة للنص المرفق
باللغة العربية
Certified True and Correct Translation
of The Attached Text in Arabic
CAK
31/8

**For Director General
Dr. Mashaal Abdullah Al-Meshan
Deputy Director General for Applied Education and Researches
(Signed and Sealed by the Authority)**



الكويت - جولي - شارع ابن خلدون الرئيسي - مجمع الغريب - بجانب بنك بيت التمويل الكويتي - تلفون: ٢٢٦٤٤٣٥٠ - ٢٢٦٤٤٣٥٥ (+٩٦٥)
Kuwait - Hawalli - Ibn Khaldoon St. - Al-Ghareeb Commercial Complex - Beside KFH Branch - Tel.: (+965) 22644350 - 22644355
E-mail: al-canady_translation@hotmail.com

Appendix B: A Permission Letter for School Access (Arabic Version)

THE PUBLIC AUTHORITY
FOR APPLIED EDUCATION & TRAINING
Scholarship & Cultural
Affairs Department



الهيئة العامة
للتعليم التطبيقي والتدريب
قطاع التعليم التطبيقي والبحوث
إدارة البعثات والعلاقات الثقافية

المرجع :
التاريخ : / /
الموافق : ٢٣ أغسطس / ٢٠١٥

شهادة إلى من يهمه الأمر

تشهد الهيئة العامة للتعليم التطبيقي والتدريب بأن السيد/ خالد عبد الرحيم الكندري موفد في بعثة دراسية وذلك للحصول على درجتي الماجستير والدكتوراه في تخصص مناهج وطرق تدريس/ التربية البدنية من جامعة Arkansas بالولايات المتحدة الأمريكية المتعددة اعتباراً من ٢٠٠٦/١٢/١١ ولمدة ٦ سنوات.

وقد أعطيت له هذه الشهادة بناء على طلبه وذلك لتقديمها إلى وزارة التربية- منطقة العاصمة التعليمية- منطقة الفروانية التعليمية - منطقة الجهراء التعليمية- منطقة حولي التعليمية- منطقة الأحمدى التعليمية- منطقة مبارك الكبير التعليمية وإلى من يهمه الأمر وذلك لتسهيل الاستفادة من وسائل التعليم وجمع المعلومات دون أدنى مسؤولية على الهيئة فيما يتعلق بحقوق الغير علماً بأن صلاحية هذه الشهادة ثلاث شهور من تاريخه.

ع/المدير العام

د. محمد بن راشد الشفيع
نائب المدير العام للتعليم التطبيقي والبحوث

S&CR (12)



تلفون: ٩٦٥٢٢٥٢٦٧٣٩ + فاكس: ٩٦٥٢٢٥٢٢٠٧٦ + داخلي - ١٢٤١ - ص.ب. ٢٣١٦٦ (الصفحة 13092) الكويت بدالة ٢٢٥٦٤٩٦٠

Tel + 96522526739 Fax + 96522562076 P.O. Box 23167 SAFAT (13092) Kuwait

Appendix C: Institutional Review Board (IRB)

February 15, 2011

MEMORANDUM

TO: Khaled al-Kanderi
Mounir Farah

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 11-02-410

Protocol Title: *Teachers' Perceptioes Toward the Secondary Physical Education Program in the State of Kuwait*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 02/15/2011 Expiration Date: 02/14/2012

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Compliance website (<http://www.uark.edu/admin/rsspinfo/compliance/index.html>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

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

If you have questions or need any assistance from the IRB, please contact me at 120 Ozark Hall, 5-2208, or irb@uark.edu.

