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UNIVERSITY OF SOUTHAMPTON

Faculty of Social, Human and Mathematical Sciences

Southampton Education School

Volume 1 of 2

Examining an Integrated Non-Contact Karate and First Aid Curriculum employing the Sport Education model in one High School in Kuwait

By

Manayer ALrashidi

Thesis for the degree of PhD in Education

5 Deccember 2019

UNIVERSITY OF SOUTHAMPTON

Faculty of Social, Human and Mathematical Sciences

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Volume 1 of 2

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ABSTRACT

The curriculum for Physical Education (PE) in Kuwaiti schools has been under scrutiny for some time and an action for change to improve the quality of PE teaching, the health of the population and the level of sporting achievement has been put forward (Ridah, 2012). As an attempt to improve physical education in Kuwait, this thesis examines the introduction of an integrated Sport Education (SE) season into one Kuwaiti school with attention to non-contact karate and the approved first aid curriculum. The study was conducted in one of the Kuwaiti government high school for girls. Two classes were selected from the 12th grade. The objective for this thesis was firstly to develop and implement a new karate and first aid curriculum and secondly gather the students' opinions and responses to both this new curriculum and their learning as a result of it. This thesis elucidated the steps of curriculum design taken by the researcher who was also acting as the teacher in creating the curriculum. Findings indicated a number of pupil typologies which illustrated the range of ways in which the students interacted with the structural and pedagogical aspects of the season. Here many students spoke positively of the season, including those previously deemed 'at risk', who in particular felt included within lessons and were valued by their teammates. Surveys highlighted pupil enjoyment of the season and drew attention to the authentic nature of the learning experiences that were included. The study also revealed how students interacted with each other and responded to the differing forms of persisting group arrangements. Evidence from the pre-and post season First Aid test indicated that the season had assisted the girls in improving their knowledge of First Aid.

The challenges the researcher-as-teacher faced in teaching the season are presented. The findings are discussed in relation to the wider SE literature. The suitability of Karate as a part of the Kuwaiti

physical education curriculum is analysed in relation to its compatibility with morals and ethical behaviour within Islamic religion. The season document in this thesis could be used to inform policy makers in Kuwait about reform to its physical education provision and offer a possible component to support pupils' learning experiences in the subject. The season outline could provide a professional development curriculum for the training of pre-service and in-service teachers.

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DECLARATION OF AUTHORSHIP

I, Manayer Alrashidi declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

Title of thesis Examining an Integrated Non-Contact Karate and First Aid Curriculum employing the Sport Education model in one High School in Kuwait

I confirm that:

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Signed: Manayer Alrashidi

Date: 5 December 2019

Acknowledgements

In memory of my father

To my mother

With love and eternal appreciation

Firstly, all Glory to Allah the beneficent, the most merciful and the most compassionate, by whom all things are possible, and who has granted me the life and opportunity to complete thesis.

I would like to express my heartfelt gratitude to my supervisor, Dr. Gary Kinchin for his excellent support, guidance, comments and close supervision in the course of carrying out this research, without which this work could not have been completed in time. I take this opportunity to thank all academic and support staffs of the faculty of school of Education in Southamtopn University that are directly or indirectly involved in the completion of this thesis.

I would like to extend my appreciation to to my friends and colleagues who become as my second family during my stay in Southampton University, For their friendship, brotherhood support, happiness and joy, for the ups and downs in our journey as a Phd students. Thank you for all this unforgettable memories and for their cooperation and assistance in academic or non- academic matters.

Last, but not least, I would like to thank my family for their patience, support and encouragement through my course of study and in taking care of my feeling and supporting me step by step during my journey. To my soulmate, my best frind in this life Daud the dearest person on the world, thank you for your support and encouragement without which I would have never been strong enough in this stage of my life

Chapter 1: Introduction

1.1 Abstract

The Physical education (PE) curriculum in Kuwait has not been updated or improved for almost four decades (Baney & Strand, 2008). This has resulted in poor quality teaching in schools by in-service teachers, and improper training, skills and knowledge among undergraduate PE students. Therefore, pre-service teachers graduate with insufficient content knowledge and experience in both teaching methods and first aid.

Reform of PE in Kuwait is required with particular attention to alternative internationally recognised teaching approaches, one of which, Sport Education (SE), has not yetbeen established in Kuwait at the secondary level. The present study will, therefore, investigate the development and delivery of a SE programme comprising a new comprehensive and integrated Karate training and First Aid (FA) curriculum for the high school PE program curriculum.

In view of the physical activity background of the researcher, the lack of experience among current Kuwaiti PE teachers, this integrated curriculum will be taught by the researcher to two classes of girls in one high school. This research consists of an extended set of lessons that integrate Karate with First Aid content and is set within the structural and pedagogical features of SE (Siedentop et al. 2011).

1.2 Research Background and rationale: setting of scenes

Research into PE in Kuwait is very limited. The PE curriculum in Kuwaiti Universities does not provide teachers with sufficient training to deliver high quality PE to students (Ridah, 2012). Research and newspaper articles have highlighted the poor quality of the school PE curriculum. For example Ridah & Rabah (2010) have pointed out that the PE curriculums in colleges and schools need improving and further development, as they have not been updated since the 1990s. Poor quality of teacher training in Kuwait reflects these dated curriculums and how they have affected student motivation in all school levels that in turn causes pupils lack of participation in PE classes (Alghasab, 2016; Alnijadah, 2014). In my experience as a PE teacher in Kuwait, there appears to be a fixed mentality towards any type of development (Ridah, ALmotawa 2010), which might be attributable to the hopeamong shareholders to maintain a ‘status quo’ which restricts potential future development (Ridah, 2010; Al-Basaty, 2009; Hardman & Marshall) (Al-Basaty, 2009; Ridah, 2010). Kuwaiti schools have suffered from a lack of developments, particularly in terms of the

curriculum, and models of learning and teaching in PE. Pre-service PE teachers typically graduate with insufficient experience in teaching skills and lack of knowledge of alternative curricula. In addition, old texts books are typically used to prepare teachers for placement experiences. These issues have led to what some have termed an out-dated curriculum that has affected the quality of pupils learning in PE (AL-Kanadari 2011). Calls for urgent reform to the curriculum throughout the education system, from primary schools through to university level have appeared (Alnjadah, 2014). Further literature on Kuwaiti physical education and physical activity is reviewed in Chapter 2.

In Kuwait, it is common that PE decisions regarding content related to module teaching are based on employee influence and favourability, as opposed to on informed professional judgementand research evidence. This phenomenon is not isolated to education in the Middle East, as wider effects on society were revealed in many studies (Aldousari, 2004).

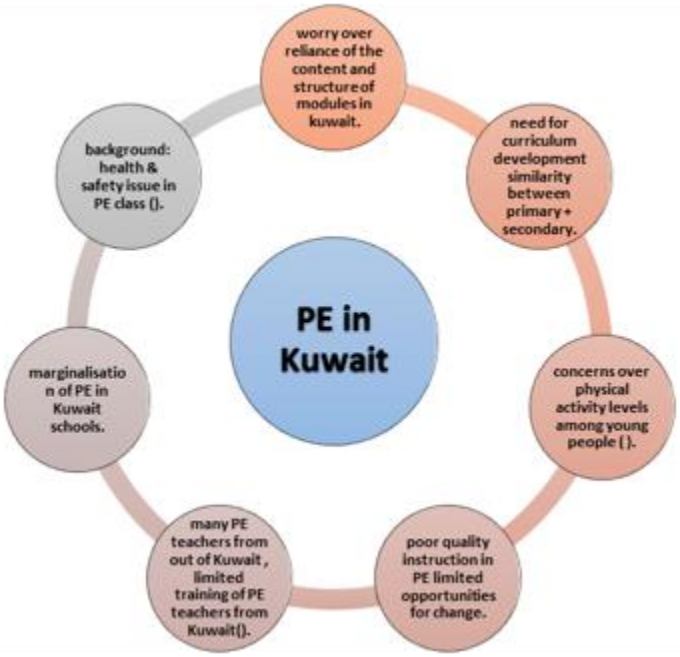


Figure 1.1 Illustrates some of the key issues facing Kuwaiti physical education Personal motivations behind my research

The above point to some of the issues that Kuwait has confronted in regard to Physical Education. One further issue and considered to be the most important of them all, is health and safety in PE classes. PE lessons in Kuwaiti schools take place either indoors in a large hall or outside in the school playground when the weather permits. When practiced indoors, the school and teachers do not attend to pupils' needs and health and safety are not put into consideration. Pupils will exercise on a hard surface without wearing any type of safety garment in case a pupil falls while he/she is

playing. The school does not provide adequate and safe equipment for pupils to use during class such as a broken bat or a deflated ball. When the school and teachers decide to conduct PE class outdoors, pupils are put out either in very hot temperatures or cold temperatures, which is not safe for pupils' health and safety.

In addition to the health and safety issue, PE in Kuwait relies significantly on theory, i.e. the theoretical aspect of the curriculum. Teachers tend to focus more on the curriculum in regard to completing the curriculum as soon as possible rather than focusing on pupils' needs in addition to the content. In addition, schools in Kuwait rely on dated curriculums and are in desperate need to develop new curriculums especially with the rapid development the world is going through.

Another issue that PE in Kuwait is pupils' lack of interest in participating in PE classes (Al-Kandari, 2011). The reason for this is, from my experience, pupils have frequently complained about classes being boring (Mohammad & Mohammad 2012; Alnjadah, 2014; Alghasab, 2016). Another reason pupils lack interest in PE classes is due to the poor quality of instruction. Most PE teachers are non-Kuwaiti nationals, and most have come to Kuwait to earn money. Some of these teachers have limited training in PE and are not highly qualified. Therefore, poor instruction has been an issue for pupils and who have often complained about it to schools, however schools have ignored their complaints. The researcher believes that if the Kuwaiti Administration of Education listened to the complaints from pupils, parents and some of the Kuwaiti teachers, it would be possible to develop more advanced training courses for Kuwaiti PE teachers, rather than spending a large amount of money to bring in teachers from abroad.

1.3 Personal motivations behind this research

This thesis has interest in Karate as a non-contact form and an approach to its teaching in school. Karate has always been a big part of my life and I started participation at the age of six where I started training every day after school. I accomplished a lot during my training and gradually trained at the AL Fatah club and went from a ''White Belt'' to ''Green Belt'' to be eligible for the club championships in Kuwait. I soon transferred to the Kuwait Sports Club winning a number of regional tournaments, followed by the Global Championship at under 60-kilogram weight. I then went on to win the World Championships in karate in high school and also participated in two Olympic Games, representing Kuwait, including Sydney in 2000. Afterwards, I then transferred to the Tadamon club for training and supervision of junior athletes. I also contributed as a PE college undergraduate student and helped the Kuwait national team in providing coaching and First Aid during my university study.

Introduction

After graduating from high school in Kuwait, I obtained my bachelor's degree in PE from PAAET. Choosing this area of study was influenced by the popularity PE had witnessed in Kuwait. Determined to bring changes to the field of PE in Kuwait, I held a job at the Ministry of Education primary school and benefited from teaching with and learning from other professionals. This experience led me to realise the importance of, and the need for, higher levels of education and knowledge in the field of PE in a country such as Kuwait. Therefore, my bachelor's degree and work experience in Kuwait have inspired me to devote myself to deepen my understanding in the fields of PE.

After obtaining my Bachelor's degree in PE from the Public Authority for Applied Education and Training (PAAET), I started my career as a pre-service PE teacher in Al-Ahmadi Primary School for Boys. Subsequently, I was a PE teacher in Fatima Bent Qais Primary School for Girls for almost one year. I attended a number of workshops in both Kuwait and abroad to broaden my knowledge and experience and of further relevance to this thesis have also obtained a certificate in First Aid from the Kuwaiti Ministry of Health.

I completed an MSc at Bangor University, Wales, in Sport and Exercise Science and Sport Injury (Exercise Rehabilitation), which included completion of a thesis entitled "*Barriers to healthy lifestyle in Muslim and non-Muslim female students' resident in the UK*". Undertaking this thesis, helped shift my attention to the field of sport pedagogy, and in particular to PE curricula but also at the same time continued my interest in Muslim girls and their experiences in PE.

In time, I became aware of other instructional models that have been used to structure PE in several parts of the world, including the instructional model that forms their basis of this thesis, Sport Education (SE). After reading literature on SE during the research training element of the doctoral degree and learning about the effectsthis model has had on the lives of both teachers and pupils in numerous countries (in some instances both in and out the classroom) encouraged me to commit myself to further my knowledge. Being curious about and attracted to SE along with my background and expertise in Karate and First Aid were significant factors that impacted on my decision to deepen this knowledge by continuing my studies and completing this thesis.

After witnessing first-hand, the status of PE at Kuwaiti schools, I decided to challenge the status quo in Kuwait and attempt to instigate change. Obtaining a PhD from the University of Southampton in the field of Education would: (a) equip me with the resources, knowledge, skills and research evidence in PE that I would need to attempt to instigate change in the Kuwaiti PE education system for girls, and (b) provide a vehicle for me to take advantage of my own sporting expertise and realise my potential and fulfil my personal ambitions.

The Public Authority for Applied Education and Training (PAAET) provided me with a scholarship to obtain a PhD in order to teach and contribute to the field of PE and sport injury and, in particular, develop curriculum in Kuwait where I will be located as a Lecturer in the PE and Sport department at PAAET after graduation. The reason I chose to do a PhD in Sport Education at Southampton University was because of its respected reputation in my country, Kuwait. After my MSc, I become aware of the Sport Education model (Siedentop, 1994; Siedentop et al. 2011) and the work of Dr. Kinchin at Southampton University and others including Professor Peter Hastie and Dr Oleg Sinelnikov in the USA (two SE researchers I have interacted with via Skype during the development of this thesis) plus SE scholars in Australia and New Zealand. I was determined to provide quality and improve secondary education to Kuwaiti students in physical education. My desire was also to generate new ideas and continue my own professional development in PE. Moreover, writing this thesis meets my career objectives and personal interests. As mentioned, I was a player in the Kuwaiti national team for Karate; therefore, I wanted to explore other ways to teach this PE curriculum content. A further interest was in First Aid (FA), which I also taught in schools and helped with younger Karate players.

I am of the view that girls in Kuwait need to know more about self-defence in addition to some basic martial art movements, which also might benefit their life outside of school. The challenge for me was to establish an integrative curriculum approach that would expose young people to the above content Karate (non-contact) & First Aid set within an alternativeand culturally relevant model of instruction that has a research base). Indeed, how the season in this thesis was designed is one of the principle research questions (RQ1). As a future professor, my aim was to obtain a deep understanding in pedagogy, including teaching and learning, and as an original contribution to knowledge, this thesis this would be the first time that this internationally documented curriculum known as SE would be taught to girls in the Middle East context and in Kuwait at the secondary level in particular. As there is no literature on how girls from the Middle East would perceive and respond to SE as a group-based learning experience, further research questions were developed to address this gap (RQ's 2, 3, 5 and 6).

1.4 Sport Education: What is it?

Sport Education (SE) is a model of curriculum and instruction that is designed to provide children with authentic, inclusive, and enjoyable PE experiences. SE is therefore different from typical physical education where learning has been regarded as 'decontextualized' (Sidentop, 1994). The model was developed in the United States at Ohio State University by Daryl Siedentop. SE is a program and instructional model created to derive better educative ways to put sport into the school curriculum allowing meaningful sport-based activities for a wider set of children (Siedentop

1994; cited in Wallhead et al. 2013). Wallhead and O'sullivan (2005) took up the study of physical education in the new millennium. Wallhead and O'Sullivan (2005) carried out a literature review by identifying 62 peer-reviewed journal articles related to SE. They categorized 62 articles into two groups, theoretical and empirical. There were 34 theoretical articles and 28 empirical articles. This is therefore a literature review to understand the effectiveness of the SE model. Based on their review, they emphasize the importance of persistent groups as it promotes both personal and social development of the students. The authors state that persistent groups provide the environment for students' development such as responsibilities, cooperation, trust, and skills (Wallhead and O'Sullivan, 2005). They emphasized on Siedentop contribution to SE, stating that the addition of sports into the education curriculum model came as a "*coalescence of his interest in defining the subject matter of physical education in relationship to play and his involvement in teacher effectiveness research in school physical education*" (Wallhead and O'sullivan, 2005; p. 183).

SE is a curriculum that is based on an instructional model that is designed to provide and promote rich sport experiences for students in the context of school PE (Siedentop, 1998). SE can be achieved only through direct instructions, cooperation among small groups, and peer teaching. The concept of relying on directive, drill-orientated teaching on which PE is based will not be applicable to SE. SE is based on six key features - "seasons, affiliation, formal competition, culminating events, record keeping, and festivity" (Siedentop, 1998; p. 18).

The SE seasons can comprise of several units with each unit averaging around 20 minutes. Araújo et al. (2019) studied the long-term development and play performance of volleyball using SE. The SE seasons ranged between 20-25 volleyball lessons and each lesson was 45 minutes with each week having three SE lessons. In addition to the seasons, they followed the SE features such as "persisting teams, formal competition, record keeping, festivity and a culminating event" (Araújo et al. 2019; p. 314). Farias et al. (2018) studied game performance and game involvement using the SE curriculum. The SE seasons included 20 basketball lessons, 16 handball lessons, and 18 football lessons. These three games were scheduled for 45 minutes each. Another study by Fernandez-Rio and Bernabe-Martín (2019) applied SE to combined gymnastic skills and construction of human pyramids with 16 seasons comprising of 55 minutes of two sessions per week. These are just some of the several evidences that indicate the SE seasons can vary based on the sport type and how the researcher designs the SE seasons. On an average SE seasons can be as long as 20 minutes.

A particular element of SE is the 'schedule of competition' which is prepared at the beginning of the unit allowing all students to practice and play within a probable agenda of impartial competition.

In this model, records of student performance are kept with the intention of motivation, criticism, valuation, and also to create some standards and traditions. It was highlighted the need for a festive and lively SE season, where teams have their own names, wear their own uniform, and develop their own identity through their mascounts, team flags and so on. The season concludes with a 'culminating event'. This festival is the season finale recognizing accomplishments of students.

SE teaches students various sport roles, like that of the referee, scorer, and coach. Such roles help with the organization and teaching of the content of the season. Siedentop (1998) points out that students learn about these roles through amalgamation of instructional policies which includes direct instruction, peer-teaching, co-operative small-group work, and also mechanisms for conflict-resolution. These mechanisms are essential and are crucial elements in SE curriculum (Wallhead and O'sullivan, 2005).

There is a considerable volume of literature in this area from Europe and many other developed countries around the world (Deenihan et al., 2011; Hastie, 2011; Farias et al. 2018; Araújo et al. 2019; Farias et al. 2019; Fernandez-Rio and Bernabe-Martín, 2019; Knijnik et al. 2019; McMahon et al. 2019; Kao, 2019). Some 80 empirical studies now exist. However, an extensive examination of the literature leads to two potential gaps, which this thesis seeks to address. First, there is no published research on SE in the context of girls' Middle-Eastern PE in high school education. Second, whilst SE has supported learning in a wide range of activity areas (invasion games, racket sports and alternative activities), no research has yet examined the possibility of using SE within a non-contact Karate activity and certainly not in concert with a practical and conceptual understanding of First Aid. Therefore, this is the focus of my research. The research involves as the teacher, designing and teaching a season to a group of students using the structural and pedagogical elements of the SE framework, in addition to integrating some FA practical and theoretical material into this season. Very few examples of integrated approaches which include SE exist within the literature (Hastie, 2011; Kinchin, 1997).

SE has been examined in multiple countries, including Russia (Sinelnikov and Hastie; 2006); New Zealand (Tagget et al., 2006; Grant, 1992), in the UK (Kinchin, 2003) and the USA (Wallhead, Garn and Vidoni, 2013). These studies show that SE is more complete than PE (Hastie et al. 2004) and that pupils find the learning experiences authentic and meaningful. SE has several benefits for students (e.g., investment, learning, and gains from previously marginalized students) and teachers (e.g. helping marginalized student and increasing opportunities to focus on student behaviours and assessment of learning). A major review of SE has demonstrated that social behaviour improved among students and teachers (Hastie, 2013) and learning outcomes improved for students (Siedentop, 2013). As indicated, SE has been used to support the teaching of a wide range of

subjects in PE, including games, gymnastics, non-traditional activities, and activities designed by the children themselves (Hastie et al. 2011). However, no research has examined its application to Karate. A review of the SE literature appears in chapter three.

As the key objectives of SE, evidence from reviews has shown that using an SE curriculum results in students becoming more literate, competent, and enthusiastic (Kinchin, 2006). Precisely, Siedentop (1994) argues "*the main goal of the sport education model is to educate students to be players in the fullest sense and to help them develop as competent, literate and enthusiastic sportspeople*".

The SE model is "*a curriculum and instruction model developed to allow students in PE programs to have authentic, enjoyable learning experiences in sport, dance, and exercise activities*" (Siedentop et al. 2004) and has been successfully implemented nationally and internationally. Students in SE participate as members of persisiting teams in seasons that are longer than the usual PE unit. Teams can determine their own names and also their own kit/uniforms, mottos, chants and emblems. Seasons can last around 20 lessons. There are two distinct features of the curricular philosophy of SE; 1) Coverage of content to a greater depth and 2) expansion of content goals (Siedentop et al. 2004). The teaching of the season moves from a teacher-directed to a more student-led form. Here pupils over time take an active role in their own sport experience and help with the managerial/administration and teaching of the season working in cooperation with their team-mates. This shift is accomplished by pupils serving in various roles that are authentic to the sport (in this case Karate) such as captains, coaches, trainers, statisticians, officials, publicists, and members of a sports council. Teams during SE practice together and compete in a range of competitions and the season concludes with a culminating event or festival to celebrate the work pupils have done across the season. The work pupils do is recognised through a range of awards for things such as leadership, responsibility, ethical behaviour.

1.5 Why (non-contact) Karate and First Aid

A report published following a fatal incident in a PE class in Kuwait called for improvements in FA education for teachers and students (Abdul Aziz, 2012). Indeed, the Deputy Head of the Faculty of PE at Assiut University, Egypt has identified the need to educate PE teachers in first aid and begun a study to design a new curriculum for PE teachers in Egypt (Rashed, 2012). Furthermore, a pilot study conducted in Dubai and reported by Adbul Aziz (2012) described the introduction of a FA programme delivered to a small group of teachers and students twice per week by doctors from a local hospital in conjunction with the Red Crescent organisation. The study aimed to educate students and teachers how to respond in a FA situation. One of the heads of school involved in the study has stated that he believes that the FA education proved important because of the high

incidence of accidents and injury and the lack of FA skills of teachers (Abdul Aziz, 2012). However, this pilot only educated a select number of students and teachers in the school. The present study proposes to include a FA element for all students in one high school, focusing specifically on females.

The rate of injury in Kuwaiti schools in PE is high and has included deaths (Abutafrah et al., 2013). It has been reported that 3.5% of boys and 1% of girls between the ages of 5 and 15 years have reported injuries in schools (Rashed, 2012). It is unlikely that students will develop into literate and enthusiastic sports people if injury is commonplace in school PE classes. Researchers believe that when PE teachers are underqualified in FA, injury rates amongst pupils are higher (Rashed, 2012). Therefore, if female students in Kuwait are provided with insufficient FA education, as part of the own education, this may not reduce the risk of injury or encourage provision of FA to pupils sustaining injury during PE classes or break times.

It is argued that basic Karate and FA education for girls should be included as part of their PE curriculum in schools to ensure Karate and FA knowledge outside of structured education classes, such as at break and lunch times (Peeri et al. 2011). There appears to be a need to design Karate and FA experiences that facilitate student learning in authentic settings. Although an argument can be made that non-contact karate might benefit girls by giving them more confidence, but this might potentially lead to some cultural difficulties such as the way society might perceive this and how girls might be perceived by family members. Furthermore, first aid education could be appropriately delivered in small learning groups, which are known are teams in SE with students fulfilling relevant roles and responsibilities and learning responses to injury in a practical way through small group learning along with some classroom-based work. SE delivered as Karate and FA education couldpotentially support a number of goals of SE including developing teamwork, peer teaching, collaboration and helping and supporting others. If a combination of practical and theory related to FA was included in a lengthy season, would this lead to increased knowledge of FA? Such a question is captured in RQ4.

As there is extremely limited knowledge of SE in Kuwait, and that identifying a teacher with the specific content knowledge (martial arts & First Aid) would be very difficult, the season in this research was delivered by the researcher who undertook the role as both researcher and teacher as an action oriented case investigation.

1.6 Rationale of Research

Ridah (2012), the Head of the Department of PE and Sport in the College of Education in the PAAET in Kuwait City, Kuwait, has stated that the curriculum for Physical Education in Kuwaiti schools must

be changed to improve the health of the population and the level of sporting achievement. In addition, her comments that the curriculum in universities is not providing teachers with sufficient training to deliver PE to students (Ridah, 2012).

While this thesis does not focus specifically on the promotion of physical activity it is acknowledged that Kuwait has the highest age-standardised BMI in the Arab world for both males and females (Gapminder, 2009). A study of levels of obesity and physical exercise among Kuwaiti citizens revealed that the least physically active individuals had the greatest body weight, body fat percentage and skin fold measurement (Ramadan and Barac-Nieto, 2001), with estimates of inactivity among Kuwaiti children and adults ranging from 43.3% to 99.5% (Al-Hazzaa, 2004). Specifically, very low levels of physical activity have been observed among adolescent females in an Arabic country (Henry, Lightowler and Al-Hourani, 2004). Reviews of research into SE indicates that pupils tend to work harder in their PE lessons than when in their previous SE lessons (Kinchin, 2006).

PE is known to influence physical activity levels in the long-term (e.g. Kraut et al., 2003). Thus, it is important to ensure Kuwaiti secondary school and high school children enjoy PE and maintain enthusiasm for physical activity and the literature on SE consistently highlights that pupils have enjoyed and are enthusiastic when experiencing seasons in a number of different settings (Hastie, 2011; Wallhead & O'Sullivan, 2005). Moreover, a PE curriculum should enrich and develop the students' motor skills and enhance general wellbeing, as well as moral and cognitive skills. In order to deliver a successful PE programme, it is the responsibility of the PE teaching staff to develop innovative methods that would enhance student's engagement and ensure that they are achieving the learning outcome. Thus, the PE curriculum should be part of a comprehensive educational plan whose objective is to develop educated students who are well-balanced intellectually and physically. Therefore, PE should not be treated purely as a physical action session that is based on the experience of the teaching staff; rather, it should be based on sound scientific and educational grounds that are continuously updated. In view of the international success of SE in termsof positive outcomes for pupils and teachers, the absence of SE seasons which include a martial art activity, the importance of First Aid as a component of school education in Kuwait, the few integrated SE models that exist and the absence of any research on girls in the Middle East and in Kuwait specifically when experiencing SE it seemed that a thesis which examines the introduction of a 'season' which gives attention to these elements in an authentic and enjoyable way would be a worthwhile addition to the relevant scholarship.

In addition, the thesis discusses the significance of culture, the impact of religion, and obstances opportunities for women in relation to sport participation in this country. These can be found in Chapter 2, under section 2.3.

1.7 Research question(s)

1. What were the steps that the researcher undertook to develop the season?
2. How do the high school pupils describe their pervious Physical Education experiences in school?
3. In what way did the pupils respond to Karate, First Aid, and Sport Education program?
4. Did pupils' knowledge of first aid increase across the Karate, First Aid, and Sport Education program?
5. What are the high school students' perceptions of the specific structural and practical features within the Karate, First Aid, and Sport Education program? (Affiliation, roles, peers support etc.)
6. What are the researcher's views on delivering the 26-lesson Karate and First Aid curriculum for high school students?

1.8 Structure of thesis

This research is divided into seven chapters.

Chapter One introduces and presents a description and argument for the research and what the study intends to achieve. The research questions to be answered are also presented. *Chapter Two* provides the context chapter where the researcher presents background information related to Kuwait education with emphasis on physical education. In addition, attention is given to the significance of the Kuwaiti culture and the place of religion. Women in relation to sports is also discussed in this chapter. This information provides the reader with a better understanding of the Kuwaiti Education system with specific emphasis on Women's PE in Kuwait. *Chapter Three* is the literature review chapter. This chapter provides the reader with a review of literature on SE and discusses and reviews the importance and value of SE internationally and how SE contributes to SE programs. *Chapter Four* is the research methodology chapter. This chapter presents a description of the research design and describes in specific detail the steps the researcher takes in each stage of the study. Chapter Five provides the analysis of the research data and *Chapter Six* discusses the findings derived from the data in relation to the reviewed literature. *Chapter Seven* is a representation of the research conclusions and suggested recommendations.

Chapter 2: Kuwait Context

2.1 Kuwait Education System

2.1.1 Kuwait Education Policy

Kuwait education policy provides the framework for the country's education system, which is responsible for maintaining appropriate education standards in all schools and universities. The education system in Kuwait is centralised and thus regulated by the Ministry of Education, which in turn, regulates all the essential attributes at this stage, public and private, in general, as well as Islamic Educational context. There are four education levels within the education system of Kuwait that are known as Primary, Middle, Secondary and Tertiary. These levels are determined by the age of a child that also includes the grade stages in which a child studies. The National Centre for Education Development (NCED) is the chief regulatory body that governs and makes policies for the education system in Kuwait (Schütz et al. 2008). Education policy in Kuwait focuses on state education in which education has been offered free of charge to all nationals of Kuwait, since 1966.

According to the NCED, education is compulsory for the children aged 6-14 years. Today, educational development illustrates the foundation of the Kuwaiti government's commitment to using the country's human resource and workforce and addressing the social developmental challenges of the new era. The state education authorities guarantee an educational place—at every level of education—for every individual of Kuwait. The large number of schools also supports the government's willingness to accommodate the educational requirements of its people. In Kuwait universities offers a variety of academic courses. Students are allowed to choose from academic courses such as humanities, scientific and educational specialisations (Vinovskis, 2015). Private schools in Kuwait are also provided with subsidies that are offered by the government, and they give admissions to approximtately one-third of the total children at school age in Kuwait across the elementary, intermediate, and secondary levels.

2.1.2 History of Education in Kuwait

The progress and development that the Kuwaiti education system must primarily be attributed to the abundant wealth in the economy, which in turn is attributed to the considerable oil reserves that the nation has at its disposal. It is essential to note that in the early years of the 20th Century the country had only a handful of education facilities. Such education facilities mainly comprised a few Quaranic Schools, which were known as Al-Katatib which imparted education pertaining to basic reading, writing, and arithmetic (International Monetary Fund, 2010). Wiseman, Alromi and

Alshumrani (2014) stress that during the first part of the 20th Century, however, the public education system in Kuwait was practically non-existent since a high percentage of funding was obtained privately from the nation's wealthy citizens.

Towards the later half of the Century, after the end of the World War II, oil production in the State of Kuwait picked up pace, as a result of which the Government began making large investments in various social services, including public education. The extensive efforts made by the Government led to the enrolment of approximately 45,000 students in the public schools, out of which, approximately 40% of 18,000 pupils were females (International Monetary Fund, 2010). Post-1960s, the government made several other advancements in this context, such as the Constitutional stipulation in the year 1962 that basic education in the State will be assured, promoted, and entirely funded by the Government. The schooling, in the State of Kuwait was then made compulsory in 1965, subsequent to which, in 1967 a private school's system was engineered (International Monetary Fund, 2010).

2.1.3 **Primary Education**

As stated by Ulrichsen (2014), schooling in Kuwait, typically starts at the age of six. Pre-schooling in Kuwait is not mandatory; however, the Government allows children of the age four to six to be educated free of cost. The individuals who migrate to Kuwait, as well as the stateless population that resides in Kuwait, often referred to as 'Bidoons', have a wide array of education facilities to choose from. Such education facilities comprise private kindergartens and primary schools with kindergartens, which in turn, are the first step to public education. Similarly, according to Maxwell and Aggleton (2015), State law mandates intermediate education in Kuwait. These authors further assert that only the children who held Kuwaiti citizenship were eligible to receive free education prior to 1960. Ulrichsen (2014) argues that the present education system in Kuwait comprises more than 100 private schools, of which, approximately 40% are non-Arabic and follow a curriculum identical to their native region. The present education system in Kuwait initiates primary education at the age of 5 years. Primary schooling is followed by four years of Intermediate education. Even though the State Government has made extensive efforts to develop the education system in Kuwait, Larson and Marsh (2012) observed that a high percentage of Kuwaitis prefer private education institutions instead of the State regulated schools and other education institutions.

2.1.4 **Secondary Education**

Contrary to the mandatory provision of primary education in Kuwait, it must be noted that secondary education is not compulsory for the residents. A typical secondary education phase lasts

for four years in Kuwait, during which time, students aged between 14- and 18-years progress through grades nine to twelve (International Monetary Fund, 2010). Ally and Khan (2015) discuss the secondary education system in Kuwait, stating that the students through grades nine and ten follow a common curriculum. During grades 11 and 12, the students have an option to choose between commerce, arts, science, or any other specialisation they may be interested in. The students, at this level, may opt between special education, secondary specialisation or religious specialisations. Once completed, the students are awarded secondary school diploma, which is referred to as Shahadat Al-Thanawiya-Al-A'ama (Miwa and Miyahara, 2014). Wiseman, Alromi and Alshumrani (2014) have identified that at the completion of the secondary education, all students must pass a national level examination, wherein, of some interest to this thesis the girls typically outperform the boys.

2.1.5 **Higher Education**

Similar to secondary education, the higher education in Kuwait is governed by the Ministry of Higher Education. The Ministry oversees university education, along with the Applied Scientific Research for the purpose of development of higher education in the State. Miwa and Miyahara (2014) report that Kuwait University is the only higher education institution in the State, which students must attend in order to pursue higher education degrees in the country, such as Bachelors of Masters degrees. The Kuwait University has thirty departments in the colleges, including Commerce, Economics, Arts, Engineering, Political Science, Law, Islamic Law, Medicine, Education, and Women's College. Additionally, the State has three other institutions for higher studies, namely- the Public Authority for Applied Education and Training (PAAET), the Higher Institute of Musical Arts, and the Higher Institute of Dramatic Arts (Ulrichsen, 2014).

The Public Authority for Applied Education and Training (PAAET) provides technical and vocational training, wherein, two-year courses are offered to students. A majority of the tuition fee is paid by the State, as a result of which the students are required to pay only a very small fraction of the actual fee (Larson and Marsh, 2012). Pertaining to the provision of higher education in Kuwait, Ally and Khan (2015) go on to indicate that for a long time, only a few individuals who were non-Kuwaiti citizens have been allowed to undertake education at the Kuwait University. The emergence of several private organisations, along with the increase in the number of foreign nationals residing in Kuwait, however, have led to opportunities for these individuals to of pursue higher education in the country. The largest private institution for the purpose of higher education in Kuwait is the Arab Open University, which in turn, offers Bachelor's and Master's degrees to Kuwaiti, as well as non-Kuwaiti residents (Maxwell and Aggleton, 2015).

2.1.6 The Role of the Public Authority for Applied Education and Training

According to Bergh and Fink (2008), there is a significant role for the Public Authority for Applied Education and Training in (PAAET) in the education sector of Kuwait. This regulatory body was incorporated in 1950 in order to improve the educational standards of citizens and enhance the quality of curriculum in schools and universities across Kuwait. It is considered to be the largest institute in the Middle East in terms of student enrolment. PAAET offers a variety of programs in its affiliated colleges, universities and training institutes (Bergh and Fink, 2008).

The Public Authority for Applied Education and Training PAAET has formulated its mission to fulfil the needs of an active labour market among its various sectors (private, public and contributory) and allows the people to be an educated and trained workforce with high competency and adequacy. It provides a unique, investable and cultural medium that promotes sustainable developments to modify Kuwait into a commercial hub by accomplishing optimal utilisation of its abilities and resources.

2.1.7 Female Physical Education Department at the Public Authority for Applied Education and Training

The Public Authority for Applied Education and Training is an institution that has interest in areas such as applied education, research and training. It also consists a separate female physical health department (given that education is separated by gender in Kuwait) similar to research conducted by (Dun, 2014; Dun, 2016; Golkowska, 2017). It is considered a leading institute both regionally and globally in terms of female PE department. It is a source of innovation and development (Bergh, and Fink, 2008).

2.2 Women's Education in Kuwait

2.2.1 History of women and sport in Kuwait

Given this thesis focuses solely on girls' experiences in school-based PE, it is appropriate that some attention is given to women and sport in Kuwait. According to Al-Atiqi and Alharbi (2009), historically strict rules and regulations applied to women in Kuwait in relation to their ability to take part in sport and physical activity. More recently there is evidence that women are slowly securing more equal opportunities in all the sectors whether this be in education or sports/physical activity. The history of sports for women in Kuwait includes some landmarks concerning the role of women in the sports sector but has also faced continuing challenges. For example, the Kuwait women's national football team has represented Kuwait in women's association football at the international

level and is regulated by the Kuwait Football Association (KFA) (Al-Atiqi and Alharbi, 2009). The committee of GCC Women's Sports has been planning and managing women's football events in Kuwait with an aim to support the women's national team and their rights. In the year 2012, it was assumed that evolution of women's football in the central Asia and the Middle East dated back only about ten years however the federation of football became a member of FIFA back in 1962. However, in 1999, the women's national team was not able to qualify for the Women's World Cup (Al-Doub et al. 2008). In addition, at that time they never qualified for the Asian Women's Championship, which was held in the year 1999. By 2015, Kuwait's national team was not ranked in the world by FIFA.

According to Bergh and Fink (2008) women's sports culture has struggled to achieve any prominence because of the strict rules concerning women and their role in Kuwait society. There were various problems faced by the women in Kuwait to develop themselves independently and gain a legitimate position in the eyes of the regulatory authorities of Kuwait. During the year 1960, a group of women made reforms to gain the position in the society and made a national team for participating in various sports (Bergh and Fink, 2008). The major part of the reform was the formation of a football team that helped the women in Kuwait to set-up a status in the society and fight against the situations that restricted women from entering the sports world.

It might be imputed to the wish among stockholders to maintain a 'status quo' that obstructs the way of future development references and practices. Kuwaiti schools have always faced the deficiency of development programs. Pre-service PE teachers hardly graduate due to the insufficient experience in learning skills knowledge of curriculum. Moreover, the above issues resulted in the formation of attractive curriculum that could improve the quality of learning in physical education (Appleby and Foster, 2013). Urgent modifications are necessary to maintain the curriculum from primary school's level to university level. The head of the Department of Physical Education and Sport in the Public Authority for Applied Education and Training in Kuwait City, Kuwait, stated that the syllabus for Physical Education (PE) in Kuwaiti universities and schools should be modified to enhance the health of the population.

2.2.2 **Woman Education in sport in Kuwait**

According to Grissom (2005), provision for education in Kuwait has become available for both genders. It has made completely free from the low level to high level. SE was also not excluded from the developed education sector as it became an evident that the girls were encouraged for partaking in the activities of sports both in private as well as government schools (Grissom, 2005). In Kuwait, the government schools provide PE twice a week and on the other hand, the schools that

are private, are engaged in providing SE to not only the male children but also female children throughout a week (Grissom, 2005).

In addition to this, the latter schools of Kuwait nurture all their students for engaging in high degrees of taking participation in the sports after even the graduation. However, the training's duration in the schools supported by government is not sufficient as the student have the fewer time of PE per week. All these points are potentially applicable to the schools of Kuwait. Thus, if applied to schools of Kuwait, this idea related to sports participation can also be beneficial for the female students of these schools, who may become leading athletes (Grissom, 2005).

Castelli et al. (2007) claimed that Kuwaiti women depend more on their experiences of school for the introduction to and in-depth development of an interest in sport and physical activity, therefore the quality of their PE experiences is of considerable importance. Additionally, female students are more reliant on the school sports as well as PE for fostering their participation as there are fewer opportunities outside of these institutions for pursuing and developing individual interests in sports (Castelli et al. 2007). There is a lack of sporting role models for women in their family and more generally within the country's sporting landscape (Castelli et al. 2007). Thus, the effective provision of education and instruction related to the sports in Kuwaiti schools is essential to promoting effective sports performance for women (Al-Isa et al. 2011).

Al-Isa et al. (2011), highlight how modernisation has slowly impacted the manner in which women of Kuwait dress. In previous decades, women were restricted and were not able to be out in public without veils. Authors have made mention of Kuwaiti females dressing more like their female counterparts in Western countries (Al-Isa et al. 2011) and that regulation around the wearing of veils has loosened. For Kuwaiti women, taking part in sports was a continual challenge as they were still not allowed to take part in field/invasion/contact activities and in sports such as athletics because of the contact element and clothing normally worn. In Kuwait, women's participation has developed within recent years, with more taking part in events such as table tennis, badminton and tennis.

Al-Isa et al. (2011), suggested that the PE provision is compulsory for male and female, but both of these genders have had unequal and different opportunities. The policy in nations with well-established education and health infrastructures, for example, Kuwait is to develop a comprehensive sport and PE curriculum that in turn associated with the provision of physical recreation in the society. However, in practice, young women and girls in Kuwait have limited experience and opportunities while in the sector of education. Therefore, it is less likely that for them to take participation in the physical activities while they leave university and schools (Al-Isa et al. 2011).

2.2.3 **Kuwaiti Culture, Woman and Physical Education and Sport Activities**

Behbehan and Hashem (2001) claimed that the modern sports activities, to most Kuwaitis, do not represent an independently legitimised system as well as the diverse system from the point of view of their culture. In the culture of Kuwait, traditional activities related to sports such as falconry and horse racing are essential features of the landscape of the sport and still persist. Shooting, riding, hunting, swimming, wrestling, running as well as fencing are few of the various sports activities that can be seen in the culture of Kuwait's sport but tend to be for men (Behbehan and Hashem, 2001) similar to research conducted on cultural effectiveness on womens' activity (Dun, 2014; 2016).

In fact, Dagkas et al. (2011), described that in Kuwait, till the year 1940, PE and sports activities were only included in the boys' educational curriculum. Later, in the year 1966, Kuwait's University was established and taken an initiative of expansion of physical and sports activities by also including it in women's educational curriculum. Thus, the University of Kuwait has played a vital role in providing support for female sport. This has been evidenced by the competitions specially held for girls in multiple games thereby providing female students with an opportunity for participating in the university championships both inside as well as outside of Kuwait (Dagkas et al. 2011).

As per described by Daskapan et al. (2006), the University of Kuwait organised trips for all their female students for visiting other nations to make them participate in various friendly matches PE, physical recreation and sport from the year 1950 to the year 1990 explores the significant development of sport and physical activities for women in Kuwait. Since this forty Year's period, women of Kuwait had regular experience in PE that was their curriculum's compulsory subject (Daskapan et al. 2006). The government ministries, as well as private companies of Kuwait, are responsible for resourcing out of school facilities along with education and making opportunities available for women to take participation in the sports activities. In Kuwait, the male sport is usually better as compared to the women, and thus, the men used to take decisions regarding the provision of physical education to the women (Daskapan et al. 2006).

Al-Haider (2004) conducted research on the involvement of Kuwaiti women in sports and physical education. The study consists of factors, such as the culture, ideology, and other physical barriers that prevent women in Kuwait from participating in physical education and sports activities. The researcher used interviews, documented evidence, a survey using questionnaire, and official statements as methods for collecting data for this research. The collected data was used to evaluate the barriers, involvement, and opportunities present for women of Kuwait in the field of physical education. Along with this, the researchers have the effects of Islamic characters, the attitude of Kuwaitis towards female bodies, and the issue of gender equality as factors that influence women's

participation in sports and physical education (Al-Haider, 2004). The researcher found that most of the young women are allowed to participate in physical activities provided they perform them in full female setting. On the contrary, a majority of married females are not equipped with facilities and privileges to take part in sports because of their family commitments and conservative thinking of household members and society. The study further discussed the conflicts between the traditional influences and women's idea of participating in sports and physical activities.

As per described by Al-Haider (2004), the author recommended further research for recognising the precise reasons that make women in Kuwait lose their interest in sports. The study suggests the ministry of education take responsibility for promoting physical education in children and women and develop a curriculum that would encourage the society and women to participate in sports. The indoor facilities can be established where women can come and practice sports and physical activities. Furthermore, the researcher also recommended Ministry of Religious Empowerment to take responsibility of encouraging women to participate in sports along with the practice of Islamic philosophy and principles. In addition to this, the Ministry must also eliminate the misconception and correct the misunderstandings of people regarding women participating in sports and other recreational physical activities (Al-Haider, 2004).

2.2.4 **Physical Education in Kuwaiti girls' schools**

The previous sections highlight the need for high quality PE and sport instruction to be available for Kuwaiti girls, however some articles have pointed to some concerning perceptions of PE in the curriculum of schools in Kuwait and the lack of importamce shown by pupils. Amari et al. (2012) argued PE in Kuwait should be organised around a well-planned curriculum, designed to improve the physical and mental learning ability of students. They add that lessons should focus on providing students with physical activities, such as rhythm and dance, games, physical fitness, basic moments, gymnastics, and sports. These authors conducted a survey of 147 Kuwaiti girls using a questionnaire to find out theirperception and awareness regarding the importance of PE. Findings indicated there was a concern for PE topromotea healthy lifestyle but girls' perception regarding physical education's overall importance was low. The authours recommend that policy makers and communities coordinate and promote quality physical education for girls in Kuwait (Amari et al. 2012).

Reda and Ahmad (2012) conducted a survey among two thousand seven hundred students from which about 54.7% students to participate were females. The study was focused on determining the attitude of the classes and teachers in public schools of Kuwait regarding the importance of PE. Findings indicated the majority of students were aware of the importance of PE. Furthermore, the

majority of students found PE to be satisfying in nature. However, the teachers of PE did not give equal priority to the subject as compared to other educational subjects in the curriculum. Nearly half of the female students reported teachers to be less concerned about the classes and in providing students with important knowledge about the subject. Therefore, the authors recommended the Ministry of Education of Kuwait implement appropriate curriculum related to PE ensuring assessment of physical fitness in students along an assurance over the availability of a minimum level of PE throughout the schools in the country (Reda and Ahmad, 2012).

Hardman et al. (2013) reported the outcome from a survey concerning the global status of PE in schools. The researchers considered the curriculum for physical activities to be very similar for both males and females in Kuwait, where girls tended to practice the same activities as boys, except for football, and instead took modern gymnastics. Findings also found that female students in Kuwait liked to participate in physical activities and that parents in the Middle East preferred girls to be taught the subject by female PE teachers. In addition, it was found and that girls in general, were not allowed to participate in all the sports within the curriculum (e.g. contact). Along with this, the researchers also found that girls were granted with a lesser budget than boys are, for PE lessons and types of equipment at schools in Kuwait. In addition to this, some religious factors also did not allow girls to participate in some sports. Therefore, the researchers recommend development of awareness programmes to promote the importance of PE in both males and females. They also suggest raising public awareness regarding equality of male and female teachers along with increasing equality within students. Furthermore, they recommend development of curriculum related to PE that would not hinder in the religious beliefs and also let females participate a much wider range of sports (Hardman et al. 2013).

Kabir et al. (2013) conducted research to evaluate the level of obesity among young Kuwaiti school-girls. For this study, one hundred thirty-seven students volunteered to take part. The researchers collected data regarding the eating habits, height, body weight, family size, and duration of physical activities for every participant. The study then evaluated the rise in body mass index of the participants based on the data and analysed the increase in obesity. The researchers found that about 62% of girls did not participate in any activity and 59% described walking as their primary physical activity. Therefore, the researchers recommended the development and promotion of relevant PE among young Kuwaiti girls in school for encouraging activity, controlling obesity and maintaining a healthy body mass index.

Alenezi (2005) utilised a questionnaire to examine the difference between attitudes of male and female Kuwaiti students regarding PE classes. A questionnaire was completed by 480 students, of whom 240 participants were females. The study did not reveal any significant difference between

the attitudes of male and female students towards PE. However, there was a significant statistical difference in attitude between general system and credit system students. Therefore, of relevance to this thesis, the researchers suggested alternative curriculum be developed that encourage pupil cooperation, independence and freedom to make decisions in lessons, and for further studies related to PE and practices that concern both genders in order to motivate them to participate in activities related to the subject be undertakenand gain a wider experience of the possible outcome of the subject (Alenezi, 2005). The curriculum and instruction initiative within this thesis are one such example of a potential development, of which relevant literature is reviewed in the next chapter.

Kuwait is an Islamic country with strong emphasis on religion which is also seen in its culture and society. The following sections discuss information related to the Islamic culture, religion, women, and sports.

2.3 Culture, Islamic Religion and Sports

The Kuwaiti culture and society is strongly influenced by the Islamic religion and Arab region. In respect to this research, the involvement of women in various public events are limited. There is limited participation of women in sports as well. There are three major obstacles in this research related to culture and sports. First, physical education is not given strong emphasis in the Kuwaiti education system. Therefore, adding SE as a new curriculum will have resistence from both teachers and students. The second barrier pertains to the use of Marital Arts. Although Martial arts is practiced here as a non-combat sports, there will be resistence from parents and teachers towards the concept of martial arts practiced by girls. In addition to this, since the culture emphasises importance on other subjects compared to sports, students are forced to focus on other subjects compared to sports activities. Therefore, student participation in sports, especially during exams, will be limited. The following section will discuss the influence of culture on sports from various literature evidences.

2.3.1 Culture and Sports

The field of sports is an important part of culture differing from time and space. Their existence, definition, their organization, institution, and integration into socio-cultural life differs from society to society, which means that in order to understand sports, we have to see them as socio-cultural constructions formed in certain social and cultural contexts (Das, 2018).

Both sport and culture practices are primarily competitive, though at times they may have complementary level of thinking (Mumford 2018). Where sport is categorized by competition,

culture and arts are fortified by aesthetics. Yet another feature of sports is that it is somewhat uncertain dealing with performance levels which apply to Arts and culture too. It was noted by Norberg (2008) that certain parallels in the activities, like the dynamic between the amateur and the professional, the popular and the elite, also the manner of how both culture and sport are mostly commercialized where, on the other hand, the other areas depend on public subsidy. Involvement in culture and sports dominate leisure time for young people, yet these activities are taken up and studied as separate domains. They are even related in terms of administration and government departments. (Trondman and Lund 2008; Hallmann et al. 2017; Long and Bianchini 2018).

Long and Bianchini (2018) displayed the efforts in the UK to try and unify sport and arts, though they finally realized that the two fields have distinct policy areas and different styles of practice as well. Certain parallels can be seen in the treatise they study, mainly in the way of understanding social benefits, which confirms that the concept of "*art for art's sake*" or "*sport for sport's sake*" is insufficient to produce public subsidy (Long and Bianchini, 2018).