Appendix D: Categories of Comments with Examples

<p>Content (8 responses)</p> <ul style="list-style-type: none"> - The lessons of PE should focus on moral issues. - The PE program should be fit with the students' ages, individuals' differences, and abilities. - The fitness activities should be reinstated in the PE program. Two weeks of fitness class is not enough for students. - The hours of learning skills is not planned well. For example, simple skills take too many hours to cover. - The grade of the written test is not well organized for each semester. - The writing tests should be eliminated because they are not valuable for students. - The karate lessons should be eliminated from the program because there are no qualified teachers to teach the subject. - Basic information about health awareness should be included in the PE program.
<p>Equipment (6 responses)</p> <ul style="list-style-type: none"> - The school period day should not be expanded because there are not enough facilities to accommodate expanding the school day. - Weight lifting skills are included in the PE program but there is not enough equipment to practice the skills. - The PE program should be matched with the fields and equipment that are available in schools. - The PE class should be a fun class through the use of the small games; and the benefits of PE classes should be taught through physical fitness activities based on available equipment. - There should be enough buildings and specific halls that can serve the required skills of games. - There is enough sports equipment in schools, but safety factors are not in place.
<p>Safety (1 response)</p> <ul style="list-style-type: none"> - Some of the required skills (e.g., track, shot put) are not popular in the second term of the academic year because of the weather conditions (i.e., too hot).
<p>Evaluation of the PE program (13 responses)</p> <ul style="list-style-type: none"> - The Ministry of Education should reward excellent teachers and assist struggling teachers to improve the quality of the PE program. - The Ministry of Education should create professional and teaching workshops for teachers regarding the method of instruction and training. - There should be more attention and care toward PE teachers by the State. - There should be more encouragement and attention financially and morally from the Ministry of Education for teachers. - There should be chances for teachers to be creative in their teaching. - The PE program should be reformed and focused on teaching physical fitness skills and increase the knowledge of health awareness to students. - The PE program does not serve students in their lives. - The large number of assignments that are given for teachers outside the

<p>school, such as arbitration, supervision, training, workshops, lectures, and competitions can decrease the teacher's focus on the lessons and objectives of the program.</p> <ul style="list-style-type: none"> - People who develop the PE program should have a PE background and knowledge about PE. - The developers of the PE program should pay attention to society's changes. - The PE program should be more than two times a week because the program is too long and two classes a week are not enough to cover the whole program. - Students should have PE classes in early periods, not in the late hours of the school day because students will be more active and energetic in the morning hours.
<p>Role of the PETs (7 responses)</p> <ul style="list-style-type: none"> - There should be more attention from teachers toward the lessons and not toward the extracurricular school activities. - There should be workshops for teachers to assist them in understanding the rules of group/individual games. - Teachers should be trained to maintain their professional development through workshops to help them in teaching. - Most PE teachers do not have enough knowledge and understanding in their area. They took this job to have a long summer break. - The method of teaching is a failed process because many teachers are not creative and qualified in teaching. - The evaluation of the teachers' process should be unhidden and obvious for teachers and responsible evaluators should clarify teachers' grades. - The evaluation process of teachers should be changed and reformed. The head of the department should have full responsibility to grade the teachers, not the supervisor or the principal of the school.
<p>Society's View toward PE (1 response)</p> <ul style="list-style-type: none"> - The parents should be aware about the importance of PE and how it is critical to students' health awareness.
<p>Others (4 responses)</p> <ul style="list-style-type: none"> - The student teachers should have more mentorship during their student teaching program. - There should be educational institutions that can prepare teachers psychologically before they start teaching. - The supervisors in the Public Authority for Applied Education are not qualified enough to teach student teachers because they hold a bachelor's degree. Supervisors should have a doctoral degree. - The supervision process should be transferred from the supervisor to the head of the department because the supervisors, most of the time, are not attending teachers' classes for observation.

Appendix E: Survey of the English Version

Questionnaire

For

Secondary Physical Education Teachers and Supervisors

University of Arkansas, Fayetteville

Khaled Al-Kanderi

Informed Consent

Title: *Perspectives of Issues in Achieving Secondary Physical Education Objectives in the State of Kuwait.*

Researcher(s): Khaled Al-Kanderi

Name: Khaled Al-Kanderi

Faculty Advisor's Name: Dr. Mounir Farah

University of Arkansas

College of Education and Health

Professions

Department of Curriculum and Instruction

Mailing Address: Stone House South

Fayetteville, AR 72701

479-575-3119

Compliance Contact Person:

Ro Windwalker

IRB Coordinator

Research Compliance

University of Arkansas

120 Ozark Hall

Fayetteville, AR 72701-

1201

479-575-2208

irb@uark.edu

Dear Participant,

The purpose of this study is to investigate secondary physical education teachers' and supervisors' perceptions toward the physical education program. The researcher is interested in your valuable perceptions toward the physical education program and he will use the data for his doctoral dissertation.

There are no risks anticipated with this study and the benefit of this study is to gather your response for my doctoral dissertation. Your participation in the research is completely voluntary. Information will remain confidential to the extent allowed by law and University policy throughout the research, and all data will be destroyed at the end of the study to protect the participants' identities. If you have any questions or you would like to know the result of the study, please feel free to contact me. Sincerely,

Khaled Al-Kanderi

Part 1: General Information: Please put (X) next to each category that represents you:

1. Sex

Male: -----

Female: -----

2. Years of experience

5 years and less: -----

More than 5 years: -----

3. Educational Degree

Diploma: -----

Bachelor: -----

Master: -----

Doctorate: -----

4. Your current district

Al-Ahmadi -----

Al-Gahra -----

Al-Farwaniya -----

Kuwait City -----

Hawaly -----

Mobarak Al-Kabeer -----

5. Occupation:

Teacher: -----

Department Head: -----

Supervisor: -----

Head Supervisor: -----

6. Your current school name?

Part 2: Please put a circle (○) only on one number that represents your view for each of the following statements.