Taking Norway as an example, it can be seen that racialism is prevalent in sport; whiteness is given importance and minorities have to incorporate themselves into the white sporting culture and institutions (Massao and Fasting, 2010). Australia is where historically, the dominant groups raised the whole nation as "*white*" and here, sport became a key factor to making the nation as racially based (Farquharson and Marjoribanks, 2006). Having understood the role of sport in the West, criticisms on the ethnic minority sports clubs are prevalent from both government bodies and even researchers due to the fact their works are looked upon as those of segregation rather than that of integration (Walseth, 2016). Hence, there are great hindrances faced by minority sports clubs to actively participate such as problems in obtaining public funding for their activities (Amara and Henry, 2010).

Many Muslim women are unaccustomed with the "*culture*" of indulging in physical activities and therefore, are not comfortable and secure in such environments (Lenneis and Pfister, 2017). Awareness of sports clubs may be "*taken for granted*" and understood as "*social inheritance*", because of which Muslim immigrants coming from countries with no strong sporting cultures may be excluded (Pfister, 2011). Also, female Muslim migrants are mostly forced by the problem of lack of time and energy rising from both issues of family and work commitments (Lenneis and Pfister, 2017). Such hindrances to participation in sports are misunderstood as minimal interest, lack of participation and, even the lack of mind to willingness to incorporate.

In order to learn the role of sports in the modern Islamic law, there has to be a brief know-how of the two separate social and intellectual situations. A particular remark made by jurists and even

scholars states that sports is the key to moral corruption in Muslim societies. Yet another theoretical perspective was that sports paves the way to assimilate Muslim immigrants in the West. According to Muslim scholars, the West have been unsuccessful in the attempt to occupy Muslim lands by use of military methods, and hence, they try to regain its reign by cultural measures. Muslim societies have been penetrated by Western textbooks, movies, food chains, and even fashion brands, hence forcing the Muslims to think that Islam needs to be considered as folklore instead of a religion that incorporates all streams of life. The "*cultural attack*" causes the re-formation of Western hegemony in the Muslim world (Shavit and Winter, 2011).

The Middle East majorly comprises of Islamic countries. The economically powerful nations find their domain here, like the United Arab Emirates (UAE), Kingdom of Saudi Arabia (KSA, a member of the G20), Qatar and Bahrain, where wealth, economic growth and diversification, based on the sale of natural resources such as oil and liquefied gas that 'continue to drive the Gulf Economy, Sport and culture have policies with certain common features. In both areas, from long ago, practices are viewed in the context of prospective benefits for individuals and also society in general, dealing with health and creating a democratic environment (Belfiore and Bennett 2008; Miles and Sullivan 2012; Long and Bianchini 2018). Keeping similarities aside, these two areas are hardly taken up together in the aspect of research, although with a few exceptions (Hallmann et al. 2017; Long and Bianchini 2018; Miles and Sullivan 2012; Norberg 2008; Trondman and Lund 2008). There has to be a proper understanding of the link between sport and culture when it comes to matters of policy, since the policy-makers make note of how to utilize social policy objectives, mainly to fight social prohibition in young people (Belfiore 2002; Coalter 2007; Preston 2011; Rimmer 2009).

2.3.2 **Islam and Sports**

Islam has been a rapidly growing religion in the world over the past 100 years and also has quite a long history in major Muslim societies, being able to captivate the thoughts and hearts of so many people in the West. Islam, though, is not just a religion: it is an understanding of the world, a mode of thinking, 'a total way of life that affects all aspects of being public, private, and spiritual' (Goodwin, 2002; p. 5). Islamic ideologies are many and different, yet the approach towards women's bodies are crucial in the blend of religion, politics, and culture. Women's bodies are considered important to the creation of a diasporic, fully global Muslim society (Arab Gulf Society), now becoming central as the basis for identity and authenticity, where once 'nation' was considered important. Understanding the involvement of their bodies in almost all sectors of social life arises a kind of self-consciousness amongst the Muslim women regarding their perspectives and

as how they use their bodies – particularly if they want to, or can, make use of the benefits of sport and better health with exercise (Hargreaves, 2006).

The main objective of Islamic teachings and practices is to enhance a balanced well-being of every individual. Therefore, in Islam, sport is considered to motivate comprehensive thinking and to invigorate the body without making it an element of sin or obstructing any religious obligations (Wabuyabo et al. 2014).

Many historians and even anthropologists have observed the connection between religion and sport which can be traced back from approximately 3000 years (Amara, 2013; Testa and Amara, 2016; Kızar, 2018; Bain-Selbo, 2019; Gibbons et al. 2019; Trothen, 2019; Noh et al. 2020). Even some latest intellectual works have examined and realized the dialectical relation between Christianity and sports. Throughout many historical times, the link between sports and the sacred have been identified. (Watson and Parker, 2012). Based on certain old Islamic/Muslim beliefs, some people are divided or constrained according to their religion, sex or ethnicity. For example, most women are expected to put on a veil (burka) when appearing in public. This kind of constraints related to dress, in some places, pertains to sport and exercise (Wiggins et al. 2005).

Since Muslims fast during the month of Ramadan from sunrise to sunset, their energy levels and hydration become risk factors when it comes to physical education and any kind of sporting activities. Sometimes, swimming becomes a problem since the swimming baths are mostly mixed-gender public baths; the educational value of subjects like dance and music do not seem to be in compromise either. These kinds of issues find their way into adulthood too. The row against the French relating to the ban of religious symbols in state schools, and the use of the hijab for Muslim girls, are matters of major tensions across (Dagkas et al. 2011; Hamzeh and Oliver, 2012; Cheng, 2019). There have been instances when wider global issues were taken up for certain Muslim women participating in sport at international level (Dagkas and Benn, 2006).

Understanding the difference in women's status helps understand the difference between Islam and the West (Moore, 2014). Islam is basically a religion, a way of life, an ideology, actually a comprehensive system prevailing individual and social aspects life.

2.3.3 **Islam, Gender Discrimination and Sports**

The factors of gender discrimination connected to traditional religious and cultural values have been causes of exclusion in participation of women since a long time in history. In current times, the element of sport is considered as a fundamental right for all human beings and mostly disabled women are making use of their right to indulge in sport by appealing initiatives which are both

global in nature, like the 2006 UN Convention on the Rights of Persons with Disabilities, and also local (UN.Org, 2019). These initiatives correspond to the data that states that an active lifestyle bring about many health benefits for women. Yet, in the 1996 Paralympic Games, with participation from 47% of the nations, no women were present on their teams (Limoochi and Le Clair, 2011). Although Muslim women comprise one fifth of the world's female section of population, they have been clearly excluded from international sport. The research on disability in sport about Muslim women in countries of low- and middle-income is presently an upcoming area and hence, certain suggestions are made of certain particular sections which call for more study, particularly with such complex issues, considering the fact that often there are both generalizations as well as lack of details (Limoochi and Le Clair, 2011).

The role of Muslim women vary based on the country of origin, culture, social class, religious orientation, gender norms and indeed family support. These factors construct different perspectives and beliefs towards athletics and physical education. Although for some, it is not very difficult to participate in sports, yet some others encounter various challenges. For Muslim women, there are many obstacles when it comes to participating in sports, like that of dress codes, outlook towards the body concerning privacy and modesty, exercise during the month of fasting (Ramadan), mixed-gender classes, scarcity of resources, and constraints in extracurricular activities because of cultural and religious factors (Dagkas and Benn, 2006).

Regardless of any gender discrimination of its participants, sports has a crucial role in their mental, physical, emotional, psychological and social development of its participants. Although both male and female have equality, still women encounter issues of inequality all around the world, in developing countries, especially in Islamic countries. Where in some countries there is restriction for women to participate in certain sports, on the other hand, in some other countries they are free to participate in any kind of sport. On a global level, it can be said that girls and women face problems in their right to play, it is more generally understood that those in Islamic countries face more problems in this aspect (Khan et al. 2012; Maxwell et al. 2013; Cheng, 2019).

2.3.4 **Islam, Clothing and Sports**

The totally 'orientalist' perspective of veiled women, which saw them as basically different was rejected an historically inclined, colonial outlook and essentialist; the authors have analyzed major situations in relation to the value of tradition, and religious and cultural values in Islam which impact precise rules about the image of the female self and Islamic dress (hijab). Such ethics influence the involvement of Muslim women in sport, and the varied requirements for proper 'modest' dress

which could differ by country and region, even varying religious and cultural values, class/socio-economic factors (Limoochi and Le Clair, 2011).

The government, in Iran and Saudi Arabia, for instance, have endorsed clothing 'rules', whereas in countries like Malaysia, there is a difference as to what they consider as appropriate in the country itself. There are also regional and class differences when it comes to the choices in fashion preferences; different terms are used for different types of clothing that Muslim women use. Even the Hijab is differently used and termed, at times referring to the Islamic dress as a whole, or sometimes only the head covering. As the sport differs, the requirements also differ accordingly. It is known that the Islamic dress code insists the covering of the hair and also modest clothing which means the covering of the head, arms, legs and may be even the feet. Pertaining to this fact, it is quite inappropriate for women to indulge in sport activities like swimming and gymnastics where men would be the players and officials or spectators. The women can, however, participate in archery, tennis, volleyball, and table tennis where they can come in their Islamic clothing without exposing their hair or body (Limoochi and Le Clair, 2011).

There are certain similar apprehensions between Islam and physical education, the main one being that of control of the body, in time and space, in dress, in ceremonies and cleanliness, diet control and need for a healthy body. Besides, both maintain gender specific concepts of masculinity and femininity, and are known mainly as male realms having an imbalance of power amidst the genders. There are pressures between the cultural practices of Islam and physical education like that of women's dress codes, mixed/single-sex groupings, outlook towards body related matters like privacy and modesty, extra-curricular activities, swimming and dance activities, even Ramadan. The need for modesty and privacy in Islam do not seem to be met in kit requirements for short skirts, shorts and tee-shirts, public changing and showering situations. Although there is the need for Muslim pupils to be gender-segregated after puberty, it does not happen in most secondary school environments (Dagkas and Benn, 2006).

2.3.5 **Islam, Women and Sports**

The Olympic Games participation chart clearly shows that Competitive Sport Women were "*late-comers*" in sport. Although they were omitted in 1896, their participation grew more continuously, though slowly, since the Olympics held in Paris in 1900. Though there was an increase in the number of women participants, yet it is quite vague if the factor of a woman's participation in sport is really influenced by her nationality and cultural or religious background. Conventionally, there is not great prioritization by the Islamic cultures towards sport and because of which it can be seen that there are a smaller number of Muslim participants at the Olympic games. Looking at 2008, there were

427 men, 6% of the male athletes, and 98 women, 2% of the female athletes, from Islamic countries, as participants at the Olympic games. Considering the fact that almost 20% of the world population follows Islam, this definitely is a very minute quantity (Pfister, 2008).

Exercise and sport have a major function in the total mental, physical, emotional, psychological and social development of male and female participants (Mirsafian et al. 2014). When it comes to participating in sports, a group of Muslim women is usually limited in sports and exercise to a certain degree because of the affect it has by religious parameters. Although this religion allows its women to indulge in sports and exercise as mode of leisure and enjoyment for better and healthy lifestyles, they are still restricted to get involved only in certain sports and that too in a special way only. Most Muslim women consider that religious beliefs and values enhance meaning to the structure and approach of their life because of which Islam is an essential part of their identity (Mirsafian et al. 2014).

Dealing with the structure of sports development, the topic of Muslim women has been greatly used in the literature related to women empowerment to achieve global gender integrity (Darnell, 2010). These studies have greatly depended on social capital (Walseth, 2008), social inclusion (Maxwell et al., 2013) and also feminist post-structural frameworks (McCue and Kourouche, 2010). On a broader, international level of study on Muslim women and sport, analysis has been done on Muslim women who indulge in physical activity. Here, participation actually means active participation – the proper physical activity of playing a sport or exercising. All other kinds of sport participation as patrons of sport experiences and sport media are not included in the study of Muslim women's connection with sport.

For Muslim women, their participation in sports depend on various factors like that of country of origin, religious coordination, culture, gender norms, family, parents, relatives and even society member support. All these factors even mold the difference in behavior and beliefs to physical activities, sports and athletics. Some Muslim women do not consider these hurdles greatly and participate with ease, but there are some that encounter many issues, obstacles as well as challenges at sports participation. It may vary according to the country. Some Muslim countries create problems for Muslim women for participation in sports in the form of religious and cultural constraints, dress codes, mixed gender sports, perspective towards sports and scarcity of resources. Some countries have even established sports as male activity. Khan et al. (2012) cites the example of Senegal in this context, stating how sports participation is culturally and socially prohibited for Muslim women considering that athletics and sports is solely male-defined.

Based on their perspective towards women's sport and exercise, Muslim countries can be classified into three groups. The first group comprises of Muslim countries where there is no specific Islamic

dress code for women to participate in sports, irrespective of the level of sporting competition. In such, therefore, it is not mandatory for women to adhere to the Islamic dress code during sporting activities, even competitions, instead they can stick on to the international patterns (for instance, Turkey). The second group of countries comprises of those Muslim countries which are comparatively more sensible, intending that women have the freedom to participate in almost all sports, with the requirement to follow Islamic dress code meant for them. International dress code is not applicable to these countries, and this restricts their female athletes from participating in international competitions for some sports (for instance, Iran and Pakistan). The third group of Muslim countries refrain their women from participating in sports publicly, due to certain religious obligations, beliefs, traditions, rules and regulations of the respective country. Countries in this group are Saudi Arabia, Brunei and Qatar where women were not allowed to take part in international games, even in the Olympic Games until 2012. It was then, for the first time in the history of Olympics that female athletes from Saudi Arabia, Brunei and Qatar got the chance to participate in the 2012 London Olympics (Mirsafian et al. 2014).

Regarding the concept of Muslim women participating in sport, uniforms and dress mostly became an issue, especially because sporting uniforms were usually on the requirements of Western conceptions, sometimes appropriate or inappropriate. For instance, the International Federation of Association Football (FIFA) had earlier barred the use of the headscarf on the field, saying that pins were a material of risk—even though there are sports hijabs without pins available (Bahfen, 2012). Because of greater allegiance to the religion, France had to ban clothing in fifteen towns, at such a time terrorist attacks became quite common in France and their places of worship (Quinn, 2016). A burkini ban was also imposed. An instance which happened is that a woman in Nice was fined for not donning an outfit adhering to proper morals and secularism. High degree of Muslim sentiment states the standard of acceptance must be upgraded so that Muslims would always be unwilling to integrate, and in this objective, dress is an appropriate tool (Cheng, 2015).

In UK, Muslim organizations often approach the public and voluntary sectors for funding and accessibility to sports facilities, and sometimes to adjust sports practices with Islamic beliefs; and this is mostly viewed as a hindrance to cross-cultural meetings and social integration (Bahfen, 2012). The notion that sports is a masculine activity prevails when local councils and other government authorities fail to provide female-only areas to train and also exercise. A notable instance is that of a local authority in Australia which instantly declared to stop female-only hours in a pool, having received a complaint. In this context, Whitten and Thompson stated that the amenities for Muslim women could not be proclaimed loud because if they do, they would have to shut it down when non-Muslims complain (Whitten and Thompson, 2005).

Younes (2013) dealt with the study of women athletes in Palestine stressing on factors of climate and motivation. Women in Palestine encounter many hindrances in sports. Lack of financial support for sports activities and sport clubs along with the shortage of specialized female physical education teachers are sure obstacles for women sport in Palestine. An earlier study by Younes (2004) shows that the school curriculum provides for only a single class of physical education, of about 45 minutes per week, which is insufficient for good sport participation. In such cases, boys have the option of practicing in sport clubs and such places, whereas girls cannot do so. Yet another main hindrance in Palestine to women's sports is the resistance, caused by a blend of traditional social norms and religious fundamentalism which is different in different cities. It was observed by Younes (2013) that the people from the conservative and religious society look at women's football as some kind of abnormality. As an example, they recall how it was explained by a coach as to how difficult it was to train girls in a conservative society like Palestine. The coach said that some cities are so traditional and completely off-limits for recruitment.

Jane and Ken (2012) created an ethnographic case study on a set of Muslim schoolgirls at two schools in England analyzing the matter related to both their religious and ethnic identity and if these conflicts made an impact on their school-based Physical Education. In fact, ethnicity and religion do play a role in molding the identity of Muslim schoolgirls. Girls take up Physical Education as one of their subjects, through which they enjoy the freedoms unavailable anywhere else in the curriculum, hence realizing the need for physical activity. Another important fact noted was that the fast during Ramadan and extra-curricular activities created problems for Muslim students. These kinds of barriers would create difficult situations if the teachers who are unaware of the key issues.

Taking the topic of the relation of Muslim women with sport, it brings to light the factors that facilitate and also that hinder their participation in physical activity, by studying the correlated factors, namely that of family influence (Kay, 2006), patriarchy (Hargreaves, 2007), sociocultural expectations of Muslim femininities (Nakamura, 2002), religion (Benn et al., 2011) and ethnic identity (Abdul Razak et al., 2010). When it comes to sport, Toffoletti and Palmer (2017) have argued that Muslim women are configured as 'outside' sport with a Eurocentric imaging of the Western self that occupies privileged 'insider' status in the sporting domain (p. 147). Research on sport and Muslim minorities show that sport is mostly a tool to assess the successful incorporation into the prevailing non-Muslim culture (Cheng, 2019).

2.4 Sports Activity in Kuwait

While some aspects of society including national dress and others have changed; three social rites (i.e., family life, sports, and food) have been sustained in Kuwait. These three rites form part of the Kuwaiti tradition. Traditional sport activities including falconry and horse racing are important features constituting sport landscape in Kuwait culture. Some of the physical activities that are reflected in today's Kuwaiti's Hadith and Quran include sport landscape, shooting, fencing, wrestling, hunting, and swimming (Anabar et al. 1992). These activities are regarded as a means for maintenance of good health and for pre-military training.

Sport has currently, taken the rightful position within the Kuwaiti society. The Kuwait Olympic Committee (KOC) and the Kuwaiti Public Authority for Youth & Sports have made provision to establish a broad range of sporting facilities and activities across the country. These two bodies have created several opportunities to allow sportspersons and clubs to participate in international competitions. Currently, sporting activities in Kuwait include: (1) outdoor sports: Diving, Athletics, Golf, Tennis, Team Sports, Horse Racing, and Motor Racing; (b) indoor sport: Darts, Karate, Table Tennis, Ice-skating, and Bowling. Other sport activities practiced include the Scuba Diving, Sailing, Soccer, and Swimming. Soccer sport is the most popular sport in Kuwaiti. It receives unlimited official support from the government. This support has enabled the National Soccer Team to achieve remarkable success both internationally and in the Middle East. Equestrian sport is another sport that has achieved impressive success international.

2.5 Physical Education in Kuwait

It has been suggested that for the past fifty years, the study of PE has had little and insignificant reforms in various aspects including subject matter, teaching strategies, and goals among physical education teachers (Kirk, 1993). Kirk (1993) suggested that the PE curriculum should be designed to facilitate the achievement of learning objectives. Kirk's (1993) statement is the basis of PE teachers rethinking about how they need to plan and organize PE curriculum in a way that it facilitates students' learners and allows them to accomplish certain activities by using multiple teaching methods.

As documented in the literature, PE programs need to include applications and activities, and skills that teach learners to understand the subject matter. However, in view of Krotee and Waters (1995) some PE curricula do not lack these important features. Inglis (1997) suggests that PE teachers should utilize the PE curriculum that is designed to emphasize understanding-based skills and knowledge-based skills that encourage critical thinking skills in students.

PE is highly emphasized and recognized in Kuwait. The Kuwait Ministry of Education created Kuwait PE curriculum with a view to: (1) maintain the level of movement and physical fitness through proper body skills, (2) develop the understanding among students about the need and importance of maintaining a healthy lifestyle and general good health, (3) develop self-production for general life requirements and as a build up towards preparation for physical preparation for general fitness for the country's defence, (4) increase specific and general sport skills abilities among students and enhance their level of fitness, (5) acquire sportsmanship through spot or physical activities, (6) discover talented and skilful students for outdoor sport, (7) develop the understanding of doing physical exercises during leisure time, and (8) enable students to gain knowledge in sport through PE (Ministry of Education, Kuwait PE Curriculum, 2016). Indeed, the psychological, physiological and cognitive effects of students participating in physical activity and sport are documented in the research literature (Curtner-Smith and Sofo, 2004). Researchers have established a direct and positive relationship between participation in sports and increased physical fitness (Cawley and Maclean, 2011; Kniffin et al. 2015). It has been suggested that students' cognitive function (i.e., concentration and memory) can be enhanced by participating in sports, or physical activities. According to MacPhail and Kinchin (2004) sport or physical activities can enable school children to benefit cognitively. Sport physical activities and PE has also been found to enhance classroom behaviour (Erwin et al. 2013; Carlson et al. 2015). Further, studies have suggested that sport, physical activity and PE may potentially impact on students' school attendance (Hansen et al. 2016). Elsewhere, studies affirm that SE help school children develop interest in physical activity, sports and movement skills which: enhance academic achievement, and cognitive and social development; positively enhance self-esteem and self confidence, reduce the tendency towards risk behaviours; prepare children to embrace competition, losing, winning and cooperation; act as a form of a relation and thus relieve tension; assist student to consumers of sports and physical activities; make unique contributions to students' developing of moral and aesthetic development, and development of social skills; enable student understand the role of physical activity and sport in promoting health and well-being (Browne et al. 2004; McCaughtry et al. 2004; Parker & Curtner-Smith, 2005; Kim et al. 2006; Hastie & Curtner-Smith, 2006; Ka & Cruz, 2006; Ko et al. 2006). Students and teachers alike recognize the potential of SE in developing their tactical/play awareness, enhancing their social and personal development (affinity, equity, motivation and enthusiasm (Wallhead & O'Sullivan, 2005; Strickwearda-Brown & Taggart, 2001; Hastie et al., 2011; Alexander et al., 1996). Students also recognize the potential for SE to help them to enjoy physical education more than before (Hastie et al., 2013; Pritchard et al., 2008; Mesquita et al., 2012; Wallhead & O'Sullivan, 2007; Hastie et al; 2011).

The Kuwait's PE curriculum emphasizes the teaching of sport and how skills should be applied. However, the aspect of providing all learners with equal learning opportunities is neglected (Aldousari et al., 2004). Aldousari et al. (2004) suggests that fairness should be considered when teaching PE by offering students practical skills applications that match their abilities. These aspects has not been emphasizes in Kuwaiti PE curriculum. Krotee and Waters (1995) emphasizes the importance of PE teachers to understand the abilities of their students noting that based on abilities, learners can be categorized into two: high-skilled learners and low-skilled learners. Citing Silverman (1998), Hashem (1997) indicates that physical education teachers provide skilled-rated feedback and create an enabling environment that encourages low-skilled students to learn.

In Kuwaiti, PE teachers are guided by the Kuwait Secondary/Primary PE teacher's Guidebook. Teachers are guided on how to build, plan and organize their units and lessons. The manual offers the specific objectives of teaching PE in Kuwait at secondary level and primary level. The Kuwait PE is aimed at facilitating the creation of opportunities to help learners to grow morally, physically, spiritually, socially, and intellectually, and to prepare learners to change occurring in the Kuwaiti society. According to Information & Publication Affairs Department (2003) PE is aimed at fostering the student development, mentally, socially and psychologically. It encourages students to develop interest in issues relating to public health care; achieve levels of mobility and fitness by developing appropriate skills and physical qualities. It teaches students motor skills suited to material and human resources. It encourages learners to develop interest in becoming sportsmanship and encourage good behaviour by engaging in sport activities. It encourages learners and guides them to practice sport as one of the hobbies to fill their free time. Kuwaiti PE follows a national standards framework, which is guided by six principles (see table 2.1)

Standard 1	**Students should demonstrate competency in movement patterns and motor skills and be able to perform various physical activities**
Standard 2	Learners should demonstrate understanding of principles, tactics, strategies, and movement concepts as they apply to the performance and learning of physical activities
Standard 3	Learners are required to particular in physical activities on a regular basis
Standard 4	Learners are required to maintain and attain a certain level of physical fitness
Standard 5	Learners are required to value, and enjoy physical activity for challenge, health, social interaction and self-expression

Standard 6	Learners are required to exhibit responsible social and personal behavior that respects self as well as other people within the physical activity settings.

Table 2.1 Kuwaiti National standard for Physical education

PE is also aimed at enhancing cultural development by encouraging learners to participate in various sporting activities. PE also seeks to enable learners to realize three objectives: affective, cognitive and psychomotor domains. Psychomotor domain enables learners to: (1) apply advanced skills, (2) master basic motor skills, (3) apply both offensive and defensive skills, and (4) improve skills that can enable them to link skills during practice and training and take part in group games. Cognitive domain is aimed at facilitating: the acquisition of information and knowledge via education, (2) mastering factors of safety and security, (3) mastering factors affecting physical activities and health, and (4) understanding the fundamental elements of exercising and physical skills. On the other hand, affective domain encouraging learners to believe in moral values, respective individual differences and peers; abiding by the rules and appreciating their importance; appreciating value of the skills they learn and improving on them; and having positive attitude toward physical education.

2.6 Different between Sport Education and Physical Education

In modern society, the terms PE and SE are occasionally used interchangeably. They are often confused with each other. However, as noted by Bailey and Dismore (2004) the two terms have a different meaning. As such, they should be used in different contexts for difference purposes.

As stated earlier in this review, SE was created by Daryl Siedentop (Siedentop, 1994) to foster an environment in which learners could gain authentic experience and succeed in games and spot. As initially conceptualized by Siedentop (1994), SE is structured through team affiliation, record keeping, culminating activity, seasons, festivity, and formal competition. Sports are also presented in SE as seasons lasting much longer than normal and in some cases these can be some 20 lessons in length (in my study it was 26 lessons). Students' engagement and learning in SE is achieved within the perspective of the constructivist realm and situated learning perspective (Dyson et al. 2009). The situated learning perspective examines relationships in learner by looking for interactions and building upon what is already known. On the contrary, PE encompasses SE and is aimed at providing physical activities in young people and children, and developing these physical activities (Bailey, 2006; Sallis et al., 1997; Telama et al., 1997). According to Bailey (2006) physical education program offered within the school environment enables children to become physically fit and active. Indeed, Sallis et al. (1997) also supported by National Association for Sport and PE (2005) confirm that school-based physical activities provided as regular, and structured physical activities, offer learners

the opportunity for accountable, and qualified teachers to introduce lifestyle skills, knowledge and physical activities in a structured manner to children in a supportive and safe environment.

Telema et al. (1997) argue that SE is easier to see than PE as it is widely recognized in the Olympic society than PE. In view of Trudeau et al. (1999) Sport involves acting skills attained by practicing and experiencing a sport. On the other hand, PE constitute the key part of physical and sport activity altogether.

Other scholars see SE as part of PE (Kirk, 2006), as alternative to PE (Siedentop, 2002), one of the subject matters of PE (Kik, 1988). Kirk (2006) argues that SE is an educational rationale for teaching PE. Citing Kirk (1992), Green (1998) and Siedentop (1994), Kirk (2006) further suggests that PE and SE are not separate and distinct as argued by physical educators claiming that since 1950s PE in Australia, UK, and USA has consisted of sport. Kirk (1992) further suggests that as part of PE, SE should constitute three major dimensions of pedagogy namely: critique, empowerment and emancipation. This view is supported by others in the PE literature (see Wright et al. 2004; Penney, & Chandler, 2000; Bradbury, 1993) who make an argument for sport presenting it as one of key subject matters of PE. Supporting this view, Dyson et al. (2004) presents SE as one of a number of physical education's instructional models. According to Dyson et al. (2004) other valuable instructional models include Cooperative learning, and Tactical Games. In view of Dyson et al. (2004) like structures in Cooperative Learning, and Tactical Games; structures in SE allow for learner participation in a learner-centered learning curriculum. Dyson et al. (2004) further observed that SE holds specific assumptions about learning and teaching in PE. It emphasizes active learning that have the potential to promoting cognitive, physical and social outcomes. Others (e.g., Penney et al., 2005; Kirk, & Kinchin, 2003; Shehu, 2006; Sinelnikov, & Alabama, 2007; Siedentop, 2002) supported the view that should constitute school PE. Siedentop (2002) indicates see SE as an instruction and curriculum model designed to offer educationally rich and authentic sport experience for learners within the context of PE. Shehu (2006) advocates for the inclusion of SE model into the PE curriculum in African schools. Penny et al. (2005) argue that SE is currently a firmly established curriculum approach used internationally in the PE curriculum setting. Indeed, as part of PE, SE constitutes the following features (Siedentop, 1994, 1998): (a) students participating in seasons that are 2 to 3 times longer than normal PE units; (b) a schedule of competition that allows students to play and practice within a predictable of competition; (c) learners becoming affiliate members of teams that allow learners to plan, compete, and practice together and benefit from a range of social development opportunities; (d) a culminating event marks that come at the end of each season that offers the learners to opportunity to celebrate their success and marks their progress; (e) records kept and used and kept by learners to motivate, provide assessment, and feedback, and builds traditions and standard. On the contrary, in English-speaking PE world, sport and PE are

viewed as separate and distinct parts. PE is viewed as a medium for achieving broader educational goals and as involving the use of physical activities. On the contrary, sport is viewed as an organized and competitive physical activity in which the primary goal is winning.

2.7 Sport Activity in Kuwait and integration with First Aid

2.7.1 Importance of integrating FA in Kuwait Sport Education

Sports Education (SE) was developed by Siedentop (1994) with the aim of providing students with more meaningful curriculum that is different from the current concept of one-size-fits-all PE curriculum (Kirk, 2013). The initial trial of SE curriculum was over 20 years before and has gathered interest from scholars and teachers from different countries (Farias et al. 2018). These authors point out that there are hundreds of publications and research papers that have focused on the concept of SE and its implementation in school and other professional sports organization (Farias et al. 2018). This indicates that the SE concept is gaining good attention and on its prospects in developing students in sports and various other perspectives. On the other hand, Farias et al. (2018) that scope of SE needs to be further stressed through more academic research.

This research focuses on SE in girls only school in an Islamic culture where female participation in sports is limited. Although there are several studies in SE, there are limited studies that focuse on SE in girls' schools. This research is also the first of its kind in the region and the country. The research is empirical and gathers extensive data through survey, interviews and observations to study the impact of SE on girls and in schools where SE is a new concept. The current PE curriculum has limited emphasis on physical activities and with limited or no participation of students. PE instructors provide the instructions that the students follow. On the other hand, SE empowers students with various responsibilities and leadership qualities with their aim of increasing their motivation and participation in sports. In addition to this, the concept of persisting group creates strong team spirit during in-class and out-class environments as well. These are discussed later in the empirical data analysis and discussions.

In Sport Education, consistent with an understanding of sport competency as the intelligent coupling of technical and tactical skills during game-play, "the primary focus is on developing game sense" (Siedentop et al. 2011, p. 26). Most of the research on Sport Education focused on competency and participation found significant increases altogether in several components of students' game performance (e.g., Araújo et al. 2016) and game involvement (e.g., Wallhead et al. 2013).

It has been suggested that integrating FA in sport may enable students to have the skill to restore pulmonary-circulatory resuscitation, upper respiratory tract patency, place the patient or victim in safer position, and skill in massive internal bleeding arrest may help save lives (Goniewicz et al. 2002). According to Goniewicz et al. 2002) it is important to everybody to understand and master FA principles and be able to administer them effectively before paramedics arrive and take over. Eisenberg and Mengert (2001) confirmed that the willingness and ability of a bystander to perform CPR may increase the likelihood of the victim's survival in most sudden and unexpected deaths. Eisenberg and Mengert (2001) found that for cases of out-of-hospital cardiac arrest, a person trained in CPR can increase the likelihood of survival by between two and three. Sosada et al. (2001) indicated that for drowning victims, having basics of CDR may help an individual to resuscitate a victim. In another study, Sosada et al. (2001) found that for cardiac arrest victims, the bystanders' willingness and ability to perform CDR may help improve the survival of a victim and for such victims, failure to restore normal circulation for between five and six minutes may result in irreversible cerebral damage and ultimately cause death. In view of Uray et al. (2002) training students on LSFA (Life-sup-porting first-aid) may help increase the survival rates caused by cardiac arrest. Uray et al. (2002) believe that training 9-12-year olds on FA is one of the most effective ways to save live for victims with cardiac-arrest. Uray et al. (2002) recommended that the effective use of LSFA to save cardiac arrest victims should be use as a basis to convince administrators and politicians of the importance and the need to make FA a mandatory subject for all students in schools.

However, in line with suggestions by Larsson et al. (2003) FA courses should be designed to fit the needs of learners at different levels of education. Recommendation is based on the finding by Mobarak et al. (2015) that FA courses are often designed to suit individuals who are well-educated. Several studies have supported this assertion. According to Mobarak et al. (2015), it is believed that learners at higher levels of learning including those in colleges and universities are more likely to use their FA skills and to respond to emergency situations than those at the primary and high school levels (Larsson et al. 2003). However, these authors acknowledge that attempts have been made to design FA training that fit learners at lower levels including primary and secondary school levels. For example, it has been documented that the FA courses in Italy have been designed to meet the needs of primary school children aged between eight and eleven. According to FA courses in Italy cover both practical and theoretical training. In view of Lubrano et al. (2005), the impact of FA course in Italy has been assessed and found to improve learners' skills and knowledge. Lubrano et al. (2005) emphasize the need to integrate FA into the primary school core curriculum program, and its integration into high school physical activity program. According to Lubrano et al. (2005), the inclusion of FA into primary school and secondary school PE programs will ensure the culture

of administering emergency care is disseminated in the general population. In another study in the UK, Lewis et al. (1997) recommended the integration of the BLS (Basic Life Support) training into the school curriculum to help maximize the number of providers of CPR within the community. Assessing the impact of CPR and other resuscitation skills in New Zealand where resuscitation/FA is taught in schools as an optional subject, Lafferty et al. (2003) found a significant difference between individuals who enrolled into the FA/resuscitation program and those who did not enrol into the FA program. Lafferty et al. (2003) recommended increased funding to support the FA/resuscitation learning. Lafferty et al. (2003) also recommended for that FA/resuscitation should be one of the compulsory subjects in the school curriculum. Similarly, in Canada, where a number of different models have been tested in training students about FA, Liberman et al. (2000) found that it would be cost effective to implement a video-assisted CPR program in high school students, college students, and junior students and that this would be the most cost-effective way to training a large number of young learners in CPR. Similarly, the training of teachers and students about FA was also emphasized in Turkey Baser et al. (2007). Baser et al. (2007) found that in Turkey, like students, teachers had little knowledge about FA. These authors recommended the FA training program targeted at both students and teachers and its integration into the curriculum. Within the Ireland context, Toner et al. (2009) investigated the possible use and teaching of basics of airway-breathing-circulation (ABC for life) program. A follow-up assessment on the effectiveness of this program showed that adopting it for children aged 10-12 years could enable them to perform and retain vital FA skills. In this program, the pyramid teaching method involving medical teachers and students was used. It was revealed that teachers who were previously trained by medical students can be used to effectively teach FA/BLS to their primary school pupils (Toner et al., 2009). Toner et al. (2009) noted that this can be extended to other learners at different levels of education. Other studies (e.g., Wisniewski & Majewski, 2007) recommended that learners' knowledge of regarding the FA rules and procedures can be improved by using senior medical students to educate teachers/tutors on FA skills. This way, teachers can learn FA skills and in turn transfer them to students.

2.7.2 **Scholastic curriculum and Learners' knowledge and experience about FA**

A number of studies have explored the secondary school learners' attitude towards FA and the knowledge they have about it (Goniewicz et al., 2002; Sosada et al., 2002; Parnell et al., 2006). Goniewicz et al. (2002) examined the ability of a sample of 642 Polish high school students to undertake FA procedures and revealed that although the majority of (80%) of the students knew the importance of FA, more than half of the students admitted that they had insufficient FA skills with less than 30 percent of the participants having the ability to undertake an FA procedure.

Goniewicz et al. (2002) recommended that primary school learners should be trained on FA and that this training should be extended to adult life as well as at the workplace. Goniewicz et al. (2002) suggests that physicians should conduct FA training in schools using modern educative devices. In a similar study aimed at assessing students on FA skills; Sosada et al. (2002) found that the majority of (58.9%) of students had inadequate FA skills with only 2.5 percent demonstrating the ability to handle effectively a case requiring FA. The model could allow students opportunities to demonstrate how they would reapond to a 'mock' scenario requiring FA a culmination to a season. Parnell et al. (2006) assessed high school students in New Zealand with regard to knowledge towards CPR and found consistent results: learners were found to have poor theoretical knowledge.

2.8 Summary

This is the Kuwaiti context chapter where information related to Kuwait, education sector, sports, culture, and religion is discussed. The emphasis of this chapter is on women participation in sports. Unlike Western and European countries where gender restrictions are limited in sports, the situation in Kuwait is very different. Religion and culture restrict women participation in public and in sports. The culture also demands that students pay more attention to their books and lesser attention in sports, which is especially true for females.

SE can be applied to a variety of sports. This research used Kata and First Aid as two activities to be taught to students through SE. The SE curriculum is different from the PE curriculum. SE has sessions that are longer compared to PE. SE requires lesser involvement of teachers and stronger involvement of students. The existing curriculum has to be modified to include SE. Such changes can bring about resistance from authorities, teachers, students, parents, and even from the community.

There are several hurdles that have to be overcome to ensure that SE is part of the school curriculum and a stronger emphasis in including females in contact sports, such as Kata through SE. The next chapter discusses SE at large from the literature perspective which will emphasis a stronger understanding into the importance and benefits of SE in a student's development.

Chapter 3: Literature Review

3.1 Introduction to the chapter

Sport education (SE) is seen as a teacher-tested model which is well appreciated and supported by both students and teachers on an international scale (Siedentop, 1994, Hastie 2011). SE has essential benefits for students of all ages as it assists in developing learners into enthusiastic and competent sports people as stated by (Siedentop, 1994). Practicing sports has the potential to increase investment in PE and stimulates learning in games and physical activity units as well as providing opportunity to marginalized students to take part and be involved in activities with their classmates. Furthermore, Sport increases specific interpersonal behaviours by following an accountability system (McCaughtry et al. 2004). The vast majority of students enjoy SE as it offers them the opportunity to both interact and socialise with their physical activity units. According to (Hastie, 1998), there are several advantages and benefits of being a member of a team or playing in a group for students. These include developing stronger relationships such as friendships, respecting other teammates in addition to promoting good qualities and building strong characters. Hastie adds that SE supports and aids students' social programmes as it assists in developing their levels. He points out that learning of Sport has various shapes and levels, therefore the different levels of students need to be put into consideration as there are both lower and higher skilled students. For instance, beginners and lower skilled students have the ability to learn familiar aspects of a game and apply their skills in cases of simple game situations, whereas in the case of advanced level students, they have the ability of learning how to develop leadership skills in addition to good cooperation skills whilst playing in a team.

Many researchers have developed an interest in the SE field and results of published research have illustrated the importance of practicing (Chen et al. 2013). Research has also indicated that effective curriculum models including SE and Games for Understanding indicate that students to practice precise sporting roles and take on student centred tasks. Practically all educational levels educational levels have used SE models and show great appreciation to its value such as the case of higher education in the United Kingdom in addition to primary, middle, and secondary schools. According to Siedentop (2002), some have taken for granted that SE has the potential to prepare the younger generations for the future. Siedentop explains that there are two specific goals for SE, a long-term goal and short-term goal. The long-term goal of SE for a student for example is for participants to become an effective consumer of sport in addition to contributing or taking part in changing the culture of sport. In regard to the short-term goal, it is to help and support students in becoming enthusiastic, competent, committed literate sports players.

Hellison (1991) explains that nowadays teaching children has become much more difficult than it was in the past. He points out that due to the fact that several children have either personal or social problems or both, they tend to bring these problems into the classroom and in turn affects their learning. He adds that young learners are in great need to invest in fitness education, improve their motor and social skills and learn moral values in order to overcome social problems they might face in the future. According to (Hastie & Buchanan, 2000), SE plays an essential role in encouraging such outcomes and giving students the ability to make their own decisions about how they can lead better lives for themselves and have the courage to engage in society.

Research by Siedentop (1994), and Hastie (2000) has revealed that the SE curriculum model is effective in motivating students to take part in authentic sporting roles involved in student centred tasks of the curriculum. Despite the level of engagement, emerging evidence recommends that student leadership within peer teaching tasks of the curriculum can prove to be problematic for developing certain content knowledge.

As the SE model has been used in various educational levels, such as Higher Education and College students in the US, there might be another way to divide as can be seen in (learner experience of SE) and learner means Primary, Secondary (and can be included in middle school as well) we can combine these, with higher education pupils.

SE is a model of instruction and curriculum founded by Siedentop (1994). This model mainly aims to produce an effective and complete sports player. This model not only helps develop sports skills but also assists young people to have a better understanding of sport (Sidentop et al. 2011). According to Kirk (2005) and Metzler (2011), this model has been part of a main curriculum innovation shift from teacher-centred to student-centred pedagogy in PE classes. Given that this shift spreads beyond an activity-driven perspective of curriculum, research has shown robustness and strengths of providing richer experiences to students in the context of PE (Araújo et al. 2014). Research has reinforced the impact of learning time in both the number and length of units on student learning that provides an authentic learning environment. Lessons are organized into training sessions and competitive matches, and performance records and equitable participation occur during extensive game practice. Hastie et al. (2011) state that SE has shown a great effect on the social and personal development of students, their motivation, and sense of belonging as a response to this decontextualized presentation of sport and specifically due to the absence of attractive features of formal sport and imaginary play that produces the most meaning to young people.

3.2 Models based instruction variation in Sport Education and Physical Education

Several researchers such as Metzler (2000) and Hastie & Siedentop (1999) have expressed their concerns about the activity-based instruction that predominates the field of Sport and PE. They strongly agree that it is time to shift from the activity-based instruction and develop more effective practices. Fullan (1999) suggests that it will be difficult to reconstruct the culture of PE as it requires a "*conceptual shift*" in the approach we utilize to think about and operationalize our curriculum and instruction. It is said that Metzler's (2000) models-based instruction is the new approach of the future. Even though, it might be a complicated process, SE can be integrated as an essential element of a teacher preparation programme (Oslin et al. 2001; Dyson and Wright, 2003).

Sport can be perceived as a complex, amorphous, and contradictory of practice experienced by young people either by directly participating in it, or participating vicariously through experiencing medial sport (Kirk, 2006). According to Kirk (2006) sport can be experienced directly or indirectly. Situations where sport can be experienced directly include community-based sport and SE. In such situations, the coach or teacher represents the expert performer or most experienced performer. Alternatively, a person may act as a spectator at a sports context with players acting as the expert performer or most experienced performer. This way, the individual will indirectly experience Sport.

Research concerning SE and its educational impact has revealed unequivocal results in terms of students' social and personal development. In the view of Siedentop et al. (2011) SE is aimed at developing a literate, competent and enthusiastic sportsperson. Siedentop (1994) opines that competent sports persons are those with developed strategies and skills that can allow them to successfully participate in sport. A literate sports person is knowledgeable and understands the traditions, values and rules of specific sports and has the ability to distinguish between bad and good sport practices. Enthusiastic sports persons are individuals that behave and play a game in ways that protect, enhance, and preserve the sport culture. Studies exploring the meaningfulness and learning outcome of SE (e.g., Wallhed & O'Sullivan, 2005; Hastie et al., 2011) have revealed varying degrees of success. Hastie (2012) suggested that indeed there is burgeoning evidence that SE may lead to the development of literate, competent and enthusiastic sportsperson. Wallhead and O'Sullivan (2005) in their extensive review categorized research on SE into two. The first category is the educational impact of SE on dimensions of student learning. The second category is the practical strategies (i.e., pedagogical strategies, application of the educational model to different areas, and assessment strategies) to implement SE in schools. Educational impact of SE, Hastie et al (2011) (see also Wallhead & O'Sullivan, 2005) have demonstrated that SE can lead to students' social and personal development, namely values (equity and affinity) and attitudes (motivation, enthusiasm). Other studies (e.g., Bennet & Hastie, 1997; Strickwearda-Brown &

Taggart, 2001; Hastie, 1998; Alexander et al., 1996) have demonstrated that students and teachers alike recognize the social and personal impact of SE.

The findings of these studies and others (e.g., Araújo et al. 2014) have suggested that SE impacts on students' learning outcome and has prompted the use of SE by education experts to support the teaching of wide range of subject matter in PE including games, gymnastic and also non-traditional activities such as Ultimate Frisbee or activity which has been designed by the children themselves.

The potential use of SE model at teaching and learning within Karate remains unexplored. This is compounded by the fact that the use of SE model in the Middle East has not been documented. On the contrary, SE model has been widely used elsewhere with a number of studies demonstrating the wide use of SE in quite diverse settings including Hong Kong, USA, Ireland, New Zealand, England, that are showing consistent findings. It is the view of the researcher in the current study that SE be used as the educational rationale for pedagogy in Karate and to link FA In line with the thesis of this study, this literature review will explore SE, differences between SE and PE, the concept of integration in education, SE vacancies, variations in SE, FA, Karate and PE, PE in Kuwait, SE in Kuwait, integration of SE with FA in Kuwait, and the future of SE.

The Daryl Siedentop's SE model (Siedentop et al., 2011) is an instructional and sport-based curriculum model and one of the most prevalent SE models. It is designed to offer educationally rich and authentic sport experiences for boys and girls within the school PE context (Sidentop, 2002). It helps students become literate, enthusiastic and competent sportspersons (Siedentop, 1994). This model offers a unique instructional structure with the sport seasons featuring as the basis for teaching and planning instructional units. It organizes students into teams (or sport organizations). The students play multiple roles in the teams as coaches, referees, captains, managers, statisticians, players, public relations staff, with other mimicking professional sports organizations. The planning of a unit is achieved in terms of sports seasons including regular-season competition, preseason practice/activity, championship competition, tournaments and payoffs, and a culminating event such as a sport festivity, ceremony or awards. Depending on student's level of development, the games are modified and simplified to encourage their participation. Students play aforementioned roles in competition besides acting as the team players. This means that compared to the conventional PE unit, a SE unit is relatively larger Siedentop et al. (2011). The model recommends that to ensure the effective implementation of the important components of curricula, each unit should consist of 20 lessons. The SE model has been reviewed in Wallhead & O'Sullivan (2005) and Hastie and Colleagues (2011). Wallhead and O'Sullivan (2005) concluded that there is insufficient evident supporting the conclusion that the model can be used in learners developing fitness and motor skills and learning relevant knowledge with some evidence suggesting

that model may lead to more active engagement of students in lessons, increase in competence in players engaged in the game, and stronger team cohesion.

Hastie and Colleagues (2011) found evidence indicating that the Daryl Siedentop's SE curriculum model may lead to increase in the feeling of enjoyment among students participating the sport, improvement in cardiorespiratory fitness, improvement in the development of motor skills, positive development values such as fair-play values in students, and increased sense of affiliation both with the PE and the team. Citing Parker and Curtner-Smith (2005), where the model was used in-class physical activity, Hastie and colleagues revealed that the model contributed to less than 50 percent (36%) activity at moderate-intensity-or vigorous levels. However, Hastie and Colleagues caution that since only few studies (6 studies out of 38) that were reviewed employed the quasi-experimental or experimental study design, extreme caution must be exercised when interpreting the results of this study. Hastie and Colleagues further affirmed that it is still undetermined whether the SE model merits in developing fitness, motor skills, and the desired physical activity behaviour in students.

3.3 What makes Sport Education distinct from Physical Education?

The organizational structure of SE offers a picture of the pedagogical implication of a teacher serving as a facilitator of learning within a student-centered environment (Kirk, 2012) Teachers shift responsibility to students taking part in meaningful, authentic learning tasks, as opposed to a teacher-centered teaching curriculum. As teachers facilitate learning activities, it encourages physical, social, and cognitive learning outcomes in turn providing students with holistic education (Deenihan, 2012). SE concentrates on active learning, which is socially situated and involves decision making, social interactions, and cognitive understanding of various physical activities (Brunton 2003)

Proof from large-scale research studies of teacher perceptions of SE showed that teachers have doubts on whether SE can truly contribute to the development of students' motor skills and content knowledge (Alexander et al. 1993). However, it is very important to note that SE was never deigned to replace PE in any way, especially when several youngsters and adults have great interests in outdoor activities. It should not reduce or eliminate awareness of physical fitness, dance, and adventure education. SE should not in any way erase the importance of PE but consider it as part of the PE programme and as having the ability to shift PE from an activity-driven view of curriculum to a model-based instructional approach to learning and teaching (Metzler, 2000). According to Locke (1992), the most essential pedagogical difference between the SE curriculum and the multi-activity model of PE is that it depends on peer teaching instructional strategies (Locke, 1992).

As one element of a PE program, SE offers PE program, SE offers an exciting and timely potential for curriculum and pedagogical development and, more importantly, for the development of positive and enjoyable curriculum experiences that relate well to more children's learning needs and interests (Penney et al. 2005). This model focuses on full participation by all students during all points in the season as it is designed to reflect the seasonal form and demands of the activity in its 'real world' setting (Bennett & Hastie, 1997). SE is considered to be an instructional model which is aligned with main elements of a well-designed culturally-relevant curriculum and has influenced both motivated and non-motivated students (Perlman, 2010; Siedentop et al., 2004; Hastie and Trost, 2002).

PE is believed to develop students' physical confidence and competence in addition to their ability to utilize them in order to perform in various activities. It promotes physical skilfulness, physical development, knowledge of the body in action, and promotes positive attitudes towards active and healthy lifestyles (Baily, 2005). PE offers pupils chances to be competitive, creative, and to face different challenges as individuals, in groups and teams (Metzler, 2000) However, Siedentop (1994) sees PE as a model that teaches only isolated sport skills and less-than-meaningful games. The values and traditions of a sport that give it meaning are rarely discussed or taught in ways that students can experience them (Kinchin and Hastie, 2009). The affiliation with a team or group that provides the context for personal growth and responsibility in sport is noticeably absent in PE. The flow of a sport season is seldom captured in a short-term sport instruction unit (Wallhead & Ntoumanis, 2001).

Therefore, it is essential to develop PE in SE as this will promote new curriculum content, or new curriculum organisation, and attempt to adopt a less directive role in teaching and promote 'child-centered' learning and curriculum experiences (Siedentop, 1994; Strikwerda-Brown and Taggart, 2001; Taggart et al., 1995).

As indicated SE has been used worldwide in PE in settings in which there were single and mixed sex pupils in addition to pupils of all abilities. Arguments have been made that its development might have precise advantages or benefits for not just learning but for bringing enjoyment to those pupils who may feel isolated or treated unequally in PE or those who show little interest in the subject (Alexander, 1994, 2001; Dyson et al. 2004).