1 = Strongly Disagree 2 = Disagree 3 = Agree Strongly Agree = 4

#	Items	SD	D	A	SA
	The Program Content				
1	The content of physical education depends on the technical knowledge of the skill and is missing the cognitive understanding of the skill.	1	2	3	4
2	The content of physical education depends on memorizing more than relying on the understanding of the skill.	1	2	3	4
3	The content of physical education depends only on the physical skills and is absent the related physical fitness skills.	1	2	3	4
4	The content of physical education should train students to apply what they learn in and out of the classroom. (Lifetime fitness)	1	2	3	4
5	There is a need to have a physical education content that addresses the individual differences of students.	1	2	3	4
	Equipment				
6	Schools lack the necessary sports equipment.	1	2	3	4
7	Schools lack adequate places to store sports equipment.	1	2	3	4
8	Instruction is impacted by the lack of adequate space.	1	2	3	4
	Safety in Physical Education				
9	There is a need for first aid kits in the physical education department.	1	2	3	4
10	There is a need to provide training workshops for teachers related to safety in physical education.	1	2	3	4
11	The framework of skills should be restructured because some skills are hard to practice in the second term because of the hot temperatures that affect students' health.	1	2	3	4

#	Items	SD	D	A	SA
	Evaluation of Physical Education				
12	There should be an evaluation of the objectives at the end of each semester where physical education teachers, supervisors, and experts work together to analyze student achievement on the educational objectives	1	2	3	4
13	There should be a portfolio for students to document their skills to monitor and review their physical performance.	1	2	3	4
14	There should be a portfolio for students to document their skills to monitor and review their cognitive performance.	1	2	3	4
15	Curriculum experts should gather information about their students' needs before they develop their objectives.	1	2	3	4
	The Role of the Physical Education Teacher	1	2	3	4
16	Some physical education teachers neglect the preparation of equipment before the class begins.	1	2	3	4
17	Some physical education teachers avoid participation in some required activities (e.g., morning activities).	1	2	3	4
18	Some physical education teachers are unable to clearly define the lesson objectives to their students.	1	2	3	4
	The Students' Relationship with the Teacher	1	2	3	4
19	Some physical education teachers make fun of their students in physical education classes.	1	2	3	4
20	Some physical education teachers are unable to build a good social relationship with their students.	1	2	3	4
21	Some physical education teachers are unable to control their students' behavior in the classroom.	1	2	3	4
22	Some physical education teachers are unfair with their students.	1	2	3	4
23	Some physical education teachers are biased when entering students' grades based on the students religious group.	1	2	3	4

24	Some physical education teachers are biased when entering students' grades, based on the students' tribal party.	1	2	3	4
The School Administration					
25	The school administration deals negatively with physical education teachers.	1	2	3	4
26	The school administration deals negatively with students.	1	2	3	4
27	The school administration deals negatively with parents.	1	2	3	4
28	The school administration deals negatively with physical education issues.	1	2	3	4
Society's View					
29	Society pays no attention to the importance of physical education, which negatively affects students' view of physical education.	1	2	3	4
30	Society believes the core subject areas (i.e., math, science, and languages) are more important than physical education, which negatively affects students' view of physical education.	1	2	3	4
31	Society has a lack of practicing sports, which negatively affects the students' view of physical education.	1	2	3	4

Part 3: Please put a circle (○) on either Yes or No for each of the following questions that represents your view.

1	Do you want the school period to be expanded in Kuwait?	Yes	No
2	Have you received any kind of threats from students during your teaching career?	Yes	No
3	Are the school buildings in good condition?	Yes	No
4	Do you teach many classes?	Yes	No
5	Is the teacher's guidebook available for each teacher?	Yes	No
6	Do you prefer that the physical education class should be more than two periods a week?	Yes	No
7	Does the department head use the physical education evaluation form to evaluate teachers?	Yes	No
8	Does the supervisor use the physical education evaluation form to evaluate teachers?	Yes	No

9	Does the department head provide feedback to physical education teachers after the evaluation process?	Yes	No
10	Does the supervisor provide feedback to physical education teachers after the evaluation process?	Yes	No

If you have other comments, please write them down.

Thank you so much for your participation in this survey. Your responses are valuable and important to me.

Researcher: Khaled Al-Kandari

Appendix F

Survey of the Arabic Version for Male Teachers

استبيان لمعلمين وموجهين التربية البدنية

جامعة اركانسا- الولايات المتحدة الامريكية

خالد عبد الرحيم الكندري

عزيزي المعلم ،

تحية طيبة واحترام،،،،،

الغرض من هذه الدراسة هو معرفة آراء معلمي وموجهين التربية البدنية للمرحلة الثانوية نحو منهج التربية البدنية والمشاكل التي تعيق تحقيق اهداف التربية البدنية. و سيتم استخدام آراء المشاركين في هذا الاستبان لرسالة الدكتوراة في المناهج وطرق التدريس (تربية بدنية). لا توجد مخاطر في هذه الدراسة وإن مشاركتكم في هذا البحث ما هو إلا تطوعيا ، ولكم الحق بعدم المشاركة في أي وقت خلال هذا البحث. و لن تكون هناك عواقب أو سلبيات لهذا القرار. جميع المعلومات في هذه الدراسة سوف تظل سرية وجميع البيانات سوف يتم التخلص منها في نهاية الدراسة وذلك من أجل حماية وسرية المشاركين في هذا البحث العلمي. إذا كان لديكم أي أسئلة أو كنتم تودون معرفة نتيجة الدراسة ، لا تترددو في الاتصال بالباحث حسب العنوان المذكور أدناه.

أشركم مقدما على تعاونكم،،،،،

خالد عبدالرحيم الكندري

القسم 1 : معلومات عامة : يرجى وضع علامة (x) في المكان المناسب

1. الجنس

ذَكَرَ : -----

إِنْثَى : -----

2. الخبرة في التدريس

5 سنوات وأقل : -----

أكثر من 5 سنوات : -----

3. المؤهل العلمي

بكالوريوس : -----

دبلوم : -----

دكتوراة : -----

ماجستير : -----

4. المنطقة التعليمية التي تدرس فيها

الأحمدي -----
العاصمة -----
الجهراء -----
حولي -----
الفروانية -----
مبارك الكبير -----

5. الوظيفة:

معلم : -----

رئيس قسم : -----

موجه أول : -----

موجه : -----

6. اسم المدرسة التي أنت فيها حالياً؟

الجزء 2: الرجاء وضع دائرة (O) حول الرقم المناسب الذي يمثل رأيك

لا أوافق بشدة = 1 لا أوافق = 2 اوافق = 3 اوافق بشدة = 4

#	القائمة	اوافق بشدة اوافق لا اوافق لا اوافق بشدة
	محتوى التربية البدنية	
1	محتوى التربية البدنية يعتمد على المعرفة الفنية للمهارة ويفتقد الفهم الادراكي للمهارة.	1 2 3 4
2	محتوى التربية البدنية يعتمد على الحفظ بدلا من الاعتماد على فهم المهارة.	1 2 3 4
3	محتوى التربية البدنية يعتمد على المهارات البدنية فقط ويفتقد المهارات المتعلقة باللياقة البدنية	1 2 3 4
4	ينبغي أن يكون محتوى التربية البدنية يساعد الطلاب على تطبيق ما تعلموه داخل وخارج فصل التربية البدنية. (لياقة مدى الحياة).	1 2 3 4
5	هناك حاجة أن يكون محتوى التربية البدنية يتناسب مع الفروق الفردية للطلاب.	1 2 3 4
	المعدات الرياضية	
6	المدارس تعاني من نقص في المعدات الرياضية.	1 2 3 4
7	المدارس تعاني من عدم وجود أماكن لتخزين المعدات الرياضية.	1 2 3 4
8	المدارس تعاني من عدم القدرة على تدريس بعض الألعاب الرياضية بسبب عدم توفر أماكن لممارسة المهارات.	1 2 3 4
	الاسعافات الأولية في التربية البدنية	
9	هناك حاجة إلى ادوات الاسعافات الأولية في قسم التربية البدنية.	1 2 3 4
10	هناك حاجة إلى توفير ورشات عمل تدريبية للمعلمين المتعلقة بالامن والسلامة.	1 2 3 4
11	هناك مشكلة في تعلم بعض المهارات في الفصل الدراسي الثاني بسبب درجة الحرارة المرتفعة التي تؤثر سلبيا على صحة الطلاب.	1 2 3 4
	تقويم منهج التربية البدنية	
12	يجب أن يكون هناك تقييم للأهداف التربوية البدنية في نهاية كل فصل دراسي حيث معلمي التربية البدنية والموجهين والخبراء يعملون معا لتقييم التحصيل العلمي للطلاب لمعرفة مدى تحقيق الاهداف.	1 2 3 4
13	ينبغي أن تكون هناك استمارة اوملف لكل طالب التي من خلالها يرصد ويوتق الطالب المهارات الفنية المكتسبة ليكون مرجع عالية.	1 2 3 4
14	ينبغي أن تكون هناك استمارة اوملف لكل طالب التي من خلالها يرصد ويوتق الطالب المهارات المعرفية المكتسبة ليكون مرجع عالية.	1 2 3 4