Specifically, according to to Perlman (2012), a feature which has obtained interest is the impact or effect on (a) pupils with low levels of motivation and (b) chances to engage in health enhancing levels of any physical activity. An important method for improving participation in physical activity during PE is to 'implement a well-designed curriculum' (USDHHS, 2010). Major features of a well-designed curriculum should first be based on national or state curricula, syllabus or standards in

addition to be designed to offer pupils with 50% of class time spent in moderate-to-vigorous physical activity (USDHHS, 2010).

3.4 Sport Education

Sport education (SE) is seen as a model of instruction that offers a platform in which the sport taught in PE allows students to be more exposed to the wider sporting culture (Siedentop, 1994). This in turn, builds or produces an enthusiastic, competent and literate sports player. Some of the student roles promoting or assisting this holistic development maybe positions such as referees, captains, coaches, statisticians or members of a Sports organizing board (Siedentop, 2002). One of the crucial arguments for SE is believed that sport experiences conducted properly in any given community and interscholastic sport, gain participants' enthusiasm and offer valuable experiences that are appreciated by them (Hastie and Buchanan, 2013). Siedentop (1994) states that skill practice in PE is usually decontextualized from how skills are utilized in certain games. Romar and Siedentop (1994) add that strategic performance and tactical understanding are often seen as goals, however, only a limited number of instructional tasks have this specific focus.

Siedentop (1980) argued that SE's conceptual roots were derived from play education and the meaning of PE was expressed precisely in reference to the idea of play. SE is mainly based on two assumptions, the first is that sport when properly comprehended can be seen as a form of play. Second, in more mature societies, numerous people interact in play and are engaged in a mature sport culture (J. Lund, D. Tannehill, 2005). Siedentop (2002, p. 415) states that "*The model is, and always has been, rooted in sport and play*" and recommends that play can engage participants in a powerful way. He adds that play can essentially help motivate student engagement and encourage them to be more active all through their lifetime. Kirk and Macdonald (1998) advocate that by reshaping or redeveloping lessons in PE such as in matches and training sessions, SE may have the potential to reproduce features of the new and current community of practice just as it exists outside the school. SE is seen as an example of authentic participation in PE as it entails participation in the form of "*real sporting performance or experience*." Wiggins' (1993) notion of bringing a performance to the capability to "*execute a task or process and to bring it to completion*" (p. 202) is an inherent part of SE.

Early research on SE mainly concentrated on the enjoyment of students, in addition to role involvement and perceived competence (Wallhead & Ntoumanis, 2004; MacPhai et al. 2004). Numerous research studies have indicated positive benefits of SE on both teachers and students. During a SE season, levels of student engagement were high (Hastie, 1996b). Students were reported working "*harder than in regular PE*," (Sinelnikov, 2007; p. 17) showing greater effort, and

taking more leadership roles, cooperation, and increased levels of enthusiasm (Alexander and Luckman, 2001; Carlson and Hastie, 1997; Grant, 1992). Teachers were also interested in the model as it invigorates them (Alexander et al. 1996). In a recent study, which surveyed 344 Australian teachers' perceptions of the SE model, Alexander and Luckman (2001) found that 83% of teachers agreed that the model encourages student interest in PE than their previous approach to teaching sport in PE. In addition, to student involvement in the management of the season, teachers indicated having more time for individualized instruction (Grant, 1992). One of the key features of this model was students taking specific roles and responsibilities throughout the season. In Hastie's research (1996b) which involved sixth-graders, students showed high levels of interest and enjoyment in taking such roles. In this same study, the students preferred student coaches over teacher instruction.

Generally, marginalized groups of students in the context of PE, do quite well during SE as seen in numerous research studies (Alexander et al. 1996; Carlson, 1995; Grant 1992; Hastie, 1998a). Students with lower skills grasped (took on board) SE for providing them with the power to make positive contributions to their teammates and team along with feeling belonged and trusted from their teammates (Carlson, 1995). Another marginalized group in PE, is girls. They had received equal playing time with the boys during one of the SE seasons and reported a stronger sense of responsibility for the unit, although the boys took over the decision-making process (Hastie, 1998a).

Grant (1992) stated that SE encouraged the improvement of relationships amongst members of a team, promoted team affiliation, and encouraged students who were not enthusiastic and disliked PE and sport to have interest in it. Grant (1992) says that the high levels of student enthusiasm were a result of much of the decision-making and control of the experience were made and determined by the students themselves. Due to the successful reports about the SE model (Browne et al. 2004; Hastie, 1998b), SE has become popular worldwide. It has been researched and applied mostly in English speaking countries such as the United Kingdom (Kinchin et al. 2001; Kinchin et al. 2002), the United States (Hastie, 1996b, 2000), New Zealand (Grant, 1992), and Australia (Alexander et al. 1993; Alexander et al. 1996). The instruction and curriculum model of SE is seen to achieve similar outcomes across various diverse settings with differences relying on students' sport histories and their personalities rather than upon their country of origin (Hastie and Carlson, 1998). There is however, very limited evidence of teaching of SE in countries where English is not the native language (Hastie & Sinelnikov, 2006) although there are reports of SE being taught in Korea (Kang, Moon & Kim, 2000; Kim et al. 2006) and in Russian schools (Hastie & Sinelnikov, 2006). Although it appears that the main findings about SE in schools are similar within different cultural contexts, however, the research on this cultural aspect of SE is limited. This thesis seeks to examine (for the

first time) SE in a secondary school environment in Kuwait, there is further potential to explore the cultural applications of SE to different contexts.

3.4.1 **History of Sport Education**

SE originated as a model of instruction at Ohio State University in the USA. Daryl Siedentop, the founder of this model, had his first public presentation of the SE model in 1985 during the Adelphi International Association for PE in Higher Education (AISEP) Congress. Siedentop along with his doctoral students conducted during a period of five years (late 1970s and early 1980s) research which focused mainly on teacher effectiveness and supervision (Perlman, 2012). During the time of this research, he along with his students spent several hours observing PE teachers, students and lessons in schools. Their observations contributed a great deal in the development of the SE instruction and curriculum model (Siedentop, 2002) especially after the classes observed proved to be effective PE; well organized, with students remaining focused the task with only minor disruptions.

The vast majority of programmes observed had used a multi-unit curriculum approach, in which units were specifically short (5-6 lessons) and were taught by using a traditional approach: skills and drills followed by game play. Team membership for such games changed frequently. In general, there was a lack of pure excitement among the majority of students during PE lessons as learning isolated skills and participation in drills rarely transferred into games and in turn games were played rather poorly (Siedentop et al., 2004). Siedentop (2002) explains that it was through these unsuccessful experiences that he came to reality with that even if PE programmes were taught effectively, they were not as challenging and interesting enough to inspire students. In 1982 at the Commonwealth Games Conference in Brisbane, Australia, Siedentop first argued that Sport could be seen as the subject matter of PE and that was when the idea of SE was first revealed (Siedentop, 2002).

The main conceptual underpinnings of SE came from Siedentop's doctoral research which focused on the "*play education*" curriculum theory (Hastie, 2012). This theory was founded in order to offer authentic experience to students by providing links between sport and play. It was mainly based on envisioning and providing strategies essential for teachers which in turn can provide effective and important PE experiences for their students (Siedentop, 1994).

3.4.2 **Features of Sport Education**

In Siedentop's (1994) description of SE's authentic experience, he listed six main features which included sports being executed by seasons, players being and remaining members of a team for the

entire season, seasons defined by formal competition, which is interspersed with teacher- and student-directed practice sessions, a culminating event to each season, extensive record keeping and a festive atmosphere in which the season takes place. As compared to PE, Siedentop (1994) explained that the units lasted no longer than three weeks in addition to the daily change in team selection and is usually ad hoc, and very little (if any) of the particular sport's culture and ritual is transmitted through the experience.

3.4.3 **Seasons**

The first feature of any SE is represented by seasons. A sport season in composed of both practice and competition, usually ending up with a culminating event (Siedentop, 1994). Each season stretches over a minimum of twelve lessons in order to promote both more in-depth understanding of the material and prolonged practice. In fact, each SE session is even longer, encompassing pre-season, main season, and post-season aspects. In comparison, PE is delivered in shorter units (five to six lessons), usually in a school setting. In SE, it is not only the teachers who are entitled to select the activities included in a season, but the students may vote also on choices. In PE, students rarely have a say about activities, as teachers dictate the activities as part of their lesson plans (Siedentop, 1994., Hastie & van Der Mars, 2011). In addition, with regards to sport seasons, researchers suggest that players become more competent and identify with a specific role within the playing system due to being part of the same team for an entire season.

3.4.4 **Affiliation**

Affiliation is SE's second key feature, referring to the belonging of students to teams or clubs throughout the season. Although it is mainly known as membership, it affiliation encompasses much more on the part of the players, such as personal growth, teamwork, loyalty, and pride (MacPhail et al. 2004). PE does not provide affiliation to the students as they are only temporary day-to-day members within the same PE lesson. Implicitly, PE deprives students of the benefits of a full season of affiliation (Taggart et al. 2003).

3.4.5 **Formal competition**

Another essential feature of SE corresponds to formal competition. It is a sport contest which occurs in different formats (league schedules, dual meets, round-robins, etc.) once or twice during a season and is usually preceded by practice sessions (Siedentop, 1998; Bruntion, 2003). In PE, informal competitions are more usual, and they take place within a PE class rather than being affiliated to a team or club (Wallhead & Ntoumanis, 2004). Thus, lacking affiliation as well as formal

competition makes games offered by PE less meaningful and exciting for the players (Siedentop et al. 2011).

3.4.6 **Record keeping**

Record keeping is an important part of sport seasons as they provide feedback, set up goals for players and teams, and define standards (Siedentop, 1994). Record keeping acts as a motivator through highlighting important achievements, subjects to reward, such as the most improved player, best player of the month, best captain, referee, coach, etc (Siedentop et al. 2011). At the same time, records provide feedback and can define a diagnosis by analyzing weak areas that need improvement and implicitly determine the design of future practice sessions. Records come in many shapes and forms in sport seasons, for example shots on goal, distances, kills, times, steals, and batting averages. Keeping records in PE is very limited and mainly concern students' grades, without having any of the important implications of those kept in SE (Young et al. 2010).

3.4.7 **Festivity**

The fifth essential feature of SE is festivity. The festive atmosphere differs from one sport to another through specific colors, personalized equipment, rituals, signs to decorate the venue, etc (Sedentop, 1994). The two main benefits of the festivity are: adding an important social element to contestants, as well as to the experience itself, and enhancing the competition's meaning. In contrast, the festive atmosphere is rarely seen in PE (Siedentop et al. 2011).

3.4.8 **Culminating events**

The final key element associated with SE is culminating events, which refers to a competitive event that constitutes the highlight of the season. All players plan and work towards the culminating event throughout the season and are motivated by it. A culminating event also gives the winner(s) of that particular season (Bruntion, 2003). Each member of a team has to participate in the event, whether an active player, a reserve player, a coach, captain, score keeper, or referee. PE's culminating event is either non-existent or it is one of the units and is on a much smaller scale and carries a far lower significance than in SE (Siedentop, 1994).

3.5 Sport Education Goals

SE has got very striving goals toward educating players to become competent, literate, and enthusiastic professionals (Siedentop, 2002). In comparison, most PE programs display modest short-term aims. SE's first essential goal is creating knowledgeable and competent sportspeople

who are able to understand and apply appropriate strategies of complex games. Moreover, players progress in their competencies and learn to gain confidence by gradually learning and applying techniques and tactics through practices (Penney et al. 2005). Building knowledgeable participants forms the second goal of SE. Players increasingly become more literate about games' values, rituals, and traditions. Furthermore, they turn out to be discerning consumers as spectators or funs, too (Dysona et al. 2012). SE's third essential goal deals with participants' affective domain and concerns their long-term joy and enthusiasm towards sport culture. Passionate players have the drive to excitedly and successfully participate and be involved in games. In contrast, PE involves short-term enjoyment and enthusiasm. However, if some PE programs use the SE model, players will eventually have an active role in the community in propagating sport and physical activity. In addition, they are more likely to volunteer in initiating and developing youth and child sport activities and programs. In conclusion, SE goals ambitiously promote not only a development of SE at all levels, but also a healthier community (Brunton, 2003).

In addition to short- and long-term goals, SE establishes precise, consistent and effective objectives to be achieved during participants' involvement in a sport SE season. The first objective targets working as a team toward a common goal (Wellhead & O'Sullivan, 2006). Moreover, participants must adhere to a level appropriate to their developmental stage. Another important SE objective is sharing in the planning and administering in sport experiences', as well as developing the ability to make reasonable decisions on various sport issues. Further vital objective is developing and putting in practice a body of knowledge on training and refereeing, with each specific sport requires the development of a particular skill and fitness type (Siedentop et al. 2011). Participants have to be able, not only to carry out strategic play, but to be pleased by it, too. SE acknowledges the fact that each sport possesses unique features and meanings. Thus, one of SE's objectives is ensuring its members appreciate each particular sport's rituals and principles. Each person should decide voluntary to take up SE as an after-school activity (Siedentop, 1994).

3.6 Sport Education Objectives

SE is: "*An innovative curriculum model for secondary PE in which mixed ability teams are formed at the start of a 20-session competitive season. Students are taught to fulfil a range of roles associated with playing, umpiring, and acting as a team coach, manager or captain, serving on a sports management board or on a duty team*". (Alexander et al. 1993, p. 18). In contrast, PE is a short-time activity divided into units that rarely last longer than three weeks. (Wallhead, 2010).

SE Objectives: (Siedentop, 1994)

1. Develop skills and fitness specific to particular sports.

2. Appreciate and be able to execute strategic paly in sports.
3. Participate at level appropriate to their stage of development.
4. Share in the planning and administration of sport experiences.
5. Provide responsible leadership.
6. Work effectively within a group toward common goals.
7. Appreciate the rituals and conventions that give particular sports their unique meanings.
8. Develop the capacity to make reasoned decisions about sport issues.
9. Develop and apply knowledge about umpiring, refereeing, and training.
10. Decide voluntarily to become involved in after- school sport.

3.7 Philosophical Assumptions of Sport Education

Without a critical reflection on one's sport experience and without an "*educator*" who stimulates and guides this reflection showing all the possible educational values intrinsic in sport, it is difficult to think of sport as a tool to build and promote new values for persons. For this reason, and as stated by Parry (2012), the philosophy of SE should be aimed at developing a critical-reflective methodology in children, youth and athletes so that they may be helped to understand some of the pure values of sport such as peace, tolerance, intercultural dialogue, social inclusion and prevention of violence. However, before presenting the philosophical assumptions underpinning SE, it is important to understand the relationship between philosophy, sport, and education. According to Zeigler (2010) sport requires a deep critical-philosophical interpretation in the framework of educational meanings, and is a human practice that can convey social and moral values, and transform and change society for the better. Morgan (2006) has stated that education is deeply connected with sport and its history. In support, Arnold (1997) stated that "*PE which is so fundamental for identifying the educational potential that sport has as a social practice*". Additionally, authors, such as Isidori (2015), have viewed SE as a philosophical science whose main aim is to analyze and understand sport to give it an educational sense in practice. That is, interpreting, and not merely describing sport and its complex problems, and trying to find a solution in light of a pedagogical perspective and through a reflexive methodology of intervention.

The available SE literature indicates that the general philosophy always looks with optimism at the learning and educational processes that can be developed from sport and considers sport as an ideal ethical model for a better society. Hence, the model for SE proposes to provide authentic and rich experiences for boys and girls in the context of PE. Based on the justification that SE contributes to a more humane and worthy culture, Siedentop (1987) believed, that under appropriate conditions (properly understood, conceptualized and implemented), sport is a form of play. He also assumed that a society in which higher forms of ludic activity are pursued vigorously by all people

is a more mature society. Siedentop's philosophical assumptions of SE can be interpreted to also encompass the view that everyone has the right for "*sport for all*" to be taught and developed in the framework of a non-discriminatory culture and to find a possibility and capacity to understand and accept cultural pluralism, diversity and difference (e.g., of gender, ethnicity, etc.).

A mature society would also contribute to a humane and worthy culture, if they view SE as a tool to fight oppression in whatever forms it appears (the risk of reducing athletes and all the people who are engaged in sport [including spectators] into commodities), understand the universal values of sport starting from the analysis of her/his own existence and personal experience, and use it to educate the new generations in order to build a better and a more democratic society .

Daryl made two key philosophical assumptions when developing the play education theory. The play theory (i.e., Games (1961), Caillois (Man, Play and games, and Home Ludess) underpins the play education theory and the SE model by Daryl (1968). However, before explaining these assumptions, it is important to explore the Play Theory. Play as conceptualized by Huizinga is a voluntary and free activity performed and separately from ordinary life in "*sacred*" areas. Coillois expanded upon Huizinga's work and suggested defined play as a free, uncertain, separate, and governed by several rules and make-believe. Coillois hold that the qualities are purely formal and never prejudice the games. According to Coillois, games should be categorized into roles as alea-chance, agon-competition, ilinx-vertigo, and mimicry-simulation. Games in each of these categories are organized on a continuum from ludus to paidia. The later is more spontaneous, carefree, and free flowing while the former is bound by conventions and rules like those found in sport.

While developing the play education theory, Daryl argued that PE should be and can be classified as play. He thus, held that PE should be seen as any physical process that increases the abilities of human to express motor skills and play competitively (Siedentop, 1987). Through his writings, Daryl argued that SE is the basically a logical extension of the play education. In this case, SE is believed to refer to simulative (mimicry) and agon (competitive) activities.

In view of Darly (1968) the SE is undergirded by two assumptions. First, sport is a form of play under appropriate conditions. In this assumption, Darly suggests that sport if, properly understood, properly implemented, and properly conceptualized is a form of play i.e., sport is clearly important to human affairs and derives its important meaning from play, and that its importance is attributable to the fact that it originates from play (Siedentop, 2002).

The second assumption is that sport is play or a form of play, however, it only represents some forms of play: simulative or competitive ludic activities. Thus, some sport but not others can be a form of play. The level or degree to which sport may become a form of a play depends on the

voluntary or free selection. It cannot be assigned or designated as doing so violates the play tenets. This second assumption offers justification for SE based on the contribution of SE to more worthy and human culture (Siedentop, 2002). This assumption is also based on the assertion that the society upon which the high degree of ludic activity is vigorously pursued by all individuals is a mature society. Siedentop (2002) held that a mature sport culture is a representative of a cultural evolution to a meaningful form. Daryl use the terms more meaningful and higher form of play to refer to the ludic activity.

3.8 Theoretical Platforms and Integration

Play education, as a curriculum theory, did not have a sufficiently substantive from to guide practice (Siedentop 1998) and so "*sport education was developed as a logical extension and concrete from of play education*" (Siedentop, 1987, p.80).

SE come out with practise, its earliest roots was through the play and play theory, Ben Dyson talk about some theoretical platform which can support SE: one is cooperative learning, He talk about slaving (working very hard) in caorn book in design group work he sees that as part of SE. Secondly, the idea of peer teaching and learning (because the learner does more teaching than the teacher does them self, so we need to talk about what is the theoretical argument for that.

According to instructional theories or analysis of effective pedagogical practices, SE is improved by Siedentop's (1994) vision of quality, making it clear that it is consistent with a number of theoretical and instructional movements. These movements, including peer teaching, cooperative learning, situated learning, and persisting groups, have provided some level of support to research in SE. With this in mind, Wynne and Walberg (1994) advocate that American educators give greater emphasis to the principle of group persistence as he believed that it fostered academic learning and demonstrated several feasible, low-cost ways to create and be implemented in schools. This thinking is not only will form part of the theoretical framework for this thesis also consistent with Cohen's (1994) research on sustaining small, heterogeneous learning groups. Cohen (1994) proposed conditions under which the use of small groups can be productive. In SE a small learning group is called a team. The team persists throughout the season the students can fulfill their roles, thereby having a clear impact on any group task given.

SE certainly fits the definition of situated learning where students are subject to authentic and educationally appropriate sporting experiences (Alexander et al. 1998). Appearing to be "*student-centered*" Alexander et al. (1998), situated learning has emerged as a framework to theorize and analyses practices in PE (Kirk & Macdonald, 1998; Kirk & McPhail, 2002). It also focuses on learning as a social practice in a social setting and is a legitimate peripheral participation in communities of

practice (Lave & Wenger, 1991). This movement (situated learning) theory is conceptualized as one component of a broader constructivist theory of learning in PE. Lave and Wenger (1991) suggest that, in this mode of learning, the mastering of knowledge and skills require that novices move toward more advanced participation (full participation) in the socio-cultural practices of the community. SE has also been examined through the constructivist approach to learning and one of its components is situated learning (Kirk & McDonald, 1998; Kirk & Kinchin, 2003).

SE allows PE teachers to provide students with authentic and meaningful sporting experiences as they exist in the outside world. This is done by engaging students in different playing and non-playing roles and by prominently featuring main characteristics of sport. Peer tutoring is another major feature of SE, it encourages students learning from their peers in the context of their team affiliation. Parker & Sharpe (1995) suggest that peer tutoring is a great addition to coaching as many opportunities for peer tutoring help with the improvement skills and tactics. The latest research in peer tutoring in a PE setting sees it to be another potent instructional practice that once implemented enhances motor learning (Feinberg et al., 2002; Johnson & Ward, 2001) and improves social skills, allowing for greater diversity in skill (Johnson & Ward, 2001).

The idea of curriculum integration incorporates the notion of unity between various disciplines and forms of knowledge. This can, in practice, take different forms. Individuals who consider chemistry, physics, geology, astronomy, and biology as distinct disciplines would consider a science course as a milestone towards integration. Integrated curriculum can be related to an interdisciplinary curriculum. Most education theorists believe that in the interdisciplinary studies, knowledge is an enhancement, and perhaps repackaging of discipline-based knowledge. For this and other reasons discussed herein, educational theories have suggested that curriculum integration be considered in education for a number of reasons. First, it has been suggested that integrated curriculum may lead to enhance students' problem-solving skills, and increased motivation and learning lead to high achievement in college, and improve their attitudes towards school (Kain, 1993; Barab & Landa, 1997).

For this reason, many organizations support curriculum integration and integration learning. For example, the science literacy project benchmarks advocate for the interdisciplinary approach: the development of knowledge integrated and organized around themes cutting across various discipline's technology social studies and mathematics (American Association for Advancement of Science, 1993). Mathematics Standards and the National Science Education Standards also support integrated learning (National Research Council, 1996; National Council of Teachers of Mathematics, 1989). There are various levels of integration identified in Fogarty (1991) and models of integration

proposed by Loepp (1999) that can support SE. These levels of integration and models of integration can be utilized in integration curriculum in SE + Karate+ First aid.

3.8.1 **Peer teaching**

There is a vast theoretical platform for both SE and PE. which is supported by extensive research and, for SE, it encompasses: peer teaching, cooperative learning, situated learning, persisting groups, and the various implications of SE in contrast with PE. Peer teaching studies show that SE is characterized by student-centered approaches delivered in eighteen to twenty lessons, compared with PE, which mainly uses teacher-centered methods with short-units and multi-activity curricula (Metzler, 2000). Moreover, SE uses peer-teaching tasks (PTT) and allows students to gradually assume responsibility for their learning. Students are members of a team for the duration of the sport season and go through authentic learning experiences together. They do not only have the role of players, but additional administrative and officiating responsibilities. In SE, participants have the prospect of becoming coaches, managers, referees, or statisticians, chances which are non-existent in PE (Lave & Wenger, 1991).

3.8.2 **Cooperative learning**

Another important aspect of SE edification is cooperative learning (CL). It is an instructional model that focuses on student-centered learning rather than teacher-centered, which is usually used in PE (Antil et al. 1998; Putnam, 1998). CL promotes small, structured group work in which students have the responsibility to learn the material and help each other. It has various benefits, from a better mastering of the content, to the ability to work collaboratively with others, and development of self-esteem.

There are four important CL approaches: conceptual, structural, curricular, and complex instruction. The conceptual CL approach is based on the hypothesis that teachers can learn the essential elements of configuring efficient cooperative learning (Cohen, 1994; Johnson & Johnson, 1989; Kagan, 1990; Slavin, 1990, 1996). In order for cooperative learning to be successful, there are five essential elements to be achieved: positive independence, primitive face-to-face interaction, individual accountability, interpersonal skills, and group processing. First, positive independence indicates that each member of a group should work together with others toward completing the task. Second, primitive face-to-face interaction refers to discussion in close immediacy to each other. Individual accountability encompasses the teachers' strategies for setting up and preserve students' responsibility for proper behavior. Next, interpersonal skills refer to taking responsibility, learning to support each other, learning to give and receive feedback, shared decision making, and

learning to listen proactively. Finally, group processing is the time given to the procedure of discussing matters related to group's achieved goals and efficient working relationships (Tsangaridou and Lefteratos, 2012).

Cooperative learning's second approach is structural, based on Learning Teams and Jigsaw strategies (Dyson & Rubin, 2003). It is based on the systematic application of structures, analysis, systematizing social interaction in the classroom, and formation. The available literature highlights that the success of the structural approach can be ensured only by individual accountability and positive interdependence. The third approach to CL is constituted by the curricular one. It is different to the previous one through its subject-specific curricula and grade-level specificity (Dyson et al. 2004). The focus is directed to equal opportunity for success, individual responsibility within the team, and group rewards. The group's accomplishment is assured through working as a team toward good grades, as well as earning recognition. Essentially, the curricular approach demonstrates that CL' success in increasing students' achievement is dependent on integrating into CL's learning methodology, including both individual responsibility and particular group goals. Finally, the complex instruction approach to CL is centered on group work in order to ensure participants' academic and social growth (Cohen, 1994; Johnson & Johnson, 1989; Slavin, 1990, 1996). Thinking skills, facilitating intellectual and social goals, holding students responsible, and open-ended discovery are enhanced through small group learning. The teacher has the role of the facilitator of the group work. Although there are some sceptical researchers who have suggested that placing students to work in groups does not guarantee higher academic achievement or other positive outcomes, the larger body of research supports these positive outcomes from the SE practice (Kagan, 1992). Moreover, in PE, cooperative learning has only positive outcomes, in terms of improving students' teamwork and team spirit, enhancing sport performances of low-skilled individuals, and boosting communication skills as well as students' accountability. In 2002, the successful concept of "*Learning Teams*" was introduced Dyson (Dyson, 2001, 2002). This concept is useful to students as it gives them the prospect of sharing responsibility and leadership roles as well as using collaborative skills in order to meet group goals and objectives (Dyson & Rubin, 2003) The "*Learning Teams*" concept benefits PE students in the short term, but it is not very meaningful in the long run as it lacks consistency. In contrast, in the case of SE, CL "*Learning Teams*" have a vital impact on participants throughout the sport season, especially on their skills or tactics. (Slavin's 1996; Cohen's 1994, and Cohen and Lotan 1997).

3.9 Persisting groups

Persisting groups is another feature within SE. It primarily refers to group dynamic and group work among groups of pupils who remain together for an extended period of time. Related to SE, various authors have studied the concept of the persisting group, which this thesis seeks to examine. Having a determined and consistent group in SE encourages students to become members of a team, which over time allows them to think and plan based upon the abilities and interests of individuals, so as to pursue and gain from the social development opportunities which can be attained from being affiliated to a team.

Researchers also revealed that homogeneous groups of students that remain together for a prolonged period of time, for instance an entire sport season, are more efficient than units whose members are often rotated, as is the case in PE classes (Siedentop, 1995; Wynne & Walberg, 1994). Teachers or trainers/instructors should know their students very well over an extended period of time in order to be able to consolidate class/group values and to generate and maintain solid and successful pro-learning environments (Metzler, 2000). Thus, group persistence plays a vital role in developing healthy cohesion and participants' engagement, as well as in promoting effective learning (Hastie, 1998b). For example, in Japan classes stay together for two years or more and have the same teacher. The first year is spent getting to know the students and the second year is for teaching. In Bavaria, Germany, high school students are placed in grade-level groups that are consistent throughout the high school years, and in Jamaica, 'divisions' of students are formed and assigned the same proctor throughout the elementary school years. An informal survey of fifty high school principals highlighted the importance of homerooms where students have the sense of identity, involvement, and belonging to the same group although otherwise they are scattered in different classrooms according to their academic level for each subject (Carlson & Hastie, 1997, Grant et al. 1992, Kinchin, 2001). In homerooms essential activities such as counseling, peer tutoring, and school and community service functions take place. A review of the general educational research literature shows the efficacy of sustained constant groups with regards to building a group identity, working toward common goals, common positive and negative experiences, and collaborating in making important decisions (Alexander & Luckman, 1998; Alexander et al. 1996; Carlson, 1995a, b; Ennis, 1996; Grant 1992; Hastie, 1998b).

Earlier studies on topic of SE (such as, Grant et al. 1992) viewed that 'team affiliation' became an attractive characteristic to students since it allowed students with the provision of elaborate team involvement which was absent previously due to opinions of poor ability or social isolation. Subsequent reviews of SE consistently point to the attraction of team affiliation (e.g. Kinchin, 2005). Similar evidence can be found in other studies as well (for example, MacPhail et al. 2004; Kinchin

et al. 2009) supporting these statements with students who reported that they preferred the inclusion of persisiting groups in their season. MacPhail et al. (2008) states that "*through perceptual and decision-making processes and the execution of appropriate movement responses*" (p. 101). MacPhail et al. (2004) used SE in promoting team affiliation by creating a feeling and belonging to a team and developing social skills. They state that when properly conducted, SE can overcome various shortcomings related to PE. One of the characteristics of SE is creating a festive state and mood. Kinchin et al. (2004) studies the role of culminating festival within a SE season. Kinchin's (2004) study was carried out in one of the Irish primary schools. The researchers were able to identify the excitement in students even when they did not know what the day would entail, and they became even more excited when they found out their teams performed during the festival.

Persisting groups are part of SE and promote multiple social skills, team affiliation, social development, as well as socializing benefits such as teamwork, having fun, making friends, and assisting teammates. Moreover, in SE, persisting groups have room for marginalized low-skilled participants and offers them cooperation with other participants, mutual encouragement, increased opportunities for participation and improvement, peer support, positive atmosphere, decision making, responsibility, consideration, and self- confidence. Development of interpersonal skills and cooperation among participants are two other important benefits of participation in a SE persisting group throughout a season. Moreover, research findings show that participants experience consequential social activity and are more focused during the SE sessions (McPhail et al. 2014, Kinchin et al. 1992; Bennet & Hastie, 1997; O'Donovan, 2003).

In contrast, PE just gets short-term groups, usually for one lesson, and lacks group or team affiliation. However, some schools promote teams or 'houses' (PE persisting groups) comprised of affiliated students coming from different classes of the same school. Each team has assigned a particular name, logo, color, personalized T-shirts, and display board. Teams/'houses' work toward a common goal (to win sport competitions during 'Sport Day', 'Fitness Day, etc.). Participants compose team chants, write articles for the team display board, and have the sense of identity and involvement as group members working toward common goals. This should be a common practice for all PE settings as it has various benefits for the students (Carlson 1995a, Hastie 1998a, Laws & Fisher, 1999, Siedentop 1994).

Kniffin et al. (2015) analyzed the participation of high school athletics in sports. This model expects student-athletes—captains and non-captains to be equally exposed to key prosocial values from experiences that give them tenacious skills and lessons for life and work even outside sports. Theorists state that with such context-specific idea, sports team arrange developmental

environments for children to learn to grow successfully with teammates aiming to achieve group goals.

Several authors (for example, Kinchin, 2006; Brock et al. 2009) state that students who have the responsibility in SE can behave in ways that do not distance or harass their teammates. Brock et al. (2009) study shows that students on a greater status level controlled the social interactions amidst group tasks. This kind of power status were often related to gender issues. There are many evidences from older studies that show that boys are always more controlling in games and hence, eliminate women participation within competition (for example, Alexander et al. 1996; Hastie 1998).

Thus far, SE is much better as it adopts persisting groups as a regular and compulsory practice in comparison with PE, which considers it only exceptionally. The confidence and constant success participants develop through participation in SE is superior and unique (Grant et al. 1992; Kinchin, 2001). The important of concept of the persisting group is important to this study: the use of two elements and that the groups will across the movement and classroom-based contest.

3.9.1 **Team Cohesion**

Physical education teaches students social skills, like tolerance, interpersonal interactions, and respect, apart from the team solidity skills, those of teamwork and team adaptation. Adding to this, students acquire the skill to build up their self-esteem and confidence level and also reinforce social cognition (Bailey, 2006). Studying the element of social responsibility of physical education, Brinkley et al. (2017) emphasized that benefit of team sport is not only for individual health development but also for group unity and performance and organizational welfares as a whole, such as better work performance. Cronin et al. (2018) noted that physical education helps students develop their skills, like goal-setting, teamwork, emotional and social skills, time management, interpersonal interaction, problem-solving, leadership and decision-making. Physical education also allows students to experience and practice exercise in a fun way while developing a positive outlook toward physical activities and training (Lyngstad, 2017). Physical education which involves team activities and interactions impact students' behavior in the future. Course design and physical education application are major factors to building team unity.

The primary objective of physical education is to motivate students to be physically active on a continuous basis besides curriculum time (Knowles et al. 2018). In regards to teenagers, it is helpful to have physical education as experiential learning and a crucial element of the curriculum; it serves as a significant standard for creating regular exercise habits. Teaching strategy should, however, consider that not all students prefer physical education classes. With time, as children enter into

the adolescent stage, their drive towards learning gradually decreases. Gallé et al. (2015) noted that somehow, the value of physical education was misjudged though it was known to be beneficial for physical health and conditioning. This means that old, traditional methods did not match contemporary needs. In order to properly instill the value of physical education courses, it is necessary for educational institutions to provide adequate and correct sports experience courses to them. Athletic and educational pursuits are compatible and complementary too (Aquilina, 2013). Lupo et al. (2015) suggested that in order to have a proper knowledge of the athletes' sport and academic motivation, the same theory has to be studied in the context of different sports and also educational systems. Now, however, there are varied teaching methods unlike the old conventional style of lecturing and self-learning methods.

Humans are basically social animals yearning for recognition and get educated from one another. Individuals are also closely connected to their teams (Hunter and Perreault, 2006). This indicates that cohesion is important in small groups and are flexible within sport (Eys et al. 2009) and a common theory (Carron et al. 2002). When there is team cohesion, team members can develop team-related ideals and collective confidence (Filho et al. 2015). Team-building programs enhance the confidence level of the participant, creating mutual support between team members, and enhancing physical coordination and the pleasure of peer interaction. There is naturally correlation between cohesion and success. It is vital to have team cohesion to increase collective professionalism and team performance (Carron et al. 2002).

Considering social psychology in sport, team structure is actually a set of active processes of mutual attraction and alliance amidst the members of a sports team to achieve team objectives or organization. According to Festinger (1950; cited in Kao, 2019) team cohesion can be defined as a motivating element for a team that discourages members, from leaving the team by constantly motivating them to remain in the team. Carron et al. (2002) suggested team cohesion pertaining to the active program of team members working in unity in the pursuit to attain a team goal. Team cohesion refers to both team and individual contexts. The team aspect deals with the evaluations of the team made by individual team members based on their team tasks and also interpersonal interactions; whereas, the personal aspect means the acceptance level by team members of an individual who joins, their feelings and their corresponding relationship with the other members. Both of these aspects can be still set apart as an interpersonal relationship and task aspects. By interpersonal relationship, it hints at creating and sustaining social relationships within the team in terms of friendships, sometimes emotional support, and level of acceptance between team members which would then develop into mutual appreciation. Tasks that have certain score indicators set on them calls for perfect cohesion that ties up team members with common goals and tasks (Kao, 2019).

3.10 Sport education and Student Experiences

3.10.1 Student's learner experience in sport education

The knowledge base is conclusive and extensive regarding the experiences of learners and benefits of SE Model to student learning as students are at the very heart of SE model. It has been demonstrated that students' engagement in SE can influence them to feel some sense of affiliation and start taking considerable responsibility for cooperating, leadership, exercising, learning, supporting others' achievement and participation (Metzler, 2000). It is important to note that an instruction and curriculum model, SE is aimed at delivery in PE programs at high school, middle school, and upper elementary school levels. The model is designed to offer youth and children with more enjoyable and authentic sport experiences than what it has been observed in the past PE classes. The model enables students at all levels to become literate, enthusiastic, and competent players (Siedentop, 1994). This way, teachers are required to design learning experiences aimed at facilitating the learning of students in a realistic setting. In view of Siedentop (1994) a literate player demonstrates the understanding and valuing of traditions, rituals, and rules of sport, and demonstrates the ability to distinguish between bad and good sport practices within a variety of settings. A competent player must demonstrate that they are knowledgeable players, possess sufficient skills to take part in the sport in a satisfactory manner, and have the ability to execute strategies that meet the demand of the game being played. On the other hand, enthusiastic players protect, preserve, and enhance sport culture by displaying appropriate behaviour, and through involvement and participation.

Siedentop (1994) identified a set of objectives that students need to develop in order to realize these objectives including; (1) appreciating and having the ability to execute strategic play, (2) developing fitness and skills specific to particular sports, (3) participating at levels appropriate to students' stage of development, (4) sharing in the administration and planning of sport experiences, (5) work effectively in groups, (6) offer responsible leadership, (7) voluntarily decide to be involved in the after-school sport, (8) develop knowledge about refereeing, umpiring, and training and apply such knowledge, (9) develop the ability make decisions that are well reasoned about sport issues, and (10) appreciate conventions and rituals that make particular sports to have unique meanings.

Literature in relation to the appropriate age for introducing SE for girls and boys in PE is still inconclusive. Metzler (2000) claimed that when contemplating initial implementation and planning; it may not be possible to implement SE until learners reach age seven. On the contrary, there is evidence that students are capable of achieving far more than teachers give them credit for especially when considering their prospective responsibilities and roles in learning and teaching.

There is also evidence suggesting that SE may be developed and used at in primary age, secondary age, and college or higher education age. For example, SE model has been regarded as educationally worthwhile at secondary school level and higher education level. It has been used in much educational level such as higher education level and has been used with college age children in US. Elsewhere, some studies (e.g., Darnell, 1994; Bell, 1994) have described examples of SE that has been developed with learners of primary age who were taught by both non-specialists (Penney, 2005), and specialist PE Teachers (Darnell, 1994; Bell, 1994). Darnell (1994) described how SE model can be implemented at the elementary level and secondary levels as the main component. They indicated that the elementary level applications of Sport Model include touch rugby, tennis, and volleyball and several fitness applications, while the primary level applications include gymnastics and soccer. Also, studies have documented experiences of the youngest learners in the general PE. Ways in which four- and five-year olds critique and describe their lesson time have been documented (Penney, 2005). Penney (2005) concluded that very young learners have the capability to talk about what they do not like and what they like about SE.

3.10.2 **Primary Age, secondary age and college age**

Siedentop (1994) has hinted to the flexibility of SE to meet the needs of the individual programs and schools at the primary/elementary range, middle school, and secondary level (Bell, 1998; Hastie, 1996; Calson & Hastie, 1997). Research in SE has been extended to the "*at risk*" settings, and university/college basic instruction programs (Hastie & Sharpe, 1999; Bennett & Hastie, 1997; Curtner-Smith et al. 2008; Collier, 1998). A range of activity areas including netball; ultimate Frisbee; dance; and basketball/netball hybrid and softball (Bennett & Hastie, 1997; Clarke & Quill, 2003; Hastie, 1998a; Graves & Townsend, 2000; MacPhail, Kinchin & Kirk, 2003) have provided activity focus.

Of particular relevance to this integrated season to be delivered in Kuwait, in further discussing the flexibility of SE, Hastie (2003) indicates that this model has been integrated with content areas and helped support cross-curricular outcomes in England and Australia. Others (e.g., Taggart et al. 1995) believe that SE may be integral to the ethos and central purpose of primary schooling. Indeed, Kinchin and Kinchin (2005) have proposed that teachers should use early year's statutory guidance and documentation within Wales and England to support the foundational SE in primary education's early years.

Any effort aimed at developing the beginnings of enjoyment, participation and lifelong health implications in physical and sport activity need to acknowledge some of the early year's education philosophy. Several principles of primary age education were identified in DFRS and QCA (2000).

These principles are pertinent to the learners participating in the SE unit: those children should feel secure, valued, and included. No child should be disadvantaged or excluded. That appropriate and relevant content should meet and match different levels of needs of children. Developing qualities of support, consideration and responsibility among learners such that can demonstrate their ability to invest in their peers and care for others, should not be the only major objective for the use of SE by teachers. There are characteristics and qualities of behavior and learning that are desirable during the primary age.

At the secondary school age or level learners learn to develop leadership skills. At the middle school level, the SE model largely focuses on traditional team sports. These team sports are less lifetime-oriented. Possible activities include hockey, soccer, track & field, wresting, weight training, volleyball, tennis, softball, fitness, football, basketball and field hockey. At the secondary age, learners engagement less in PE as they progress through their years of secondary school (Mowling et al., 2004). They are required to take part in similar activities year-after-year. At this level, the aim of SE is to put learners on the pathways to becoming literate, competent and enthusiastic sportspersons, by teaching the strategies, roles, tactics, and skills within spot rather than "*roll out the ball*" (Alexander & Luckman, 2001; Wirszyla, 2002). In Alexander and Luckman's (2001) study, about 80% of teachers interviewed held that SE generates more interest in students compared to other curricula. Alexander and Luckman's (2001) argue that SE attends learners' prior knowledge and interests.

At the three levels (primary, secondary, and college levels); learners' participation in SE enables them to benefit from mental health benefits (Gorely & Stensel, 2004; Goran & Teuth, 2001). However, learners at these three stages (i.e., primary age, secondary age, and college or higher education age) have reported difference experiences with SE.

For children at the primary level, MacPhail et al. (2008) revealed that their participation in SE is more enjoyable than they did when they participated in previous PE programs or lessons. MacPhail et al. (2008) investigated children's SE experiences following their participation in primary schools during the summer and spring terms. Interviews and questionnaires were used to collect information about students' SE experiences on enjoyment and fun. They revealed that students enjoyed and had fun participating in SE. The benefits included greater opportunities for competition, affiliation, perceived learning, and autonomy (MacPhail et al., 2008). A considerable volume of literature on SE and Sport Psychology has demonstrated that children enjoy when they participate in SE (Scanlan & Lewthwaite, 1986; Scanlan et al., 1993; Wankel, & Kriesel, 1985; Weiss et al. 2001; Wankel & Selfton, 1989). The sources of enjoyment for taking part in SE have been

shown to be found along two dimensions: achievement-non achievement; and extrinsic-intrinsic-achievement).

This creates four source categories: (a) extrinsic-achievement (i.e., perceptions of competences resulting from achievement recognition or feedback); (b) intrinsic-sic-achievement (i.e., perceptions of personal competence namely perceived ability, improvement, and mastery); (c) intrinsic-non achievement including completion-or-movement-related factors namely excitement of competition, and movement sensations, and (d) extrinsic-non achievement (i.e., context-related or non-performance sources from outside individuals such as making and affiliation with friends. Others (e.g., Whitehead, 1993) revealed that enjoyment may be enhanced through creating an environment that helps maximize the outcome in the four categories. Whitehead (1993) demonstrated that manipulating perceived autonomy, competence and success under experimental conditions may help increase enjoyment, reduce boredom and increase interest, resulting in increased student adherence. In another study, Tsangaridou and Lefteratos (2013) examined the SE experiences and perceptions of Greek-Cypriot students during a basketball season. Twenty-two year-six students within the age range of 11 and 12-years old and 10 girls and 12 boys from a primary school took part in this study. Findings showed that students that participated in the SE were affiliated within the teams and that opportunities were created for meaningful and autonomous learning. Result of this study further suggested that during the SE lessons, there were positive and joyful atmosphere. Based on these results, the following conclusions were drawn: the SE model enhanced students' level of motivation and participation towards PE. Secondly, during the participants in SE experienced meaningful learning experiences following the implementation of SE model.

At the secondary school level, studies (e.g., Smither and Zhu, 2011) have revealed that students participating in SE may be transformed from being passive into active learners. Smither and Zhu (2011) investigated experiences of high school students regarding SE unit that were implemented with fewer roles and smaller teams. Participants included 70-ninth-grade students and one PE teacher. Two themes emerged from the study. First, smaller teams participating in SE produced higher engagement. Secondly, students participating in SE were transformed into active learners from passive learners.

3.11 Sport Education and Teachers Experiences

It has been acknowledged that qualified and pre-service teachers play a crucial role in ensuring the SE is effectively delivered (Curtner-Smith et al. 2008; McMahon & Mac Phail, 2007; Kinchin, 2003; Kim et al., 2006). However, related research has reported varied findings with regard to in-service

and pre-service teachers delivering SE. Again, some studies have shown that both experienced and pre-service teachers enjoy using SE because it provides more motivating, effective and enjoyable learning environment (Taggart et al. 1995).

It has also be shown that pre-service teachers prefer using SE against multiactivity teaching models (Alexander & Luckman, 2001; Curtner-Smith & Sofo, 2004), and that qualified or in-service teachers intent to start considering adopting SE in the PE curriculum and making it a permanent feature (Pill, 2008; Alexander & Luckman, 2001). In other studies, it has been indicated that some pre-service teachers may not consider using the SE model again on ground that they do never enjoy teaching the model (McCaughtry et al., 2004).

Pre-service teachers and in-service teacher have also been reported to experience difficulties when teaching the SE model and that they use it selectively when teaching certain groups of students (Curtner-Smith et al., 2008; Stran & Curtner-Smith, 2009; McMahon & MacPhail, 2007).

Romar et al. (2016) examined in-service PE teachers' experience with SE. Four female middle and elementary school in-service physical teachers learned about and taught a season of SE. They took part in a professional course focusing on implementing instructional models, which was organized by the University. All PE teachers adjusted and use the SE model according to the group, context, and own understanding. Romar et al. (2016) indicated that all in-service teachers perceive that learners learned new skills, were cooperative and actively engaged in the learning process. Romar et al. (2016) concluded that through professional development, PE teachers can effectively use and implement a curriculum model.

McMahon and Mac Phail (2007) explored the experience of pre-service teachers using SE model to teacher learners in post-primary school in Ireland. McMahon and MacPhail (2007) also sought to understand and identify mechanisms that may inhibit and facilitate learning to teacher the SE from the pre-service teacher's perspective. They used occupational socialization to investigate how past school culture, PE teacher education, and teaching experience impacted and influence on the PETE's experience of learning to use and teach the SE model. Results suggested that professional socialization that occur in PE Teachers Education influence the experience of the pre-service teachers to learn to teach the SE model.

Deenihan and Mac Phail (2012) examined how PE teachers learn how to teach students within a PE Teacher Education program; how pre-service teachers deliver and interpret SE, and the method of including in PE Teacher Education Program. The findings confirmed that the SE experience is effective in preparing PE teachers to effectively deliver SE. The findings of this study indicated that during the teaching placement various influences cause PE teachers deliver SE in different forms.

Deenihan and Mac Phail (2012) suggested that to offer effective educational experience for physical teachers, SE should be amalgamated into the existing applied and practical study modules.

Stran et al. (2012) investigated the experiences of pre-service teachers to teach games and implement a hybrid curriculum SE. They also sought to identify the inhibitors and facilitators that pre-service teachers experienced during the implementation of the SE model. Twenty-two (22) pre-service teachers taught the hybrid SE model inversion games season. Data included critical incident reflections, field notes, daily lesson plans, and focus group interviews. Findings indicate that pre-service teachers were interested and attracted to the hybrid SE model due to its complementary and unique nature. They also perceived increased level of learners' engagement in the classroom. However, the study noted that most pre-service teachers could not make adjustment because of lacking the pedagogical content knowledge; and that most had low understanding of the hybrid model.

A review by Kinchin (2006) on teachers' and students' perceptions about SE revealed that students typically prefer SE to traditional approaches. Students reported enjoying the opportunity to affiliate members of teammates for an extended period of time and the opportunity to increased ownership and responsibility within the lessons. High level of seriousness was highlighted by student with regard to various roles of SE model. Similarly, teachers appreciated the opportunity to step out of the center-stage and the increased interest in PE by students and the opportunity for them as teachers to take on supporting roles.

There is also a share appreciation among experienced and pre-service teachers with regard to the value of PE teacher education programs to prepare teacher to effectively deliver SE (McCaughtry et al., 2004; Stran & Curtner-Smith, 2009; McMahon & Mac Phail, 2007; Curtner-Smith et al., 2008). In other studies, it has been acknowledged that for teacher to effectively deliver SE, they need to experience it in their pre-service teacher education program (see Jenkins, 2004). It is also widely recognized that SE should constitute the primary component of all pre-service education teacher education program (Dyson et al. 2004; Curtner-Smith & Sofo, 2004; Alexander & Luckman, 2001). However, as observed by Ayes and Housner (2008), teachers both experienced and pre-service) do not always demonstrated preparedness in teaching SE. Ayes and Housner (2008) noted that only a small percentage of the teachers included SE in their PE teacher programs (McCaughtry et al. 2004; Curtner-Smith, 2012). Yet it is recognized that research in the area of PE teacher education program that include SE is important for the development of students (Mc Caughtry et al. 2004).

3.12 Sport Education: curricula variants

3.12.1 Sport Education: Curriculum Vacancies

SE has been shown to benefit both educational systems and children. It has also been suggested that SE can lead to the following benefits: foster student engagement, promote understanding, empower students, and serve as a means to foster cultural awareness.

Bailey (2006) explored evidence on the benefits and contribution of SE and PE in schools for educational systems and children. This study finding suggests that SE and PE have potential to make a distinctive and significant contribution to towards the development of children's physical competences, and fundamental movement skills. These skills are precursors of learners participating in later sporting physical activities and lifestyle. Bailey (2006) further suggested that when appropriately presented, SE and PE can promote the development of social behaviours and social skills, preschool attitudes and self-esteem. According to Bailey (2006), in certain circumstances, SE can foster cognitive and academic development. This review further emphasizes that many of the benefits identified in this study will not necessarily associated with the participation of learners as the effect may be mediated by the interaction between teachers and students, coaches, and parents. Contexts that are characterized by diversity, enjoyment, and engagement of all learners; and emphasize positive experiences; and are managed by trained and committed coach and teachers, and by informed and supportive parents; may significantly increase the likelihood of achieving benefit of participation (See J SCH Health, 2006). Other advocators of SE have identified several benefits associated with learners participating in Sport activities. For instance, according to Talbot (2001) Sport and PE helps learners develop respect for other people's bodies and their bodies; contribute towards fostering the integration of body, and mind. Talbot (2001) also believes that through Sport and PE, learners can develop an understanding with regard to the role of anaerobic and aerobic physical activities in health. Talbot (2001) claims that Sport and PE may positively enhance cognitive and social development, foster academic achievement, and enhance self-esteem and self-confidence. Supporting this view, a report by the Council of Europe indicate that Sport provides opportunities for learners to communicate effectively, meet with other individuals, learn certain social skills, and adjust to collective and team objectives of cohesion and cooperation. The report by a Council of Europe also emphasizes the important role that sport plays to processes of psychological well-being, and personality development.