1	2	3	4	15	ينبغي على خبراء المناهج جمع المعلومات عن احتياجات طلابهم قبل بناء الاهداف التربوية.
مسئولية معلمي التربية البدنية					
1	2	3	4	16	هناك اهمال من بعض معلمي التربية البدنية في اعداد المعدات الرياضية قبل بداية الحصة.
1	2	3	4	17	غياب المسؤولية من بعض معلمي التربية البدنية في حضور طابور الصباح.
1	2	3	4	18	بعض معلمي التربية البدنية غير قادرين على تطبيق أهداف الدرس.
العلاقة بين الطالب ومدرس التربية البدنية					
1	2	3	4	19	بعض معلمي التربية البدنية يسخرون من طلابهم في حصص التربية البدنية.
1	2	3	4	20	بعض معلمي التربية البدنية غير قادرين على بناء علاقات اجتماعية جيدة مع طلابهم.
1	2	3	4	21	بعض معلمي التربية البدنية غير قادرين على سيطرة التصرفات السيئة التي تخرج من طلابهم.
1	2	3	4	22	بعض معلمي التربية البدنية غير عادلين مع طلابهم.
1	2	3	4	23	بعض معلمين التربية البدنية منحيزين مذهباً عند وضع درجات طلابهم.
1	2	3	4	24	بعض معلمين التربية البدنية منحيزين قبلياً عند وضع درجات طلابهم.
إدارة المدرسة					
1	2	3	4	25	إدارة المدرسة تتعامل بشكل سلبي مع معلمي التربية البدنية.
1	2	3	4	26	إدارة المدرسة تتعامل بشكل سلبي مع للطلاب.
1	2	3	4	27	إدارة المدرسة تتعامل بشكل سلبي مع أولياء الأمور.
1	2	3	4	28	إدارة المدرسة تتعامل بشكل سلبي مع قضايا التربية البدنية.
وجهة نظر المجتمع اتجاه التربية البدنية					
1	2	3	4	29	المجتمع ليس لديه اي اهتمام في أهمية التربية البدنية مما يؤثر سلبياً على وجهة نظر الطالب نحو التربية البدنية.
1	2	3	4	30	المجتمع يري ان المواد الأساسية (علوم- رياضيات) هي أكثر أهمية من مادة التربية البدنية مما يؤثر سلبياً على وجهة نظر الطالب نحو التربية البدنية.
1	2	3	4	31	المجتمع لا يشجع على ممارسة الرياضة مما يؤثر سلبياً على وجهة نظر الطالب نحو التربية البدنية.

الجزء 3: الرجاء وضع دائرة (O) على نعم أو لا التي تمثل رأيك.

الرقم	القائمة	نعم أو لا
1	هل تريد أن يطول اليوم الدراسي في دولة الكويت؟	نعم لا
2	هل تلقيت أي نوع من التهديدات من قبل الطلاب خلال مهنة التعليم؟	نعم لا
3	هل مباني المدرسة بحالة جيدة؟	نعم لا
4	هل تعاني من كثرة الحصص اليومية؟	نعم لا
5	هو دليل المعلم متاح لكل معلم؟	نعم لا
6	هل تفضل أن تكون مادة التربية البدنية أكثر من فترتين في الأسبوع؟	نعم لا
7	هل رئيس قسم التربية البدنية يستخدم استمارة تقييم معلمي التربية البدنية خلال زيارته للمدرسين؟	نعم لا
8	هل موجه التربية البدنية يستخدم استمارة تقييم معلمي التربية البدنية خلال زيارته للمدرسين؟	نعم لا
9	هل رئيس قسم التربية البدنية يقدم التغذية الرجعية لمعلمي التربية البدنية بعد عملية زيارته للمدرسين؟	نعم لا
10	هل موجه التربية البدنية يقدم التغذية الرجعية لمعلمي التربية البدنية بعد عملية زيارته للمدرسين؟	نعم لا

إذا كان لديك ملاحظات أخرى، الرجاء كتابتها

شكرا جزيلاً لك على المشاركة ، وجهة نظرك هي قيمة ومهمة بالنسبة لي.