SE promotes understanding and responsibility in students. Hastie and Buchanan (2000) examined the extent to which the SE Model could be used to teacher social and personal responsibility in 6th-grade boys. These boys participated in the invasion game called X ball. This study finding confirmed

that SE may be strengthened by teaching social and personal responsibility. It was recommended that a hybrid model or empowering sport model should be designed that include an ecological integration perspective. In view of this study, the hybrid model should be designed in such a way that it allows for learners' achievement within a triangle of three powerful goals: social responsibility, sport skill competence, and personal empowerment.

SE can foster positive social behaviour. Hastie and Sharpe (2000) investigated students and teachers' perception towards SE. They examined whether the Spot Education model had an impact on the learner's social behaviours. A number of changes were noted with regard to positive social behaviours in at-risk adolescent youths following the implementation of SE model. It was revealed that exposing learners to the SE & PE integrated model may lead to accurate self-monitoring in learners and increased leaner positive peer interactions. Earlier studies (e.g., Hellison, 1991; Romance et al. 1986; Ennis, 1994) confirmed that an integrated SE & PE curriculum may develop and promote positive social skills in learners. Hellison (1991) confirmed that SE can help the at-risk young people develop social personal values and skills (see also Sharpe et al. (1995). According to Hellison (1991) these young people require more than fitness education, games and motor skills to help them navigate successfully through the many social and economic problems in their lives.

SE curriculum can empower, motivate and encourage students' engagement with each other. A common theme that has emerged in the SE literature is the engagement of students in the model (Hastie et al. 2011). According to Ennis, (1994) this behavioural engagement by students in SE is manifested in positive affective outcomes, namely increased students' enjoyment and perception of interest (Wallhead & Ntoumanis, 2004; Perlman, 2010; Hastie & Sinelnikov, 2006). Evidence has also shown that SE is efficacious in satisfying learners' psychological demand for relatedness, and competence (Perlman, 2011; Spittle & Byrne, 2009). Supporting this view, Ennis et al. (1999) confirmed that indeed PE curriculum that included SE can enhance learner engagement and encourage them to willingly interact in a positive way with other students. In this study, Ennis et al. (1999) sought to determine whether "*Sport for Peace*" (a PE curriculum) can be used enhance learners' willingness to interact and engage with other students. In phase two of the Sport for Peace Educational Program, Ten PE teacher taught mentoring, instruction, and traditional soccer unit. In phase three of the program, educators developed a Sport for Peace course unit and taught it to their students. Findings suggested that teachers can use the Sport for Peace curriculum to foster a sense of family, a shared responsibility among learners for trust, respect and learning. Both low- and high-skilled boys and girls responded positively and felt successful. They created a class that was conducive for participation and engagement.

Elsewhere, Wallhead et al. 2014) suggested that students can be intrinsically and extrinsically motivated for leisure-time physical activity and PE (Wallhead et al. 2014). Using a sample of 568 high school students, Wallhead et al. (2014) investigated the effect of SE curriculum on learners' motivation for leisure-time physical activity and PE. A motivational profile survey was used that included learner psychological need satisfaction, perceived effort, enjoyment, and autonomous motives in PE. Findings suggested that learners in the SE curriculum program demonstrated greater increase in enjoyment and perceived effort of the program when compared with those taught using the multi-activity model. Multiple regression analyses revealed that positive affective outcomes in students were facilitated by autonomous motivation. It was concluded that SE can facilitate students' motivation.

Self-determined motivation or autonomous motivation reflects students' engagement in an activity and behaviour. According to Deci and Ryan (2000) autonomous motivation satisfies personally relevant goals. Intrinsic motivation or autonomous motivation represents behavioural engagement without any external reinforcement or contingency either perceived or real. An individual who are autonomous motivated to perform a task will perform it spontaneously without displaying any overt contingencies. Learners can also be extrinsically motivated to engage in behaviour or activity. There are three types of extrinsic motivation: external regulation, identified regulation, and introjeted regulation.

Other studies, (e.g., Shephard & Trudeau, 2000; Morgan et al. 2007; Haerens et al., 2010), have supported the view that school-based SE and PE programs may positively impact learners' physical activity behaviors. According to Morgan et al. (2007) SE and PE programs can make a unique and direct contribution to participants' physical activity participation. Morgan et al. (2007) argue that any decline in the levels of physical activity and enrolment in PE programs would indicate that the programs may not be succeeding in motivating learners to embrace more active lifestyles. Haerens et al. (2010) indicated that programs aimed at fostering high autonomous motivation in learners during leisure time may positively influence their physical activity behaviour.

SE can also promote team affiliation. Siedentop (1994), MacPhail et al. (2004) indicate that SE is well used can help students develop feelings of identity, social skills and a sense of belonging. MacPhail et al. (2004) argue that Siedentop's SE model help overcome the shortcomings of the traditional and multi-activity PE models by ensuring persisting groups are maintained as teams and units are recast as seasons. They further noted that extended units foster team affiliation and promote social development and affective development. MacPhail et al. (2004) also observed that under the SE framework, students get the opportunity to be affiliated with the team. Other studies supporting MacPhail et al. (2004) suggest that team affiliation through and in SE is a common theme

in team sports but also applicable to other PE curriculum activities including tennis (Grant, 1994); Gymnastics (Bell, 1994); and Gymnastics and dance (Graves & Townsend, 2000). According to MacPhail et al. (2004) team affiliation through SE model can be enhanced by players creating a unique identity, and players identifying team names. In view of Siedentop (1994), the development of affiliation of teams may also support the maintenance and establishment of routines and rules and assist in individuals' and team's accountability. In another study, Bennet and Hastie (1997) used the SE Model to teach a college softball-activity class. They identified team affiliation as one of the attractive features of the Sport Model for learners. Hastie and Carlson (1998) emphasized that the fair competition in the Sport Model enhances relationships among members of a team and promotes team affiliation. Hastie and Carlson (1998) also identified team affiliation as an aspect of SE that can be realized regardless of the nature and diversity of the participants. Hastie (1998b) found that six-graders strongly favored being affiliated to the team claiming that all players invested in becoming competent. Hastie (1998b) reported that learners felt that they needed to play some roles in the team, in particular when identifying team members' specific roles. In another study, Carlson and Hastie (1997) recognized team affiliation as one of the factors that play a role in changing ways in which learners socialize and relate with each other while in class. However, Carlson and Hastie (1997) placed emphasis on cooperation and development of teamwork. Carson and Hastie indicated that SE allowed learners to interact and this made them to appreciate the interaction time with teammates. Carson and Hastie highlighted socializing benefits including being with friends, assisting teammates, and having fun.

Therefore, research on SE have demonstrated the potential positive and unequivocal effect of the SE model on learners' motivation, social development, sense of belonging, and competence (Hastie et al., 2013; Hastie et al., 2011). Research has also recognized the potential of sport model to develop students' tactical awareness and skills (Pritchard et al., 2008; Hastie et al., 2013). Discussing the potential impact of SE to students, Hastie (2003) shows how the model has been used effectively in Australia to support cross-curricular outcomes by integrating with social studies and other content areas. Others (e.g., Taggart et al. 1995) have suggested that SE is integral to the ethos and purpose of primary and secondary schooling. Kinchin and Kinchin (2005) encourage teachers in Wales and England to make use of early years' statutory guidance and documentation to support SE in primary education. This confirms Siedentop's (1994) assertion that SE is flexible and that it can effectively meet the needs of programs at the primary or elementary range and individual schools (Bell, 1998), secondary level (Carlson & Hastie, 1997), and middle school (Hastie, 1996).

3.13 Integration in education

As indicated, this study seeks to integrated FA, MA and Karate as content areas into Kuwait PE. Thus, it is necessary to review some of the literature on levels of integration and models of integration.

3.13.1 Levels of Integration

Fogarty's (1991) integrated curriculum model permeates the professional academic literature and has been advocated in many countries across the world including the U.S. to help solve curriculum problems facing education. Many researchers are also advocating for the adoption of this model by schools to help solve curriculum problems that facing education. Fogarty (1991) identified ten levels (models) of integrating or designing curricula to help learners to make valuable connections during learning. The ten models range from the traditional approach (fragmented disciplines) through the networked approach to the curriculum planning. There are eight models of curriculum integration between networked points and fragmented disciplines of Fogarty's continuum. As such, the following are the ten models of curriculum integration as identified by Fogarty: fragmented, sequenced, shared, nested, webbed, threaded, immersed, networked, integrated, and connected models).

3.13.2 The Sequenced Model

This model views the curriculum via eyeglasses in that the lenses are linked by a common but also separated. Units or topics are taught separately. However, they are sequenced and rearranged to offer a broad framework for concepts that are related. Similar topics can be arranged to ensure units or coincide.

3.13.3 Connected Model of Integrated Curriculum

This model is view that provides a close-up of interconnections, subtleties, and details within one discipline. Disciplines remain separate but the connected model makes explicit connections connecting one skill, one concept, one skill to the next; and connecting one semester or one day's work to the next within each disciple/subject area. For this model, what is important is the making the deliberate effort to connect or link ideas within a given subject area, rather than assuming that learners will understand automatically the connections. In this case, the teacher helps learners link subject by explicitly making connections between disciplines.

3.13.4 **The Fragmented Model**

This model provides the view that the curriculum is designed with distinct and separate disciplines. The curriculum is viewed via a periscope providing one directed focus on one subject area and one sighting at a time. Each of the academic areas is seen as an entity of and in itself with the relationships between them implicitly indicated. The students also have a fragmented view with regard to the curriculum (Kysilka, 1998).

3.13.5 **Shared Model**

This model views the curriculum via binoculars. It brings two subject areas together into one or single focused image. The model uses the overlapping concepts for organizing elements. The models involve shared teaching or planning of two subject areas or disciplines.

3.13.6 **The Webbed Model**

This model views the curriculum via a telescope as it captures at once the whole constellation of discipline. A fertile theme is used in webbed curriculums as interventions to integrate the subject matter. Members use a theme chosen by a cross-departmental team as an overlay to various subjects.

3.13.7 **The Threaded Model**

This model views the curriculum via a magnifying glass with the big ideas being enlarged with a meta curricular approach throughout all content. The model threads study skills, social skills, thinking skills, a multiple intelligences approach, technology and graphic organizers to learning throughout all disciplines. All subject matter content are superseded by the threaded model.

3.13.8 **The Integrated Model**

This model view the curriculum via a kaleidoscope with the interdisciplinary topics rearranged around emerging designs and patterns and around the overlapping concepts. The model uses the cross-disciplinary approach to blend four key disciplines by finding the overlapping concepts, attitudes and skills in all the four. It is a shared model and the integration is achieved by sifting related ideas from the content of the subject matter. In this model, integration arises from within the disciples with teachers making matches among the disciples as commonalities are realized.

3.13.9 **Immersed Model**

This model is the basis of the present study as it forms the basis of integrating SE + Karate+ First aid. This culturally relevant model views the curriculum via a microscope. It looks at how the learner makes internal connections. The model filters all content in a personal way via the lens of expertise and interest. Integration in this model occurs within students with little to no intervention of the outsiders. Post-doctoral, Doctoral, graduate students and Aficionados fellows are immersed in their field of study. Learners funnel data and integrate all data in the field of study. It is believed that learners should be able to integrate learning by constructing meaning in their minds and connecting the newly acquired information to prior knowledge and past experiences.

Worth noting is that the basis of the present research is on integration and immersion. The researcher is investigating ways to use karate to immerse the first aid element of content within the structural characteristics of SE. If the teacher can help learners connect ideas of first aid to other ideas in SE and Karate, their understanding of concepts of SE and Karate in general, and first aid in particular can be enhanced. According to Fogarty and Stoehr (2008) this chunking of ideas helps students to form concepts. Therefore, while constructing concepts and ideas in their minds, students will be required to make sense of stimuli bombarding their minds and find ways to use discrete bits of facts and knowledge and establish chunks of information that is meaningful and make sense. Once they have aligned and integrated the discrete data into meaningful ideas or concepts, they can now easily internalize the information. In essence, the researcher is looking at the theory of integration to inform the structure of a learning experience for high school with three elements to it. The first element is the subject matter of karate. That is one element of it. The second element is the content of first aid. The present study attempts to connect learning between these two. Importantly, the researcher is not simulating contact karate within a practical sense rather considering the implications for first aid, if it was. The third element is the structural element of that. In this case, the mission of the teacher is to help students make connections within their minds by linking the subject matter of karate and the content of first aid. As a teacher in a constructivist classroom, the research understands that each student has different schemata that she or he brings to the learning situation and that his task as a teacher is to device instructional, thoughtful episodes that compel learners to use their minds to integrate and assimilate ideas presented to them. The immersed model offers a framework for individual students undertaking SE to immerse themselves in an area of personal growth and interest. The model has been designed to help parlay the individual learner's intense interests, past experiences, and prior knowledge into active learning of the present and new material. The immersed model of integration will help foster the application of what is learned into novel situations. This model also promotes internal connections and makes through the concept of formation and interest of students.

As teachers, we are required to find ways facilitate internal connection making. They do this by finding certain helpful cooperative and cognitive strategies. Specifically, in classes where educators use cognitive tools such as graphic organizers and cooperative learning, learners' thinking becomes more accessible and facilitated. For instance, as students dialogue, talk, articulate their thinking and discuss issues in cooperative interactions, their teachers can listen to their thoughts and ideas. Similar results may be achieved when graphic organizers are used. Teachers become privy to learners' ideas as learners present and explain their ideas using matrices, flow charts and Venn diagrams.

3.13.10 **Networked Model**

This model views the curriculum via a prism. It creates multiple direction of focus and dimensions. It offers various avenues of explanation and exploration. The integration process in this model is directed by learners. Only learners know the dimensions and intricacies of their field. They are the only ones who can reach out across and within their areas of specialization and target the necessary resources.

3.13.11 **Models of Curriculum Integration**

The integration of SE + FA + Karate will be achieved using one of the levels models of integration suggested in Loepp (1999) (i.e., the interdisciplinary model of integration) Loepp's (1999) proposed three levels of curriculum integration: the interdisciplinary model, the theme-based education model and the problem-based model.

3.14 First Aid (FA): FA in the school curriculum

As indicated, FA will serve as one content area in the integrated study in Kuwait. Therefore, it is necessary to review some of the literature on FA curriculum and pedagogy.

It has been shown that FA is taught in a number of countries and that it forms part of the curriculum including in countries like France, Australia, UK, and U.S. and others. In France, all schoolteacher trainees are required to learn basic FA. They are required to apply these skills in classrooms to teach their students. In line with policy, learners ranging from the four-year–olds nursery schoolchildren to 14-15-year old secondary school teenagers must be taught the FA training in France. Through this program also referred to as "*Lean how to help*" students receive a "*basic-lifesaving diplomas*" at the end of their secondary school education. Many emergency medicine societies and experts approve the teaching of FA in schools to enable citizens to understand the basics of performing FA appropriately and how to raise an emergency alert the soonest in the event of an emergence

(Guideline For the Basic Life Support, 1992; American Academy of Pediatrics Committee, 1993; Lester et al., 1994; Eisenburger, & Safer, 1999; Chamberlain et al., 2001). Amsallem et al. (2011) indicate that children can save lives by providing FA measures and recognizing life-threatening emergency appearing situations.

Elsewhere, research (e.g., Tone et al., 2007) has confirmed that young people can retain FA knowledge and skills taught in schools. In the United Kingdom, 10- to 12-year olds have demonstrated that they can retain FA skills and knowledge for about 6 months. Similarly, in the United States, Kelley et al. (2006) revealed that 13-17-year olds have the ability to retain knowledge of Cardiopulmonary Resuscitation (CPR) after 4 weeks. In another study, Campbell et al. cited in Buckley et al. (2009) made a comparison of FA training program delivered for a period of 8 weeks with a drug and alcohol prevention course of similar duration and dose They noted greater skills in adolescent that participated in the FA course in response to a CPR, how to use the FA kit, understanding it and overall greater knowledge and skills than participants in the comparison course group. These results suggested that adolescents can retail the FA skills taught by the teacher. Evidence in the literature also shows that it is possible to achieve behaviour change in a school context by teaching students FA. For instance, several curriculum approaches have been used effectively to reduce drug use and the use of alcohol and other behaviours found to be risky (Sheehan et al., 1996; Ellickson et al., 2003). F school programs try to highlight potential benefits of students desisting from engaging in risks and their attitudes towards risky behaviour (McBride et al., 2004).

Published studies on FA training in schools have tended to focus on children trained by FA instructors (Bollig et l. 2009; Lester et al., 1996; Lewis, Fulstow & Smith, 1997; Bernardo et al. 2002; Uray et al., 2003; Lubrano et al., 2005; Thurston, 2005). Recent systematic reviews suggest that no conclusion can be made with regard to training programs or courses concerning the FA training programme that is considered the most effectively offered (He et al. 2014). However, several arguments on FA have favoured training by instructors or teachers (Smith & Ragan, 2005; Tardif, 1997) on the premise that teachers understand and know their student representation; and have the ability to wok based on the previous experience and knowledge. Teachers are also reported to be familiar with the sensitivity of each child and can measure the child's emotional charge that is associated with emergency cases. Teachers can establish trust and relationship with the child. They can utilize situations experience as a pretex for enhancing knowledge and learning. The teacher is also familiar with the needed skills and curriculum. They are mentors to the child since the child can imitate the FA skills demonstrated by the teacher.

Other studies (e.g., Nowicki et al. 2012) indicate that guidelines provided by the European Resuscitation Council recommend FA education to be taught in at all levels of schooling. According to Nowicki et al. (2012) including FA Education in schools will prepare learners for challenges they may be experienced in the contemporary world, including some assistance including crisis response, casualties, and ensuring own safety and their witnesses and victims. Nowicki et al. (2012) assert that knowledge gained in the learner's first years of schooling, and in successful levels of schooling shape individual's sense of responsibility; views of pro-health care and perpetuate FA skills. European Resuscitation Council Guidelines for Resuscitation require that children starting from ten years of age be taught all procedures of FA and proceedings related to sudden cardiac arrest. Moore, Plotnikoff and Preston (1992) assert that young children including preschools can learn activities related to FA including summoning specialist assistance and recognizing danger. Supporting other researchers Lejeune and Delooz (1987) indicate that early knowledge regarding FA and other aspects of safety helps reduce concern before an emergency rescue is performed in an emergence situation.

3.15 Karate and Physical Education

3.15.1 Introduction

Karate range from Grav Mega, Systema, and Karate and so on. It is taught in PE in schools in countries that cherish their history of MA such as Asian countries, which include Thailand & Muay Thai, Japan & Judo, China, and Korea. In these countries, MA classes are part of the public-school Physical education program (Cox, 2012; Theeboom et al. 1995). There are many reasons why these countries offer MA in schools. One such reason is that it can enable learners develop basics of self-defence. According to Winkle and Ozmun (2013) unit for teaching students basic defence such as MA in the PE class can facilitate learners' affective development, psychomotor development, and cognitive development. Such a unit can also offer a challenging and fun alternative to regular units offered in PE (Brown & Johnson, 2012). According to Cox (2012) cognitive benefits associated with MA in PE include learners being taught self-defence concepts and strategies such as proper striking, directions of movement, situational awareness, and advantages and disadvantages of leverage over muscle. Similar points are also discussed in earlier research by Sherman (1999). It can help learners to apply cognitive principles by applying basic blocks, applying physical actions including proper movement, balance, stance, kicks and strikes. This way, learners have the opportunity to expand and improve on their psychomotor abilities. Winkle and Ozmun (2013) believe that integrating MA in physical education will afford students an opportunity to experience affective development. This will occur as a result of students getting introduced to strategies such as anxiety management. They will also be taught the value of persistence in skill practice, the value of honest, as well as the

importance of avoiding fights as a solution to conflict resolution. Over time, important values such as self-discipline, responsibility, and social support emerge as notice learner change into becoming intermediate learners (Theeboom & Verheyden, 2011). Eventually, as students work together in training through teamwork, team unit can emerge. As learners learn novel physical activity, they ultimately internalize non-violent means of resolving conflicts. This way, they become aware of strategies to use to defend themselves, experience the joy of being part of the physical education class, and grow both as a team and as individuals.

3.15.2 **How Karate is taught**

According to Winkle and Ozmun (2013), there are two approaches to MA; the modern version (Americanized) of MA; and the traditional and holistic MA. In the former, learners are only taught the self-defence and free-sparring techniques without proper instruction. The learners practice MA for mental discipline, physical fitness, harmony of the mind and body, sport and for self-defence. Brown and Johnson (2012) estimate that about 2 to 10 million Americans actively train MA. The later approach (i.e., the traditional MA) involves the learners being taught mediation techniques that help them focus on personal aspirations in life, and on martial-arts skills. Students are also taught the stretching, and calisthenics techniques. Teachers also hold discussion on true philosophy of martial artist on life including showing concern and respect for other people, making contact with your fears and yourself, and building self-esteem and confidence. The literature on traditional and holistic MA training suggests that unlike what it portrayed in popular MA movies in the West, black belts are not associated with aggressive stereotypes and violent. Again, from the traditional sense, Brown and Johnson (2012) indicate MA philosophy, techniques and principles have been applied successfully in various settings notably clinical settings to modify the emotions, attitudes, and behaviour of troubles teenager and adults, and to improve physically challenged individual's physical well-being.

Karate teachers also employ various teaching approaches to teach learners Karate (Theeboom & Verheyden, 2011; Coalter, 2007; Donohue & Taylor, 1994). These methods are classified into two (i.e., modern and traditional training methods) depending on various such as technical, physical, functional, philosophical, historical, and cultural. The modern training session emphasizes on the competitive elements, and sporting. The teaching in the modern training is also limited to one aspect: physical aspect (Donohue & Taylor, 1994). On the other hand, the traditional approaches emphasize on the martial art training meeting four criteria: (a) reference to fighting, (b) recognition of individual's cultural origin, (c) working towards spiritual development, and (d) presence of an artistic aspect realized through formal training (i.e., drills or forms) (Back & Kim, 1984). The categorization and classification of the modern versus traditional Karate teaching approaches were

extended to three. The modern approach was further divided into two the efficiency approach and the sporting approach. The former places emphasis on the optimal and efficient application of fighting methods and techniques and on the combative aspects. On the other hand, the sporting approach considered MA as a sport that positively affects the mental, social and physical condition of participants. It also views MA as a spot that is defined by technical restrictions (Theeboom & Cloes, 2012).

3.15.3 **Physicial Education and Karate**

There are currently two directions/practices in the MA systems that differ in teaching aims but agree on methods of executing elements: Sport Karate and Traditional Karate-do. Sport Karate is understood as sports duel and as a sportsmen's preparation system for special competition. It is seen as a system used to prepare learners for combat performance. The main emphasis in Sports Karate is on the number of wins, technical indicators, achieving results, and sports achievement (Kashtanov, 2007). It also places emphasis on development of morality and spirituality of adolescents (Capelis et al. 2014). In Eastern tradition and moral culture, Karate-do is about introspection. It entails knowledge about methods and systems of an individual's self-actualization (Sasaki, 2008, 2006; Takasuke, 2009). Presently, Karate is an effective MA, enlightening, educational, and healing humanistic-oriented system (Takasuke, 2009; Sasaki, 2006).

Karate-do ensures the moral and mental education and physical development (Takasuke, 2009). Capulis et al. (2015) argue that teaching students Karate-do stimulate stimulates their self-development. They further argue that Karate-do is an effective MA, and that it can foster the realization of sustainable development in education. According to Čapulis et al. (2015) teaching Karate –do ensure sustainability in the harmonious and diverse development of personality in adolescents; and promote the formation of personality and individual characteristics.

Karate-do is currently considered and healing and educational system, as well as an effective martial art (Capulis et al. 2014; Capulis, 2010). According to Sasaki (2008) the modern Karate-do includes, etiquette, anatomy and physics (Witte, 2008; Kashtanov, 2007), physiology, philosophy, and history and traditions (Beneke et al., 2004).

As a Japanese MA system, Karate-do is being studied in Physical Education as a form of spirituality. It educates forms and develops a holistic world-view, will and moral feelings (Takasuke, 2009). It is also related to an individual's aesthetic education. Witte (2008) claims that by performing a range of exercises, and individual can hold the head, legs, arms and body in balance. As an acquisition of the Japanese antique culture, Karate-do promotes the integration of Eastern and Western spirituality values. Karate-do is also varied and only though understanding it will an individual

discover and acquire knowledge regarding traditions that have been preserved for years (Sasaki, 2008; Fanakoshi, 1990).

3.16 Resistence to Change

The earlier discussion and emphasis on Kuwaiti culture indicates that there can be resistence from both parents and students as female participation in sports or even their role in public is limited. Furthermore, Kuwait is strongly based on a teacher-student instruction model, where teachers provide the instructions and students play the role. This is how PE is taught currently in the education institutions in Kuwait. SE requires teachers to release some of their control and provide students with authority and responsibilities. This would require teachers to change the way they work and for education administration and policy makers to change existing curriculum to include SE. There are various resistences that can be put forward prior to including SE in the curriculum.

This section discusses the resistence from organization, teachers, and students. The empirical findings in the subsequent chapters will provide evidence on the resistence from teachers, parents and students on SE.

A study by Maxwell et al., (2013) checks if participation in sports which adds to social inclusion depends on various factors. In a research done on Muslim women, in suburban Sydney, at a community sports club, the following main features were found to influence social inclusion: these were dress codes which were flexible and the facility to provide Islamic sportswear; gender wise separation during training; facility of having female coaches as well as referees; and provision for food and non-alcoholic beverages as required for particular cultures, at games and social functions (Maxwell et al. 2013; Cheng et al. 2019). Based on the research findings, it is understood that for any cultural group at all, particular requirements and considerations have to be taken care of in the contribution of sport so as to bring about social solidity and togetherness (Maxwell et al. 2013).

It is a fact that change is inevitable, and it impacts events both inside and outside an organization. The varied perspectives of acceptance on one hand and resistance to change on the other are a greatly interesting topic in the present global, constantly changing, competitive environment. It would be very wise to learn the behavioral origins of the employees' attitudes towards change as it helps in understanding how a person's mindset impacts his ability to cope with organizational change and resistance. Some researchers consider change as a method of steady adaptation largely impacted by people of the organizations and their reaction to both internal and external forces, while some others see it as an evolving issue from environmental selections (Demers, 2007). In both of these concepts, the navigation will be successful depending on how the concerned individuals respond to the events.

From a global perspective, it can be noted that society has continuously endured a number of changes, social, economic political even technological. Evolution has always happened with the objective of becoming a much better and even-handed system. These changes influence certain constituent social units along with individuals who need to naturally react and adapt to the situation. This situation is applicable to the education sector too. Both schools and teachers need to adapt to the new situations with proper response to whatever challenges could come along. Nowadays, development and change in the pattern of education happen rapidly that it has become just natural to flexibly adapt to changes (Wang et al. 2017).

The curriculum in itself is often understood quite differently. Some concepts maybe be treated in a broader aspect, those with definitions restricting the curriculum to deal with only what happens at school during lessons (whatever and how it is taught), intending its content. Curriculum is understood as the gist of those experiences gained by pupils from school, even during activities pertaining to their school attendance, their planning, presentation, and evaluation. Quite explicitly, we will study the content aspect of the curriculum. The content of the curriculum sets the major sources of education, identifies educational objectives and, even determines the selection of ideal methods and resources for its pupils. It has been understood by the professional public and experts that the curriculum is quite a vivacious concept which responds to social changes and correspondingly, influences the education quality. The speed of innovation increases over time, so does its volume. Ever-higher demands are placed on the speed at which innovations are introduced into school practice (Wang et al. 2017).

Teacher resistance is explained as the aspiration to retain certain amidst the changes that seem quite objectionable and menacing (Giles, 2006). According to this study, it is understood that there may be some resistance if teachers fail to understand and encourage the need for change. They would be comfortable in keeping up with the present situation. Even as a matter of habit, they might find it easier to teach in the same old way as before than to adopt new skills and strategies. Quite naturally, most people find it comfortable to do things in already familiar ways. Teachers could be sceptic of losing something familiar and comfortable, feeling uncomfortable about the unknown factor, having their fixed professional and instructional patterns at risk of being disrupted (Greenberg and Baron, 2000). Teacher resistance may arise from a minor tendency to accept change in their almost later years of life and career, and with the intention to safeguard their teacher status and self-interest in a situation when the changes seem to be threatening (Altinyelken, 2013).

Teachers and some school-level staff might show resistance when changes are imposed by people from outside, like bilateral donors or international aid organizations. Such cases force teachers to

think that the latest reforms may be irrelevant to the requirements, significances and concerns related to the school community (Sultana, 2008), and it could be misinterpreted as some kind of cultural imperialism. Resistance can sometimes be a collective action, resulting from an organized teacher's union response (Grindle, 2004). Teachers' resistance may vary based on the intensity and form of the reform in the form of various reactions, like verbal opposition, complete hostility, attempt to disgrace the reform agents (Giles, 2006) and of course denial to apply the reforms.

Those teachers who resist a particular reform proposal are considered as traditional, stubborn, conventional, inconsiderate to the pupils' best interests at heart, even lacking professional knowledge (Van Veen et al., 2005). Owing to these factors, teachers are seen as characters who obstruct change. Their resistance is considered conservative, a serious problem to be tackled, without thinking that this kind of resistance to reform may display the real reform initiatives even. These studies indirectly intend to tackle teacher resistance with short-term solutions so mandates from outside can be established effectively in schools (Giles, 2006). Methods to overcome teacher resistance include having them participate in combined decision-making, teamwork, professional development, modelling of principles, and readiness for reducing the forces of resistance (Zimmerman, 2006).

Kinchin and O'Sullivan (2003) indicate that students' resistance to change has been identified as a major issue in contemporary education which can effect student performance in school, create hindrance and issues in teacher-student relationships.

The literature also indicates the resistance from students towards the new SE concept. According to Winkler and Rybnikova (2019) the topic of student resistance to change in the classroom has received considerable interest for more than 30 years. There are several studies in this field. Baker and Hill (2017) identified the relationship between teacher and student as one of the main causes of resistance behavior in students. On similar lines, authors such as Burroughs (2007) and Cakir (2015) found the teacher immediacy as a reason for contributing to student resistance. According to Cornelius-White (2005) it was the teaching methods that constituted to student resistance. Offensive behavior, incompetence, misbehaviors of teachers were identified as causes of student resistance by authors such as Goodboy and Bolkan (2009), Zhang et al. (2011), and Seidel and Tanner (2013).

3.17 Future of Sport Education

As demonstrated in the literature, SE will potentially become part of the PE Curriculum not only in Kuwait but also across the world. Studies investigating the impact and effectiveness of Sport Model have offered compelling argument supporting its effectiveness as part of the PE programs. This

provides a strong case for consideration within the Arabic context. For instance, about 160 data based empirical studies have been identified to date.

Research on SE has provided evidence regarding the realization of those goals (Hastie & Casey, 2014; Kinchin, 2006; Hastie et al., 2011; Wallhead & O'Sullivan, 2005). In a review by Wallhead and O'Sullivan, 2005), SE goals were organized into five big aims of PE (Alexander & Luckman, 2001) namely knowledge and understanding, motor skill development, values and attitudes, fitness and social development. Wallhead and O'Sullivan (2005) found empirical evidence supporting the efficacy of the SE model in eliciting five identified goals. According to Wallhead and O'Sullivan (2005) the features of the SE model promotes social and personal development in the forms of learner trust, cooperation and responsibility skills.

However, Wallhead and O'Sullivan (2005) acknowledged that students' leadership skills are still problematic for effective promotion of equitable student participation and content development. Hastie et al. (2011) sought to identify a trend in research by reviewing literature on SE and to describe how researchers (e.g., Wallhead & O'Sullivan, 2005) addressed the future research directions and limitations of original reviews. Hastie et al (2005) observed that since 2005 review by Wallhead and O'Sullivan (2005), there has been initiation of new research in several contexts, and expansion in several studies in relation to SE.

Hastie et al. (2011) placed the analytic induction of studies on SE into three categories: (1) learning to how to teach SE; (2) students' motivational responses; (3) and expanded sites of implementation. In a follow-up study, Hastie (2012) found a burgeon support the use of Sport Model for competence. Hastie (2012) also found evidence for increased students' enthusiasm for Sport Model. Chu and Zhang (2018) carried out a systematic review on motivational process in SE programs among high school students. After reviewing several publications on SE, they point out the need for futher research in this area with emphasis on long-term follow-up dates on teacher particpants in various school settings. This will provide the potential to understand the differences in motivational impact of SE programs. However, authors (e.g., Wallhead & O'Sullivan, 2005; Hastie et al., 2011) have highlighted some areas that require further research to help increased the applicability of SE. Wallhead and O'Sullivan (2005) highlighted three issues: (1) less attention paid to the content being learned and taught; (2) inadequate longitudinal studies that have analyzed SE beyond a single season; (3) the nature of teaching and learning tasks that is provided to learners in the seasonal instructional task system. Hastie et al. (2011) highlighted the need for teachers to examine the dynamic of interactions and content leaning that occurs in SE.

Chapter 4: Methodology Chapter

4.1 Introduction

In performing a research study, in-depth knowledge of the methodology and its components is crucial (Litchman, 2013). Any research design needs to be linked to a specific methodology that makes the investigation of the research subject efficient (Litchman, 2013). SE is used as a model of curriculum and instruction to teach Karate and FA as an integrated curriculum and season (Siedentop, 1994; Lee, 2013). A research methodology involves a description of the research components, along with valid justifications associated with the selection of the chosen research design and date collection (Creswell, 2003). The purpose of this research was to examine the development and introduction of SE in one Kuwait High School to support learning and teaching in the content fields of first aid and non-content karate. The research questions are set out below.

4.2 Research Questions

The research questions drive the choice of the researcher to the research methods. Following are the research questions that are presented in Chapter 1.

1. What were the steps that the researcher undertook to develop the season?
2. How do the high school pupils describe their previous Physical Education experiences in school?
3. In what way did the pupils respond to Karate, First Aid, and Sport Education program?
4. Did pupils' knowledge of first aid increase across the Karate, First Aid, and Sport Education program?
5. What are the high school students' perceptions of the specific structural and practical features within the Karate, First Aid, and Sport Education program? (Affiliation, roles, peers support etc.)
6. What are the researcher's views on delivering the 26-lesson Karate and First Aid curriculum for high school students?

4.3 Philosophical Assumption of the Research

In any research study, philosophical assumptions play a significant role in understanding and gaining knowledge of the research topic (Feilzer, 2010). It is referred to as a belief behind collecting, analysing and using data to investigate and interpret a phenomenon (Litchman, 2013), in the case of this research, an integrated FA non-content karate curriculum. This section focuses on the beliefs

that are known or believed to be true in a research study. Rubin and Rubin (2011) argue that the differences in the philosophical assumptions for positivists and naturalistic are known as research philosophies and that the ground of differences is the research tool and designs and standards to determine the research quality. Rubin and Rubin (2011) go onto state that the assumption of a positivists' philosophy is that reality or truth is able to be measured and fixed in nature and that reality or truth under this philosophy is considered as ''one truth'' or ''one external reality'' (Rubin and Rubin, 2011, p. 14). Blaike (2009) on the other hand sees reality as variable or changeable as per the naturalistic philosophical assumption. Constant changes in reality are assumed in naturalistic research, which is not based on the single or one truth (Blaike, 2009). This reality is generalised indirectly through the interpretation of people's perceptions, thoughts and beliefs, which in this research study applied to the target pupils and myself as teacher and researcher. Researchers such as Saunders (2003) and Blaike (2009) state that the philosophical assumptions about the reality aspect in research affect the selection of the data collection method and strategy. For instance, a researcher, who assumes truth or reality as countable, knowable and fixed, is likely interested in giving preference to the quantitative paradigm and collect data in the form of numbers, which in this thesis was in the form of a pupil questionnaire (Saunders, 2003; Blaike, 2009). In such a case, researchers would not be comfortable with uncertainty. However, the selection of the qualitative paradigm is preferred by who can tolerate uncertainty and that multiple reactions exist (Litchman, 2013) and that individuals make meaning from their personal experience.

Hence, the assumptions behind preferring the qualitative paradigm are to explore multiple truth perspectives, and varying or changing reality (Creswell, 2009). The nature of reality whether it is rigid or changeable is the key philosophical assumption that has been considered for the selection of the most appropriate qualitative or quantitative research philosophy/paradigm (Guba and Lincoln, 1994).

Standardised instruments are used in the positivists' philosophy to measure and observe objective reality (Rubin and Rubin, 2011), which might include systematic observation, surveys or questionnaires. On the other hand, naturalists' philosophy applies interpretive constructionist tools to measure the reality because it is assumed that the reality or trust in the research is not directly measured without observing and interpreting people's experiences, expectations and view (Cavusgil and Riesenberger, 2009). Tools typically include observation or interviews. This philosophy according to Rubin and Rubin (2011) is based on the assumption of subjectivity instead of objectivity. In contrast to positivists' philosophical assumption, the focus of naturalistic philosophy is on interpreting reality by explaining "*What they have seen*" or "*What has happened in a particular condition or circumstances*" (Rubin and Rubin, 2011, p. 16).

The view of research in a positivist philosophy is not wider while it is based on the broader view in the context of naturalistic or constructionist philosophy (Crowther and Lancaster, 2009). The key philosophical assumptions involved in any research is the way in which the research is conducted, explaining the data collection methods, show us abidance with the research paradigm standards and displaying a comprehensive knowledge of assumptions (Rubin and Rubin, 2011).

Saunders (2003) proposes the most commonly used research philosophies in any given research include positivism, critical realism, interpretivism, postmodernism, and pragmatism. According to Saunders (2003), these philosophies are quite different or dissimilar from each other in terms of the nature of reality, types of knowledge required, findings and implications and the researcher's role. Positivism, for instance, is based on uniform or an unchangeable reality that focuses on determining the phenomenon in an objective and precise way (Saunders, 2003). Positivism looks for knowledge or theories that have universal implications and a researcher's role in positivism philosophy is mainly authoritative and neutral-objective as stated by (Saunders, 2003). The data collected with the application of positivism philosophy are applied to predict the behaviour or universal theories. Data accumulation in this philosophy is mainly done with the use of a quantitative and structured approach (Saunders, 2003). Critical Realism on the other hand, is based on the social constructions, and historical facts and findings (Edmonds and Kennedy, 2012). The researcher's role in this philosophy is not neutral as the beliefs, experiences and knowledge are given importance by the researcher. The philosophical philosophy assumption of critical realism is to collect depth of the research subject by using mixed or different research methods. The reality is the key focus of critical realism philosophy to gain objective-based knowledge of the research subject (Edmonds and Kennedy, 2012).

Interpretivism, another common research philosophy used in research, according to (Edmonds and Kennedy, 2012) is based on the thoughts and beliefs that are interpreted by an individual, which in this thesis, for example, would be a pupil. The understanding of the phenomenon is not fixed; however, it is varied (Edmonds and Kennedy, 2012). Subjectivity is the nature of understanding in the interpretivism philosophy. Assessment and interpretation of the research subject are carried out from the participants' perception by using qualitative techniques such as interviews or observations so as to gather in-depth or detailed subjective knowledge (King and Horrocks, 2010). Saunders (2003) argues that the interpretive philosophy emphasises on getting more information from participants with less authoritative control. This data collection and analysis in interpretivism philosophy may contribute to stating the proposed action or practices for the future research (Saunders, 2003). This philosophical assumption of interpretivism also emphasises on the collection of comprehensive data to explore more reality-based data (Saunders, 2003). Under the postmodernism philosophy on the other hand as Levers (2013) proposes–the main focus is on

collecting qualitative data through reviewing secondary data. The postmodernism philosophy supports the assumption that reality is not fixed as generalising of more and more facts and evidence lead to exploring more or varied points as supportive evidence. The data investigation in a detailed manner is the key focus and intention of this philosophy (Levers, 2013).

Amongst the research philosophies discussed above, interpretivism is seen as the most appropriate research philosophy which supports the intention to revert the viewpoints and experiences of participants in this research context. This thesis is heavily grounded within a qualitative approach with a small quantitative element. With this philosophy, it is anticipated that it might help recognise the extent to which the adoption of SE in one Kuwaiti High Schools leads to the promotion of teaching and learning. The interpretive philosophy according to Rubin and Rubin (2011) reflects the number of truths of reality with a philosophical assumption that reality is changeable in nature due to differences in people's outlooks and perceptions (Rubin and Rubin, 2011). Therefore, the main rationale behind selecting an interpretivism philosophy is to explore every aspect related to the research topic.

This survey assisted the qualitative data (e.g. interview responses, observations and post-lesson notes during the season) in which this survey supported the information and data from the qualitative data mentioned previously. This philosophy gives great room to the research participants to share their experiences and beliefs related to the integrated SE model in one Kuwait high school and identify factors that may or may not promote this integrated SE in Kuwait. However, there is a great requirement to explore reality from the perception of different people according to Rubin and Rubin (2011). In performing this research study, interpretivism or naturalistic research philosophy considers the knowledge and expectations related to the adoption of SE, and the perceptions of its effects on learning and teaching improvement in high school of Kuwait. According to Scruggs and Mastropieri (2006), the interpretivism philosophy supports the understanding of the research subject in a detailed manner by revealing actual scenarios in specific circumstances for adopting SE.

Moreover, the application of this philosophy supports stating the future of a particular decision or intended action on the basis of new knowledge (Rubin and Rubin, 2011). Thus, another significant reason for selecting an interpretivism philosophical assumption is its direct association with qualitative research that leads to investigating new themes, knowledge and explanations. With the application of interpretivism philosophy, it is appropriate to investigate the complex situation of adopting SE to enhance knowledge of non-content karate and first aid for high school students. Besides that, one of the substantial reasons for selecting interpretivism philosophy is to include personal experience as a teacher while conducting the research study (Krauss, 2005). In this

research, I played the role of the teacher in the target school, where 26 lessons (known as a season) was taught to support the learning of high school students. Interpretivism is the appropriate approach to present reality or truth related to the research subject on the basis of personal experiences as the teacher. The non- availability of knowledge of school teachers in Kuwait on non-contact karate and SE was a further rationale for my position as teacher and researcher.

The next section of this chapter focuses on the mixed method/methodology. It is a combination and amalgamation of the primary and secondary data collection process and/or qualitative and quantitative data collection techniques. The qualitative data collection techniques involve interviews, informal conversations, group interviews and post-lesson observations and reflections whereas, the quantitative data collection included techniques useful for statistical data collection, such as a survey and a knowledge test.

4.4 Mixed Methods Research

4.4.1 Quantitative Research Method

Quantitative data refers to the establishment of the close-ended information, which can lead to measuring the performance instruments knowledge gains behaviour and attitudes. The data analysis carried out for quantitative research requires statistical measurements of findings and analysis of any collected scores with the help of research instruments (Belk, 2006). Therefore, the quantitative approach includes the empirical and systematic investigation of the considered phenomena with the establishment of computational, mathematical and statistical techniques (Creswell, 2006). This research facilitates the collection of specific and precise research outcomes wherein the answer to the research question is obtained statistically, which is also quantifiable. The collection of primary data in the quantitative research is typically completed by conducting surveys and experiments, which are selected according to the research purpose (Rubin, Babbie & Rubin, 2012).

The process of conducting a quantitative study begins with a researcher selecting a topic. Quantitative researchers typically start with a general area of a study or issue of professional or personal interest. Researchers must narrow it down to, or focus on, a specific research question that can be addressed in the study. Often this requires a careful review of the research literature and developing hypotheses that frequently come from social theory (Neuman, 2006).

Designing the study requires making decisions about the type of case or samples to select how to measure relevant factors and what research techniques such as questionnaires or experiments to be employed (Neuman, 2006). In addition, quantitative methods characteristically refer to

standardized questionnaires that are administered to individuals or households, which are identified through various forms of sampling usually random sampling (Dudwick et al. 2006). Choy (2014) adds that probability or non-probability sampling approaches are required by researchers in order to select an appropriate way before drawing a sample size.

A quantitative researcher carefully records and verifies information, almost always in one form of numbers and usually transfers the data into computer-readable format. Quantitative data can help establish correlations between given variables and outcomes. Such data should allow others to validate original findings by independently replicating the analysis. Often the research ends up with a large quantity of computer-generated output that requries the researcher to give meaning to or interpret the data. To draw a theory, quantitative researchers have to look at the analyzed data, using background knowledge on the research topic and questions. A researcher also considers alternative interpretation of the data compares the results of the study with previous studies and draws out its wider implications. The final step is to inform others which means writing a report in a specific format for the study (Neuman, 2006; Dudwick et al. 2006; Choy, 2014).

4.4.2 **Qualitative Research Method**

Qualitative research on the other hand, relates to the inclusion of open-ended information, which is gathered by the researcher normally with the help of observations, focus groups and interviews (Litchman, 2013). The data analysis undertaken for the presentation of the quantitative information employs the aggregation of information categories and presentation of the diverse ideas in each of the category (Lancaster, 2005). According to Edmond and Keneddy (2012), qualitative methods support collecting in-depth and comprehensive data with the quality of being accurate and clear. The issue of ambiguity is quite least in this data collection technique as there is good exposure to investigate an issue in detail (Edmonds and Kennedy, 2012).

Qualitative researchers begin with a self-assessment and reflection about themselves as situated in a social-historical context. It is a highly self-aware acknowledgement of social self, or of a researcher's position in society. This type of approach does not narrowly focus on a specific question but over the theoretical philosophical paradigm in an inquisitive, open-ended settling proves as they adopt a perspective (Neuman, 2006). Qualitative methods typically refer to a range of data collection and analysis techniques that use purposive sampling and semi-structured, open-ended interviews (Dudwick et al. 2006).

Similar to a quantitative researcher, a qualitative researcher also designs a study, collects data, analyzes data and interprets data. The researcher tends to build new theory as well as draw on

existing theory during these steps. At the interpretation data stage, the researcher creates new concepts and emphasizes constructing theoretical interpretations (Neuman, 2006).

Table 4.1 displays the differences between qualitative and quantitative designs in reference to its corresponding research aspects identified by Bryman (2012), Creswell (2013), and Polit and Beck (2011).

Quantitative Research	Aspect	Qualitative Research
Deductive (Testing of Theory)	Theory	Inductive (Generating Theory)
Positivism (Natural Science Model)	Epistemological Orientation	Interpretevism
Objectivism	Ontological Orientation	Constructionism
Values and Biases are to be held in Check; Objectivity is Sought	Axiological Orientation	Subjectivity and values are Inevitable and Desirable
Post-positivist Knowledge Claims	Philosophical Assumptions	Transformational Knowledge Claims
Survey and Experiments	Strategies of Inquiry	Narratives, Case Study, Phenomenology, Grounded Theory, and Ethnography, Case
Fixed Approaches, Numerical Data, and Close-Ended Questions	Employment of Methods	Emerging Approaches, Text/ Image Data, and Open-Ended Questions,
Test Theories/Explanations Ascertains Variables Hypotheses Validity and Reliability Numerical Measures Unbiased Approaches Statistical Treatment Focus on the Product Seeks Generalizations Large and Representative Samples Fixed and Pre-specified Design Tight Control over Context	Methodological Orientations	Gathers Participant Meanings Single Concept/Phenomenon Inclusion of Personal Values and Understands the Setting of Participants Validates Finding and Interprets Data Has Reform Agenda Collaboration with the Participants Focus on the Process and Product Seeks In-Depth Understanding Small Informational-Rich Samples Context-Bound, Flexible, and Emergent Design

Table 4.1 Differences of Qualitative and Quantitative designs (Salvador, 2016; p. 109).

4.4.3 **Defining of Mixed Methods**

The are argument between qualitative and quantitative research methods has raised several debates with regards to the purpose, approach, sampling, methodologies, and its independence. Qualitative research is observed as an inductive method where the focus of the researcher is to examine the experiences of human beings related the social phenomenon that is studied. The aim is to explore and discover the reasons to the phenomenon (Creswell, 2013). On the other hand, quantitative research is associated with deductive methods where the researcher collects data that

involves numbers and statistical analyses. The aim here is to establish causal relationship to the phenomenon that is studied (Bryman, 2012).

Bryman (2008) argues that the emergence of new paradigms, further evaluation is required into the strengths and weaknesses of the qualitative and quantitative methods. Choy (2014) on the other hand states that there can be no perfect distinction between qualitative and quantitative methodologies. A comparison is done with the aim of highlighting and clarifying the limitations and biases of qualitative and quantitative methods. The intention of selecting a mixed method in this thesis is to integrate the strengths both methods – qualitative and quantitative – within this research, by applying it in respective contexts.

Researchers who adopt a mixed methods approach undertake such research that revolves around the collection, analysis and integration of both quantitative and qualitative methods (Creswell, 2003; Creswell, 2012; Litchman, 2013). Quantitative research includes methods such as tests and surveys and experiments; whereas, qualitative research employs observations, interviews and focus groups for the collection of first-hand data (Axinn and Pearce, 2006, Creswell, 2012). Creswell (2012) argues that this research approach is adopted for integrating a deeper research understanding against the information established by these methods individually. In essence, the advantages associated with either quantitative or qualitative method can be capitalised on by the other method in order to mitigate the challenges associated with either of the approaches (Creswell, 2006). The mixed methods approach is seen as feasible and highly desirable due to its ability to provide a complete view for fulfilling the different requirements at various intervening phases, thereby making specific demands with respect to the general methodology (Edmonds and Kennedy, 2012).

This research study in this thesis adopted a mixed method approach by introducing a new curricula form into the current situation for physical education in an education institution for girls in Kuwait. Since this topic requires depth and breadth of the situation in Kuwait pertaining to the prevalence of cultural dimensions and the status of education sector in the country, the triangulation method significant in this study. Its importance has been associated with approaching the research purpose from more than one point with the implementation of different research instruments. Therefore, the mixed method approach for this research is deemed to be beneficial and appropriate in the collection of in-depth and precise data for fulfilling the research aims set out a chapter one.

4.4.4 **The Philosophical Assumptions of Mixed Methods**

Mixed methodology supports the collection of qualitative and quantitative data to explore the objective and subjective knowledge related to the topic of integrated SE (Baran, 2016). The

philosophical assumption of mixed method supports the inclusion of interpretivism philosophies because the philosophical assumption of positivism ignores the factor of giving more exposure to the people to share experiences and viewpoints. In the context of investigating the importance of SE to promote learning and education, philosophical assumption of naturalistic and constructive/interpretive philosophy makes it possible to determine the correlation in the extensive and detailed manner (Edmonds and Kennedy, 2012).

Another philosophical assumption of choosing mixed methodology is to investigate the facts and evidence in a statistical manner from a sample population of 56 students (28 in two classes) and detailed information from the teacher that is involved in the teaching of the season. The philosophical assumption, in the context of mixed methodology, is to explore initial data about the introduction of SE into girls' physical education in Kuwait state alongside attention to FA content. Moreover, the philosophical assumption of mixed methods is in favour of interpretivism philosophy as it puts emphasis on exploring reality from a different perspective instead of considering truth as an unchangeable reality (Flick, 2011). Similar to this assumption, this research study also focuses on investigating the reality of SE:FA in one high school in Kuwait to expressly state the factors potentially driveing or obstructing SE. The following section presents the data collection methods for this research study.

4.5 Insider Researcher

Insider researcher is defined as someone who shares a particular characteristic such as gender, ethnicity or culture (Mercer, 2007) and insider researcher is one of the members to the group being studied (Breen, 2007). This means that an insider researcher would be more familiar to the group to be studied. There are several benefits of being an insider researcher and at the same time there are several arguments regarding challenges and potential bias related to acting as an insider researcher. As the insider researcher in this thesis, I am a Kuwaiti national, who was educated in the Kuwaiti system and participated in physical education as both a pupil and a teacher in schools.

Insider researchers tend to have a strong passion about the topic that is being studied. This also means that an insider researcher would commit into the research despite the various obstacles and limitations that they may face. The argument by Saidin and Yaacob (2016) is that a researcher that chooses a topic which they are familiar with, then they would benefit strongly from it. As indicated in Chapter 1, I competed in Karate at the national level, so it is a sport that I remain passionate about.

There is also an issue on the possibilities of an insider revealing too much sensitive information in the research as they have a good knowledge on the phenomenon. This is because, insider

researchers usually have easy access to information that sometimes that they tend to overlook the confidentiality and sensitivity of the information (Smyth and Holian, 2008). Another issue is the insider researcher "*being blindsided by certain issues in the research when considering certain issues as important*" (Saidin and Yaacob, 2016; p. 850). The familiarity could also make them less alert and less sensitive to the information or issues. What follows in an academic discussion on the benefits and issues that insider researchers might face based on the literature. The following section will specifically discuss the challenges that the researcher faced during the data collection, in this thesis. I had taken permission from respective government authorities of the school and the school management to obtain access to the school and students. I was allowed to teach SE, karate, and first aid and also observe the pupil's participation and involvement. My involvement and teaching methods were different and therefore was sometimes not accepted by some of the other teachers. This was an added challenge as I had to explain to them the importance of SE not just in sports but in overall performance of the pupils. Gaining their confidence and allowing me to continue my teaching and observations took some time but were achieved positively. I have taken notes and voice recordings to ensure that my observations are reproduced accurately.

There are various benefits of being an insider researcher in this research. The researcher understands the Kuwaiti culture and the teaching methods. The stereotype behavior of the students is well understood by the researcher which contributes to dealing with the students and introducing SE.

The researcher also has good knowledge of the teaching methods in Kuwait through personal experience and exposure as a student. Teaching in Kuwaiti schools are text based and students follow what is told to them. SE teaches using pictures which students find easy to understand. They also show more signs of interest in learning through pictures rather than through text only content. Participants (teenagers) conveyed that they preferred the picture-based content over the text as they found it interesting and easy to understand.

SE assigns responsibility for each of the participants. These are leadership roles that is termed as Sempai (captain). Everyone has a Sempai role which makes them feel responsible and unique. The students were attracted to this and showed strong interest and involvement.

In the Kuwait standards of teaching, the teacher is always in control and gives direction. In SE, the teacher also provides the rules and directions but provides students with more space to carry out their roles and responsibilities. The teacher motivates and encourages students in carrying out their roles. There is a level of empowerment that the students are invested in and this provides them with enthusiasm.

4.5.1 **Mitigating Bias**

Insider researchers are often able to engage with research participants more easily and use their shared experiences to gather a richer set of data (Dwyer and Buckle 2009). However, they may find it difficult to separate their personal experiences from those of research participants (Kanuha 2000), and confront questions about potential bias in their research (Serrant-Green 2002), and face issues of confidentiality when interviewing members of their community about sensitive subjects.

Insider researchers may assume too much and so not probe as much as if they were outsiders or ignorant of the situation. They may think they know the answer and not expose their current thinking to alternative reframing. Therefore, when interacting with pupils, I used probes in interviews to further draw out examples and ideas. They may find it difficult to obtain relevant data because as a member, they have to cross departmental, functional or hierarchical boundaries, or because, as an insider, they may be denied deeper access that might not be denied an outsider (Saunders et al. 2009). Insider researchers may have a strong desire to influence and change the organisation. They may feel empathy for their colleagues and so be motivated to keep up the endeavour. These are beneficial in that they may sustain researchers' energy and a drawback in that they may lead to erroneous conclusions (Saunders et al. 2009).

Insider researchers have to deal with the dilemma of writing a report on what they have found. When, for example, they are observing colleagues at work and recording their observations, they may be perceived as spying or breaking peer norms. Probably the most important issue for insider researchers, particularly when they want to remain and progress in the organisation, is managing organisational politics (Saunders et al. 2009).

Biases were limited in this thesis through various various steps and stages. The researcher in this thesis acted as an insider researcher as the researcher took the role of both teacher and researcher. However, the researcher was not part of the organization as a full-time teacher. Special formal permission was gained from the Ministry of Education (MoE) and the school management and local authorities to be part of the school activities on regular basis. Therefore, the researcher was able to maintain an open mind and emphasize the role of researcher. The role of teacher was limited, on a day-to-day basis to the normal practice of teaching to educating the students, about SE non-contact Karate and First Aid.

The role of researcher is further emphasized by ensuring the data collected focuses specifically on the research questions. In this thesis, the research questions were frequently visited to ensure that the data collection and direction was based on the research questions.

The literature review has provided evidence on the influence of religion and culture on sports. The Islamic religion differs from that of other religions with women having various restrictions. These assumptions were set aside while carrying out the observations and interviews. The researcher observed the students from outside the box of the Kuwaiti culture and religion to minimize researcher bias.

In addition to this, the voice recording from observations and interviews were carefully listened to multiple times prior to transcribing and after transcribing. This was to ensure that nothing was missed out in the transcribing and responses related to the research questions received.

4.6 Research Design

4.6.1 Case Study

Case study is considered strong when in-depth information has to be gathered. Case study is defined as an "*empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between the phenomenon and context are not clearly evident*" (Yin, 2009; p. 18). Cohen et al. (2007) adds that through the use of case study, the researcher can penetrate situations and phenomenon in ways that cannot be achieved through quantitative analysis. This is because, quantitative is suitable for generalization which in some cases, such as in this research, would not be adequate. Case studies is also useful for establishing cause and effect by observing situations in real contexts and recognizing the context. Observation is a strong technique in this research. Students are observed in the school during class and otherwise to understand their individual participation and also participation and interaction with others and particularly in their respective groups. Ihuah and Eaton (2013) indicates four characteristics of case study research:

(1) taking an in-depth approach rather than generalization; the focus in this research is to study the impact of SE on students overall performance and not limited to the sports or physical environment;
(2) study of natural setting rather than a lab setting; this research is carried out in the school where the SE is taught and where the groups are maintained.
(3) holistic approach where the researcher recognizes the complexity of the social truths; the concept of SE is introduced for the first time and therefore faces several challenges from teachers, parents, and students.
(4) the researcher deploys multiple methods of collected data; the research has used multiple methods of data collection such as observations (section 4.6.2), interviews (section 4.6.3),

informal unstructured conversations (section 4.6.4), group interviews (section 4.6.5), and survey (section 4.6.6).

The figure below (Figure 4.1 and table 4.2 presents details of the 26 Lessons developed (26 Karate/ first aid) lessons by integrating the 3 elements which have not been explored according to my knowledge before by using SE model as a base of this season (Karate And First Aid integrated SE season.

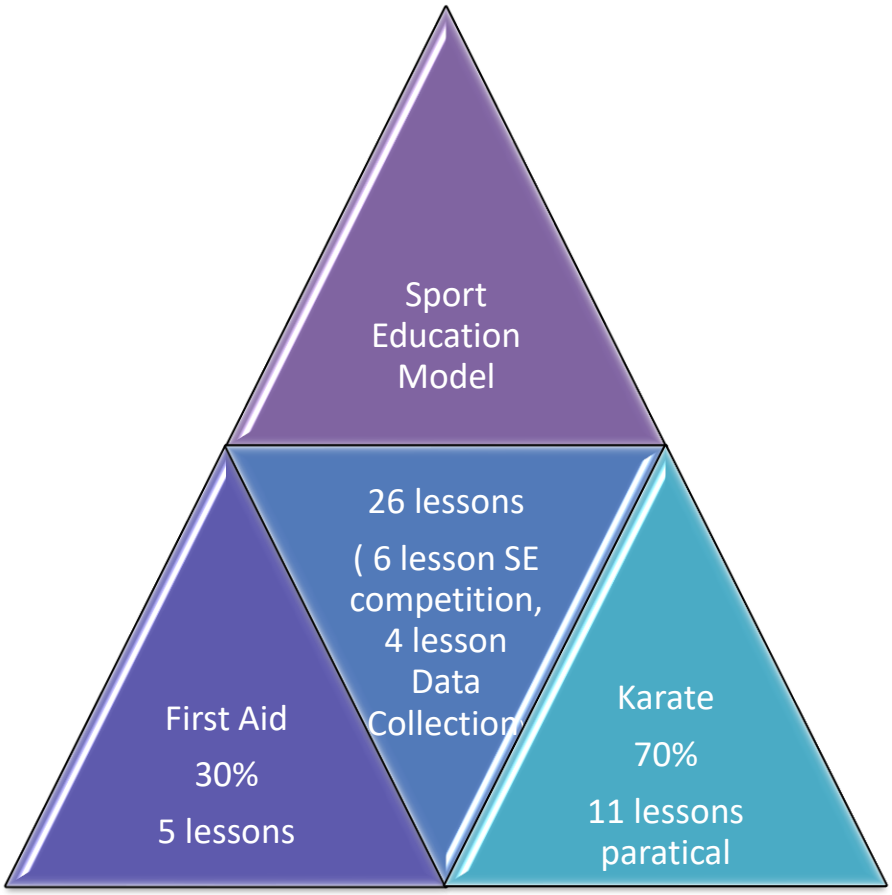


Figure 4.1 Karate And First Aid integrated Sport Education season

Lesson 1 Pre-seson	• Teacher led. • power point introdation.
Lesson 2 Pre-seson	• Teacher led. • First Aid Qoiz. • PE class students survey and interview.
Lesson 3 Karate	• Teacher Led. • starte Kararte season.
Lesson 4 Karate	• Teacher & pupils led. • Kata practical
Lesson 5 Karate	• Teacher & pupils led. • Kata individual practical.
Lesson 6 First Aid	• Teacher & pupils led. • First Aid 1 theory/ paractical.
Lesson 7 Karate	• Teacher & pupils led. • Kata individual practical.
Lesson 8 Karate	• Teacher & pupils led. • Kata individual practical.
Lesson 9 Karate	• Teacher & pupils led. • Heian Shodan Kata individual practical.
Lesson 10 First Aid	• Teacher & pupils led. • First Aid 2 theory/ paractical.
Lesson 11 formal competition	• Pupiles led. • Competition within class.
Lesson 12 formal competition	• Pupiles led. • Competition between class.
Lesson 13 Mid seson	• Teacher led. • Interview, Feed back, and Focus group.
Lesson 14 Karate	• Pupils led. • Kata group practice.
Lesson 15 karate	• Pupils led. • Kata group practice
Lesson 16 First Aid	• Teacher & pupils led. • First Aid 3 theory/ paractical.
Lesson 17 Karate	• Pupils led. • Kata group practice
Lesson 18 First Aid	• Teacher & pupils led. • First Aid 4 theory/ paractical.
Lesson 19 Karate	• Pupils led. • Heian Shodan Kata group practice
Lesson 20 formal competition	• Pupiles led. • Competition within class.
Lesson 21 formal competition	• Pupiles led. • Competition within class.
Lesson 22 Karate	• Pupils led. • Teams Kata group practice
Lesson 23 First Aid	• Teacher & pupils led. • Teams First Aid theory/ paractical.
Lesson 24 Festivity	• Teacher & pupils • Festivity day one competition.
Lesson25 Festivity	• Teacher & pupils • Festivity Sport Education/ First Aid (end of season.
Lesson 26 Post-Season	• Teacher led. • Post-season (Interview, Survey, and post First Aid quiz).

Table 4.2 The List of Karate/First Aid and SE season, 26 lessons plan

In this season, the intention is to teach in on High School for girls 26 lessons and collect all data in and outside the PE gym, classrooms, during lunch break and school time. The rationale for choosing this school is the due to easy access, as I know the head of PE department. I have communicated my study and the project I am working on to her and she showed interest in the research topic and was happy for me to teach the classes. Another reason for choosing this school is that it is close to where I live in Kuwait which will minimise transport time to and from the research site.

The school is perfect in terms of teaching environment, there are faulty equipment such as PowerPoint slide projector inside PE gym, lots of exercises equipment that will help the pupils to work out well during warm up and cool down section, and give them more ideas to develop their own exercise. I choose the model, the skills, data collection time, participant number who will involve in this study, age of participant etc.

This is an explanatory type of case study that would be mainly preferred while searching an answer to a question that sought to explain the presumed causal links in real-life intervention. This case study is too complex for the survey or experimental strategies. In evaluation language, the explanations would link program implementation with program effects (Yin, 2003).

4.6.2 **Observation**

The observation method involves a systematic recording of events, behaviours related to the subject of research, as well as, the artefacts in a social setting. It is one of the most significant methods used in qualitative research-based studied and facilitates in discovering the complicated social interactions in the social settings. This makes it a highly effective method of collecting primary data for qualitative-based research. There are three main types of observation methods namely: controlled observation, participant observation and naturalistic observation (Blaikie, 2009). In addition to these, observation methods can be further classified as overt/disclosed, where the participants are aware that they are being observed and studied and covert/disclosed, where the identity of the researcher is kept confidential from the participants or subjects of the research. As a reminder, for the lessons observed, observation notes were made after each lesson i taught. The rational was to be able to observe events as they took place in class and outside of lesson time. Examples of this included the lunch hall, corridors, during recess, and when visiting other classrooms.

In the perspective of Bernard (2012), observation is a complex method for research analysis primarily because the researcher is required to perform numerous roles and deploy various techniques to gather pertinent and logical data. As this research is a mixed methods-based research, the observation method can serve to be an effective means of gathering relevant data,

but there are certain elements that make it inappropriate for this research (Bernard, 2012). In this respect, observation method will be helpful in gathering significant information about the social and behavioural aspects displayed by female high school students in Kuwait towards Karate and PE.

There are two types of observation used in this research study that is first observation during the lunch breaks and recess periods out of classes. These observation methods help to determine if the persisting groups in class transfer to other settings. This observation method will further help in understanding the social pattern the students pursue linked to their physical education class that is during lunchtime or out classes (Supino and Borer, 2012).

Secondly, observations will be recorded in detail post-teaching of in individual lessons. Given the researcher, served as a serve as the teacher field notes will be written up immediately after each lesson to record significant events interaction between pupils and with the teacher. These notes may also be supplemented by audio-recording in order to capture as much description as possible (Thomas, Nelson and Silverman, 2011).

Observation refers to "*immersion by the researcher in the research setting, with the objective of sharing in peoples' lives while attempting to learn their symbolic world*" (Saunders et al. 2009; p. 290). Observation is categorised into four groups:

(1) Complete Participant: Researcher attempts to become a member of the group in which the research is being conducted. The purpose of the research was not revealed. SE, martial arts, and persistent groups were all new concepts in the schools. There were also some limitations to the participation of girls in various sports activities. Girls had to be motivated and encouraged to take up sports such as martial arts. In addition to this, the importance of team and having a strong affiliation and maintain good communication with everyone in the team. The researcher demonstrated these during sports time and guided the team members in how and what to do.

(2) Complete Observer: Researcher did not take part in the activities, but only observed the participants. The researcher did not reveal the purpose of the observation or other details about the research. In this study, the researcher took this role by observing the students outside the areas where PE was not taught, e.g. playground/recess areas. This means that activities that are outside sports, such as sitting together in the classroom, being together during break time, and other activities. Therefore, the activities of the persisting groups outside the SE time, were through the 'complete observer' approach.

(3) Observer as Participant: The researcher took up this role to assist team building without taking part in the activities as the actual candidates. The role of the researcher was more of a spectator jotting down insights as they occur. Here the identity of the researcher was

made known. The concept of SE and carrying out sports activities (in particular martial arts) without the intervention of a teacher is relatively new in Kuwait. Therefore, the researcher took the role of 'observer as participant' in building the team and assisting various roles to the members of the persistent group. Each member was assigned a title with responsibilities and the members of the persisting group were provided instructions and advice on how to carry out their roles and responsibilities. The team members were also instructed in the use of first aid, so that they could carry out treatments in the event of injuries.

(4) Participant as Observer: Researcher took this approach to gain trust of the observed group participants. This was done by sharing the objective of the research and the role of the researcher with the subjects so that everyone was on the same page (Saunders et al. 2009). In this study, the researcher shared a good amount of information regarding the role of the researcher. In doing so, the subjects gained better knowledge of the new SE curriculum that was introduced as part of the research. Their participation and the objective of persistent group was improved when more details of the research were shared with the subjects. Therefore, the researcher also took the role of 'participant as observer' in this research.

As discussed above, the researcher has taken multiple observation roles with the aim of collecting data regarding SE and persistent group.

The observation data was recorded through the use of a voice recorder and jotting down ideas as stated in 'observer as participant' phase. It was required to observe students during the SE program and in other spaces around the school. Observing them during the program provided understanding on their performance of martial arts, in how they handled themselves as individuals and also as a team. The role of team in handling those who were injured and providing first aid and helping each other were observed. Outside the timetable for SE, the teams were observed in their participation and any togetherness with each other. This was to observe the persisting group impact on the team and its members. Majority of the data was collected through the use of voice recorders where the researcher kept recording the observations. On an average around 2-3 hours was spent per school day. Table 4.3 (in-class) and table 4.4 (in-class and out-class) provides the total time calculation.

Hours per day (for each class)	Working Days per week (for each class)	Week Total	Weeks per month	Week Total (hours)	Number of Months	Total Hours of Recording
A	**B**	**C**	**D**	**E**	**F**	**G**
2	4	8	4	32	4	128
3	4	12	4	48	4	192
Total					**8**	**320**

Table 4.3 Total Observations (in class)

SE encourages team cohesion which the students take with them everywhere. To study the influence of SE on the students, I had observed them in various environments. Emphasis was on in-class observations which I have provided in table 4.3. My observation time was two hours and three hours (column A). Each observation was recorded, and this has led to the calculations provided in table 4.3. My school week observation consists of 4 working days (column B). Based on this, there are eight weeks where I observed the student's participation with an average of two hours and another 12 weeks where observation included three hours per day (column C). The entire observation was for eight months (column F). The calculation provided in table 4.3 is therefore based on the total in-class hours of observation (column G). As stated earlier, there are two SE classes and the in-class observation time includes both classes together.

Class	No. of lessons per week	In-Class	Out-Class	
A	**B**	**C**	**D**	**E**
	(per class)	Total observation time *	Observation (in minutes)	Total observation time (in minutes)
1	4	160	60	240
2	4	160	60	240
Total	**8**	**320 ***	**120**	**480**

* For in-class observation details, please refer to table 4.3 for details.

Table 4.4 Total Observations (in-class and out-class)

Table 4.3 provides the observation time for both in-class and out-class together. Table 4.3 provides the total time based on week and month breakdown (table 4.3, column G), whereas the same information is comprised into the two classes and total SE class time in table 4.4 (column C). The observation outside the class included lunch break, breaks, auditorium, library, entering and exiting the school, etc. A break down is provided below:

- Sports Education class: 40 minutes (each lesson)

- Lunch break: 30 minutes
- Between classes observation: 30 minutes
- Other observation time (includes auditorium, library, coming and going to and from school while on the school premises, etc.): average of 60 minutes per class.

This included 60 total minutes per class adding to a total of 240 hours per class as indicated in table 4.4 (column E).

The emergence of the 'typologies' was not an initial plan of the thesis in terms of qualitative data analysis. It soon became evident from observations and interviews that students were responding to the season in a range of ways. Some were initially quite loud and intimidating, others were generally compliant, some had previously struggled with engaging in PE for a range of reasons but seemed to be finding the sessions and tasks interesting which they could now access, and a few were not attending/or absenting themselves from lessons. The researcher therefore made the decision to continue to pursue this emerging range of response styles. In time, this led to a set of refined typologies from which particular case examples would be presented as illustrations of the varied responses to the SE: FA season. These particular typology styles and case examples now follow.

4.6.3 **Interviews**

Research in the scholarship of teaching and learning demands critical thinking about how researchers gather and analyze data. When conducting research into the experience of others, different types of interviews can contribute conceptual and theoretical knowledge to different types of research questions. Interviews are generally categorized into three forms; structured, unstructured, and semi-structured. The frame selected for the interview will determine the key knowledge elicited, however the goal is to generate depth of understanding within a flexible research design.

The interview method is regarded to be the most significant approach to the collection of primary data under the qualitative data collection method. The research interviews can be segregated into three types, semi-structured, unstructured and structured interviews (Creswell, 2002).

The *semi-structured interviews* involve the key questions that not only lead to defining and exploring numerous research areas but enable the interviewee and interviewer towards diverging so as to pursue the response or idea in a more insightful manner. Semi-structured interviews focus on a narrow range of topics in order to learn about them in detail. The careful, creative use of probing questions provides more depth and detail, while follow up questions can be used to achieve

richness through the exploration of key words, ideas, and themes (Rubin & Rubin, 2005). The semi-structured interview has to be well designed in order to facilitate depth over breadth. This challenging format requires preparation, discipline, improvisation, creativity, and significant time for analysis and interpretation.

On the other hand, the *unstructured interviews* are considered in the case of gathering in-depth knowledge as they do not involve the reflection of preconceived ideas or theories in the absence of an adequate structure (Bernard, 2012). Unstructured interviews are open-ended and in-depth. The respondent is asked a broad question and the interviewer remains as a listener, only requesting clarification, if necessary (Reissman, 2008).

Structured interviews are administered verbally and are pre-organised leaving no scope for any variations, as well as are easily administered and consume less time (Webb, 2015).

This research uses unstructured and semi-structured interviews to collect the data. Different stages of interviews were carried out.

Semi-structured interviews included a total of 25 students from two classes; one head of the school; and, one head of the department. The semi-structure interviews will be conducted for the present research study in which the pupils participated. The interview method is feasible for the present research study as it helps gain the inclination of pupils towards a Karate FA season delivered through the SE curriculum in Kuwait. It helps in determining the significance of integrating Karate and first aid programmes in the curriculum in the opinion of pupils. Altogether, paired interviews will be used to have viewpoints of people in the debatable form (Sapsford and Jupp, 2006). Unstructured interviews included two teachers. This was part of the pilot study.

4.6.4 **Informal Unstructured Conversations**

Unstructured interviews/conversations were carried out multiple times in school. These were incidental and unplanned. Within the school environment, the researcher's prime focus is on the SE implementation and development. However, the researcher is also in the presence of other people in the school. SE being a new program raised curiosity in adults and the students of the school. Their interest was more of curiosity based on which they asked questions to learn more about SE in general and the progress they might make.

The informal unstructured conversations were mainly with one head of the school, one department head, different teachers, and several students. The unstructured conversations were informal and incidental. They were mainly curious questions raised by teachers and students about SE, its implementation, implications, and such topic. Both teachers and students showed various levels of

interest. The participants of the informal unstructured conversations were happy to have a professional conversation and learn more about a new sport program that can potentially increase students' interest and see whether they participate willingly and take up various leadership responsibilities.

Teachers were concerned about the emphasis that was placed on sports and that it was not as per the usual teaching methods that they were used to. Teachers were interested to know whether such teaching methods were completely new or present in other schools in Kuwait and schools in other countries as they were aware that they were different from the usual teaching methods. They were eager to know whether it would have an impact on students that had different medical situations, or were physically disabled. One of the main concerns were with regards to Martial Arts. They were concerned about how the parents and the Kuwait community would react to these new sports activities. Such queries and questions were raised on multiple occasions and these were answered based on academic knowledge and personal experiences about the SE.

In addition to the teachers, one head of the school, kept in contact in different intervals. The individual was interested to know how SE was progressing and if any issues were faced. The interest was towards understanding the progress being made and if there were any concerns that need to be addressed. Responses were more in the form of updating the SE status based on the questions asked.

One of the department heads also showed interest in the SE progress. These were questions of interest about SE and how the students were coping with the program. There were two interactions with this department head. Questions were answered and information on SE in general and about the activities in the school was shared.

The students were also curious and showed interest in knowing more about SE. Such questions proceeded with how to join and what positions they could take up, and what kind of responsibilities they would have. Students interest peaked when they knew they had certain leadership roles in SE activities. This prompted more questions on how they could get more knowledge in carrying out their responsibilities and they also sought my guidance to make sure that they performed well in their respective roles and responsibilities.

4.6.5 **Group Interview**

One focus of this thesis is upon establishing the experiences of learning as a persisting group and the way learning is assisted by stable groups in both the practiced and classroom-based element. Group interviews is a general term to describe all non-standardised interviews conducted with two

or more people. Typically group interviews involve between four, eight participants, or even up to 12 participants. The precise number depends on the nature of the participants, the research topic, and the skills of the researcher in conducting the interview. In other words, complex topics could involve lesser participants. In this research, the group interviews included two classes with five teams in each class. Lesson one included class interview for introducing the season. This was followed by three interview groups in the season for each class. There were also certain obstacles due to exam issues and other issues, due to which one of the team dropped out. Each group was given a task to do and their feedback on was recorded in voice and in paper.

Group interviews are carried out to gather information from two or more people (Saunders et al. 2009). These authors also refer to group interviews are also referred to as non-standardised interviews, where questions are asked by the interviewer to the participants. They also state that the term group interview is also used interchangeably with terms of equivalent meanings such as focus groups, group discussion, and such combinations (Saunders et al. 2009).

The number of group participants depends on the researcher and the nature of the research and the participants. Group interviews are carried out to gain better understanding from the students through group discussions. Therefore, group interviews are also referred to as being 'information rich' (Saunders et al. 2009; p. 344).

In this research, the students shared a common culture and came from similar backgrounds. The perception and experiences about SE could then be studied based on a common platform. They were able to provide common and differing views which can be considered applicable to the entire group. Group interviews also provide opportunity for group interaction among the students. This provided potential for greater insights into their participation and involvement in the SE activities.

The use of group interviews also leads to gaining data about the group experiences of practical and classroom learning as the group work in the practical context. There moves to the classroom learning context. The group interviews involved complete teams at the beginning middle and end of the season. The purpose of the group interviews was to determine opinions on the effectiveness on stable group arrangements and what impact this had on their learning across the season in terms of karate and FA context (Polonsky and Waller, 2010).

The justification for employing the practice of group interviews in this research can be associated with the collection of research-pertinent qualitative information by discussing the outcomes of the groups against the data collected from other methods (Wimmer and Dominick, 2010). This is also an important method to gain appropriate feedback from the students and teachers regarding their perception of the effectiveness of integrating Karate and first aid programmes in the SE curriculum.

4.6.6 **Survey**

Survey method is one of the crucial methods of data collection for quantitative-based research and its use in the mixed-method based research can serve to be very effective in enhancing the credibility of the research study. The survey method aims to collect primary data on the subject of the research in an organised and methodical manner by gathering information on the specific characteristics of a small part of the total population with the help of a survey questionnaire (Jackson, 2012).

The following table (Table 4.4) below illustrates a summary of the data collected through fieldwork for each data collection tool.

Tool	Application	
Observation	Post lesson observation field notes of each lesson taught (4 x26 lessons) Informal observations of target pupils in recess, lunchtime, congregation in daily school (assembly), in corridors, in other subject classes, after school while on site. Out of school if occurs.	
Team interviews (middle, end)	5 in each class 1 team withdrew from mid-season	
First Aid Quiz	Pre-season test: • Class 1: 24 students; • Class 2: 27 students; • Total: 51 students.	Post-season test: • Class 1: 28; • Class 2: 28; • Total: 56.
SE survey	• Class 1: 28 students; • Class 2: 28 students; • Total 56 students took survey at the end of the season (even those that withdrew from the season were happy and participated in the survey).	

Table 4.3 Summary of Data Collection

This method is very effective in collecting relevant and closely related specific data on the subject of research from a population within a small duration of time, which gives the motivation to use survey as a method of data collection for this research (Athanasiou, Debas and Darzi, 2010). For this purpose, under this research surveys will be conducted with the students. The survey is a modification of a previously validated instrument which to be used in previous SE rescue (Athanasiou, Debas and Darzi, 2010).

4.7 The Role of the Researcher as Teachers in this Study

In the research study, defining the personal positioning by a researcher is important to specifically state the inclusion of my own thoughts, experiences and viewpoint of the research subject. This prevents the issue of personal bias and manipulations that are aroused in the context of proving authenticity, originality and pertinence of the research (Belk, 2006). The positioning of the researcher's role in the research project leads to mentioning the areas, wherein the researcher has been involved directly or indirectly. Personal involvement of the researcher in the data findings may stimulate certain critical issues like manipulations in data results and findings, and personal generalisations (Hitchcock and Hughes, 2002). The lack of supportive evidence is one of the critical issues that emerge in a situation of personal intervention in the research processes.

In this research study, I played a role of the researcher as a teacher while performing research related activities like data exploration/collection and data analysis. It is because of the very limited knowledge in Kuwait about SE and Karate and the major challenges and time that would be required to 'train' a Kuwaiti female teacher to deliver the content in the lessons. The personal positioning of the researcher as the teacher leads to presenting and reflecting my own experience of imparting knowledge of Karate Karate and FA. The reason behind undertaking personal positioning as a teacher is to teach this integrated curriculum to high school students in Kuwait. I plan to teach 26 lessons employing the SE approach to enhance the learning of high school students in Karate and FA. In this research project, as a teacher, I not only lead the teaching season but have led the design of the entire set of lessons. I did seek the assistance of the regular class teacher choice of classes I taught to determine the suitability and cultural relevance of the content to the needs of her pupils and required first aid curriculum .Designing and teaching MA or Karate and FA education within SE framework will help a group of students to get knowledge of sports and its subsequent benefits in particular to the physical and mental well-being. It is evident from the very limited literature studies that PE teachers in Kuwait do not possess good knowledge of FA education, which can lead to the risk of injury to students during PE class (Abdellatif and Hegazy, 2011). Due to the criticality of this issue and my own sporting background in Karate and FA I played the dual role as a researcher and teacher not only supports the provision of quality higher education in sports/physical education subject but can also lead to gaining good personalised knowledge and experiences that would add viability to the research study.

My own knowledge of SE has been enhanced by access to numerous academic papers attending two-day long workshops on SE and interacting with world leading authors, plus observing the practical delivery of SE with PE students' teachers in England. It needs to be pointed out that the SE literature includes examples of research where researchers have taught seasons to pupils in order

to strengthed the reliability and veracity of the model implementation (Hastie and Sinelnikov, 2006; Romar, Saren and Hastie, 2016).

According to Bourke (2014), the role of researcher as a teacher is good with respect to investigating the actual status of SE in Kuwait high schools, area for improvement, students' interests and behaviour, and substantial changes thereof. The role of the researcher and participant has significantly impacted the research process as it makes easy to include real and experience base stories (Bourke, 2014). The level of improvement in the competence and enthusiasm of students, along with learning on the subject of SE, is easy to be determined and investigated. Moreover, the role of the researcher as a teacher proves efficient in terms of presenting the situation of SE learning and teaching for high school students prior and after the SE season. Altogether, my role as a teacher in this research is impartial regardless of any discrimination and personal interests to influences data results. The role of teacher as a participant helped in investigating SE from personal perception of an involvement in the real task climate/situation with perceived independence (Hastie and Sinelnikov, 2006).

Features	How accommodated
Affiliation	Pupils on the same teams for the practical and theoretical elements for the duration of the entire season
Season	Whole season lasting 26 lessons
Formal completion	Individual + paired karate competitions Pre and post season first aid quiz
Records	Daily points: for attendance, cooperation etc Competitors scores posted daily
Festivity	Team names, team mottos, team chants, individual roles on teams Team uniforms, team flags. Ceremonies &awards presentation
Culminating event	A judged whole group competition in Karate (the non-contact Karate element) A judged emergency scenario competition (simulation) for the First Aid element

Table 4.4. Exemplification of features of SE in the Karate First Aid integrated curriculum

In the following section, I introduce the relationship between the research questions for this thesis and the tools used to collect data.

4.8 The link between the research question and data collection tools

RQ2: How do the high school pupils describe their pervious PE experiences in school?

A. Pre Interview with pupils

On the first day of the season, I will interview pupils to get their understand of their pervious experiences by answering this follow questions

Part 1: Your PE experience	Part 2: First Aid	Part 3: Karate
➢ Tell me about your PE class experience in the past. ➢ What do you think of level of sport activity in PE class? ➢ Tell me how do yourate your engagement in PE class? ➢ What do you think of your teachers level of qualified enough in terms of teaching physical education? And why? ➢ Do you enjoy in PE class? Well you wait for it? ➢ Form your opinion what is the advantage and disadvantage in Physical Education at schools? ➢ Did the PE class help you to improve your health and fitness level in and out school?	➢ Do have any background in FA? ➢ Have you take any courses or class in FA? ➢ Did you take any lessen about FA in your PE class? ➢ Do you think its better to know something about FA and why? ➢ Do you think it is important to have basic knowledge in FA during Your PE class and why? ➢ Have you experiences any injury before in PE class? ➢ Did the teacher have sufficient knowledge in FA if any accident happened in school? ➢ In school day your friend badly injured in PE class or in lunchtime and she need she need emergency help before	➢ Do you have any information about Karate? What do you know about this sport? ➢ What is your opinion about Karate in school? ➢ How important to you to learn karate among all sport activity in PE class? ➢ You will learn basic Karat in level 12; do you think you like this kind of sport? Do you think you will enjoy learning karate? ➢ Do you think karate will help improve your life skills and health? ➢ What is important for you .. Learning new sport activity or stick with old activity curriculum?

Part 1: Your PE experience	Part 2: First Aid	Part 3: Karate
➢ Can you make friends in PE class? Why? ➢ Do you have any suggestion to develop PE class? ➢ Would you like to tell me anything about PE?	the ambulance arrive, do you think you can help her? Why? ➢ What is your opinion if the schools add this subject in your timetable? Do you think its will help you in your academic and social life?	

Table 4.5 Interview Questions

By interviewing the pupils, I was able to obtain some idea of their background and–previous experience in PE, karate and FA. I wanted to know what they have done before and the first interview provided me with this information allowing me to make comparisons with how they talk about their new experiences. So it is about being clear in my mind what I am collecting and why am I doing it?

In addition, by knowing the background and previous experience in PE of pupils it helped me to understand the culture effect on doing PE lesson unit in Kuwait and also how it affected my SE season plan during the data collection. Eepecially since I worked with the student in a weekly plan basics. I understood the traditional teaching and learning method that is used in Kuwait schools.

I handed the interview questions to all pupils in their team. They looked at the questions and talked about it for about 5 minutes. I then identified and selected six to eight students from each class and did the interview with them by using the interview questions.

Moreover, in this interview I received good data in what the pupils needed from this season. The main aim was to make them more comfortable, and gain their trust, which enabled them to talk about what was on their mind. They informed me what they liked, what they did not like, the difficulties, etc.

B. End of season Survey

As a researcher, the survey helped me to look at any triangulation between the data from the survey and the data from the interview as well and that strengthened the quality of my findings. In addition to this, the survey helped me to gather more knowledge about the level of pupil's development and enjoyment in SE season from pupil's perspective.

Each student answered 12 questions between close and open question (25-28 students in each class) the student had free choice to answer the survey or not. For example, if this survey showed that the girls rated something at three at the beginning and nine point something at the end as an average, I could state that they liked this part of the season more than PE. Moreover, the comment in some question supported my research question 1 and 5 and gave me clear judgment on the difference between PE and SE, and if they enjoyed being an active component, enthusiastic, and literate sport person. I was also able to identify where they liked to be in teams working together as one long season rather than small units. I also found out whether SE features fit in Kuwait culture and PE system and teaching and learning style.

The survey tested their level of understanding in Karate, FA, SE season development and their experiences.

A copy of the survey is attached in the end of this document.

RQ3: In what ways did the pupils respond in class to the group- learning opportunities across the karate, FA, and SE season?

A. Observation

Class observation: As a teacher and researcher in the same time I observed and developed an observation sheet that was handed to the class teacher making sure that I am working in my plan and progress with SE season. I made sure to observe whether they're enjoyed being in each other company in karate lessons. I observed them coming into the classroom area where and the way they got around table and chairs around. Observations also identified is the speed of organization, conversation with each other, helping mentality, and overll the impact of persisting group being positive in them. Observation was also on the overall positive impact of persisting group and teamwork.

B. Groups

Two group obserevation section took place in Karate, FA, and SE seasons. This session was in the classrooms were teams talked about their target and progress; their teaching and learning weekly plan; what they noticed in each day learning; how they felt affiliated; and the development workout halfway through the season. For example, I asked them to inform me the ways in which they have been helping each other. In their group handed a daily task paper to each student and they wrote their tasks in their team what they had to do for next week and so on. They also wrote down their earlier mistakes and what they learned from it; how they can make them their team better in karate and FA lessons.

The group sessions also helped me to understand pupil's need. I collected a diary to record their activities. A separate column was maintained with resources that I needed, such as PowerPoint

presentation, and information required in lesson 14. I discovered problems with organisation, having real difficulty staying in their teams, and being quiet in doing their roles.

In the group, I did not interview pupils on their own. I made sure that I was with multiple pupils and asked them questions such as; do you ever get a chance to work in a team? Have you been on team before? Is PE your favourite subject? If you have a chance to change something as a team, what would you like to change?

C. Interview

The interview focused on their opinions and any changing they would like to add or delete in Karate, FA, and SE season. The interview was with all teams in each class. This followed the group observation. They spoke about what their teams would like to add and how SE help pupils to work as team and make sure each one understood the following:

- Different ways in which they worked as a team.
- Give examples of their roles and performances.
- How they were helping each other in a team.
- Teach each other in class or outside class time with examples.
- Their feeling about working in teams.
- Their preference and liking of the team during school time.
- Making new friends through their presence on the team.

RQ4: Did pupils knowledge of First Aid increase across the Karate and First Aid Sport Education season?

A. First Aid quiz per and post

i) Per quiz: gained idea of pupils' level of understanding of FA increase. Adjust the FA lesson to increase pupils' knowledge in both theoretical and practical perspective. During the lessons I discussed my plan to the groups and met the school nurse and found out the common injuries in PE class especially karate lesson.

ii) Post quiz: In the last day of SE season, I identified pupils knowledge improvement by giving them the same quiz with the aim of indentifying their understanding of FA during lesson. This provided the right answer of their improvement.

B. Groups

Similar to research question three, the group focusing on the skills development and importance of FA in this season. I asked them some questions such as; Do you think your knowledge of FA got better? Why is that? Did your friends help you with learning FA? Tell me how and what is each one roles in FA section? I give some pictures and they discussed these between them. FA quiz is attached in the end of this document.

RQ5: What are the high school student perception of the specific structural and pedagogical features within the karate, FA, and SE program? (E.g. affiliation, roles, peer support).

A. Survey

The end of season survey target offers evidences on the degree of pupils' enjoyment and value the development in all skills and knowledge in SE to which I was able to teach the lessons as originally planned. In summary, with survey and doing the interview in the same time I studied any triangulation between the data from the survey and the data from the interview as well. This strengthened the quality of findings. The survey targeted all season program including SE characteristic features such as season where they learn and taught as long one season instated of small individual units, affiliation where pupils like to work in team and with teams, formal competition where pupils tested their skills and their work during the season between each other. For example, survey showed that the pupils rated something at the beginning and the nine point at the end as an average. I observed them doing these activities, and then I got comments in the interview to support that.

B. Post interview at the end of the season

As teacher researcher, the post interview clarified my performance in SE lessons whether I deliver the session, as it should be or not pupils' feedback in the end. I interviewed pupils to support the survey with some question such as, give your view on SE what do think and repeating the season again. The questions were as follows:

What are your rules in your team do you like to work of teams and be and active member in it? Tell me what do you like in SE season. Do you feel any different between SE and PE? Would you like to change something in future of PE in Kuwait? What is the most thing is SE that you like and make you develop your skill in general and you want to be in schools curriculum? Do you feel that SE improve you social behaviour in better way? etc.

RQ6: How did the researcher reflect upon their teaching of the Karate and First Aid Sport Education season?

Post lessons notes

A. Observation during the lesson and out time of the lesson

B. Post observation sheet by class teacher every

As the teacher, recorded my post-lesson field note observations into an audio player. As soon as possible after each lesson has completed, I moved to a quiet location to recollect the events, by describing specific events that I observed and recording what I have heard. I wanted to learn about how pupils respond to features of SE including affiliation, cooperative learning, and roles and responsibility I therefore focused upon how the teams worked together, how pupils were fulfilling their roles, how teams and individuals were supporting and encouraging each other and what evidence of peer teaching I saw. This was during the active non-contact Karate lessons or during

the lessons where the students are being taught about FA. As I am interested in the transference of the idea of a persisting group across the elements of the season (practical, theoretical). I will also include within these audio post-lesson observations whether I was able to teach the lesson as planned and what might be some reasons for this.

Every 3-4 lessons provided the regular classroom teacher with an outline of the lesson I taught that day and emphasised that the pupil provided some annotated comments on whether I covered what I intended in that lesson. This task contributed to procedural reliability and offer some evidence on the degree to which I was able to teach the season lessons as originally planned. In summary by the end of data collection, I had audio field note data from 26 lessons.

4.9 The Setting and Participants in this Study

In the research study, participant access and selection were an important area of consideration. The approach to identifying appropriate participants and their selection is preliminarily required to generate the required set of data results and findings (McBurney and White, 2009). The participants in the study included myself as the teacher along with two classes of female High school pupils (N=60).

In this instance, the identification of the school and classes participants in this research study was made through purposive sampling (Pat, 2006). Purposive sampling method was preferred for the selection of the case school and classes and interview participants because it ensures the selection of the appropriate or directly concerned people and location for the study. It is a subjective or selective sampling of a non-probability type in which participants' selection is mainly based on the population characteristics and purpose of the research study (Kuada, 2000). Another type of sampling that is convenience sampling is a type of non-probability sampling. This sampling method makes it easy for the readers to easily reach the result (Jonker and Pennink, 2010). For identifying the school and classes, I used certain criteria, such as schools that I know, where PE teachers are professionally known to me to assist access, who's senior management will permit me to teach my season to their high school girls in Kuwait, the school (AHS for Girls) and the school was geogrphically close to me to reduce daily commuting. Two classes with each class have between 25-28 pupils' as a manageable number to deliver the season. I taught the season in PE class table time during the semester 2 in the session of 2017-18.

4.10 The Delivery of Sport Education Season in Karate and First Aid

The season was developed by the researcher with due regard to the SE literature (Hastie, Siedentop, Van der mars 2011) and which offers a full and complete experience by incorporating all necessary

features of the model (See Curtner- Smith, Hastie and Kinchin 2008). The steps in the season design comprise one of the principle research questions in this thesis. SE facilitates the development of the physical competence literacy and confidence among students, along with enabling them to ensure the promotion of a healthy lifestyle and physical skilfulness (Dunnigan, 2014). A significant aspect associated with the delivery of enhanced and advanced SE is the development of full culturally relevant seasons. This particular season in this thesis is composed of interrelated theoretical and practical learning including practice in teams and formal competitions, which ends with an event that is festive. In a society like Kuwait where the women rights and freedom are suppressed as compared to the male population, the delivery of SE season in karate and FA could hold significant cultural and social importance (Moseley and Whitton, 2013). Furthermore, around issues of equity and social justice, the high school girls studying in the educational institutions of Kuwait need to be well-equipped with training and knowledge in Karate and first aid not only for ensuring personal protection but to improve their self-confidence. Integration of such programmes and such a season as explicit in this thesis in the school curriculum was designed in such a way as to make the students aware of other cultures and developing a disciplined lifestyle at an early stage (Moseley and Whitton, 2013). In the presence of better physical and mental health, students are enabled towards leading a healthier life. This thesis was designed to bring some much needed reform to the PE curriculum of Kuwait's schools, which are currently mostly dependent on physical activities, such as football and basketball (Romar, Sarén and Hastie, 2016). Apart from teaching the technique of Karate, there were various other elements and resources that helped in establishing a suitable season of Karate and FA seasons. Such elements included teamwork, leadership ability, roles and responsibilities, autonomy and adequate educational resources (Dunnigan, 2014).

4.11 Data Analysis

Mixed methods require that quantitative and qualitative data to be analyzed appropriately and then compared. This section provides the data analysis steps that were taken for both the quantitative and qualitative data.

4.11.1 Quantitative Data Analysis

The quantitative data was in numbers for which the use of statistical software or similar software was required to analyze the data. In this research, the SPSS software was used to study the quantitative data. The descriptive analysis provided meaning to the responses using mean scores. In addition to this, the paired sample t-tests using mean differences, standard deviation, and 2-tailed significance is used to study the data. Here the mean difference between pre-interval, post-intervals, and significance were studied to understand change significance.

With the help of descriptive analysis statistical data was collected for the research study. For the exit survey, paired sample t-test is also used. T-Test was performed for cross tabulation analysis of the responses of the students, and to test their independence of results (Sapsford and Jupp, 2006). A paired samples T-test is a procedure used to test whether the mean difference between two sets of observations measured at two different intervals is zero. If the mean difference between pre and post intervals is zero, then the test will indicate an insignificant change. Missing data was excluded from the analysis. The results of the tests are presented using tables. Pre and post test scores on the first aid quiz will be presented through tabular method.

4.11.2 **Qualitative Data Analysis**

Analyzing qualitative data has two (2) essential steps: coding and content analysis. Coding as defined by Bryman (2012), is a process whereby data are broken down into component parts, which are given codes. According to Polit and Beck (2011), it is a process of transforming raw data into a standardized form for data processing, analysis, and in the process of identifying and indexing recurring words, themes, or concepts within the date. The data collected through the interview method is decoded in the form of transcripts, whereas responses of participants during semi-structured interviews and focus groups are translated into written record for data analysis and later for discussion purposes.

Content analysis is a method of categorizing the qualitative data according to classification, summarization, and tabulation (Hancock, 2002). The usual steps are as follows: reading and re-reading of texts, extracting narrative statements, linking narratives to form categories, sorting out minor and major categories, reviewing of contextual categories, and assigning of sub-themes and themes. It is also easier to transcribe and analyze data through the use of electronic software packages like ATLAS, NVivo, and NUD*IST. The only problem with these advanced mechanisms is that it has language specifications, which local dialects could not be processed for transcription and data analysis.

After the data collection, data analysis in the research is equally important that leads to describing the main findings in which have been gathered presenting these findings in appropriate way. Data analysis in this research study involved the mixed process to interpret and reveal qualitative and quantitative data results/findings. This research collected data through using a mixed approach which included a survey (pre and post), interviews, and observations to investigate the adoption of the integrated SE season in Kuwaiti High School (to support learning and teaching in practical and theoretical modules). In this research study descriptive statistics method will also be adopted for survey.

The interview and observation data in this research was recorded in both English and Arabic. The data was transcribed into English. However, the researcher did not use software to analyze the data. The data was analyzed using content analysis method. This is where the data was summarized and put into tables, categories and groups. In accordance with Hancock (2002) the data was read and re-read several times at different intervals to ensure that the concept and message that was shared by the participant was collected and reproduced in its exactness. The categorization led to generating themes and sub-themes.

Salvador (2016) adds that the last section is the presentation of results of qualitative research. Results may be presented in the cluster of themes and contextual categories. Themes as defined by Polit and Beck (2011), as a recurring regularity emerging from an analysis of qualitative data (p. 744). Themes may be in form of 'speak for themselves' (Hancock, 2002) or quantitatively.

4.12 Constant Comparison

This section of the data analysis performs a constant comparison of data results collected in the form of qualitative and quantitative data. Constant comparison of data supports inferring strong and valid points that address the research question evidently. Moreover, assessment of the responses in a comparative form leads to finding integrity and coherency in the data results so as to derive common results and findings at the end. It is very substantial to keep integrity in the data findings that makes it possible to address the research aim, objectives and questions in the right manner. According to Bamberger (2000), quantified relation and correlation between responses of the participants are presented with high effectiveness through comparative analysis of data. Comparative study of qualitative and quantitative results is a kind of integrated analysis that involves logical explanation and the statistical result (Bamberger, 2000). Data analysis of survey responses was performed through applying a statistical method to present data findings statistically. On the other hand, interview results were analysed through applying thematic analysis method in which different themes associated with the research subject of SE are mentioned (Clarke and Braun, 2013). The findings of the graphical/statistical analysis, along with thematic analysis are compared to infer the main findings that clearly presents significance of adopting SE to support learning and teaching in Kuwait high schools (Braun and Clarke, 2006).

4.13 Validity

Most of the research studies enable the researchers to draw feasible conclusions regarding the cause and effect relationships existing among the variables. The research validity facilitates in establishing the conclusion of the research to be either correct or true and whether it has the

tendency to correspond and align with the actual state and real-time implications in the world (Baumgarten, 2013). For a feasible research study, three kinds of validity can be taken into consideration, instrument validity, external validity and internal validity. Each type of the validity is associated with the assessment of components that are involved in the instrumentation plan, thereby evaluating the extent to which the components can affect the research data and results (McBurney and White, 2009). If these validity factors are not considered by the researcher, the implications of the outcomes can be restricted to a particular group or community or might become invalid.

The external validity is concerned with the extent to which the research outcomes can be generalised and applied beyond the particular sample population selected for the research study. In this essence, the sampling process is regarded to be critical decision, which decides the scope of the influence of the research results (Grove, Gray and Burns, 2014). If the results and outcomes gained from the study are observed to be solely aligned and valid for the particular sample, there is an absence of external validity for the research. The sample for survey and interview methods adopted in the research process has included purposive sampling technique, which has prevented the existence of bias with respect to the identification and selection of target sample. Along with this, the generalisation of the findings has been undertaken, which depict the need for increasing significance of PE and SE, such as the Karate programme, in the curriculum designing of the educational institutions (Ladkin, 2015).