الباحث: خالد عبدالرحيم الكندري

جامعة اركانسا- الولايات المتحدة الأمريكية

Appendix G

Survey of the Arabic Version for Female Teachers

استبيان لمعلمات وموجهات التربية البدنية

جامعة اركانسا- الولايات المتحدة الامريكية

خالد عبد الرحيم الكندري

عزيزي المعلمة ،

تحية طيبة واحترام،،،،،

الغرض من هذه الدراسة هو معرفة آراء معلمات وموجهات التربية البدنية للمرحلة الثانوية نحو منحج التربية البدنية والمشاكل التي تعيق تحقيق اهداف التربية البدنية. و سيتم استخدام آراء المشاركات في هذا الاستبيان لرسالة الدكتوراة في المناهج وطرق التدريس (تربية بدنية). لا توجد مخاطر في هذه الدراسة و إن مشاركتكن في هذا البحث ما هو إلا تطوعيا ، ولكن الحق بعدم المشاركة في أي وقت خلال هذا البحث, و لن تكون هناك عواقب أو سلبيات لهذا القرار. جميع المعلومات في هذه الدراسة سوف تظل سرية وجميع البيانات سوف يتم التخلص منها في نهاية الدراسة وذلك من أجل حماية وسرية آراء المشاركات في هذا البحث العلمي. إذا كان لديكن أي أسئلة أو كنتن تودون أن تعرفو نتيجة الدراسة ، لا تترددو في الاتصال بالباحث حسب العنوان المذكور أدناه.

أشكركم مقدما على تعاونكم،،،،،

خالد عبدالرحيم الكندري

القسم 1 : معلومات عامة : يرجى وضع علامة (x) في المكان المناسب

1. الجنس

ذكو : -----

إنثى : -----

2. الخبرة في التدريس

5 سنوات وأقل : -----

أكثر من 5 سنوات : -----

3. المؤهل العلمي

بكالوريوس : -----

دبلوم : -----

دكتورة : -----

ماجستير : -----

4. المنطقة التعليمية التي تدرسين فيها

الفروانية -----

الجهراء -----

الأحمدي -----

مبارك الكبير -----

حولي -----

العاصمة -----

5. الوظيفة:

رئيسة قسم: -----

معلمة: -----

موجهة أول: -----

موجهة: -----

6. اسم المدرسة التي أنت فيها حالياً؟

الجزء 2: الرجاء وضع دائرة (O) حول الرقم المناسب الذي يمثل رأيك

لا أوافق بشدة = 1 لا أوافق = 2 أوافق = 3 أوافق بشدة = 4

#	القائمة	أوافق بشدة	لا أوافق	لا أوافق بشدة
	محتوى التربية البدنية			
1	محتوى التربية البدنية يعتمد على المعرفة الفنية للمهارة ويفتقد الفهم الإدراكي للمهارة.	4	3	2
2	محتوى التربية البدنية يعتمد على الحفظ بدلا من الاعتماد على فهم المهارة.	4	3	2
3	محتوى التربية البدنية يعتمد على المهارات البدنية فقط ويفتقد المهارات المتعلقة باللياقة البدنية.	4	3	2
4	ينبغي أن يكون محتوى التربية البدنية يساعد الطالبات على تطبيق ما تعلموه داخل وخارج فصل التربية البدنية. (لياقة مدى الحياة).	4	3	2
5	هناك حاجة أن يكون محتوى التربية البدنية يتناسب مع الفروق الفردية للطالبات.	4	3	2
	المعدات الرياضية			
6	المدارس تعاني من نقص في المعدات الرياضية.	4	3	2
7	المدارس تعاني من عدم وجود أماكن لتخزين المعدات الرياضية.	4	3	2
8	المدارس تعاني من عدم القدرة على تدريس بعض الألعاب الرياضية بسبب عدم توفر أماكن لممارسة المهارات.	4	3	2
	الاسعافات الأولية في التربية البدنية			
9	هناك حاجة إلى أدوات الاسعافات الأولية في قسم التربية البدنية.	4	3	2
10	هناك حاجة إلى توفير ورشات عمل تدريبية للمعلمات المتعلقة بالأمن والسلامة.	4	3	2
11	هناك مشكلة في تعلم بعض المهارات في الفصل الدراسي الثاني بسبب درجة الحرارة المرتفعة التي تؤثر سلبيا على صحة الطالبات.	4	3	2
	تقويم منهج التربية البدنية			
12	يجب أن يكون هناك تقييم للأهداف التربوية البدنية في نهاية كل فصل دراسي حيث معلمات وموجهات وخبيرات التربية البدنية يعملن معا لتقييم التحصيل العلمي للطالبات لمعرفة مدى تحقيق الأهداف.	4	3	2
13	ينبغي أن تكون هناك استمارة اوملف لكل طالبة التي من خلالها يتصد ويتق الطالبات المهارات الفنية المكتسبة ليكون مرجع عالها.	4	3	2
14	ينبغي أن تكون هناك استمارة اوملف لكل طالبة التي من خلالها يتصد ويتق الطالبات المهارات المعرفية المكتسبة ليكون مرجع عالها.	4	3	2