In the research study, the validity of the research has been maintained by analysing the validity of the instrument used for data collection. Validation has been maintained by using a previously validated survey that required just changing of activity area. This survey has been previously used in concern other SE studies (Hastie & Sinelnikov, 2006). Another significant validity type is the instrument validity wherein the usage of the instrument used in the research is identified in terms of being already existing or new development (Baumgarten, 2013). For this purpose, the proposal of a new SE program in the educational institutions of Kuwait can be regarded to be an innovative approach to incline the interest of the students towards PE. In this process, the data collection process, or research instruments, such as the questionnaire and interview methods, helped in determining the need and perception of people towards the inclusion of PE in the curriculum, which was one the major research objectives. Furthermore, the outcomes gained from the research will be assessed in terms of their validity with the research aim and purpose (Punch, 2013). To ensure the establishment of this validity, the results gained from the qualitative and quantitative methods have been examined in the light of the existing literature related to the research topic (Creswell, 2012).

4.14 Process to Secure Formal Permission

The process to secure formal permission went through a number of steps and stages described here.

a) From Kuwait Officials

Permission from Kuwait officials was undertaken through contacting them with an information letter, and University approved certificate to state the purpose of the research project. In the process of getting permission, Kuwait officials approved and confirmed the research study focus and its future significance for the people of Kuwait (see Appendix K).

b) Getting Access to the School Head teacher

Access to the school head teacher was performed through several contacts and visits to the school and getting permission and informed consent from the school principal to carry out the season curriculum in their school (see Appendix K). At the initial level (before contacting the Principal), I contacted school head of the PE by telephone, as she is one of my professional friends. During this conversation, I explained my research idea and its importance in AL –Kuwait and asked if it would be possible to teach the season to classes in the school

c) Get Approval to teach the class

The approval to teach the class was achieved by gaining consent from the school principal and all parents of female students in both classes to start the season of Karate SE and FA in the school.
Planning the Season (Reconnaissance)

In this study, the researcher offered a full version of the new season to ensure that the offered full version is enough for the discussion chapter. In his study, (Talbot, 2001) before beginning the design of his curriculum, he visited the school and studied all the elements that can play a key role in succeeding in the experience of SE, since it is completely different from the place of application of the study, and this is somewhat similar to the situation the researcher faced in preparing for the design of the curriculum. It was very significant to visit Kuwait and the school numerous times to meet with the female students and the administration in an unofficial manner. The researcher also tried to understand all the psychological aspects of the students and aquaint herself with the composition of the class and other divisions of the school schedule. As a whole, the effect of all these preparations was positive for the researcher, and strengthened the results of the season in the end.

4.15 Getting access to Schools in Kuwait

Challenges can be encountered with nearly every academic research study. This research has also faced challenges. Time is one of the biggest challenges in this research. As discussed earlier, the concept of SE is virtually unheard of in Kuwait. Therefore, there was a lot of effort in securing formal approvals and convincing different professionals and authorities on these topics, which was eventually achieved.

SE is not part of the girls' education system in Kuwait. Therefore, the researcher faced difficulties in introducing this topic to the school administrators, teachers, and the students. Authors such as Saidin and Yaacob (2016) argue that an insider will be able to better understand an issue. In addition to this, the insider researcher will be able to extract potentially richer data from the participants as the researcher is able to better relate with the participants. As the insider researcher, the researcher was familiar with the cultural and political structure of the educational organisation which did save time in trying to understand the issue being explored. There is time saving in understanding the phenomenon that is being studied and also have the knowledge regarding the issues related to the topic being studied (Saidin and Yaacob, 2016).

SE is also a new area for the researcher and therefore the concept has to be learned through various sources, extensive reading and her own professional development (attending conferences and workshops and observing teachers in the UK teach SE). The researcher then had to introduce this concept to the existing curriculum and educate the teachers and the students on the concept of SE as being 'different' to physical education.

(1) Ministry of Education (MoE): Various approvals were required from the MoE. Permission was required and obtained to enter the school and be part of the school team. Permission was also required and obtained in adding SE to the existing time table. Getting approvals was not easy and took time as people of authority in MoE had to be approached to secure the necessary formal permission. Once the permission was received, the next step was to approach the school.

(2) School Management: Approval of the school management was also required and achieved. The need for making changes to the existing time table was not easy. Clear information regarding the integrated curriculum to be taught had to be explained so that the school management and authorities understood its potential importance and how it could better develop a child. In addition to this, the role of students in first aid was also explained. This also took an extensive amount of time as well. Changing the time table to include SE within the existing school time required convincing the school principal and various teachers. In addition to this, the study needed pupils' willingness to be part of this new concept in

physical education. Once the school management approved the research, pupils had to be introduced, educated and motivated in being part of SE. The school PE teacher served as a gatekeeper in helping the researcher identify two suitable classes, where the research was explained.

(3) Parents' Consent: Once the MoE and school permission were achieved, and students seemed motivated, the next step was to gain parent approval. Students were all under 18, therefore parents' consent was required in order for their children to participate. There were various stages that took much time prior to gathering the necessary consent forms from all concerned.

(4) Attention to the idea of a persistent group had to be observed over several months. The observation was not limited to SE, but to the entire time that the students were in the school. The researcher had to be in the school eight hours a day and observe the students in every appropriate scenario on the school grounds.

(5) The pupils were senior grade students. Some students found it difficult to participate during their exams. Sports (especially among girls and women) are not considered with great importance. Emphasis is on academic subjects. Therefore prior to exams, the participation of some students was limited. Some occasionally skipped lessons. Such situations put a hurdle and setback in time and effort that was put into educating the students about the potential benefits of SE. More time and effort (without any coercion) had to be put into ensuring that the pupils remained in the program and were willing to participate.

(6) Winning the acquaintance and trust of the school authorities, teachers and students was another hurdle that had to be strongly established. Having a new program (such as SE and martial arts) being introduced into the existing curriculum was not perceived positively by multiple people in the school. Encouraging results from the team had to be produced to change the perception of teachers and authorities. This could only be achieved over time. Authorities and teachers had several questions over several days. Most of the initial questions were skeptical as they were not able to grasp the need and importance for SE However, over the period of time their perception changed, and school authorities and teachers were able to provide more support to the integrated curriculum.

(7) The researcher had to design the program for martial arts (karate), first aid, competition, time management, and also the schedule for SE within the existing time table. All of these had to be done from scratch because of the non-existence of these programs in Kuwait schools. The researcher gained helpful information on these from workshops that were conducted by experienced personnel in this curriculum model. The knowledge gained from these workshops and interaction with experienced academics and professionals in SE were transferred into the design of programs in the school. The final phase of this program was

achieved based on three stages. Therefore, there were several steps that were required to be taken to achieve a timetable and program that accommodated existing school curriculum and honoured the essential elements of SE alongide the First Aid content.

4.16 Ethical Considerations

Ethical considerations are regarded to be the practices that define the morality associated with human conduct. They refer to the accountability, choice, and moral deliberation that have to be undertaken by researchers during the research lifecycle (Kimmel, 2009). Various ethical guidelines and codes have been developed expressing the core procedures, principles, and values within ethical sensitivity. The researchers are not exempted from practicing ethical considerations laid down by the law and are, therefore, expected to adhere to the rules of conduct and moral precepts for establishing the informative base for the research (Miller et al., 2012). In the context of the present research study involving the examination of reforming and enhancing PE in Kuwait with the introduction of SE in the curriculum, the basic ethical principles have been followed, so as to ensure the seamless and ethical realisation of the research objectives. This has been carried out while undertaking both, qualitative and quantitative methods of data collection, such as the survey and interview methods. It is necessary to point out that I received full ERGO approval from the University of Southampton ethics committe to undertake the research in this thesis and a copy of the confirmation email is in the appendicies (see Appendix J, appendi K, appendix L, and appendix M).

Voluntary consent: In the process of the primary data collection methods, such as observation and focus groups, survey and FA quiz, the voluntary consent of the participating individuals holds significant importance to ensure the presence of their willingness in being a part of the research process (Fouka and Mantzorou, 2011). It also leads to facilitating the collection of relevant and research-centric information. Since the research purpose was to examine the concept of the structural elements of SE in the delivery of karate, FA integrated programmes, in the curriculum designing in Kuwait's educational institutions, it was necessary that the participants are not participating forcefully and are responding as per their will. In addition to this, the participants were notcoerced to participate and respond in a particular manner, thereby preventing the collection of invalid information. Keeping the research process well aligned with the ethical considerations, the informed consent of all participants was sought and gained through parents and guardians prior to initiating the process of data collection through the qualitative and quantitative methods (Miller and Miller, 2008). The issue of voluntary consent of the students was taken to prevent the risk of undue pressure for participation. In the case of the students under the age of 18 years, informed consent from their parents was taken in this research through sending a consent form and

participant permission sheet. In the research study, the consent of minor participants, who are under 18, was essentially required to ensure that they were not pressurised for participating in the survey.

Privacy: One of the most critical ethical concerns in research involving human participants is the privacy of their responses and personal information. In the context of the present research study, the answers to the questions asked to the respondents were solely used for the research purpose (Jackson, 2010). No names were placed on the survey to keep data anonymity along with the sensitive information obtained in the research process was not given to any third party, which could be misused for personal purposes. In order to ensure that the data and information was kept private, these were stored in a computerised system, which was protected with a strong password. The authorisation for using the information saved in the password protected system was not given to any other person This helped in ensuring the privacy and security of the information and gaining the trust of the participants, who actively participated in the research process.

Originality: Any research study is able to stand out in the academic database on the basis of the originality associated with it. This also helps in preventing the research from the allegation of data theft or cheating. The inclusion of the primary data is one of the significant measures that are adopted to ensure that the information base of the research is original and new (Hammersley and Traianou, 2012). The survey conducted in the research has been, therefore, carried out in a just manner so that the real-time perceptions of the participants could be included. The conclusion of the research was, therefore, crafted with the help of the real-time outcomes rather than solely relying over the existing literature (Miller and Miller, 2008). The responses obtained from the participants were not altered to align forcefully those with the literature findings and were analysed in a fair manner. It was also ensured that the approach towards achieving the developed objectives by the researcher was not copied from other similar research studies carried out in the academic field.

Fairness and Equality: The principles of ethical considerations state that along with avoiding the forceful participation of respondents in the research process, the willing potential participants should not be excluded from the research process in an unfair manner (Kimmel, 2009). In this essence, it is necessary that the burdens and benefits of the research are fairly distributed and research inclusiveness is ensured. Issues related to inequality arise when personal bias is included while deciding the sample population of the participants to be included for qualitative and quantitative data collection methods (Marshall, 2007). In the context of the present research study, sampling and identification of the sample population were undertaken. In this essence, the approach to purposive sampling was the most appropriate sampling method. Purposive sampling

in this research study facilitated selection of the sample and setting on the basis of population characteristics to fulfil the objective of the research. It is non-probability sample that is selected on the basis of the objective of the research study. Purposive sampling is also known as judgemental sampling, which is used to maintain the fairness in the study according to the objective of the study (Sekaran and Bougie, 2010). The steps undertook to get permission can be found in the appendicies (see appendix K, appendix L, and appendix M).

Plagiarism Free: Another critical ethical concern in the research process is the grave issue of plagiarism, which is regarded to be legal offense. The secondary data and opinions of the authors are required to be only referred and not copied while developing the information base of the research (Miller et al., 2012). Pseudonyms were used to protected to identity of setting. For this purpose, the data gained from the existing literature regarding the status of PE in the curriculum designing undertaken in Kuwait's educational institutions has not been copied. Other than this, the credit to the authors and their research, which has been referred to creative the information base of the research, has been adequately provided in the study with the help of in-text citations. In addition to this, the referred journal articles for the research were not outdated, as well as the inclusion of information from authentic sources, such as blogs, was avoided. All the enlisted ethical concerns were addressed in the research process to avoid experiencing the ethical dilemmas. These ethical concerns facilitate the generalisation of the research findings and ensuring information privacy and confidentiality, thereby providing assurance to the selected participants (Miller et al., 2012). In this essence, with the help of fulfilling the ethical considerations in the research, the research process has been carried out in a just and ethical manner to align the research lifecycle with the standard ethical standards and regulations. This research has been approved as per the guidelines of ERGO (Ethics and Research Governance at the University of Southampton). Appendix J is the University Ethics Form followed by Appendix K which is the Kuwaiti Education system ethics form. In addition to this there is the parents consent form (appendix L), pupils consent form (appendix M).

Chapter 5: Findings

This chapter presents the findings in the order of the research questions (see Chapter 1). This chapter is divided into six sections. The first section is an analysis and interpretation of the survey data which will help answer research question one "*what are the procedures that the researcher undertakes to develop the season?*". The second section is an analysis and interpretation of the results of the interviews conducted with the participants. This analysis will help in answering research question two "*how do the high school pupils describe their previous physical education experiences in school?*". An analysis of the field notes made during observations is also analysed and interpreted to answer research question three "*In what ways did the pupils respond in class to persisting group learning opportunities across the Karate, First Aid and Sport Education Program?*". An analysis of the follow-up interviews conducted with the participants will help answer research question five "*what are high school students' perceptions of the specific structural and pedagogical features within Karate, First Aid and Sports Education Program?*". An analysis of is also presented and this will help answer research question six "*What are the researcher's views on the delivering of the 26-lesson Karate and First Aid curriculum for high school students?*".

5.1 Quantitative data collection

From the survey data, students gave various experiences about PE in school before the sports season. When asked to rate how skilful they were at Karate and FA before the season, the students indicated they had poor Karate and FA skills (Mean=2.4, SD=2.2). Additionally, students indicated that before the season started, they had very limited knowledge about the sport of Karate and FA (Mean=2.3, SD=2.1). Further, students indicated that they disliked PE before experiencing it in SE. It can therefore be concluded that the students' previous experiences of PE in school were not good because they hated it and they did not learn more about Karate and FA.

	Before Season	
	Mean	Std. Deviation
Rate from 1 to 10 how skilful you are at Karate and First Aid	2.4	2.2
Rate from 1 to 10 how much you think you know about the Sport of Karate and First Aid (skills, techniques, rules, etc)	2.3	2.1
From 1 to 10, indicating how much you like physical education experience	3.0	2.5

Table 5.1 Students previous experiences of PE in schools

The following section illustrates pupils' post qualitative comments on the survey.

Findings

The tables shows some of the comments written by the students during answering the questions of the questionnaire directly after ending the closing ceremony. It is possible that the final festive results have psychologically affected some of the students so we see some answers that are unexpected or inappropriate with their choices. For example, the student selects a question with a certain choice such as "*I strongly disagree*", but when you read the comment, you get surprised that her choice is because her team did not win first place and not because she does not prefer the season to traditional method of teaching in the PE.

Base on this table, it is clear that most comments are positive for the season, and that the students preferred the season of SE to the old PE. One of the most significant comments I noticed was that they felt their importance in the lesson, and that they became professionals, noting that the season was full of fun and encouraged them to learn more. It should also be known that the team and competition system had a clear positive impact on students.

For each question, I would provide a summary paragraph that indicates which comments were the most common in each question and what these students are telling you.

1. **I enjoyed the Sport Education Karate and First Aid season because it was longer than a typical unit in P.E.**

Positive	**New experience, fun, enjoyable, new information, professional athlete, better than old PE, learned the skills correctly and freedom**
Negative	want it to win but, too much to do, no time and do not like the sport anyway

As noted in the above table of the first question, most of the comments showed the season's significance for students, and how this experience has a positive impact on their enjoyment during the lesson, where they learned more and felt their sense of professionalism in a way that has never been felt before in the old physical education class. Additionally, the comments, which are supposed to be negative and against the season, are only to express their displeasure that the season ended or that the team did not qualify for the finals. Accordingly, the negative comment is also seen as a positive expression to strongly confirm that the season is much better than the individual classes in old PE class.

2. **I enjoyed being placed on a team early in the season and staying on the same team for the entire season.**

Positive	**Enjoy, fun, become friends, real team, loyal member, learn more, enthusiasm, action, new skills, Manners Sempai, cooperative, responsible, become important person and wake up for SE.**
Negative	Equipment Sempai, lack of cooperation among team members

Moreover, the idea of affiliation to the team and work in certain roles and tasks stimulated students to feel their significance during each class and after the SE class as well. As noted from the students' comments, when a student of a particular team feels the importance of carrying out her duties and responsibilities to the fullest, this will collectively benefit the whole team. This helped in developing a lot of positive qualities such as the feeling of affiliation, love of cooperative work and the sense of season professionalism so that students feel the importance of attendance in the morning so as not to affect the team badly. It is clear that this will not be achieved in the normal classes of PE, individual method of teaching and teacher-only instruction.

3. **I enjoyed the schedule of team practice and formal competitions throughout the Sport Education Karate and First Aid season.**

Positive	**Training my team, fun, serious, wonderful, focused all the time, change the atmosphere, become more committed, developed and new skills**
Negative	short time, need more time and not enough

As for the professional atmosphere provided by the season to the students, it had a very substantial impact on their level in performing and teaching the exercises to each other, leading to the development of their level observed during the season. The comments relating to Question No. 3 showed how well students were able to self-train and enjoy this wholly new experience. Throughout the season, students were more committed and enthusiastic in performing their exercises. Similarly, it is easily noted that even the negative comments are in fact an objection to their dissatisfaction that the season ends too quickly or they want the season's period to be longer.

4. **I enjoyed the culminating event at the end of the Sport Education Karate and First Aid Season.**

Positive	**New experience, benefit more, feel like real team, celebration, audience and wonderful ceremony.**
Negative	not wining

The presence of competitions in the season played a central role in raising the enthusiasm and training of female students to the fullest to attain the points that qualified their team to win the finals. This positive comments' enthusiasm seen in the table has made the season of Karate and FA better and more able to prove that it is a season that creates students' enthusiasm and happiness and provides them with the best at the same time.

5. I enjoyed having access to scores and records (statistics) for my team and me.

Positive	**Feel real like a professional, compete more, become better every time, wall of champions, enjoyed the way of scoring, become stronger team and amazing like Olympic**
Negative	Team not cooperating with each other and other teams stronger than us

As for the experience of the Wall of Champions, it should be known that it was one of the most successful experiences of the season. The students followed the points and recorded everything related to their team by watching the results of the other competing teams. The process of scoring points and seriousness in presenting the best of the season make them happier and more professional as it is apparent in their comments. All the teams insisted on providing the best as professionals, even the negative comments make clear how important this season was for students and their seriousness in providing the best and learning more. The table also shows the importance of belonging to the team and the significance of cooperation among the team's members.

6. I enjoyed the ceremony's nature of the Sport Education Karate and First Aid season using things such as team names, team chants, colours, mascots and posters…etc.

Positive	**Felt free, fun, special ceremony, high performance, professional celebration like Olympics, like TV, we are proud, I will continue to play karate, feel strong, best season ever, feel valuable and important, change my mood and perfect season and amazing**

Furthermore, the freedom felt by the students throughout the season was not previously felt in this old PE class, which led them to feel more creativity and happiness every time they attend to the gym. Moreover, the students felt the significance of their presence during the season which is the same reason that made them feel professional. Based on the table, there was no negative comment at all. The Karate and FA season also proved to be very appropriate for students' tendencies, regardless of different cultures and ages.

7. I learned a lot about the sport of Karate and First Aid during this season in S.E.

Positive	**In PE, I did not learn anything, learn new things every lesson, new skills and movements and Love you Miss**

One of the season's objectives is to make the student more educated and able to learn, as the comments here proved that the students have learned a lot from the season in helping them become more aware of the sport Karate and its laws and regulations. The students took advantage of the season by making them get rid of the negative feeling of attending the usual PE class. They also felt that they were daily learning something new, and that was one of the objectives why the curriculum is designed.

5.1.1 Analysis of pre and post-season First Aid quiz scores

Learners were given the required First Aid quiz before the start of SE to evaluate their prior knowledge of the key elements of FA. The quiz included 17 questions that covered various dimensions of FA. This quiz and mark sheet taken from the required curriculum on FA in Kuwait (The Public Authority for Applied Education and Training /PAAET) andwas tested with specialists at the Department of PE at the Faculty of Basic Education. In total, there were 56 respondents from two classes. There were 28 pupils in each class:

Number of Respondents					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Class1	28	50.0	50.0	50.0
	Class2	28	50.0	50.0	100.0
	Total	56	100.0	100.0	

The responses from the learners to the quiz before and after the SE programme are reported in the table below. The same questions and answer sheet were maintained in the pre and post-SE quiz. This implies that the proportions for the pre and post-test scores can be viewed as comparable. The responses reflect the knowledge levels of the learners about aspects of FA before the start of the SE season and after the SE programme had concluded. The intention was to assess whether experiences with the SE programme contributed to increased learner knowledge levels about First Aid.

Item label	Quiz Items	Percentage of learners that answered correctly	
		Pre SE (%)	Post SE (%)
Q1	How should a casualty be positioned after being rescued from drowning?	28.6	53.6
Q2	What is the safe minimum distance from the source of electricity where high-voltage electrical cables are involved?	25	47.3
Q3	When performing chest compressions on an adult, how far should you press down?	38.8	32.7
Q4	What is a secondary survey on a patient?	20.4	44.4
Q5	What are the mechanisms of injury?	30	63.6
Q6	What does the B stand for in the ABC check? Airway B? Circulation	19.6	69.1
Q7	When arriving on the scene of an incident, in what order are the priorities?	28.6	79.2
Q8	If hypothermia occurs from someone being outside for a long length of time, how should they be reheated?	29.2	79.2
Q9	With a patient suffering from a penetrating chest wound, should you lean the patient towards the injured side or away from it?	45.9	86.3
Q10	If some has taken an overdose of drugs, should you induce vomiting?	39.1	84.9
Q11	Someone has suffered an electric shock from a power tool. You are unable to isolate the electricity at the mains, which of the following should be used to move the power tool away?	25	73.6
Q12	Which of your senses is not normally used when assessing a casualty?	19.6	67.3
Q13	What is the priority when treating any casualty?	15.6	75.5
Q14	Which two of the following should you do for a bruise?	24.5	78.8
Q15	If an asthma sufferer takes their medication, but it has no effect, how long should you wait before dialling 211 for an ambulance?	38	89.1
Q16	What should be done for a firmly embedded foreign object in a wound?	22.4	77.8
Q17	What type of injury is a cut from broken glass likely to inflict?	32	76.4

Table 5.2 Proportion of learners who answered the quiz correctly before and after the SE programme

From the table above, it is evident that pupils' knowledge of FA increased after the SE programme. However, it is only on question item 3 where there was a drop in knowledge about FA. Specifically, before the SE programme, very few students could respond correctly to all the questions on FA, but this trend was reversed (but not for Q3) after the SE programme. Greater increases in knowledge are seen in questions 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 and 17; where learners' ability to answer the questions correctly was enhanced by more than double after the SE programme. This implies that the learners' prior knowledge of FA quite considerably increased on the above highlighted FA areas after the SE programme.

It is however critical to note that for some question items including Q2, and Q4; in as much as there was an increase in the proportion of learners that gave correct answers from 25% to 47.3% (for Q2) and from 20.4% to 44.4% (for Q4), the number of learners that could answer correctly are still less than 50%. This implies that whereas there was an increase, learners still found these items very difficult to respond to even after being introduced to this content through the SE programme. Moreover, it is ironical to note that learner's prior knowledge for Q3 reduced after the SE programme given that prior to the SE, 38.8% of the learners gave correct answers to Q3 but this dropped to 32.7 after the SE programme. This particular question required learners to give responses on performing chest compressions. Most likely, learners did not understand FA aspects concerning chest compressions because the chest compressions method may vary among different age categories such as new born, child and adult which may led to misunderstanding, and due to the quick and inaccurate answers resultant from some pupils who did not participate in the test at the end of the ceremony.

To establish whether the increases in knowledge of the learners per each question item were statistically significant, a paired samples T test (repeated measures) was undertaken (section 4.11 provides more information on the paired sample t-test). Below are the results.

Paired Samples Test Question Items		Paired Differences		t	df	Sig. (2-tailed)
		Mean difference (Post-Pre)	Std. Deviation			
Pair 1	How should a casualty be positioned after being rescued from drowning?	0.22	0.42	3.73	48	0.00
Pair 2	What is the safe minimum distance from the source of electricity where high-voltage electrical cables are involved?	0.23	0.47	3.36	47	0.00
Pair 3	When performing chest compressions on an adult, how far should you press down?	-0.04	0.50	-0.57	48	0.57
Pair 4	What is a secondary survey on a patient?	0.20	0.54	2.65	48	0.01
Pair 5	What are the mechanisms of injury?	0.30	0.76	2.78	49	0.01
Pair 6	What does the B stand for in the ABC check? Airway B? Circulation	0.48	0.65	5.25	49	0.00

Paired Samples Test Question Items		Paired Differences		t	df	Sig. (2-tailed)
		Mean difference (Post-Pre)	Std. Deviation			
Pair 7	When arriving on the scene of an incident, in what order are the priorities?	0.50	0.59	5.78	45	0.00
Pair 8	If hypothermia occurs from someone being outside for a long length of time, how should they be reheated?	0.52	0.62	5.68	45	0.00
Pair 9	With a patient suffering from a penetrating chest wound, should you lean the patient towards the injured side or away from it?	0.42	0.61	3.97	32	0.00
Pair 10	If some has taken an overdose of drugs, should you induce vomiting?	0.43	0.55	5.25	43	0.00
Pair 11	Someone has suffered an electric shock from a power tool. You are unable to isolate the electricity at the mains, which of the following should be used to move the power tool away?	0.46	0.64	4.66	40	0.00
Pair 12	Which of your senses is not normally used when assessing a casualty?	0.47	0.69	4.51	44	0.00
Pair 13	What is the priority when treating any casualty?	0.64	0.58	7.22	41	0.00
Pair 14	Which two of the following should you do for a bruise? -	0.59	0.58	6.86	45	0.00
Pair 15	If an asthma sufferer takes their medication, but it has no effect, how long should you wait before dialling 211 for an ambulance?	0.50	0.58	6.09	49	0.00
Pair 16	What should be done for a firmly embedded foreign object in a wound?	0.51	0.69	5.09	46	0.00
Pair 17	What type of injury is a cut from broken glass likely to inflict?	0.42	0.67	4.41	49	0.00

Table 5.3 Paired samples T-test of mean differences between the pre and post

From Table 5.3 Above, it is evident that all the question items had positive mean differences in the knowledge levels of the learners apart from for pair 3 (pre and post for Question 3). The paired

samples T-test for all pairs (apart from pair 3) is significant at 0.05 significance level (all $p<0.05$. These results reinforce the earlier finding in Table 2 above which demonstrated that the knowledge levels of learners on FA increased after the SE programme. The negative mean difference for question item 3 indicates that the knowledge levels prior to the SE programme were higher for this item but dropped after the SE programme and the T-test indicates that for this item, the change was not significant ($p>0.05$). This was earlier established in the descriptive statistics in Table 2.

From Table 2, it can be claimed that the introduction of the SE programme was a contributing factor that increased knowledge levels amongst the learners of aspects concerning FA. This is reflected in the higher percentages of learners giving correct responses on the quiz questions at the end of the SE programme compared to their responses before the SE programmes. However, this trend did not happen to Question item 3 [When performing chest compressions on an adult, how far should you press down?] where there was a negative change in knowledge levels after the introduction of the SE programme.

The results from the paired samples T-test reinforced the earlier descriptive statistics. The paired samples T-test indicate that there was an increase in knowledge levels of learners as reflected from higher percentage means of learners that responded correctly on all the question items after the introduction of the SE programme compared to prior the programme. The increases in the knowledge levels were found to be statistically significant at 0.05 significance level. However, there was not affect of the SE programme on knowledge levels around the question item 3. It can therefore be concluded that the SE programme is associated to the significant increases in knowledge levels of learners about FA.

5.1.2 **Possible 'Whys' behind the Changes**

The students' development in knowledge during the FA season may have been caused by several factors observed in or out the lessons time, , the innovative method of teaching, the use of technology in teaching and learning to demonstrate the principles of behaviour during emergency cases, the cooperation among the members of teams when helping and correcting their homework weekly, providing practical lessons with the descriptions of the injury's symptoms and treatment, encouraging out of class activities conducted by students during the lunch break and school activity class and the use of the FA memorabilia provided to them.

Students discussed their development of FA:

> "*I did not know that I would benefit from learning first aid either in my school life or even out of school. I have greatly benefited from self-learning and team learning. For example, I am*

currently aware of some serious injuries that may happen in school, and that I am proud to say that I know very well how to act confidently to help the injured person. As a fact, I would never learn this in the past traditional PE lessons". [audio recorder].

Another student mentioned in post lesson 18:

"*The cooperation among my team members made me enjoy this experience and drive me to learn more about first aid. It was wonderful to learn some theoretical things in the beginning of the lessons to increase our knowledge and then to share the practical sections together, making me learn much faster because the season was more serious but with endless benefits*". [audio recorder].

At last, it should be noted that even with the ability of the season to attract many students, it was still unable to make all the students participate as shown in the first aid test and questionnaire, as some of the students did not answer all questions of the questionnaire or the final test's questions.The reason is that there are some students who did not participate or withdrew for a number of reasons that have been clarified through quantitative research and separate cases. These reasons have affected some of the results of the last test's questions and some answers of the questionnaire's questions where they are either left blank or the selection to No. 1 was random or the last noting that the number was incomplete at the end of the season.

5.1.3 High school student perception of the specific structural and pedagogical features within the karate, FA, and SE program

To answer this research question data were collected using a previously employed pupil exit survey that was employed in research on the introduction of SE in Russia (See Hastie & Sinelnikov, 2006). The exit survey was conducted with 56 participants drawn from two classes. As indicated in the table 5.4 below, equal numbers (28) were drawn from each class.

		Frequency	Percent	Cumulative Percent
Valid	Class1	28	50.0	50.0
	Class2	28	50.0	100.0
	Total	56	100.0	

Table 5.4 Participants per class

This survey was intended to explore the perceptions of high school students about the structural characteristics of the SE programme. The question items on the survey covered perceptions about

the programme structure, enjoyment; access to team performance statistics; knowledge and skills gained; and changes in attitudes towards PE. Some question items required students to reflect on their perceptions before the start of season and after the season (pre-post)

5.1.3.1 Perceptions about programme structure

Question items 1, 2, and 3 explored student's perceptions on the length of the programme compared to the typical units of the PE; the teamwork aspects embedded in the structure of the programme. Below are the results:

	N	Min	Max	Mean	Std. Deviation
I enjoyed the Sport Education Karate and First Aid season because it was longer than a typical unit in P.E.	56	1.0	5.0	4.52	0.85
I enjoyed being placed on a team early in the season and staying on the same team for the entire season.	56	1.0	5.0	4.25	1.12
I enjoyed the schedule of team practice and formal competitions throughout the Sport Education Karate and First Aid season	54	1.0	5.0	4.33	1.03

Table 5.5 Students' Perceptions about the structure of SE programme

From Table 5.5, the means of responses are above 4 out of the maximum score of 5. This implies that on average, students positively perceived the structure of the programme. Specifically, the students were in agreement that they enjoyed SE because it was longer than a typical unit in PE (Mean=4.52, SD=0.85). Secondly, on average, students enjoyed being placed in a team early in the season and staying on in the same team for the entire season (Mean=4.25, SD=1.12). Similarly, on average, students enjoyed the schedule of team practice and the formal competitions throughout the SE season (Mean=4.33, SD=1.03).

Question items 4, 6 and 10 explored students' perceptions of the culminating event, attention to festivity and the degree to which they participated enthusiastically during the season activities.

	N	**Min**	**Max**	**Mean**	**Std. Deviation**
Q.4. I enjoyed the culminating event at the end of the Sport Education Karate and First Aid season.	54	1	5	4.33	1.01
I enjoyed the festive nature of the Sport Education Karate and First Aid season using things such as team names, team chants, colours, mascots, and posters etc	55	1	5	4.7	0.69
Rate from 1 to 10 how much you enjoyed this season and participated with enthusiasm	47	1	10	9.09	2.02

Table 5.6 Students perceptions on the mix of learning with fun within the programme

From Table 5.6, it is evident that learners enjoyed the culminating event at the end of the SE season (Mean=4.33, SD=1.01) and the festive nature of the SE season using aspects such as team names, team chants, team colours/costumes, mascots and posters (Mean=4.7, SD=0.69). As one of the key objectives of SE (Siedentop, Hastie & van der Mars, 2011) overall, students indicated that they enjoyed the SE season and participated with enthusiasm with a Mean of 9.1 out of a rating scale of 10 (SD=2.02).

5.1.3.2 Access to performance statistics of the team

Learners were asked about their perception concerning opportunities to access their team's performance statistics including scores and records.

	N	Min	Max	Mean	Std. Deviation
I enjoyed having access to scores and records (statistics) for my team and me.	55	1.0	5.0	4.4	1.1

Table 5.7 Students' perceptions on having access to team's performance statistics

Table 5.7 indicates that students positively perceived having access to their teams' performance statistics as important and that this feature makes the SE programme more enjoyable (Mean=4.4, SD=1.1)

5.1.3.3 Perceptions of Competence and Skill gained

Learners were asked to rate their perceptions with regards to Skills and Competences gained about Karate and FA. Specifically, question items 8 and 9 required students to rate their perceptions on the skills and knowledge they had gained before and after the SE season. Below are the responses:

	N	Min	Max	Mean	Std. Deviation
I learned a lot about the sport of Karate and First Aid during this season in P.E.	55	1.0	5.0	4.62	.83

Table 5.8 Students perceptions on whether they learnt a lot about Karate and First Aid during this season in P.E.

From Table 5.8, students agree to the fact that they learnt a lot about Karate and FA during the SE season (Mean=4.62, SD=0.83). Further, on a scale of 1-10, students were asked to rate their

perceptions with regards to how knowledgeable and skilful they were before and after the season (see table 12).

	Before Season		After Season	
	Mean	Std. Deviation	Mean	Std. Deviation
Rate from 1 to 10 how skilful you are at Karate and First Aid	2.4	2.2	9.1	1.5
Rate from 1 to 10 how much you think you know about the Sport of Karate and First Aid (skills, techniques, rules, etc)	2.3	2.1	9.1	1.8

Table 5.9 Students' Perceptions on how knowledgeable and skilful they are in Karate and First Aid

The results in table 5.9 indicate that students felt less skilful on Karate and FA before the season but later on felt very skilful after the season. To illustrate, before the season, students rated themselves at a mean of 2.4 out of 10 (SD=2.2) but this greatly increased to 9.1 out of 10 at end of the season (SD=1.5). On the other hand, with regards to knowledge levels, students rated themselves as having had less knowledge about the sport of Karate and FA (Mean=2.3, SD=1.8), but later on felt very knowledgeable after the season (Mean=9.1, SD=1.8). These results imply that introduction of the SE to students increased their knowledge and skill levels. Nonetheless, there is need to establish whether these increases were statistically significant. A paired samples T-test is undertaken in this regard.

Paired Samples Test								
		Paired Differences				T	df	Sig. (2-tailed)
		Mean differences	Std. Deviation	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Rate from 1 to 10 how skillful you are at Karate and First Aid	6.70	2.79	5.88	7.52	16.47	46	0.00
Pair 2	Rate from 1 to 10 how much you think you know about the Sport of Karate and First Aid (skills, techniques, rules, etc)	6.81	2.85	5.97	7.64	16.39	46	0.00

Table 5.10 Paired Samples Test of significance in differences in perceptions before and after the season

The paired samples T-test indicates that the increases in skills and knowledge levels in Karate and FA after the SE season were statistically significant at 95% confidence level (all $p<0.05$). This

therefore implies that the increases in skills and knowledge levels reported by learners are associated to the SE season.

5.1.3.4 Changes in attitudes towards PE (Pre and Post)

Students were required to indicate the extent to which they liked physical education before and after the season on a rating scale of 1-10.

The results in table 5.11 indicate that before the season, students disliked PE (Mean=3.0, SD=2.5) but this trend was reversed after the season with a mean close to 10 (Mean=9.7, SD=2.5). This implies that after the season almost all students changed their negative attitudes about PE to positive attitudes about PE. A paired samples T-test is performed to establish whether this change in attitude was statistically significant.

	Before Season		After Season	
	Mean	Std. Deviation	Mean	Std. Deviation
From 1 to 10, indicating how much you like physical education experience	3.0	2.5	9.7	0.8

Table 5.11 Students attitude towards PE

Paired Samples Test								
		Paired Differences				T	df	Sig. (2-tailed)
		Mean differences	Std. Deviation	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	From 1 to 10, indicating how much you like physical education experience	6.73	2.64	6.0	7.5	17.83	48	0.00

Table 5.12 Changes in students' attitudes towards physical education (Pre and Post)

The results in table 5.12 indicate that the changes in attitudes of learners towards PE were statistically significant [T (48) =17.83, p<0.01]. To this end, the change in attitude from negative perception of PE to favourable perception of PE is significantly associated with the SE season.

The results indicate that learners enjoyed SE because it was longer than a typical unit in PE. Also, learners enjoyed being placed in a team early in the season and staying on the same team for the

entire season. Moreover, it is evident from the results that students enjoyed the schedule of team practice and the formal competitions throughout the SE season.

It is also clear that students liked the mixing of learning and fun in the SE programme with indications that they enjoyed the culminating events, using team colours, team names, chants, mascots, posters and other joyous moments of the programme. With regards to knowledge and skills gained, students rated highly that they learnt a lot and gained more knowledge and skills after the season than before the programme. These increases in the knowledge and skills were found to be statistically significant at 95% confidence level. Finally, it was found that before the SE programme, students had negative attitude (dislike) about PE but this changed after the season with students developing much stronger and more positive attitudes towards PE.

5.1.4 Summary

From the above analysis, it can be concluded that the sports season is significantly associated with increases in knowledge and skills about Karate and FA and that the season led to students liking PE which they had originally disliked. Additionally, the above analysis highlights critical aspects that should be of concern to developers of PE programmes. It is clear that successful programmes need to have slightly longer periods, need to have fun embedded in them, and built on teamwork. It is also important for such programmes to provide the tools and knowledge where learners can access team performance statistics.

5.2 Qualitative data findings

This section uses an emergent and qualitative approach. Before heading to the case studies involved in the current study and their analysis, the researcher will explain the data collection method adopted based on the nature of this study and its key components. The data collection process is constructed on collecting a lot of photos and concerning the titles of the case studies. As for the data collection, it will be carried out by informally interviewing the girls in groups three times a week in each class, namely: at the beginning, in the middle and at the end. Similarly, the researcher did interview the inaudible female students, give them the required plan and discuss their needs and wants they aspire to add. The data collection method also includes the procedure of meeting focus groups, writing my notes regarding each lesson separately, then making my observations on the school setting, lunch time, alongside the coffee shop when inviting me after the academic season ends. It should be noted that the aforementioned data collection steps are carried out through recording.

Findings

During the data collection stage, I faced several obstacles in dealing with the educational system in Kuwait. It should be known that the current educational system in Kuwait is inflexible, and one of the most challenging I faced is that the officials of this educational system always do not accept new changes or modifications that help the educational system progress. Among the reasons of this inflexible system is that teachers and educators do not want to work. For example, the problems I faced with the PE department in charge when I asked to change some classes, where the teachers were unhelpful and unsupportive and started to argue that I am taking photos for them that are unacceptable, leading to complain to the principal of the school. As a fact, it was a bad experience and challenge to go through.

My second experience started at the PE Department, as everyone was eager to see and recognize the new *things "Can I see the profile?" or "Can I see what you are doing in the map? (they meant the wall of champions)".* However, of course not all of them was interested. I also noted that some teachers, namely: the history teacher relied on the SE in teaching and helping students develop academically. However, some teams refuse to be cooperative in changing the team's uniform claiming that they cannot participate in the history class or walking around without the formal team uniform, and some of them complained to the principal of the school about it. As a whole, some teams kept refusing to change clothes or putting make-up, for they are not allowed to walk without uniform or putting make-up, advising me to discuss it with the spokesperson of the school who is in charge of these issues. Still, there was a shining light, where some teachers as the history and geography ones did like the idea and was enthusiastic to use it next year because the academic year was about to end, driving us to postpone everything to the next year.

Group Title	Number of Pupils	Pupils Reflection on SE Season
Newbies	4 pupils	Never Experience any PE Activity before
The Runways	3 pupiles	Negative Experience
Too Tired for This	9	Negative Experience
Bossy Boss	6	Positive Experience
Regular Middies	23	Positive Experience
Pupils at risk	10	Positive Experience
Better Elsewhere	5	Positive Experience

Table 5.13 shows the classification of the groups, skills and the number of students

As a matter of fact, this was the best way to illustrate the data collection process by selecting a number of students from two classes who accept the idea or who refuse it. As for the students who refuse it, they are likely to be named the Runaways as a title of a group for these girls. In the following table, titles of the groups and their skills will be shown.

5.2.1 Newbies

This group contained students who did not take part in any kind of sport or physical activity either at school or when outside of school. Specifically, these were students who did not engage in PE classes, because of the quality of the teaching they had experienced or had teachers who they claimed did not teach at all. Newbies discovered a 'new-found interest' in PE and took part with enjoyment and enthusiasm during the season with their classmates. This group is exemplified through the following two cases.

5.2.1.1 Case (1)

As one of the cases, "student 1" had, before the season began, complete dissatisfaction with her Physical Education class and had barely attended it at all since middle school. By the end of the season student 1 showed total commitment and expressed feelings of happiness, plus she felt a sense of belonging and focus.

student 1 was a student who had shown no interest in Physical Education class since the early middle school. She always found a reason not to attend in any way and did all she could to evade attending, alongside her other remedial classes or basic activity courses. In the first interview before the start of the season, she commented, *"Physical Education class is unnecessary, I do not like to participate in the physical exercise and I never understand it".* Similarly, student 1 claimed not to be interested in sports at all, as she said, *"I am not a sports fan, for I do not like sports and it is not one of my hobbies"*. [Audio recorder].

Lesson 2: When asked why she was unwilling to attend Physical Education classes, she said, *"Physical Education classes are dull and are repeated since elementary school's days and there is nothing new about them that attracts me"* [Audio recorder]. She talked about the non-teaching:

> *"…it is either sitting down without doing anything or leaving us to talk in the classroom, where it is like an extra class or they just explain a certain skill or sport when there is only a visitor to the class or if there is a test to take"*. [Audio recorder].

She talked more about her feelings towards the subject: *"I do not understand anything about sports and physical education classes are very boring too"* [Audio recorder].

During the early lessons student 1 slowly began to take an interest by joining in with her team and being assigned certain tasks within that team. By Lesson 5, I began to observe student 1 integrate more with her class team, as she began to read about karate. As a result she behan to ask me specific questions, such as:

"how to teach this skill or how to explain the sport's injury to others" [Audio recorder].

This interest continued. For example, in Lesson 8 I also began to notice her encouraging her team, especially when she was counting and comparing the league standing points on the Wall of Champions. She explained in an interview how she began to feel that she was more responsible :

"I am part of my team, and if I got lazy or missed a certain point, the other teams will win, resulting in letting my team down that works very hard" [Audio recorder].

In Lesson 15 had became evident that she was supporting the idea of a SE season and of physical activity more generally, and she explained this at an interview:

> *"I changed and I love attending my SE class now, and it is no longer performing exercises only, that I do not understand it and dislike , but I became skilled at it as a professional one and I am able to understand the games' rules, help my team win and assist other colleagues in the team, leading me to be really aware of what the real sports atmosphere is and I have become more active in the school day".* [Audio recorder].

More tellingly, I observed student 1 doing her role and being responsible for the team's practices and their training (experienced in martial arts). For her, karate had never been in her priorities and she was not interested in it at all, but in Lesson 18 she said to me which I noted down: *"I did not know anything about karate and did not see it on TV in my life; it is not of my interest, believing it is a violent boy's sport, so I did not care for it".*

She added in the interview,

> *"When I started participating in this season, I changed my minds and thoughts about this sport in particular and about sports in general. I started to know that it is an ethical sport that develops countless good features such as thought, morality, and the spirit of tolerance and control of anger as well"* [Audio recorder].

Student 1's behavioural and physical skills and mark greatly developed. At the end of the season I asked student 1 what she thought of this season now? *"It is important; I am helping others, taking advantage and developing more, and I have started to like sports from this wonderful season".*

5.2.1.2 Case (2)

Case 3 refers to "student 2" who was also a 'Newbie'. She was a 10th-grade student and was in an age category younger than the other students in this season (as they were in the twelfth grade). At first, she was also a non-participating student that was not officially supposed to be in class.

However, at the end, she had joined the class of 12th grader and became an effective leader and eminent member of her team. As well, her presence in the season steadily developed from a student in the tenth grade, whose sport interest did not have karate, to a girl who began to compete with the 12th-grade students in the skilful, scientific and academic aspects related to this sport.

During lesson 4, student 2's on PE class was by chance beside the class I was teaching at the same time and place in the gym. Her curiosity in her class also prompted her to interrupt one of the participants and ask her

"What are you doing? Are you involved in a particular contest or competition? What are these clothes and exercises?" [Audio recorder].

Later on, after the class, I saw student 2 standing in front of the Wall of Champions reading it, when she noticed me looking at her, she smiled and ran away.

After Lesson 6, student 2 started to come to the gym during lunch break and watch the Year 12 students practicing with each other in their teams and teaching each other. Initially, I observed that student 2 started to come and greet me at the room where I was based, saying *"Welcome, new teacher* Later around lesson 9-10, I began to notice her presence in some of the classes in which the season is taught in, standing at the side of the class and she would read the files on the runway. The next day, I saw her again attending the class and I was surprised by her presence as she was in Year 10. The following is from a paraphrased fieldnote:

> *"Hello, can I know your name, please?"*, and she replied *"student 2, from the tenth grade"*, then I asked her *"Why do I always see you attending sports education classes with me?" "Are you running away from your basic classes or is the teacher not there?"* She said *"No, no, the teacher did not come to school today, and I have no study"*. She also added, *"I feel too happy when I come and see this class because it is very interesting and it looks like trainings for an international competition"*. Moreover, she added, *"Is this a normal PE class like the one we are studying?* "I said*, "No, it is called SE, Karate and First Aid Season"*, student 2 replied, *"I have never heard of this thing in all my life, what it is exactly! I did not understand what you say to me"* [Audio recorder].

I explained to her the nature of the season and how it worked. She saw some resources and she seemed interested in these. This pattern repeated within the first two weeks of the season, and after that I started to notice her presence even during the lunch breaks. She asked to participate in the season, but of course she is not a student in the two selected classes and I did not have the right to allow her to participate because her schedule, leading her to be absent from her classes to

match the two-classes schedule. Each day she would ask to participate, try to read the files and speak to the participating students in grade 12. I kept asking her to attend her classes and not to escape to attend my classes but it was in vain.

On the other hand, she kept saying all pupils and teachers quotation from my *audio recorder during lesson time, I kept it with me all the time to remembers any situations my come across in my data collection in school and when I record my post lesson notes*

> *"Please, teacher I want to be a member in one of these teams, this season is very fascinating and what you do is a great experience I have not seen like before and I feel that the students are getting more closer to each other because of this season….."* [Audio recorder].

However, I told her

> *"The school principal does not allow me to let you enter this season because you are younger than the other participating students. In addition, this schedule is unsuitable with the classes I teach, as it will affect your practical achievement. Most importantly, you should not run away from your lessons, noting that I will not allow you to do this, and you still can see the students during breaks, but do not run away from the lessons in order to attend the Karate Season.* " [Audio recorder].

student 2 contined to appear daily at the season training and started talking to me about karate and first aid. She was very enthusiastic, and sometimes she brings her friend within free breaks. She asked to be a reserve member and if she could substitute for any girl from Year 12 who missed school.

Finally, in lesson 13 I allowed her to join the class and permission was given from the head of department and the principal. She joined teams who had absentees. She was asked,

> *"What do you think in case you become responsible for the champion wall you change the results and write down the plan information for each week?"* Lesson 20 post notes indicate student 2 was happy with this request and said, *"Of course, I will do this, , "I am very happy and thank you very much because I feel that I have become an important member of the season"* [Audio recorder].

It was evident in field notes from lessons 21-23 that student 2 was totally committed to the season more than the Physical Education class, which was in her official schedule. She could integrate well, coped, and befriended with all students despite the two-year difference in age, saying in an interview:

> *"I feel belonging to all teams and I did not feel they treated me differently. I also have many friends who helped me, even in my homework, and I am very happy to be in this season".* [Audio recorder].

In the closing ceremony, student 2 was one of the speakers and the presenter of the sections and results of the competition, as well as announcing the names of the winning teams. She also participated in the opening speech, saying:

> *"My dream has finally come true. I began to feel like a professional in official ceremonies, and this is something I would never have lived in the previous physical education class"* [Audio recorder].

For student 2, one of the most significant outcomes from the Karate and First Aid Season was that it had a new positive impact on her, not only when participating in it, but also by completing other responsibilities outside of class, such as her homework.

5.2.2 **The Runaways**

The students in this group were defined as those who wanted to escape from their education in general. They disliked school and did not care about anything concerning education and schooling. Unfortunately, the season of SE was not able to capture these female students' interests, where their most prominent behaviours were: stubbornness, indifference to academic achievement, a strong dislike of education, of physical activity and they were socially lazy. A lot of Runaways were subject to frequent complaints from teachers as they did not abide by the school rules. However, when trying to talk to them or ask about the reason for this reluctance, the following was typical:

> *"I do not like school," "I hate school," Audio recorder/ focus group two/ red Dragons team member. "You are not my teacher to force me on something that is not significant such as the Physical Education class as it is unimportant at all. "* [audio recorder in class note].

To show the magnitude of the problem shown by the Runaways from all their classes including the Physical Education class, one red Dragons student in the team said "I am actually running away from education". These female students wanted to be anywhere other than in the school lessons. For instance, a student said specifically about PE, that:

> *"Physical Education has caused me many limitations such as causing tiredness, "It's too much to do, and I'm not ... I don't wanna do that"* [Audio recorder/ interview / white flag team].

Likewise, there were two other students who were identified as Runaways that were often running away, which sometimes led to a search for them around the school. Other teachers described these pupils as always noisy and in trouble in all classes. One teacher told me and she is referring to student 3, "*She's out of control".* School psychologist referred to those cases: *She says they always run away"* [Audio recorder].

As a whole, having conducted the interviews and my field notes, it has been found that the female students, who used to run away from PE classes and other lessons, are going through several changes in their behaviours and attitudes towards class and to each other as well. Similarly, these female students cannot accept the innovative educational changes that will affect students positively to attend more classes and avoid more runaways. Besides, these female students are running away from all classes, alongside Physical and SE lessons. At last, this season with its activities help the students lessen their runaways from all courses, but the problem is still unsolved. The next cases are given to elucidate the aforementioned themes.

5.2.2.1 The Runaways case 1

This case is related to student 3. From my observation, this case exemplifies a student who is one of the most students who cannot be controlled by the SE season not because she did not respond to the classes, but due to her runaway precedents from all classes in a school in general.

During lessons 1, 2, and 3 of the seasons, I tried to talk with student 3 but she refused and was sometime rude. I spoke with the social and psychological specialist in the school and asked about the reasons for her actions and in particular why she always runs away from class. At the time I felt she did not want to participate in the season. However, the psychologist told me that

> *"…She does not like education in general, and we expect she is suffering from certain family problems or does not want to complete the study at all. Yet, we are unsure because we do not have any evidence due to the fact that her parents did not attend the parents' meetings in the school and we only met her mother once when the student tried one day to run away from school in the middle of a school day……"* [Audio recorder/ interview].

Post not lesson 1, during the first period of participation in SE Karate and FA class, this student attended the first classes. When I divided the class into their respective teams and gave out the required tasks, she was sitting in the middle, and every time I entered she showed indifference to what was happening around, caused problems and mostly laughed in a way, that suggested the lesson was trivial for her.

Lesson 8 observation showed, However, during the distribution of tasks, her actions changed and began to take a little interest by asking her colleagues, what does this role mean? Why do we have to sign the contract papers? She added, *"I feel like a joke as in plays"* [Audio recorder/ in class note]. Then, she said:

> *"You teacher, why do we do all these tiring efforts and tasks, as long as it is not included in the academic achievement? It is annoying and I do not like it! We are just wasting our time… oooh"* [Audio recorder/ post lesson notes/ after the lesson ended].

In focus group one: She is driving me to sit and try to talk to her in order to know exactly what can be done to attract the attention of such a student to the SE class and commitment to attend, but each time she responded the same answer,

> *"What can I benefit from doing this, I am not interested in it and I do not like to study, think and tire my mind".* [Audio recorder/ in class conversation/ lesson 13].

Post note lesson 15: It was evident that student 3 disliked education in general and that she did not want to apply herself and make an effort. In the interview, when I asked what made her hate attending school in general and classes in particular, why you keep running away as long as you are in school and why you are trying not to attend and participate in classes, noting that this commitment will be positively reflected on your school and then your future? Some time she ignored me without answering my question or some time she said I do not need to tell you why or give you a reason why, you are not my main teacher… etc.

From my notes from Lesson 19 and Lesson 20 she was always last to sit in the gym, stretched her legs up. In a focus group she commented:

> *"I do not care about my future; I do not want to be a doctor, lawyer or anything, I do not want to study and bother myself, I do not like school, school duties and homework, and teacher's orders, I do not want to spend my life doing this boring thing and I do not want to complete my studies and enter the university. For this reason, I am forced to attend school due to the Kuwait Education Law, noting…I will not sit all day reading something I am not interested in. That is why I hate attending classes and do not care about the season because it is also a waste of time and pointless effort for me"* [Audio recorder].

At the closing season lesson 25 and 26 I repeatedly tried to get her attention for the season but in vain. I kept trying to search and call her to attend class every time, but she insisted on running away from the lesson and after many attempts, I failed to convince her that education was a kind of fun and necessary. As for her, she was a girl who appeared never to care about school and the other

students in the school environment. At certain periods, though I noticed her watching other colleagues during the performance but unfortunately, the season of SE did not succeed in helping student 3 participate and be an active member of a team.

5.2.3 **Too tired for this**

In this group, students at the beginning were very enthusiastic about the season and were doing their roles and duties to the fullest. Unfortunately, things slowly changed for several reasons such as the timing of the season in the academic year. The season was delivered in the second semester of the academic year. These students soon preferred to focus more on their academic achievement in other subjects viewing these as key to enrolling in university. These actions tended to cause some problems and disagreements among members of one team in particular red dragons. A further another reason was that some parents strongly requested their daughter focus their energies more on other subjects, for student 4 mother from power girls team told me:

> I started to notice that my daughter was more interested in SE than anything else and started to talk about it all day, along with focusing more on preparations for this class more than anything else… [Paraphrase from school office interview].

It soon became evident that this group actually found completing all the tasks and activities 'a bit too much', because of other academic interests and courses, which needed to be covered and which were taking up time. Though they were 'too tired for this', the tiredness was not due to fatigue or health issues, they just seemed worried about the impact of this season and classwork on their academic work as whole. One such student, said in an interview,

> "*We want to participate, but our mothers did not allow us, as they said we must only concentrate on our schoolwork, while SE class does not affect our life at all"* [Audio recorder/ team interview after lesson end].

As a second example, another student said that her mother had warned her to pay more attention to courses such as mathematics rather than the SE class, as she said in an interview, *"I've got my math to do. I'd rather be doing that"* [Audio recorder].

Other students were impelled to withdraw their effort in the middle of season because they were warned by their parents that they should spend more time on learning other skills and opportunities rather than the SE class within the school itself.

5.2.3.1 Red Dragons team case

At the beginning of the season teams were formed which included five to six students, and one called them selves the Red Dragon Team (Four of them withdrew from the season, two students have moved to another teams to cover any student absent from the lesson) At the beginning of the season this team was enthusiastic and united with each other, and the roles of the Equipment Sempai and FA leader had been distributed along with other roles based on the team's agreement taking account the skills and interests of each student. The team did their wamr-up exercises and performed their roles well, and I did not notice any resistance to the season as they were mostly responsive and enthusiastic. One of the students commented in an early focus group, "It is something new we have not done before…." [Paraphrase form post focus group notes].

Particularly after the first competition, arguments began among the team members and they started asking me to change some members and to reduce the demands of the roles. Also, they asked that some new members join their team because others began not to participate at all. When some tasks were assigned, the same one or two performed them while the rest became more interested in other academic matters outside the season. I kept asking them to concentrate more, award points to other teams for not being committed to the season but with little impact, as there was soon division in the team. student 4 she is one of the team members told me,

"This SE season is too much for a Physical Education lesson and I am a senior student at the graduation period... It is a lot, and if I do not get any grades for doing all these activities, then why do we do all this?" [Audio recorder/ team interview].

While student 5 another student commented:

> *"I really feel that I am working alone as my team is not cooperating with me. I assert that my team is not cooperating, and I feel that we are different from other teams. We are late in getting the required points of the season due to the lack of commitment of my team and this truly saddens me because I want to make the best efforts I have. For me, I feel like a professional, but I am not getting the full support of my team*" [Audio recorder/ team interview].

Lateron, I asked one of them what they wanted to withdraw their efforts from the season

> *"Because we write and search a lot…. do many tasks and training in a way, which we did not become accustomed to in Physical Education and it is tiring for me… For me, PE class was only a class of rest and sit without work at all and I do not like it to change in this way"* [Audio recorder/ group interview].

As the season progressed, I tried to convince some of the more positive team members to stay and try to bring their team back to the season, but most of the other members remained uncooperative and disagreed. Although some were positive about the season, it seemed to be at the wrong 'time' for them. student 6 she is one of the team members commented:

> "….. *For me, the season of SE, Karate and first aid, oh its long name hehehehehe…sorry, any way for me is much better than the previous Physical Education, but there were more tasks to do and I do not think it is timely and appropriate for graduate students at the end of the study period and in conjunction with the final tests…"* [Audio recorder/ team interview note].

At the end of this season, it was noted that some students in this team participated in the festival, providing some help such as assisting attendees to be seated, helping with hospitality arrangements. When I asked some of these students in my post-season interview, about the reason of withdrawing their effort and only really participating in the Festival ceremony, their answers were quite mixed:

> *"It is a unique season but unfortunately, its time is not accurate"*, adding "*The season is really exciting and we really feel the importance of sport and how to play as a professional but I prefer focusing on my exams……If I was not committed to the exams at the end of academic year,"* [Audio recorder/ interview and focus group notes].

Another student said,

> *"I would be ready to repeatedly participate in this season more than once but my mother does not allow me to participate"*. [Audio recorder/ post lesson conversation].

Another added,

"The reason for my withdrawal was my team is not a cooperative and helpful team. I do not feel like belonging to them and I think the other teams are better and more cooperative than us" [Audio recorder].

5.2.4 **The bossy boss**

Bossy Bosses were very vocal students. The students in this group were quite intimidating, enjoyed feeling a sense of power and being able to make decisions, as one of them commented

> *"We are the head of this school, not the head of school itself, and we want to play our key role in putting our rules. We also can try and have our voices up in these schools as all the*

other girls will listen to us because they are afraid of us" [Audio recorder/ before the season start interview/ lesson 1].

It was also noted that nobody could say 'no' to them, including while in PE. They were students who didn't listen to teachers. Before the season I show them went out go out a picnic where the lunch break time finished and some time I show them do the same between their classes that is surprised me how they can do this in school, without even being permitted by the teachers. In many situations, the teachers would let them go because these students would only argue. Bossy Bosses enjoyed public display, showing themselves, which drove other (well-behaved students) away from them because these students tended to scare other girls. Bossy Bosses wanted to feel and behave as leaders and always walked as a group together, telling other students not to connect and deal with them. However, in time across the season, they started to change their behaviour and listen and cooperate more.

When teams were formed, Bossy Bosses found themselves with other students. One of these students complained: *"Why Miss? We're always together, we are always friends, since childhood".* Another said: *"We're best friends since childhood"* [lesson 1 interview audio recorder]. It was explained to them that they needed to change and remember that each one has to work with her new team.

The season helped those pupils to interact with other pupils outside their actual teams roles, share responsibilities with all team members, learn from them and teach them in the same time, feeling of affiliation, and to be important all this element… etc. make them more socials and more (better person). Later on, it was seen that these were some changes concerning the behaviours, attitudes as being more tolerant, more cooperative. Moreover, there are like six or seven girls that already advanced in PE class. most of those group of students are higher skilled students physically they can do any kind of sport they like to win in everything they participate on. SE season help those students to become better in the way they think and behave; those were actually the students who make the necessary plans, as they said one day, *"Teacher, we really want to change it as we want to*" [Paraphrase / lesson 9 notes]

Thus, When I asked them to work with their team. Not too late when the lesson starts or try to make any unassay noise, and respect other pupils' opinions and team roles…etc. they started to listen to me more and this demonstrates a change in nature, disposition and attitude as well. In details, they were encouraging among the whole class, were active in classes, as they were able to lead other students.

5.2.4.1 student 7 case

student 7 is academically undistinguished and dominant girl who likes to give orders more than performing works and assignments. At first, before we did the first aid test, she told me:

> *"Teacher, maybe you did not notice that I am aware of all areas and matters and I do not need you to evaluate my level"* [Audio recorder in lesson 1]

Then, I replied

> *"I only need to know if you can distinguish some emergency situations because I may need your help in the future such as helping your classmates learn something new", she said. "I do not need to teach anyone, I'm overqualified"* [Audio recorder in lesson 1].

At the beginning of the season, student 7 actually did not answer the test and asked to be the leader and was surprised that there is no leader and an assistant, and that everyone is a leader and responsible for her own duties, telling me "

> *"How can be there five people in one team and no one leader?"* Then, she refused the orders and duties and said, *"I want to select one of the equipment Sempai and make another title for me"* [Audio recorder in lesson 1].

However, I rejected her request and asked her to be a Manners Sempai at the beginning so that this role would positively affect her personality and begin to accept the team's participation and cooperation among the teams' members.

Initially she appeared hesitant to start, but during the season, this role seemed to positively affect her character as she became calmer and committed to listen to her teammates and respect their opinions and showed some responsibility. In Lesson 16, I noticed that she was helping a student whom she did not know at all and who is from another class during the lunch break.

In the interview, she told me

"At first, I was unhappy with this role and did not want to complete this season for two reasons, namely: I am alone and not in the leader's pattern as usual and because I never wanted to help others and teach them good manners in and out of the class" [lunch break conversation audio recorder].

After she wrote the exit season questionnaire, she came to me and said, and I noted it down immediately after she left:

> *"My teacher, there is a sheet of paper among the questionnaire sheets; please keep it as an expression of my thanks to you for the great and important things you taught me this season that I never learned in the past physical education classes…"I became more modest and more caring to my colleagues and we all have become important to each other, become a complete team as one person working together and we are all friends too"* [Audio recorder post festive notes].

When I looked through the questionnaires I noted she had also drawn a heart at the end of the questionnaire and *commented… "We love you so much and thank you for everything you have given u"* [coded and translated from the questionnaire document].

As a fact, the season of SE Karate & FA season in my opinion and through my interviews and all the data collection that I used with the students, both in and out of the class or during the side conversations within the break proved that it not only helped the students create a sport professional atmosphere but also changed some students' morals based on improving their performance as a totally mature person who is able to know the responsibilities and duties and how to do more for others than to do for herself. At last, she has given them another meaning to enjoy the class and get ready outside the school walls.

At season last, during her participation in the season, her qualities gradually began to change helping her ask for assistance from others and stand with her colleagues rather than ordering them to do her work. Then, she began to share her ideas with them waiting for her colleagues' opinions to listen to them. She also began to completely attend the class, obey the teacher's requests and implement them without objection. Thus, she was transformed from being the dominant, irresponsible and tough person into a helping person who valued her colleagues' skills.

5.2.5 **Regular Middies**

This group consisted of students who were good students, reasonably quiet, looked after their peers and were supportive of their classmates. They cooperated and followed direction and behaved well. They tended to struggle with responsibility as they were used to seeking help from the teacher. Regular Middies were positive about the season, were happy to do the tasks and assignments, worked well with their team and with others, tried, and worked hard. The Regular Middies were the largest group and were mostly middle ability, who liked the substantial change to PE, where they felt valued, appreciated and important. These Regular Middies tended to improve in their skills and abilities and became more effective and more engaged girls. Regular Middies were conscientious and seemed to want to do things right. For example, one of these Middies lamar from white flag team said "Wait, we have to do paper number one first before we start" Arguing

with her team, “No wait, we have to know what the first plan is” Paraphrase conversation. Regular Middies required a lot of direction, reassurance and attention from the teacher. Another example related to the paperwork, sometimes they sit and say,

> *“What you have to do here? Did you do that? No, we don't have the paper and Miss, why did you not give us this paper?”* [during lesson 9 audio recorder].

In addition, even if I gave them the paper: *“No, we mixed the papers up. So, we have to rearrange it again”.* [Field note ninja heroes team conversation audio record lesson 11].

In the interviews, Habiba from Bruce Lee team member told me *“Well, this is the only lesson we like”* [Audio Recorder in lesson 17 notes]. Regular Middies tended to wait for others to guide and direct them such as a teacher or a team. For instance, even at the Festival I observed that they were waiting, telling me what do we have to do? I said well, go to your team Paraphrase form my field notes.

SE is about shifting the responsibility to the teams these children still relied on me as the teacher. This behaviour stems from the culture in Kuwait, Arab Gulf, and Middle East in general where children are told to ask their teacher for explanation, demonstration and other problems they may face.

5.2.5.1 Regular Middies – Case 1:

Case 1 in regular middies relates to “student 8”. From overall observation to her in SE season, student 8 is an academically distinguished student but her level of physical and sport activity is considered average or less than averge. Like other students, she is a student who considers the school a daily routine whose works and tasks must be perfectly done. She is only diligent in studying the required basic subjects to get high scores to enable her to enter the aspired university after the school’s graduation. She is also a relatively quiet and almost non-absent student with several friends and zero complaints from the school and distinguished by good morals when dealing with teachers and students. Similarly, she does not make any problems within the school and did not violate any law that may hold her accountable or require calling her parents to school.

In lesson 1 of the season, when I was explaining the nature and the season and the way the girls were divided, student 8 was hesitant to take part and asked me *“Will we get marks from this from season?”* I answered her:

> *“There will be no marks or scores in the season that will have an impact on your annual and accumulative average, and you are totally free whether you want to participate or not. Still,*

> *I hope you will participate in order to encourage your team and I expect if you are given the role of the referee Sempai, you will succeed"* [audio recorder from first interview].
>
> She replied, *"No problem, I want to participate and work with the team and she actually signed the papers and completed the whole file on the first day"* [audio recorder from first interview]

At this time of SE season, student 8 was the ideal student in the class doing everything she was asked to do such as seeing and noticing students during the exercise, as well as giving legal observations. She also read every piece of karate law and asked me about some related issues concerning karate that she did not understand so as to be able explain the law to her teammates.

Besides form lesson 7 observation and lesson 10, student 8 was always a quiet girl, but with the development of her behaviour, she is more able to speak and move among the students, speaking with a higher voice so that she could do her required duties and tasks as a team leader. From my post lesson notes 15, student 8's skills and level have progressed in the SE class, saying that in focus group:

> *"I can easily practice the karate sport with skills and I feel stronger and more confident... In the past, I was ashamed when the teacher was asking me to perform any movement in front of my colleagues because I was afraid to make an incorrect move, leading them to make fun of me. Now, I am the referee and we have a skilled coach in the team who started to teach us the physical movements correctly"* [translation and transcription from audio recorder].

Moreover, she added:

> *"We have become friends working as a one person for the sake of the team only, as everybody is helping the other win, saying that I am a skilled player and I can do all the karate skills properly 100% like other female professional students"* [translation and transcription from audio recorder].

student 8's first-aid skills also developed, as she showed us Power Point slides to teach students about asthma and lung disease. As a whole, student 8 was embarrassed to talk to anyone, but with her participation in the season, she noticed her development in making a 10-minute presentation without hesitation or feeling ashamed.

As a final note, student 8 has been discussing the first aids with the specialists concerning some tests that were unique and distinctive in performing the karate competitions, showing that her level

has noticeably developed, as she became more open to talk and assist other students without shyness. She adds

> *"I am no longer selfish in getting my academic achievement because in the past I was only interested in myself and how I can be only a diligent student in my studies with paying no attention to other courses than the basic courses"* [translation and transcription from audio recorder].

She adds:

> *"During the karate season, I learned that I should help my colleagues and be a distinctive student…."* [Interview from audio recorder that only the researcher can look at for culture reason].

Furthermore, she said

> *"In the past, PE was the same in every class, and we did not feel the difference, no matter how sports are different due to the fact that the method of teaching was repetitive because after a period of time, you will not feel your hand and want to get rid of it, but now I feel excited when I attend the class, as we daily and entirely work and learn something new and useful"* [Interview from audio recorder that only the researcher can look at for culture reason].

5.2.6 **Pupils at Risk**

While conducting fieldwork, the researcher taught some students with particular needs and conditions some of which were potentially life threatening both classes included a group of students that collectively become known as the "at-risk" student. It became evident that these students were determined to participate in the season.

Some students in this group had lived with chronic medical and psychological conditions. In some cases, their illnesses had debilitated them and had limited their participation PE since they were in primary schools. One of these girls talked about her experiences:

> *''I was watching my classmates playing in the classroom or running in the school yard, I was very sad as I could not play or run like them, I could not live like them because my feet did not have that physical strength that would help me to run and play."* [Said by student 11 in post-season interview/ audio record].

These students were positively affected by the participation requirements of the season of SE in a number of ways despite the challenges and struggles they had faced in their lives and despite their young age.

The karate and FA season gave them the opportunity to develop new skills and experience new benefits from taking part in ways that were more appropriate to them and that were not possible in their previous classes of PE. During this season, these students felt included and part of their team:

> *"I used to sit in the corner of the sports hall, watching my friends far off; I wished and dreamed to be like them even for one day; I never had sportswear, it caused me sadness at each physical education lesson because I simply was not listed in the names list like them".* [translation and transcription from audio recorder].

5.2.6.1 Pupil at Risk 1

Pupil at risk 1 referes to the "student 9" case. By the end of the season, student 9 had developed the confidence and the courage to speak in public for the first time as she spoke in front of all guests as part of the opening to the festival. Her attempts at speaking in public were so emotional, it made her mother cry in the audience. student 9 was perceived as a very shy and quiet individual who tended to distance herself from other classmates. She neither socialised nor responded to her classmates' if they spoke to her. It was if shelived in her own bubble and refused to allow anyone into her own world. Although student 9 initially isolated herself from others, in time she demonstrated that she had talent that very likely had previously been hidden. student 9 would eventually become the master-mind behind the design of the certificates that were distributed to the pupil participants at the festival which from the observation data was a shock for of her classmates and staff members. During a visit to the school as part of the pilot work before the season, the researcher remembered student 9 never participated in the morning line-up (like a school assembly) and isolated herself while in the classroom. Things would change after participating in this season and the following sets out how student 9 came 'out of her shell' and became part of her team. Data are drawn from post lesson observation notes made by the researcher and informal conversations with some staff.

First day observation: student 9 was a student in class 'A' and her seat was positioned at the end of the left corner of the class. She was a shy and quiet individual who never took part in any of the class conversations or activities. At first, the researcher thought that student 9 lacked interest in the first lesson but the same behaviour continued during the early lessons from lesson 1 to lesson 7 nothing change in her behaviour she didn't engaged with her classmate or try to do anything

related to SE season. student 9 isolated herself from the rest of her team and rarely looked up while the researcher was explaining aspects of the lesson, which made the researcher question whether she had difficulties attending to verbal instruction. The researcher's initial attempts to approach student 9 were unsuccessful. During Lesseon No.3 it was the first time I tried to talk to her but she looked back and move away from me without saying one word! Which made me wonder! Lesson No. 5 The researcher tried another approach and gave her a piece of paper that said, ''Hello, what is your name?''. However, there was no response. The researcher tried againin the middle of Leeson No.7 I said to her

> *''What about reading the words written on these papers as they might be interesting to you and share them with us? I am sure your classmates would enjoy that".* [Audio Recorder].

student 9 did not look at the paper and she look at me for the first time I told her:

> "*I trust you and I want you to trust me too as friend not as a teacher you will make* different in SE season…" [Post lesson observation notes/ Audio recorder].

The researcher approached some of her classmates in lesson 4 noting the responses in her field diary

''Why did you not ask student *9 to share with you?''. Some pupils explained: ''no matter how hard we try, she does not respond to anyone or look at any of us…she is strange!"* [Audio Recorder].

Another student said:

> " *…We do not know why she behaves the way she does towards us and why she does not respond to the teachers, but we are relieved that teachers do not feel upset when she does not respond to their questions…for that reason, none of the girls have tried to befriend with her…*" [Audio Recorder].

Another student added in lesson 7 *"...I was afraid of her silence because it was considered strange behaviour to me…she never left the class even during break-time and always wondered how she was not bored"* [Post lesson conversation / Audio recorder].

student 9 sat in a specific place every time she enter the Sports hall and neither spoke or followed the activity observation documented lesson 1 to 9 this behaviour persisted. During the second week lesson 10, the researcher attempted to approach student 9 and placed the lesson handouts beside her: Could you read the lesson please? I want to help me". At the same time, I wonder if you could calculate the results/points for each team after lesson finish please? [Post lesson notes paraphrase].

student 9 did not respond at first time, but as the lesson progressed, she stared to look at the papers. I wanted to help student 9 engage with the lesson in any time she asked. An informal conversation with the school psychologist revealed the basis of student 9's condition. The school psychologist stated:

> *''I cannot give you all the details of her disability, but I can inform you that she suffers from some type of autism"* [Audio Recorder].

The psychologist advised against forcing her to respond to questions and allow her time to respond when she feels comfortable to do so. The researcher asked whether student 9's mother was aware of her condition and the school psychologist replied:

> *''Yes, her mother is aware of her autism from an early age but refused to enrol her in a 'Special Needs' school as she did not want anyone to know about student 9's condition…''* [Audio Recorder].

In time of lesson, No.15 the researcher took opportunities to be beside student 9 when in her team and used simple language in an attempt for her to understand the lesson objectives. During lunchtime, the researcher tended to remain in class with student 9 in an attempt to talk to her.

Lesson 18 student 9 helped gather and rearrange some papers. The researcher felt that that was a good step in encouraging student 9 in doing more with her classmates they also started to support her talk to her and help her to be one of the team this time the team start to blended in their roles,

> *Sara commented in the second focus group "She must be confident if she can't do this by herself, if she can't stand and work like we do now, we will help her we all here for her because this why we are one team"* [Audio Recorder].

Lesson 20: I observed the result of SE season effect on her with her team helped, she was finally stared to do her role. As days passed by, the researcher continued to motivate student 9 referring to her intelligence and that she could be a great sempai. She smiled and looked at the me with confident for the first during the Season she said in post interview in the end of our last practical lesson:

''thank you miss, I want sure that one day I will do things with my teammates it's wonderful to be part of team… and they trusted me they make me better person, I'm overjoyed, I think if we didn't participate in this season I will never even have a chance to…". [Audio Recorder]. I was overjoyed as she felt that Karate and First Aid had an impact on student 9.

Lesson 22: With great help from her teammates, student 9's confidence began to show more. They become friends with her they give her some physical advice they set next to her in the classroom and in lunch break. Moreover, her behaviour changed she was more open to socialising with her teammates. She began to make more eye contact with the teams and teachers, and started to make some new friends outside classroom. She also began to give her feedback on some of the activities and suggested some changes to be made. I asked her in post lesson No. 24 What do think of SE season so far? Do you feel happier now you have many friends as I see that is really? Tell me when, how this happened please?

> student 9*: "I am grateful... I'm just cheerful being in the idea of one team make friend in the same time sharing responsibly and let be free be like what we want it to be in class it just help me to become what I am now"* [Audio Recorder].

The researcher acknowledges that student 9 has not changed one hundred percent; however, there was a great development in her confidence as well as her personality.

In the lead up to the final festival preparations lesson 25- 26, student 9 asked me: my teacher, I wanted to ask you something? Could I design the certificates of appreciation for the festival…? I will do my best [Paraphrase conversation from post lesson notes]

With some hesitation, I asked her if she would be willing to give the inaugural speech. student 9 was not keen on giving the speech: I am not able to speak in front of everyone I do not know …I am afraid that I cannot do well and let my team down [Paraphrase conversation from post lesson notes].

The researcher tried to encourage her again, though student 9 remained silent at first, and then attempted to read the speech while looking at the researcher. The researcher asked whether she still felt afraid after her first practice with her team and her class that they support her all the time to do well.

> student 9 *replied: ''No, because I trusted you and never felt afraid while talking with you", "my team supported me to be better person and not think of any scary thing while looking to other"* [Transcription from audio recorder].
>
> *The researcher: ''what about reading this paragraph again in the festival and when you feel afraid, look at me and imagine that I was the only one who heard you?"* [Transcription from audio recorder].

student 9 remained silent and walked away without replying to the researcher's question. The researcher asked the rest of her teammates to encourage her to give the speech and were successful in convincing her.

On the day of the festival: student 9 brought in the certificates of appreciation that she had designed and informed the researcher that she had decided to give the inaugural speech. The researcher was overjoyed: I trusted you, I knew that you would be wonderful, and everyone would feel happy. [Paraphrase conversation post lesson notes].

When it was time for student 9 to present the inaugural speech to the audience. she approached the stage and stood in front of the audience anxiously and remained silent for about two minutes. She started reading the speech. The audience including her mother who was sat in the front row, were very impressed with her speech. Her mother expressed her emotions of happiness by started to cry. Towards the end of the festival, her mother praised her daughter's efforts and said:

> *''I never expected or even dreamed that I would see my daughter speak in public and have friends… I don't know how to describe my feeling… I don't know what to say to you but thank you so much, I would love to know more about the SE its basically change my daughter life and main too, you came with this season teams, friends, roles, activates planning …ect. All this were the reason for the joy introduced to my daughter, I began to feel that she had become better and her condition improved since she participated with you in the season.", "she is different now… I mean better different of course… she became more open to the world ready to talk she talk to me about what she is doing in this class how she become one member of team which they help each other and teach!1 this is never happened be for (talking to me about her school day). She became very happy girl very confident" " some time I asked her what are you doing she told me I'm working on my team file and I have to prepare warm-up exercise my team count on me this time we have to win best warm up for the week this time!"* [Transcript from audio recorder].

5.2.6.2 Pupil at Risk 2

Pupil at risk 2 refers to the "student 10" case. First observation in day one: Due to her condition, she was completely exempt from any sports activities. Additionally, she was forbidden to line up with the rest of her classmates during the morning routine line up since exposing herself to the sun could prove dangerous to her health. student 10 gets special treatment and all staff members was cautious physically and emotionally while dealing with her every day.

Findings

Skeikha was a well-behaved student. She was motivated and interested in learning and was always keen on attending school. Skeikha's condition however, limited her from attending every so her participation in the season was quite sporadic:

> *"I liked to come to school, I feel fine, I could sit at my desk, attend my lessons, do my homework like any healthy student, but unfortunately, I could not do this every day because I felt tired some days and could not attend to school."* [Lesson No.1. Interview transcript from audio recorder].

At the beginning of the Season in lesson No. 3-4, student 10 seemed interested in participating:

> *"I did not know if I could participate with you miss this SE season looks interesting to me something new I supposed to be seat in all my PE class I'm not allowed to work with my friends and be in team like the mmmmm …. Because I am not allowed to either, play or do any physical activity in school mmmmm…. I wanted to be with them do what like they do in PE….."* [Transcript from audio recorder].

By that time, I have no idea of her condition at the time, but when I did, I went back to her after of course a sort talk with her original teacher I told her: Why could you not participate in any type of physical activity? [Paraphrase conversation from post lesson notes].

student 10 replied, *"I will tell you after the lesson" however, she never explained the reasons why…"* [Transcript from audio recorderI think she did not want everyone to know about her illness].

Lessen No. 5-6 when teams were formed and each teammate given responsibility for their role, student approached the researcher:

> "*Could I join the activity? I feel that this season is different from the old Physical Education classes. Could I be responsible for the files, for instance?*" [In lesson notestranscript / audio recorder].

Lesson No.7: The researcher explained that there were many tasks for her to do even if she was not able to participate in physical activity. A role was suggested:

> "*What about taking up the role of the 'Manners Sempai'?* [In lesson notestranscript / audio recorder].

student 10 revealed that she had been suffering from chronic disease for a long time and the doctor had advised to do not participate in any PE activities. It became apparent that the schoolteachers

were aware of her condition, but the other students and her close friends did not know anything about it. She explained that in post lesson No.9 informal interview

> *"I have not told them because I do not want to feel that I am different than other girls I want to live my life like pairing"* [Lesson notestranscript / audio recorder].

From my obersvtion in post lessons, brakes time, around school day, and informal interview with other model teachers student 10 was a high-spirited girl, she did her homework on time. It seemed everyone liked and respected her, and she had many 'friends'. The researcher felt sorrowful after awareness about her health condition although the *"Karate and first aid season included the participation of all students no matter their individual differences and athletic skills.*

Lesson No. 11: student 10 found enjoyment in teaching her team some of the attitude skills as Manner sempai she was fulfill in making her team behave well with their teachers and other teams she work on teach them some of Karate for example she set a target for each week:

The researcher in focus group No.1: What is your plan how can you manage your rules as a Manner Sempai? Could you tell me how you will use the SE lesson file?

> student *10: "after my discussion with my team my plan is to teach them one skill each week for example in karate lesson I will teach them to be focus, memorization, discipline, goal setting, effort, confidence, and respect. For the First Aid, my plan is to teach those Communication skills / interpersonal ability, Communication skills / interpersonal ability, Ability to work under pressure, Attention to detail, Teamwork & Leadership. I know I can't work with physically but all my team member are very supported and they didn't make me feel that I am different than them at all very happy to be one of them and this season help me to improve my skills too…"* [class transcript / audio recorder].

The researcher was happy and amazed of how the SE season affect positively on her motivation skills:

> "*well done* student *10 I am amazed you might not have to participate in the exercises, but you can be an active member.. actually, you are truly.. you can arrange everything in regards to the team management this is one of SE goals* student *10 was very happy to hear that the researcher was interested in giving her such a big responsibility such as being the ethical sempai, "do you mean that at last, I would become like them, I would not be different from them and would join SE? I am really happy. Finally, I would join and become a normal girl like my girlfriends; I am definitely happy to be with them and I will do my best. I am really happy. I never expected that I would be this happy one day." …"* [class transcript / audio recorder].

During lesson 15-17, student 10 tried harder. She interacted well with her team, she arranged the plans she organize and responsible for the Zombie makeup for her team mates during the lessons. The quality of her makeup skills were evident as she made her team appear as if they just came out of a movies. She gathered her friends and talked about a new moral ethic for example:

> *The researcher: "I saw you in the last part for each lesson gather your team and talk them… what is all about can you tell me please?"* [lesson conversation/ audio recorder].
>
> student *10: I am teaching them manners values in SE goals. SE person should be competent, literate, enthusiastic person so that I have to give them one value every lesson and I feel my team become more like professional player"* [lesson conversation/ audio recorder].

This is one of examples that she taught them, how to behave if they encountered a certain situationsuch as first aid situations, she was an excellent role model for her teammates; she was enthusiastic and became one of the leading teammates who was committed to the season. She acknowledged the importance of her role during lessons and said in an interview about her feelings of the season:

> *"I was important… I was not a passive person. I no longer sit in the shadows without any benefit… I had become the team leader…I became like ordinary like other girls in school who did not have any illness, and everyone worked with me, I became important and felt that I was not different from my friends. I had been very enthusiastic and glad because I became healthier, as there was an objective to achieve each day…. In the past, I was very bored because of the length of sitting at my desk doing anything. I felt that I was not important in PE class like my classmates, I had no value in the class and I was sad because I could never do anything, but now with SE season I am not anymore removed form PE attending list, isolated, set aside like I'm not here with my friends, like I told my friends before I don't know why I have to come to PE class ! I'm like Casper (form Casper movie) around you but you can't see me playing or do any activity!"* [interview transcript/ audio record].

Lesson No. 20-26 the end of the Season, student 10 had already taken up roles such as referee and team leader. She was also in charge of the team's makeup and wardrobe. Additionally, she provided assistance to her teammates in various ways when learning particular kata skills, designed, and distributed invitations. During her last interview, the researcher asked her:

> Researcher: *"how can you describe your feelings after participating in the karate & FA SE Season?''* [interview transcript/ audio record].

student 10: *"the season has made us feel like one , this did not happen in the past. We worked together to care about each other, we felt the importance of the season, winning and acting as one team. We discovered new talents such as professional make-up, computer program design and others, which I could not tell everyone about before the season…everyone was admired by these talents, we loved our professionalism and seriousness of our work. I felt that I'm not sick I don't feel that I am suffering from danger disease that's because my team supported me all the season , they believe one m, I'm glad to be one of them , I neither complained about any disease or thought about my illness during the season because there was nothing leading me to think of my illness and disease; I had been focusing more on the season and how to lead my team to win. I had benefited a lot from this season. I had developed many of my skills and showed everyone the hobbies, which I liked. In the past, I was ashamed and afraid to be scorned, but with the Karate season, I felt neither fear nor shame and announced all my talents."* [interview transcript/ audio record].

Finally, in the end of festive, the researcher asked her about her team. student 10 replied,

"My feeling was of indescribable happiness, it was wonderful that I felt the spirit of cooperation among the team members….." [interview transcript/ audio record].

5.2.6.3 Pupil at Risk 3

Pupil at risk 3 refers to "student 11" case. First observation note: student 11 was a cheerful individual. She always smiled and loved to offer her help to anyone without any conditions. She was a girl of average to excellent academic ability. She was active, motivated and interested in learning and rarely absent from school. student 11's primary teacher was never concerned about her lack of participation in PE lessons, as she was aware of her condition. student 11 had physical ailments, which made it difficult for her to move freely. Due to student 11's difficulty in movement and her daily medicine intake, she suffered from health issues leading to great discomfort in her joints. She explained in a post Leeson No. 3 interview*:*

"I was ashamed of my overweight, but I could not exercise to lose weight, it caused me a psychological tension, I was not allowed to move much or run with my friends and this made me sad, I don't want to be so big like this at all but my PE teacher didn't allow me to be active… PE such a waste of time for me the most boring class in school to me…. " [transcript from audio record].

The researcher reassured student 11 that the karate and first aid season would allow her to participate and that there were many roles and responsibilities without the need to move a lot.The role of Shushin Sempai (referee) and team profile manager *suggested to her where she could write exercises and take care of the team portfolio.*

> *The researcher in lesson 2: " I feel that you could support your team if you take part in SE season, you are important exactly like all pupils, I want you to participate with us…do not feel sad, you are a very beautiful girl, everyone in school loves you and cares about you and want you to be their friend…. " Conversation* transcript from audio record student 11 was very pleased to hear the researcher's comments and decided to participate.

During the Season from lesson 5 to 8, student 11 played several roles during the karate season since her team was changing roles and some members were absent. student 11 took on the role of team referee in addition to being responsible for the team portfolio and Dojo Sempai (equipment Sempai). She also participated in kata exercises, as kata wasn't considered an intense activity. She could perform the kinesthetic movements without feeling tired or pressing on her joints. She explained some of the new experiences in SE season in first focus group:

> *"I could do karate exercises and it was fun for me. In the last lessons, the teacher kept me away from moving but now I trust myself more; I could play with my girlfriends and I could share my ideas with the team."* [transcript from audio record].

student 11 also talked about her experiences with her team:

> *"We felt that we were one person! working together and helping each other; I felt closer to my team than before; we did not feel that in the past as everyone was lonely doing his own exercises; I loved karate a lot and I wanted to play more with my new friends"* [transcript from audio record].

student 11 also discussed her enjoyment of the first aid element:

> *"the first aid season was useful for me, I started to teach my family at home about every new thing I learned here, I told my mother how happy I was to participate and how much more excited I became; we became professionals in that sport and I began to realize its rules. Really, I was very happy."* [transcript from audio record].

Lesson 18-20 student 11 participated in the final competition and performed the karate and FA exercises with her friends. She was pleased with the results since her team had encouraged and helped her as much as they could. Through the season lesson 21-24, she has developed her role as

referee and she recognized this. In Festive: The Assistant Director and the Judging Jury at the festival honored her with the best referee prize during the season. student 11 was very happy receiving the prize.

Towards the end of the festival, the researcher recorded her final interview with student 11. Shewas asked about her experience during the season especially since she was not able to participate in PE classes and how the team support her. All what is below form audio interview transcript from post festive only the researcher can look at it for culture reason

> Researcher: *"In the past, you were a special case and were not allowed to participate, could you talk about your experience in the karate and first aid season?"* [Audio Recorder].
>
> student 11: *"…it was a very wonderful experience. In the past, I could never participate in physical education classes and even if I was not able to play, this season was exciting. In this season, I learned that sports could not affect my bones as I thought before; I started as the team leader and the official of the team file, after that, a team member had withdrawn from the team and I became the referee. In general, and for me, this season was something beyond my description and of a great pleasure in terms of the sportswear, training, the methodologies of the lessons and the team. We felt as professional heroes, everything in the season made us proud. We were free in everything and that made us feel proud"* [Audio Recorder].
>
> Researcher: *"In your opinion, what was the difference between physical education and SE?* [Audio Recorder].
>
> student 11: *"In the past and for the physical education, everything was almost repeated along two years and either the sports and exercises were the same; thus, the classes were boring. The teacher did not want to rightly teach us main exercises. as for the other students. We felt that we wanted to escape because of our feelings of boredom and routine; some girls were not properly trained and did not adhere to enthusiasm; there was no justice in the distribution of grades; there was no considerations to the excellent students and the teacher did not took care for those who fully performed the exercise and those who did not perform the exercise and there was no care for our development or progress."*

At the end of the interview, the researcher asked her What did she want thereafter?

> student 11 replied, *"I would like to repeat participation in the season…I felt that I became stronger and more capable of moving, I felt enthusiastic and determined to lose my weight, so that I could move more freely."* [Audio Recorder].

5.2.6.4 Pupil at Risk 4

Pupil at risk 4 refers to "student 12" case. First observation notes in lesson 1-2: teachers and friends considered student 12 as a somewhat stubborn and hard-headed individual. Although she suffered from severe blood condition and was often unwell, she refused to take her medication on time and as a result, became ill and fainted at least once a week while attending school. A further condition she battled was severe skin problems that made movement very painful at times and quite slow. Teachers needed to monitor her diet and ensure that she took *her medicines.*

Towards the beginning of the season in lunch breaks and between class times, the researcher noticed that student 12 went to the nurse's office at least once a week. On one occasion when student 12 was unwell, the researcher witnessed student 12 faint at a pre-season lunch break. The researcher was surprised that the nurse knew her name well and diagnosed her condition immediately. When the researcher asked the nurse about student 12, she replied:

> *" ooohhh what can I say!* student *12 is a very stubborn girl, she always faints because she does not take her medication…. I no longer understood her excuses; I called her mother and told her that her daughter was very stubborn and it affected her health a lot, she always fainted more than once a week… although she has been excluded from participating in any Physical Activities due to her illness, she still insists to run, play and take part in Physical Education classes! I can't understand her !...."* [formal interview transcript from audio recorder].

School teachers and classmates had conflicting opinions about student 12. Some teachers liked her and said that she never caused problems; others confirmed that she was a difficult girl who never stayed in one place for long. Geography and history teachers claimed that she always caused problems and wanted to be the focus of attention. Additionally, she never followed instructions. I witness when I walk around the school tried to make some notes before the season started how her behavior in class, she didn't set on her chest for most of the time she try to runaway form her lesson and winder around the school just to make a noise! Her comment is that her teacher is absent today and there is no teacher in class right now! Therefore, that she want to let the head of the department!

At the beginning of the season, lesson no. 1-2, the researcher quickly noticed student 12's curiosity and interest in the SE lessons although her teachers had forbidden her from participating in classes due to doctor's recommendations, *She had been told not to participate in the lesson, instead remain at her desk, and not disturb anyone.* student 12 was not very happy she told me I want to play with them; I am fine, and I can run with them. [Paraphrase conversation from post lesson notes].

Lesson 4-5 post notes: student 12's stubbornness of being well and not suffering from any condition seemed to indicate that she was trying to attract attention, as she did not want to feel 'different' from her classmates. Although she seemed at times exhausted and unable to undertake physical activity like her classmates, she always insisted she was fine.

At the beginning of one of the lessons 3, the researcher sat beside her and asked, Why you don't followed your teachers' instructions previously?

> student 12: *"I am fine but no one want to hear me… I could participate but they prevented me... I wanted to participate like the other students… but they always let me feel that I am ill or disabled! I am not why they do not want to understand that!... I do not want to be so…. I do not want to them to say that play with my friends; mmm ya some time I felt very tired but the teacher should not prevent me from playing in PE class, or the doctor, or even my mother… the teacher said that I could not play or move and I did not like that; I am fine….."* [Transcript from audio recorder].

Interview one with student 12 talked about Physical Education in the past:

> *"I hated the Physical Education lessons because they let me feel ill and my teachers told me that many times you cant play stay quit… go back and set away… you can't do this you can't do that oooooh … every single lesson they said that to me why? This is why I disturbed them hehehehe sometimes☺…. She did not teach us any ways and thus the lessons were very boring; why she always asked me to sit down and not to move if she did not teach us well! I believed that doing exercises is dangerous and could not cause bad effects to my health."* [Transcript from audio recorder].

From student 12's response, the researcher inferred that she felt angry inside not only because she was forbidden to participate but also because her illness had debilitated her and affected her ability to take part in any sports activity.

Observations post lesson notes and focus group interview shows student 12 running around and joining in the karate & FA season. On one occasion she felt light-headed and fell to the ground and had to be taken to the nurse's office for treatment. Despite all the foregoing, the researcher was influenced by her words, expressions, insistence and all her feelings of power and fondness of sport, After student 12 returned to class, the researcher reassured her that the karate and first aid season would not prevent her from participating, and that she would be able to move and play. student 12, surprised, replied:

> *"Is there such a thing?"…"I am fine and I can play….please please please do not stop me you said this SE season will give a chance to be myself to work and play with my team..."* [Transcript from audio recorder].

Lesson 4: The researcher told student 12 very ealy on that to enjoy the season she would need to learn how to respect the instructions of her teachers, teammates that she would need to cooperate with her team and not cause any problems.When asked if she was able to do this:

> *"mmm, I think I could do that…ya "*. [Transcript from audio recorder]

During the Season from lesson no. 8-13, student 12's behaviour gradually changed positively, as she merge well with her team and classmates. At the beginning, there were some difficulties and challenges in her commitment and responsibility as she choose to be Kohai Sepai (Organizer) she tempted to change her role without telling her team which effect on her team points. However, during the third week of the season, the researcher noticed how much she evolved and transformed to a girl who was willing to provide help during SE season and kept calm during lessons. The majority of teachers and her classmates noticed a big difference in her behavior and personality. Control her anger and noise, she started to work on her team support and share her opinion with her team.

student 12 successfully completed her task within the team as Kohai Sempai. After this success, the researcher asked her about her current feelings In SE season. student 12 replied, all what is below from audio interview transcript from post festive only the researcher can look at it for culture reason.

> *"I became quieter because I no longer felt any difference between me and the other students, I became more comfortable, I started to feel as if I was not ill, this was the most important for me as the season of SE made me feel that we were all equal regardless of physical differences between us… all of us we helped each other and there was no longer any selfishness among us…this is great! . I loved SE karate lesson and FA too and I am no longer a marginalized girl in PE lesson anymore. I wanted to adhere to my medicine in order not to be deprived from playing and causing my team to lose as I loved them more and more every day…"* [Audio Recorder].

student 12 talked about the end of the season:

> *"I did not want this season to be finished, I would like to be a team member forever, why it would be finished so quickly, I wanted to participate again, I became a better person, I learned a lot and learned many skills which I did not learn before and I did not expect that I would learn without my participation in that season of SE."* [Audio Recorder].

The researcher asked her about the difference between the previous physical education and the current SE classes:

> *"I could not compare between heaven and earth! Mmm, I did not know what to say; frankly, I did not know if I could call the previous lessons as lessons of SE, fun and learning new skills! The previous lessons were boring that we felt sleepy, where I was not allowed to participate; I always felt bored because I sat all the time of the lesson; primarily we had never been taught. This season was very different in terms of all aspects; we had learned the real sport just as the professionals who had been trained, we had felt the importance, the fun and the integration since the first day when we had participated. There was a daily routine, there was new something for us to learn"* [Audio Recorder].

She talked about what she had liked the most:

> *"I loved doing my tasks and hold accountable my team members if they made errors; my enthusiasm was indescribable as we all worked together and I did not want to return to the old curriculum, I felt very sad because we would not participate again as the season would end"* [Audio Recorder].

student 12 wished that the season had been part of physical education in the past:

> *"I hoped we had studied the SE since we had first joined the school; why they did not teach us in that manner in the past? if they did, we would have learned more, we all would have become happy and no one would have felt ill or feeling the difference between her and the other students."* [Audio Recorder].

5.2.7 **Better elsewhere**

This group consists of the students, whose participation was effective in the early stages of seasons, but it tended to reduce over time. Generally, their participation and education are important for them; however, they tended to argue a little with teammates and other teams. In the observation and interviews, I saw some girls who were fully engaged in the earlier stages of the season; yet during the season, this reduced because they… *'felt tired of these skills and exercises'.* Based on their past experiences in PE, they generally behaved well and but did better in other subjects resulting in making them attain positive praise in other parts of the school.

5.2.7.1 student 13 case

This case consists of two teams with less than 10 participants. The first team fully withdrew from the season, and the other team was just divided among the others.

Unfortunately, this team withdrew during the middle of the season for several reasons, but the main reason is that their parents asked them to withdraw and not complete. The reason lies in the fact that the final tests of high school stage are approaching, as I was told,

> *"My daughter should focus on the academic achievement and should pay more attention to her lessons"* [translation and transcription from audio recorder in office interview].

The team was from class No. 2, and was very much united into the season and consisted of six members whose team was named (Bruce Lee's Angels). Each one participated in their assigned tasks and their enthusiasm did not differ from other teams and they were all ready to participate.

Unexpectedly, the team's members wanted to stay and continue, but after the fifth week I was surprised by the school principal asking me to meet me because there was a mother who wanted to talk to me about her daughter. Then, I went to the manager and met the mother and asked me, *"Are you a teacher of the season?"*

> *I said "Yes, I was surprised by your daughter's request that she wanted to withdraw because you asked her to do so, noting that your daughter is sad and did not want to withdraw but could not refuse your request"* [translation and transcription from audio recorder in office interview].

Then, the mother said

> *"Yes, I asked her to withdraw because she does not stop talking about the season, what she does in the team, how she feels excited and wants only to focus on the season. As a fact, I noticed that she became more interested in the season than the basic courses,and when I asked her what course the season reaches you, she said SE course and I know that she will not get scores from this season and if she continues in this way, she will not be academically good and may fail in her basic studies and especially that the final tests are approaching and I do not want her to get confused in unimportant matters…."* [translation and transcription from audio recorder in office interview].

More tellingly, the mother adds:

> *"If you allow me, teacher, ask her not to participate".*

Of course, after my meeting with her mother, I cannot refuse her request because the student must provide the parents' approval to participate, so I asked student 14 to stop participating in the season and to attend the remedial classes of the basic courses as requested by her mother. At last, it should be known that student 14 is not the only student who has been asked to stop participating, but also two more girls in her team withdrew to focus more on the final exams.

The end of the season for this team lies in following what is happening from the seats of the fans, as I felt that some of them were eager to participate but unfortunately could not, as one of the students said,

> *"I was hoping to participate in the final ceremony and be with the competing teams but inopportunely I have lost this great opportunity"* [translation and transcription from audio recorder].

5.2.8 Persisting Group in Sport Education

The findings confirmed that the SE season helped in making students "associate together" because of their membership on a team. This feature granted them some of the most prominent including responsibility, loyalty to the team, respecting lesson time and training, appreciating each role and, enjoying each others' company, working hard with teammates in class, being considerate.

From observations, post lesson notes, and recorded interactions and interviews, it was evident that a number of different 'forms' of groups persistence emerged in the thesis. Some of these forms were characterized by complete group persistence by individual teams and others by partial group persistence. Each form of persisting group is now explained with examples and comments from pupils to illustrate.

5.2.8.1 Intra-Subject

Intra-subject persisting groups comprised groups that persisted in the same class (Kata or FA) during the implementation of the season lessons, the students were initially uncertain about the lesson system and the way in which roles and tasks are carried out. Early lessons saw some pupils having difficulty accept this sudden and rapid change of routine. Furthermore, some of them completely refused to cooperate because they seemed afraid of the unknown not because they were lazy.

Groups for the two elements in the season (kata + FA) were the same

Karate and FA approach in SE helped the pupils to socialize within their groups and to make new friendships which were not in place before the season's start through these teams, I noticed that

some of them were quite distinctive: Red Dragon, Zombie, Crazy Gangs and Other groups, but I don't have the opportunity to mention all of them so I will talk only about one team from each part.