1	2	3	4	15	ينبغي على خيوات مناهج التربية البدنية جمع المعلومات عن احتياجات طالباتهن قبل بناء الاهداف التربوية.
مسئولية معلمات التربية البدنية					
1	2	3	4	16	هناك اهمال من بعض معلمات التربية البدنية في اعداد المعدات الرياضية قبل بداية الحصة.
1	2	3	4	17	غياب المسؤولية من بعض معلمات التربية البدنية في حضور طابور الصباح.
1	2	3	4	18	بعض معلمات التربية البدنية غير قادرين على تطبيق أهداف الدرس.
العلاقة بين الطالبة ومدرسة التربية البدنية					
1	2	3	4	19	بعض معلمات التربية البدنية يسخرن من طالباتهن في حصص التربية البدنية.
1	2	3	4	20	بعض معلمات التربية البدنية غير قادرات على بناء علاقات اجتماعية جيدة مع طالباتهن.
1	2	3	4	21	بعض معلمات التربية البدنية غير قادرات على سيطرة التصرفات السيئة التي تخرج من طالباتهن.
1	2	3	4	22	بعض معلمات التربية البدنية غير عادلات مع طالباتهن.
1	2	3	4	23	بعض معلمات التربية البدنية متحيزات مذهبيا عند وضع درجات طالباتهن.
1	2	3	4	24	بعض معلمات التربية البدنية متحيزات قبليا عند وضع درجات طالباتهن.
إدارة المدرسة					
1	2	3	4	25	إدارة المدرسة تتعامل بشكل سلبيا مع معلمات التربية البدنية.
1	2	3	4	26	إدارة المدرسة تتعامل بشكل سلبيا مع الطالبات.
1	2	3	4	27	إدارة المدرسة تتعامل بشكل سلبيا مع أولياء الأمور.
1	2	3	4	28	إدارة المدرسة تتعامل بشكل سلبيا مع قضايا التربية البدنية.
وجهة نظر المجتمع اتجاه التربية البدنية					
1	2	3	4	29	المجتمع ليس لديه اي اهتمام في أهمية التربية البدنية مما يؤثر سلبا على وجهة نظر الطالبة نحو التربية البدنية.
1	2	3	4	30	المجتمع يري ان المواد الأساسية (علوم- رياضيات) هي أكثر أهمية من مادة التربية البدنية مما يؤثر سلبا على وجهة نظر الطالبة نحو التربية البدنية.
1	2	3	4	31	المجتمع لا يشجع على ممارسة الرياضة مما يؤثر سلبا على وجهة نظر الطالبة نحو التربية البدنية.

الجزء 3: الرجاء وضع دائرة (O) على نعم أو لا التي تمثل رأيك.

الرقم	القائمة	نعم أو لا
1	هل تريد أن يطول اليوم الدراسي في دولة الكويت؟	نعم لا
2	هل تلقي أي نوع من التهديدات من قبل الطالبات خلال مهنة التعليم؟	نعم لا
3	هل مباني المدرسة بحالة جيدة؟	نعم لا
4	هل تعاني من كثرة الحصص اليومية؟	نعم لا
5	هل دليل المعلم متاح لكل معلمة؟	نعم لا
6	هل تفضل أن تكون مادة التربية البدنية أكثر من فترتين في الأسبوع؟	نعم لا
7	هل رئيس قسم التربية البدنية تستخدم استمارة تقييم معلمات التربية البدنية خلال زيارتها للمدرسات؟	نعم لا
8	هل موجهة التربية البدنية تستخدم استمارة تقييم معلمة التربية البدنية خلال زيارتها للمدرسات؟	نعم لا
9	هل رئيس قسم التربية البدنية يقدم التغذية الرجعية لمعلمات التربية البدنية بعد عملية زيارتها للمدرسات؟	نعم لا
10	هل موجهة التربية البدنية يقدم التغذية الرجعية لمعلمات التربية البدنية بعد عملية زيارتها للمدرسات؟	نعم لا

إذا كان لديك ملاحظات أخرى، الرجاء كتابتها

شكراً جزيلاً لك على المشاركة، وجهة نظرك هي قيمة ومهمة بالنسبة لي

الباحث: خالد عبدالرحيم الكندري

جامعة أركانسا- الولايات المتحدة الأمريكية

Appendix H: Descriptive Data for Item Levels of Agreement

#	Item	Total % of A	PET		PES	
			Male % A	Female %A	Male % A	Female %A
The Program Content						
1	The content depends on the technical knowledge of the skill and is missing the cognitive understanding of the skill.	58%	74%	51%	54%	48%
2	The content depends on memorizing more than relying on the understanding of the skill.	32%	42%	25%	33%	28%
3	The content depends only on the physical skills and is absent the related physical fitness skills.	56%	69%	40%	59%	64%
4	The content should train students to apply what they learn in and out of the classroom. (Lifetime fitness)	92%	89%	93%	93%	96%
5	There is a need to have a physical education content that addresses the individual differences of students.	89%	95%	88%	93%	72%
Equipment						
6	Schools lack the necessary sports equipment.	51%	59%	41%	63%	36%
7	Schools lack adequate places to store sports equipment.	64%	55%	69%	73%	56%
8	Instruction is impacted by the lack of adequate spaces.	80%	85%	82%	83%	60%
Safety in Physical Education						
9	There is a need for first aid kits in the physical education department.	91%	95%	85%	98%	88%
10	There is a need to provide training workshops for teachers related to safety in physical education.	93%	92%	93%	90%	100%
11	The framework of skills should be restructured because some skills are hard to practice in the second term because of the hot temperatures that affect students' health.	82%	91%	66%	88%	96%

#	Item	Total % A	PET		PES	
			Male % A	Female % A	Male % A	Female % A
	Evaluation of Physical Education					
12	There should be an evaluation of the objectives at the end of each semester where physical education teachers, supervisors, and experts work together to analyze student achievement on the educational objectives.	92%	94%	89%	98%	88%
13	There should be a portfolio for students to document their skills to monitor and review their physical performance.	82%	86%	70%	93%	88%
14	There should be a portfolio for students to document their skills to monitor and review their cognitive performance.	81%	82%	74%	88%	88%
15	Curriculum experts should gather information about their students' needs before they develop their objectives.	93%	92%	92%	93%	96%
	The Role of the Physical Education Teacher					
16	Some physical education teachers neglect preparation of equipment before the class begins.	83%	89%	67%	95%	96%
17	Some physical education teachers avoid participation in some required activities (e.g., morning activities).	58%	83%	26%	81%	52%
18	Some physical education teachers are unable to clearly define the lesson objectives to their students.	65%	75%	51%	76%	64%
	The Student Relationship with the Teacher					
19	Some physical education teachers make fun of their students in physical education classes.	41%	65%	16%	49%	40%
20	Some physical education teachers are unable to build a good social relationship with their students.	51%	62%	41%	54%	48%

#	Item	Total % of A	PET		PES	
			Male % A	Female % A	Male % A	Female % A
21	Some physical education teachers are unable to control their students' behavior in the classroom.	63%	69%	49%	63%	88%
22	Some physical education teachers are unfair with their students.	55%	59%	41%	63%	72%
23	Some physical education teachers are biased when entering students' grades based on the students' religious group.	27%	19%	19%	44%	44%
24	Some physical education teachers are biased when entering students' grades based on the students' tribal party.	32%	23%	23%	54%	44%
	The School Administration					
25	The school administration deals negatively with physical education teachers.	38%	32%	33%	51%	48%
26	The school administration deals negatively with students.	30%	26%	29%	27%	48%
27	The school administration deals negatively with parents.	21%	19%	16%	22%	40%
28	The school administration deals negatively with physical education issues.	45%	42%	40%	54%	52%
	Society's View					
29	Society pays no attention to the importance of physical education, which negatively affects students' views of physical education.	81%	88%	81%	83%	64%
30	Society believes the core subject areas (i.e., math, science, and languages) are more important than physical education which, negatively affects students' views of physical education.	93%	95%	88%	98%	92%
31	Society has a lack of practicing sports, which negatively affects the students' views of physical education.	80%	74%	82%	73%	100%