Groups were co-operative -during lesson period-, in many matters; they were exchanging roles in the case of the absence of team member during the lesson; or because of illness or inability to participate. The cooperation in performing the roles during the lesson was remarkable. One of the tasks entrusted to the students is to cooperate in using equipment sempai, between the trainer and the team referee.

During the kata training, one of the students was using a training program on YouTube to help the trainer to teach the kata and its steps for her team even though she was not responsible for training, but I noticed that they were performing all the roles together. *"What is your role in the team?"* I asked one of the students in lesson 8 she was in red dragons team, she answered,

> *"I am the Shushin Sempai/ referee ",* [Audio Recording].

then I asked her*" Why do you perform the role of equipment sempai and training, why do not just perform your role?"* audio recorder

She said, "I'm looking forward to making my team integrated in all aspects. We're working together to improve our team and to lead it to the winning so I give the team members a hand and they do the same for me if I do not understand a particular rule because we are one team and I love them all (Khawther, Red Dragon Team) [Audio Recording].

I asked her if she was their friend before the beginning of the season, She replied:

> *"We were not friends, we were just colleagues. But now and since we gathered as members of one team, we became friends and each girl starts to help the other and we keen on coming on time and never be late for the lesson, otherwise we may be defeated by the other teams; so we all of care about each other "* [Audio Recording].

By time and during the season time, when the pupils were performing their roles, the final stages of the season, the teams started helping each other (crazy gang team, ninja heroes team, and thieves & police team) exercising and arranging the equipment in lesson 19, lesson 20-21 the formal competition which emphasizes the spirit of cooperation among the teams in teaching kata skills. For instance, a week before the end of the season and during preparations for the Festivity, the Zombie team was helping the other teams in same class and the samurais team from class B. I asked them *"This team will compete in finals, why you taught them the right movements*"

She Replied. *"Because they need help, all the class students are friends now. We love the season as it makes us integrated and they are now my friends, exactly as my team. That is why I wish them all the best of luck. Even if their team wins, it does not matter because we are all friends now.* (Salwa, Sensei Sempai / coach in zombie team).

It was evident that pupils on the teams were encouraging and supporting each other during the season. This helped spread cooperation spirit, gave them a sense of belonging and allowed them to make new friends though being members of one team. That stayed together in to the Karat and FA season.

5.2.8.2 Inter-Subject

Inter-subject persisting groups comprised groups, which persisted across different subject content areas. Examples of this were full groups that persisted from the Kata and FA and SE season into Geography and History lessons or subsets of some groups supporting learning in other subjects.

I visited other classes and observed some teams sitting together. Visiting geography, the girls were observed sitting in groups constituting the different teams and they were helping each other in the explanation of certain points within the lesson. I also noticed that they had not changed the season's uniform, as each team member was still wearing their SE costume clothes and make-up. After the geography class finished I asked them why they had not changed their clothes and why they were sitting in the classroom in this way. They told me*, "Because we feel so happy and that we be only ourselves. We like to be in the season all the time..."*(team: class A, Zombie, crazy gang, thieves & police, power girls, and ninja heroes, Zaineb). [Audio Recording].

Speaking with the geography teacher she claimed that she had noticed that the students had started to help each other more and that they were better behaved, and were more active in classroom, and that more home work was being done and given in on time. The following is from an informal interview:

"*I am a geography teacher and I would like to ask you about the curriculum-named... mmmm what my pupils call it the season? I think don't know the one you are applying on the girls!"* [Audio Recording].

Researcher: "Do you mean the season of sport education?

"Yes, yes, sorry I do not know the exact name. The curriculum which makes girls able to form particular teams. Each of such teams has its own uniform and independent personality,

> *and I even had to rearrange the tables because of their insistence on sitting nearby each other or as they said, in teams!...* [Audio Recording].

The teacher was surprised that some girls had refused to remove their makeup or to remove their team badges in school day, adding that:

> *This skeleton has become like another student with us in classroom I see it in front of me every time I give my pupils a geography lesson (laughing)……."* [Field note meeting with geography teacher, audio recorder].

By a mathematics classroom, I saw one of the teams helping another girl in solving some mathematical questions. There were three girls; two of them were from the Power Girls team and the third girl from Justice League team in the second class! I requested the permission to let me get in the class and to record what they were doing; one of them said:

> *"Our friend is not excellent in math. We are here helping her to solve some questions of her homework through our explanation to her….."*
>
> *Researcher: But she is from another class, why do you help her?"*

They told me, *she was not with us in the same class but she is a member of the team that supports us. She is our friend and we as a team should help her to get higher marks in this subject and to accomplish all her tasks (homework)"*

Another girl added,

> *"We will not ever let a member of our team or friends to get low grades; she needs us and we as a team have to help and support each other in all subjects…. "* [Audio Recording].

I asked them if they were friends before the season.

> *"No, we were not friends and we even did not know the names of each other although we were in the same school stage. But because of this season, we are all together now and we are very happy because you allow us to know as many girls as possible, not that only but we became friends…." (Child 3 and Child 14).* [Audio Recording].

In fact, I laughed a lot when I heard her comments because of her opinion that assured me that SE, Karate & FA curriculum season was successful and affected the girls positively. Therefore, I asked her next day in our second meeting:

> *"What do you want exactly to know about the curriculum of Karate and first aid in SE?"* [Audio Recording].

She laughed and said,

> *"Everything! If it is possible, I need to see your file and the way of preparations to the lesson too….."* [Audio Recording].

I explained to her what the season is, the goals and steps of accomplishing it. I told her *"May I attend one of your lessons? I want to see exactly what girls are doing in the other subject sessions"*

She accepted: *"Yes, of course, you can"*. She gave me the schedule of her classes and she accompanied me to the classroom, I sat at the end of the class to watch her methodology in teaching, to watch the girls, and what they are doing in the lessons other than my lesson and out of the season. The girls were not aware that I am willing to attend the class. I wanted to surprise them; I wanted a closer look to see exactly their reactions without affecting the girls in case they knew that I am watching them.

The aforementioned situations proved the positive effect of the season on students and the change which took place regarding some aspects of their personal characteristics and their relationships with each other as the teacher said to me after the lesson:

> "*They become quieter and more committed in the classroom. I have become so confused that I have never heard side conversations…... it like I am teaching anther class they become like* (*Ideal students) they have become much more commitment in finish homework….. Everyone is committed to solving their duties to the fullest. Their scores marks during the short tests have become much better than before…. It is a lot to talk about really in my opinion I like their behavior with SE season more than before*…." [Teachers comments; Audio Recording].

5.2.8.3 On-line

This form of persisting group was characterized by on-line activity where groups used social media such as Instagram and teams set up an account to talk about their activities and team plans, mostly outside of lesson time. WhatsApp was also used to help teams communicate together as a group. These applications were their basic means of extending the promotion of their team affiliation, connecting with each other whether they were in one class, on one team, or of in fact across different teams. Planning for the next lesson or organizing on-line team meetings were some of the reasons they contacted each other using the aforementioned apps as well as encouraging each

other to not miss any of their lessons. Moreover, in some cases they were in contact with me to ask about matters concerning the next week plans. For example, when the Bruce Lee team wanted to change some roles in their team Sempis before lesson 10 started. The White flag team contacted me over a weekend as they had an issue with team cohesion.

Data indicated that pupils used WhatsApp to communicate with each other after the school time. The most important matters they used this app for were to communicate with each other concerning group meetings, reminding each other with some of the necessary team requirements. Some of the girls used the above-mentioned app- especially on official holidays and on the weekends- to form groups though which they communicate with the teams' members. Pupils in the Samurais team explained why they communicated in this way:

> *"We need to communicate all the time to prepare our plans with each other and to know more about our responsibilities as one team. We feel intimacy and belonging, we really love each other, and we feel so happy when we accomplish something and score points at the end of the class,"* [focus group 2, audio recorder]

When I asked if they were contacting each other before the season:

> *“who No, in fact, we had never communicated before the season. It is the first time in our life in the school to exchange our phone numbers. This is unbelievable. We do not know how can we be friends and I did not expect that I would be a friend of these girls someday. Now, we help each other and we became intimate friends and also we are sending each other some e-mails as a team all the time”.* [Samarai Team: Focus Group 2; audio recording].

A member of The Thieves and Police team explained how their group persisted on-linein focus group 1:

> *"We have created an account on Instagram for our team to achieve the season goals and to gain more points. We posted a brief describing the season, our team and the reason of the team chosen name, also we clarified characters, role, karate and first aid. We upload everything we do, and our achievements to get encouragement and motivation from school and because we are so excited about such season, we like it so much and we have to get more points for this account which is became admirable one "* [Audio Recording].

I became aware that some teams had followers (on Instagram) from others whom were not affiliated to their school, who were asking about their team and what they were doing and also were wondering how they could accomplish all these achievements inside the school and in the

light of State of Kuwait strict regulations were still able to wear costume clothes or any clothes other than the school uniform.

5.2.8.4 Recreational

These were times during the school day where some groups persisted and assembled outside of lesson time. This was normally during a lunch time or a recess or after school. The teams attracted a lot of attention particularly if they were in their team uniform. They were eager to show their affiliation to others each team and were seen practicing their Kata movements either outside or within the gymnasium and after individual session's time.

Persisting groups were also evident when teams practiced the Kata movements during the morning queue (where children assemble in Kuwait at the beginning of the school day). I also heard them talking about SE and their skills. Some wrote about it in the school newspaper. Others participated in first aid activity and started teaching their peers the importance of knowing the principles of first aid in daily life.

> *"I have to help my team in everything not just in the season, I have to help my friend if she does not understand a lesson or if she needs help with anything within the school because we know that we are stronger when we work together"* [Ninja Team, Child 15, audio recording].

I also noticed that many teams tended to stay together while waiting for their parents after school and when having lunch together. I saw one team member collecting money from all her team members in order to get them food. She brought the food, instead of letting the others spend their time waiting in the queue. I asked her about the reason for this: *"It is for my team's sake [ninja Team, Child 15; Fieldnote]*. I was told that this happened every day that one of the team members collected lunch expenses from her team and went to the cafeteria, stands in the queue to buy food for her team members, *"…this is what we agreed upon."* [Fieldnote].

When questioned that this was not during the season time:" *But I'm still a member of the team ya….., it is my team and our principle is all for one and one for all even….. If we are not in session time..." (Child 15, Ninja Team).* [Audio Recording].

Other students and teachers would come to the sports area during the season. On one occasion some teams refused to change their team clothes although I had asked them to. Instead they went out into the lunch break in their costume clothes. I overheard them calling each other by their nicknames, instead of calling them by their real names. I then received a phone call from the Principal asking I go to her office. The following was witnessed when the school Principal asked

these pupils as they were to be punished for breaking the law of the school and coming to the school in clothes other than the school uniform. I stayed silent and I did not get myself in this matter. I had previously informed the school principal that they were wearing these clothes during the SE lessons.

> *Principal: "Do you know that you have violated the laws and you will be punished because of that? Who is responsible for this recklessness, tell me to punish her?"* [Audio Recording].

One girl in zombie team:

> *"We are all responsible for that. It is not the idea of a single girl. We all agree and the whole team is responsible for that", they answered. The principal told them"* [Child 16, audio recording].

> *Principal: Tell me the truth. Who begins this idea, and who is responsible? This idea should be of one girl at the beginning. You know well that you might be deprived from the exams..."* [Audio Recording].

> *"We are one team. If you want to punish one of us, you have to punish the whole team, but all the two classes, because we are together in everything and we will not let our team or one of its members….We apologize if we behave inappropriately, but we want to tell everyone about what we are doing and to promote it to them. We are very excited and we would like to be together all the time. We want to be unique. Thus, we wear our clothes throughout the school day"* [Audio Recording].

5.2.8.5 External

These were a few locations outside of school where groups persisted and assembled. These included in the local Mall and coffee shops. These gatherings tended to comprise incomplete or partial teams. As an example, one weekend day, while I was in one of the malls, I met four students who were from the Crazy Gangs team. They were wearing their team badges and scarves of the team. The badge was pinned on their chests. They were also wearing a brooch in their team's colours and they were very happy when I saw them. When ask about the reason for wearing the badge in the mall.

> *"We are one team and this is our badge it makes us unique. That's why we like to wear it all the time to remind us of the team and to feel that we are together all the time, we are very keen on delivering our thought to others, which is: we are one team*" [Fieldnote, audio recording].

I asked if there were other teams doing this:

> *"Other teams wear a similar scarf, or certain clothes that show that they are one team and that they are intimate friends if they met outside in cafeterias or during the weekend holiday. In fact, we made up our minds to go out together even after the season ending, our friendships will last forever, we will study hard to join the same university together and to keep the team unified even after we graduate from high school"* [Child 17 form Crazy Gang; audio recording].

5.3 The Data collection challenge

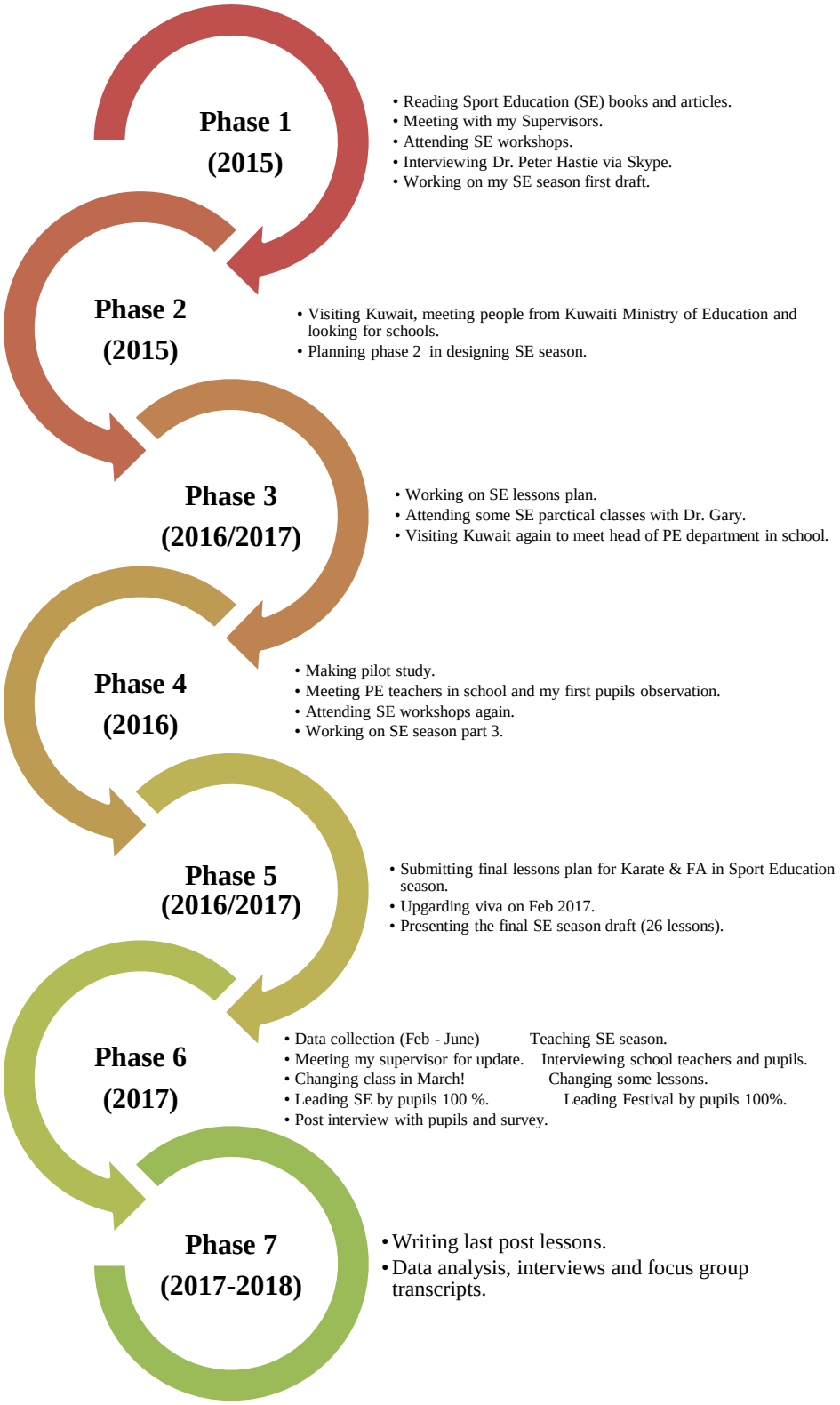


Figure 5.1 The First Phase: Pre-SE Season Designing and Developing

5.3.1 The First phase: Pre_ SE Season Designing and Developing

5.3.1.1 SE Karate & FA season

The above figure explains the steps this researcher went through in developing the season in this thesis. This first phase this researcher followed which are described below.

The selection of curriculum of the SE initially stemmed from my first meeting with Dr. Gary Kinchin, my supervisor, where he briefly introduced and explained the model to me through addressing the details, principles, features and objectives of the SE Curriculum (SEC). He provided me with a number of related articles to read, and asked me to obtain significant books to attain a general idea about this curriculum and instruction model and read examples where teachers had attempted the model in schools. I read a book by Siedentop (1994) and a further reading titled 'Complete Guide to SE by Siedentop, D., Hastie, P., & Van der Mars, H. (2004) plus Dr. Gary's Kinchin's article about SE Model (Kinchin, 2006). Further, I read many researches written about the curriculum, its applications in many different countries, its design, and the differences between traditional PE and the SE Curriculum. This reading helped my confidence and I was sure that this approach could have a positive impact on the school, the teachers and the pupils if it was applied in the Middle East, especially since no one has addressed and paid attention to this approach before with girls.

A wide range of sporting activities (games, fitness) have been effectively used with this approach, where studies have shown positive results for concerned parties, and that the current approach is a more effective and positive approach than conventional PE. As a previous national level Karate player in Kuwait, I noted from my reading there have been no studies on the integration of combat or fighting sports into the SE Curriculum Model. So my task was to design a non-contact Karate Curriculum that included the teaching and structural features of the SE Curriculum. I also had experience of teaching FA in schools (which is required on the Kuwaiti curriculum) and discussed with my supervisor if the season could be an integrated non-contact Karate and FA unit of work (practical and theoretical part) and taught over a period of time recommended by Siedentop (that is >20 lessons).

5.3.1.2 Attending workshops with Dr. Gary to interact with Dr. Hasite and Dr. Sinelnikov

This time, I attended a workshop with Dr. Gary during the first year about how to design a fully integrated curriculum and a deep understanding of how to teach the SE Curriculum to students. During these lectures,Dr. Hasite and Dr. Sinelnikov were contacted separately, and they provided us with some valuable advice, guidance and instructions for how to start designing and how to deal with other problems or challenges that a teacher may face during teaching the curriculum.

Moreover, the reading of Faucet's article on how to integrate the curricula into SE helped me think of combining three themes together, namely: Karate and how to use it in a culture that is completely different from previous studies, as well as how to deal with this difference; therefore, I have been provided with some related suggestions and references. Accordingly, it has been found that there are approximately 80 studies on SE that I may benefit from their writers, i.e. the female teachers who presented these studies. As a result, Peter and Cinehlakoff advised beginners on related themes such as on how to design a SE program and how to teach or train teachers on it, providing a real opportunity to ask some questions concerning the themes of my research.

5.3.1.3 Reading about Dr. Garys culture study and try to adopt his idea to the Kuwaiti culture before work on the season to understand

From reviewing the literature, previous published studies of SE had not yet addressed the Middle East. Through my reading, i have found that the countries concerned were either from the West (UK, Ireland, USA, Russia, and Australia) or the Far East like China and Hong Kong. Few integrated seasons existed. Despite the fact that I benefited a lot from reading of their experiences, but there was a big difference between the cultures concerned and the State of Kuwait's culture. Kuwait is considered one of the most liberal and progressive countries in the Middle East but Kuwaiti society is considered conservative that still conserves the old customs and traditions inherited from the ancestors who strongly follow the Arabic language. Islam is the dominant and prevailing religion in Kuwait despite the different communities and religions that live on its land. Education is completely separated between females and males in all classes except kindergartens and Kuwaiti universities. Concerning PE in schools, there are several differences in the design of the curriculum and the change of some sport activities in a manner appropriate to the two genders, such as football for boys and expressive dancing and exercises for girls. Karate is only taught to high school students in the twelfth grade.

The researcher read a book chapter entitled Cultural Studies Curriculum in Physical Activity and Sport (O'Sullivan & Kinchin in Standards-Based PE Curriculum Development, 2010) provided help on designing a SE Season, which included both practical and theoretical content that had been implemented within an inner city school in the USA. The chapter also included a summary of the 20-lessons, some of which were entirely theoretical and others included both elements in the same lesson. During the process of designing the season, I had to bear in mind that the proposed setting and environment comprised adolescent girls aged 15 to 17 in a conservative Islamic society that still believed girls should not learn about or engage in violent sports. I took into consideration the amount of time I really needed to integrate and socilaise with the students, get to know them,

get close to them as their teacher and find out what can be done before drawing their attention to something entirely new.

Early planning comprised a simplified picture of the sport of karate to help the female students accept the sport and draw on my experience as a former karate player ''if i can practice it, you will be able to practice it''. Most importantly, this sport urges a peaceful atmosphere as its objectives are closer to the Islamic religion than other sports. Accordingly, the thought of integrating this sport with ethical objectives began and as is required within SE a new team-based role was created under the name of “Manner Sampai”, who played a key role in teaching their team appropriate Islamic ethics as well as ethical rules as they related in karate. In addition to training the team on how to act based on the spirit of sport and honest and legal competition.

5.3.2 Building an overall idea of how the season is designed based on my professional experience

At first, the design of the curriculum was initially based on providing a simplified idea of the basics of combining the three themes and dividing the lessons into two main parts: Karate and FA, as both parts are divided into practical and theoretical lessons. The basis for presenting karate stemmed from personal experiences and some sources of karate in FA such as Marc Theeboom & Paul De Knop (2006). Later on, a preliminary plan is presented to teach the first two karate kata for the white belt, namely: Kihon Kata which is taught in the first part of the season and then the competition is held, and the second Heian Shodan which is taught in the second part of the season, then a competition is held, and at the closing ceremony, another competition among the qualified teams in the two katais held too. It should be noted that during the season, the theoretical part of the two skills is taught in the beginning, then the basic skills are taught with a short brief, and the kata are practically applied separately. As for the FA, it was equal to 30% of the season and includes a practical and theoretical part divided into two parts, as well as injuries during daily life such as electric shocks, fainting due to the unhealthy and extra exposure to the sun, slipping, suffocation and injuries during the practice of karate such as fractures, muscle rupture, hand and head injuries and other common injuries during the practice of karate sport.

5.3.3 Attending Sport Education practical classes with Dr. Kinchin

At this phase, the researcher attended the practical part of the season of SE twice under the supervision of Dr. Kinchin learn how to teach the season, apply the required roles in the team and how to calculate points and suitably divide time. It should be noted that the team’s idea to adopt the notion of division of responsibility among the members of the teamwas very significant. As for

the benefits of the SE practical classes, it lies in learning from the supervisor's experience in dealing with the team and how to follow-up the team without interfering in training or instruction except certain cases or if they asked for help or advice in certain matters and issues, such as how to begin and end the lesson, make points and notes concerning the teaching of the curriculum and prepare and make suggestions for the next lesson plan. There was also a change in some of my season's features, alongside an increase in the number of suggested lessons to fit both the scope of sport and first aid as well.

5.3.4 A draft design of Karate, First Aid, Sport Education season with 18 lessons in total based on SE features, and new Karate curriculum, FA experiences

During the first stage of SE curriculum design, there was no reference I could strongly rely on to build my approach related to karate or first aid in SE. Therefore, I began to improve and beef up my knowledge by reading some books and references related to SE season design and other sport activities, such as books by Siedentop, Peter Haiste, and others. My supervisor's experience on SE in and out schools provided me with some key workshops and working and meeting with him helped me plan the first diagram of the SE season. Besides, there was an urgent need to repeatedly visit Kuwait to meet with several specialists in this field and obtain access to some available sources around curriculum in high schools, as well as speaking briefly with some local PE teachers who were teaching girls in the final year of their secondary education in the school that I would ultimately introduce the season of Karate and FA. I had the opportunity to observe some lessons and see how the teaching was structured in addition to how girls were behaving in lessons and how they responded in class.

5.3.5 Karate SE & FA stage-two curriculum preparation

Having designed the first edition of the curriculum, it was educationally accepted as a researcher to visit Kuwait and examine the curriculum that is currently taught in schools. Similarly, I had to visit the Ministry of Education in Kuwait, namely the Department of Guidance of the Physical Education and meet with the officials responsible for designing the curriculum to know what the current curriculum's advantages, disadvantages or weaknesses and the reason for the female students 's reluctance. Out of the challenges I faced was that I was not welcomed in the Ministry of Education, considering that my arrival and attempt to meet with them was a threat to their academic and scientific potentials and to question their abilities, considering that the curriculum is flawless, ideal and based on international standards, and that the development is still on-going in the PE Curriculum. In view of that, I could only meet one person for less than an hour because she refused to answer some of the questions during the interview. For example, I asked whether she considers

the current PE Curriculum needs to be developed or not because the curriculum has not been developed for more than 40 years, she answered

> *"The current curriculum is perfect and free of shortcomings and weaknesses, and I am one of the supervisors who made field visits to several schools I supervised and I have not heard any complaints from teachers or students and the learning environment is ideal as well. As a fact, we are holding periodic meetings to discuss the global developments of teaching methods in Physical and SE Curricula" (Interview with audio recorder)*

Obviously, the interview was like a press interview, not a related-research one. Her answers were closed and unhelpful, and when I asked why the curriculum has never been changed for more than 40 years, and the curriculum is very similar to the lessons I studied when I was a school student and now I am a teacher; even the teacher's book is neither changed nor developed, she replied,

> *"The curriculum of Physical Education is built on international educational principles by experts in the development of curricula, and I do not know what you talk about, but I do not want to answer this question". (Interview with audio recorder)*

As a fact, I respected her desire, asked her to take a look at my methodological plan for the karate and first aid season, and clarified my research project and the sport education's objectives and its benefits and uses to the teacher and student as well. At the same time, I asked her to give me her opinion on my teaching method and the time I needed, where she advised me

> *"Mmmmm, I expect that I have not read a plan like this before and it seems that it is a very good one and should be applied during a full semester or year until the real results of the season are found to be positive or negative or together" (Interview with audio recorder)*

> She adds, *"I do not know how to study only one sport for a whole semester, because I find it unacceptable and illogical in our current approach to study only two sports throughout the whole school year"*.

> Besides*, "I encourage new changes but this change is very strange to me and do not understand it ... Of course, if you have been given the approval as a researcher, you are free to try and use it in schools, but I still prefer the traditional way".*

> She added *"If you want to apply karate sport, it should be merely done in the female and secondary stage schools because they are the only students who study karate in the current curriculum of Physical Education ... Of course, you cannot do the research in the male schools because you are still a researcher, adding "Your research is only accepted when it is*

formal and documented as an approved curriculum, where certain teachers are trained to use it" (Interview with audio recorder)

As a matter of fact, the change of curriculum was initially rejected by officials in the Curriculums Department because these officials did not accept changes or not yet unfamiliar with the PE. Still, there was a clear and genuine interest in knowing what the nature of the season through her questions and presentation of the current curriculum and the draft plan of the perfect and ideal curriculum is so as to design a season in line with the current plan. After that, the basic plan of the season was changed to be only about Heian Shodan Kata adopted in the Physical Education Curriculum in schools because kata does not have any physical contact between the students and is considered the first in the principles of karate.

5.3.6 Meeting the Officials in the PAAET- Physical Education Department, Looking at First Aid Curriculum, Teacher Development & Discussing my Season Proposed Plan.

When designing a curriculum in which three different elements (SE, Karate and FA) are combined, it is essential to visit the College of Basic Education / PA and Sports at the Public Authority for Applied Education and Training (PAAET), which is the only basic place where PE teachers graduate. Similarly, it is the same place that taught and trained me to be a PE teacher, where I had to benefit from the experience of the supervisors, unofficially meet with the bachelor students and ask them about their degree of readiness and preparations concerning the FA, and whether they need additional training or FA curriculum at the college that was considered more adequate for preparing female students for school life and work as well. For me, the method of teaching was still similar to the way I was trained and taught in the past, as well as the curriculum and the tests are still similar too. The answers were mixed between supporters and opponents of current curricula, but when I presented my project, the Ministry of Education strongly welcomed it and became more interested in learning more about the season, the roles of students and how to integrate these elements together. Moreover, during this visit, I read some references related to the percentage of common injuries in Kuwaiti schools and school accidents with reasons in the last decade so that I can build a FA approach commensurate with the nature of female students and teachers at the same time. Furthermore, this field visit has been of great benefits and advantages in providing integrated lessons with the PE Curriculum in Kuwait, through which I can develop in the Karate and FA Season to provide the desired positive results both at the level of the student and the teacher.

5.3.7 Meeting the Officials at Kuwait Karate Federation (KKF) to discuss the design mechanism of the PE Curriculum in School, how they built on their idea, how they worked on school curriculum and presenting my season proposed plan

It should be noted that the team exercises at the Karate Federation and meeting some of the old colleagues had a great effect in encouraging me to proceed with the development of the karate curriculum in schools. One of the suggested themes is that the curriculum has to be applied at all school stages and not just in grade 12 because karate is an education and training of the soul and the body, and that all male and female students must learn karate, leading to ask the trainer, what is your opinion? He replied

> *"I want to be more frank as this season will benefit the sport and its spread in Kuwait in particular and the Middle East in general, as well as its positive effects on the students and their behaviour…..I also think it is even better to teach Karate in the beginning of the elementary stage. Unfortunately, during the past decade, the student became more confused, aggressive and introverted because of the large extent of playing with these technological devices" (Interview with audio recorder)*

The trainer added

> *"the percentage of obesity in schools has increased and the students strongly leak from the physical education classes, simply because they no longer match and address their intellectual needs and their minds and bodies have grown, alongside their morals that spoiled" (Transcript form Interview with audio recorder)*

Also added

> *"One of the challenges we face in the club is that when someone registers at the Karate Club for the first time, we ask her/him why you chose karate, noting that the children's answers were similar. For instance, "I want to be the strongest student in the school or I want to frighten other students or I want to imitate a certain electronic character and defeat everyone in the school fight and other strange answers that I have not heard before..... The unusual thing is that most of those who want to participate for this purpose is leaving sports either because of laziness and lack of commitment or because they are no longer interested in, especially when they learned it was not a combat sport, but a spiritual and educational sport" (Transcript form Interview with audio recorder)*

Later on, when I asked the trainer, do you expect that if karate is correctly taught from the beginning of elementary school, will affect the behaviour of male and female students? The trainer‘s answer was

> *“Certainly, all the data will change, both in terms of school and professional education and the most important factor is that the behavioural problems of this school will be reduced in case karate is properly applied and properly taught by the teacher. In the past, it was well-known that all professional sports start from school which helped in selecting the outstanding players in the school competitions at that time; still, due to the weak school competitions and weak curriculum, several students ignored classes of sports and physical education. Frankly, Many of them started to consider it an extra marginal class that is unnecessary in the school schedule; they consider it unessential and an extra class, and I really do not know what to say, but unfortunately, this is the reality and you as a researcher know that this will lead to physical and behavioural health problems and many more”. (Transcript form Interview with audio recorder)*

After this dialogue, the trainer and some of the players were briefed on the proposed season plan and how to teach in the Physical Education curriculum. This season also helps the sport be professionally instilled, the student be responsible for of her team and have the spirit of belonging and individual and collective education and use of the teacher’s deep teaching experience and methods, as well as their easiness of application. For example, one of them said

> *“After the success of karate in Kuwait, I expect if this plan or season is 100 % properly applied and the Kuwaiti female teachers were deeply trained, the problems of education will gradually reduce and the female students will be attracted to sports activity again .... We have longed for playing in the school and experience the spirit of competition in the school team, but almost all of this has disappeared from most schools, and even competitions are no longer considered a decent challenge” (Transcript form Interview with audio recorder)*

Another person added

“Frankly, I have never heard of karate searson before, and it looks new, wonderful and more interesting; just looking at it, I feel the student will be professional and educated at the same time” [Transcript form Interview with audio recorder]

As well, integrating the three main themes into one semester gives more depth to learning and teaching. As a teacher and a player, I would like to apply this season in my school and make sure that the students will prefer the new approach to the old approach, but it should be simpler because karate sport is not very famous and preferred in Kuwait as you know. So, you should only teach

them the basic principles of kata without going into the Japanese vocabularies except in certain cases.

In a nutshell, the interview was very long and lasted for a whole day but was very useful in arranging the lessons of the season. Besides, through the observation of exercises of warm-up and relaxation, I could build a new idea of lesson exercises in the season, as some books were effectively used such as Hastie's book explain several parts of the season to people. As for opposing officials, I did not have the opportunity to meet with them, and some of them refused on the pretext of being too busy or the absence of a formal nature for my field visits. From a general perspective, the visit was very productive, supportive and encouraging.

5.3.8 Designing Second Draft of Karate, First Aid and SE Season with 20 Lessons in Total based on SE Features and Kuwaiti PE Curriculum.

At start, during these three visits, the season was strongly developed based on a more cognitive and steady basis, and the number of lessons in the season has increased. Now, I am more experienced in arranging my thoughts regarding the roles and responsibilities of each team member, such as what to choose, how to use the proper names for each role in the season, reducing the theoretical character of karate to be only the basic steps in the kata without deep research in the history of karate to make it a research activity for the team, calculating the extra points of the effort of each team, leading to increase the enthusiasm of competition among them and changing the name of the board of points to the board of champions to suit the structure of the Karate sport. There was also more emphasis on the common injuries in karate than the general accidents to considerably suit the nature and themes of the season. The season also extended to be a full academic semester (four consecutive months) with the increase in the number of data collection instruments to include the deep research in sports and karate schools as an activity outside the class and to complete one of the objectives of SE, which is to make the sport person an educated one. At this stage, the number of classes of the focus group has been increased from only two classes in the season to four classes during the season to deepen the idea of one-soul and cooperative team among the students and the discussions to attain more reliable and related information.

5.3.9 SE Karate & FA Curriculum Preparation Phase Three

5.3.9.1 Attending the SE Workshop & Presenting my Karate Season to PE Teachers with Dr. Gary

As for the third workshop, I attended it with my supervisor so as to benefit more on how to teach the season and how to be a strong season designer, a teacher and a researcher at the same time. I also did meet some teachers in PE and talked about my project as a new season including two new themes that have not been touched before. I have briefed the attendees about the idea of the season I am designing without going into the deep details and the reason is that it has not been officially published and approved. At this moment, I could formed the whole idea of the season and I was more confident in presenting the idea of the season. Out of the several benefits of this phase is that Dr. Gary was explaining how to be a teacher and a researcher at the same time and the reason is that the new curriculum in any country may have difficulties in applying them if it has been conducted by untrained and unprofessional teachers who have insufficient professional training in how and when to apply the new curriculum.

5.3.9.2 Visiting Farah High school in Kuwait to Observe Pupils and the Learning and Teaching PE Environment, Meeting the School Principal, PE Department and PE Teachers & Interacting and Meeting with Students informally to understand their Perceptions, Interests and Thoughts of PE, alongside their Acceptance of the SE season.

As previously explained in the pilot study chapter, this was my first field visit to the school which was selected for several reasons such as proximity to the area and the easiness of communications with the school principal and the Physical Education Department, especially as the head of the Department of Physical Education is a friend of mine since school days. At first, I phoned the school principal whose name is Alla to discuss the idea of applying my new curriculum in her school, and she warmly welcomed and encouraged me to initially visit the school informally so that I can arrange my thoughts more and more students and observe the female students, along with the applied teaching methods. The school principal says in our meeting

> *"I can ask the Head of the Education Department in the Ministry of Education who is in charge of this school to give you an informal permission to enter the school and get acquainted with the place of training and surrounding environment and talk to some students during the class but without recorded formal interviews. All in all, this is a simple and doable matter and I am happy to apply such a curriculum in this season in my school and wish you great success" (audio recorder transcription)*

In detail, I met the PE department teachers and attended some classes on karate and other sports. At this time, the aim of this phase is to identify the nature of the data collection environment and the informal interviews with the school principal and teachers and observing the actions of students during the school day to be familiar with the appropriate style in designing the curriculum in line with the behaviours and nature of female students. When I presented the plan of the season to the principal "Amal" and another teacher that informed us that she had a simple karate experience and taught karate at Farah High School, commenting

> *"I liked the idea of gradual shifting of the teaching task from the teacher to the student because it has not been practiced before and is a new interesting learning process. Based on my experience, the teacher must control the required steps of the season, for some female students are stubborn and refuse to do all the duties required of them. For example, unfortunately, some students come to school without sportswear so as not to participate in the PE class. Sometimes, I frankly cannot hold the students blameable and feel bored when teaching the curriculum because it is very old and there is nothing new added at every new stage and grade, and the only difference is the karate course which is taught in twelfth grade"(audio recorder transcription)*

Moreover, concerning the season and its duration, she added

> *"I expect it to be a 26-lesson season during one semester, but I am concerned that the methodological plan for Physical Education changed from two classes into one class per week. As a fact, I do not know if this time permits you to fully implement the season, but there is a solution that we can use classes of other activities such as music, painting or domestic economy because these classes are not calculated in the general average and we can change the weekly schedule if we take the approval of these courses' teachers"(audio recorder transcription)*

Regarding the general form of the season, the way of teaching the lessons and who will teach this curriculum, the answer of the teacher and principal were the same as they commented

"I do not recommend to give students a lot of writing in the plan of each lesson because at this age, they do not like reading at all, and this is a class of SE" (audio recorder transcription)

They add

> *" we mean that students will think why we have to read all this and we still have many subjects to read and study; thus we do not want more subjects especially this age, for it is*

> *difficult to compel them to read and study a text which is not compulsory" (audio recorder transcription)*

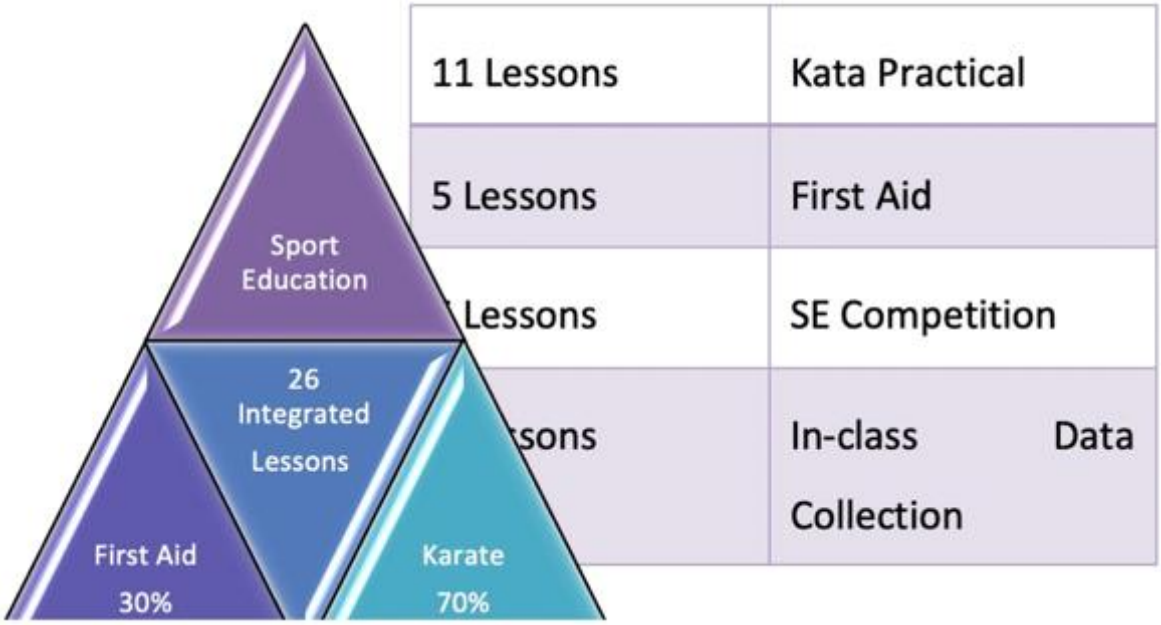
One of them added

> *"For this matter, I suggest that you write only the basic themes for each lesson and use the exercises through pictures and exercises, alongside training cards distributed to them before each lesson. In fact, these students love the pictures a lot that will draw their attention more and begin to discuss with each other how to apply images; thus we can effectively ensure their commitment to the season and participation throughout the 26 lessons. For my part, I would like to learn more about physical education and wish if you could translate me a short article in order to understand this approach and the season as well"*

At length, it has to be known that these are some of the comments that helped in building the season in its final form, but during my field visit and conversation with Amal and the teachers at Farah High School, it turns out that no one is currently in school who can teach the Karate Season and First Aid as required. For instance, if one of the teachers is asked to teach it, the results will be incomplete, hardly applied or done with great difficulties and this season's understanding will be inappropriate, so this will negatively influence the students' participation and acceptance of the season, karate and FA. For this reason, it was better that I teach the season and supervise it and be a researcher at the same time for lack of teachers with sufficient experience in Kuwait that have not yet been trained as it should be.

5.3.10 Present the Third Draft of SE Season with 26 lessons in total Karate, First Aid, SE Season based on Meetings and Corrections of the First and Second SE Drafts

Later on, having finished these school visits, I was able to get a copy of the PE Curriculum for the secondary level in Kuwait and a copy of some significant references from the Ministry of Education that helped me design the season in its final form. The integrated approach was presented with the FA test and the questionnaire, noting that the season included 30% of FA and 70% of Karate, as both parts merge under their mutual theoretical and practical framework. Moreover, this season totally differed from the designs of other past seasons because the design's nature was mainly constructed on pictures and training cards that assist students participate and integrate in the sport education's elements.



The diagram and table illustrate the philosophy of the design season 5.3Figure

5.3.11 SE Karate & FA Curriculum Last Design Preparation (Pilot Study)

As elucidated in depth in the chapter of the field study, the visit's aim to the school was to attend some lessons in PE Class, be familiar with the teachers' teaching method and teaching skills as well as meeting some students to identify what can make the lessons of the season more effective on students. After the field study, the last draft of the season was submitted and approved by the supervisor (see appendix B)

5.3.12 During Season Lesson

5.3.12.1 Developing Season/ Beginning of the Season

The beginning of the season was marked with interviewing the students in the class and explaining the details of the season, the division of teams and the distribution of roles among them. In the beginning, they students had to recognize the season but they were hesitant to participate in it, thinking that this season will be boring, such as PE, as one of them commented

> *"My teacher, I want to participate, but at the same time I feel hesitant ... Perhaps after all this effort and work, the season will be boring the same as the classes of Physical Education"*
> [audio recorder transcript, Red Dragon Team, Fatma]

The same student added

> *"I want to participate but can I withdraw at any time? ... I did not understand how we should teach each other, for we have never done anything like this. Can we really wear what we like and innovate in the season? I feel like I am dreaming… Hahaha"* [audio recorder transcript, Red Dragon, Fatma]

Another student added

> *"Why should everyone on the team commit to one mission? Why cannot we change missions and assignments every week? I feel that changing roles every week is more enjoyable for the reason that we will try all the tasks and break the routine. Please, my teacher, agree! you have said that the season of physical education allows the student to innovate and this is our team's opinion"* [audio recorder transcript]

As a fact, the beginning of the seasonwas partly slow, and matters did not go the way I imagined. Initially, there were a lot of mistakes in the first lessons of the season, such as some teams are still late and not committed. The students also were standing without performing their required roles due to their lack of understanding of the nature of the season and being habituated tothe method of the traditional instruction that the teacher must give them the tasks and training. For example, one of the teams is asking me in each session to stand beside them to assess their exercises and to make sure that the exercises are completely correct. One of the students said

> *"My teacher, we do not know how we do the exercises alone without consulting you, and do not know how to start explaining the matters as required. I am not sure if our instructor is performing her role appropriately"* [audio recorder transcript]

Of the first difficulties in the beginning of the season was that the team's files and daily tasks were disorganized and most of the teams were not committed to bring the required file and some teams forget some papers related to lessons and contracts as well. They were feeling that these files are unimportant as one of them commented

> *"The file is not necessary because we know what we want to do. It is not necessary to carry it with us in every class, asking why should the other teams take and win more points because we just forgot the file or did not complete some of the assignments in it."* [audio recorder transcript]

Moreover, some girls were late in putting makeup on, especially the Zombie team, which forgot that the Karate season is for training in sports and not only for showing, and because they were delayed in four consecutive sessions, the other teams scored 20 points. Having felt the importance of coming early and the desire to win, compete and qualify their team, they start to commit

themselves to the season and became one of the most committed teams, as a team member commented:

> *"We were not familiar with the importance of coming early or the season's significance, and we were very happy that we were able to practice the thinking skills in the season, still we forgot the most important thing which is the commitment to the dates. For example, the competing teams advanced with 20 points, and this is bad for our team; I will not allow that and do not want to let my team down again as a result of my lateness or a team member's lateness, adding we will not give up and will prove that we can do all the assignments and duties and commit ourselves to our roles as well"* [lesson 4 /audio recorder transcript]

At the first focus group, I asked them to see the files and all the reports. One of the teams ran towards the teacher and said,

> *"We are the best team and the only one who has happily done all the required assignments and duties as required"* [audio recorder transcript]

Then, the team began to prepare some tools and other things, and when the teacher approached to see what they are doing and they actively asked her to move away and that she will see and know everything in the next class because it was a secret among them until the next class as it is a beautiful and perfect thing. As a whole, each team tries to look stealthily to the other teams to see how preparations and arrangements are made. As for the Zombie team, they allowed me to view the file and the report of their meeting, which showed that they are truly developed and became more familiar with the steps and methodology. It was suggested that they should have a pair of costumes in which they use the first costume to do the entry dance and then go back to their rooms and put on their training uniforms. This idea is rejected by the teacher because it will take a long time of class time and will focus on fashion over a curriculum-based focus, where they said that the entry dance would be about 15 minutes. There was confusion about the matter of entry for each team, which was the largest part that must be clarified to the students where they sat during the lunch in the classroom with the teacher to discuss the curriculum and provide educational and entertainmentideas. The equipment Sempai's task was one of the most tasks that students try to escape because they have to exist before the presence of the team, as well as the task to return the equipment to its place again without damaging any equipment. The students tried to change this task and asked to be in another task or mission because they feel bored and need extra efforts, as one student commented from the samurais team

"I do not want to be an equipment Sempai as it is too boring and I do not feel important or fun, as I just carry the equipment and put them back…." [lesson 10 / audio recorder transcript]

This is unimportant in compare with other roles, expecting girl's hatred of this role stems from their community culture.

5.3.12.2 Mid-Season/ Developing Students Lessons

As we entered the middle of the season, everything seemed to be more orderly and flexible, and each team seemed to be more committed and take its own character in the training (i.e. they became more serious about their roles on their teams and their commitment to attending lessons on time). The competition grew so fierce that each team tried to copy the Champions Board results to be in their profile and try harder to win at the end of the season. Later on, I have noticed some alliances between some teams and when I asked them what motivated them! one of the students answered "We have a strong trainer". Unbelievably, they have easily learned the first steps of the kata; for that reason, I asked them to train me on the Kata during the lunch break so that I can train and teach my team better. When I explained to her that they should compete with other teams, she told me

> *"But we have to compete with fair play. That is why the karate season is different from the past, as we did not use to feel that we are openly competing. Now, we are learning something new and useful and feel that we have developed for the better, where winning for us is a secondary thing. As a fact, we feel happy when we become professional in training as it is a great feeling to be so. When the class finishes, we feel that we have accomplished something useful to us that makes us feel our importance and this is what we missed in the past, where we used to enter the class and exit without feeling any difference" (audio recorder transcript form lesson 23)*

It is clearly seen that when students learn new things, they make a number of new, useful and wonderful suggestions for each lesson. For example, when they learn something about first aid, a student commented,

> *"Oh, why do not we make a poster about the team's weekly achievements and the wisdoms that Manners Sempai gives us so that we attach them to the wall behind our table. Thus, our team will distinguish from others, what do you think?" (audio recorder transcript/ observation in focus group)*

Furthermore, when there was a side talk during the lunch break or even at any time seeing me, they called me *"Karate Season Teacher"*, even the students who did not participate in it still had the same name. Among the suggestions made in the middle of the season was to provide a workshop on first aid between two teams in which they explain how to act in emergency situations during school day.

Likewise, of the activities that they did for the first time in the SE season is that all the Manners Sempai in all teams participated in a group united with each other outside the time of the class, as well as calling themselves “Team of Moralists”. Of their duties was to make publications to talk about the ethics that the students must demonstrate both the ethics of Islamic religion and the ethics of karate. This magazine is weekly published after the last class of each week as they collect everything they learned and taught to their team, and when I asked them in the interview what their activities, one of them commented,

> *“We thought that this role is one of the best roles in the season because its effect on behaviours is clear and helped us become more polite girls. We also meet at the end of each week either at school or through WhatsApp to talk about what we gave to our team and ourselves during this week and what we have to offer in the weekly magazine next week” (audio recorder transcript)*

Other student added

> *“What impressed me during the season was the fact that this season makes me see our wrong behaviours that we did not care about in the past because we do not know how important they are. For us, when you become a careless, reckless and disobedient child and your voice gets high, it means you are better. This season made us see our bad qualities and how to change them for the better. Similarly, by adhering to the team, we have become more aware of each other’s feelings, making us feel happier and comfortable in treatment” (audio recorder transcript)*

At last, this role has more details and the dialogue with them was too long and cannot be presented in depth in this chapter.

5.3.12.3 Changing Some Lessons (Student as a Leader) without Losing SE Karate or FA Features

At first, the season developed much more than the version presented and has never changed the features of SE or its characteristics. One of the most important changes was the girls’ suggestions which was to give them the plan weekly and not after each lesson so that they have sufficient time in planning and preparation for the lesson. That is why I have created a contact group via WhatsApp with them so as to tell them about each plan or change that happens in the school schedule.

As for the students, they were totally integrated into the season and did not ask me for help. They used a lot of technology for individual learning and noticed that they entered the gymnasium and

began to exercise, prepare attendance and absence and put the paper on the table without having to wait for my arrival. Purposefully, I was late for five or ten minutes to notice if they were still waiting for me or they would start to warm up. They actually became more self-sufficient and more responsible. For example, one student from Bruce lee team was absent and her team insisted that she should not be absent again because this would affect the team and its morale. They told her Try not to be absent from school because we do not want to lose one of the team members. Your absence will badly affect us in the competition, and you will be not able to learn kata as required because we have to do the kata together. At the same time, you have to make sure that you do not waste time in being absent. Otherwise, we will lose points for the other teams because of you (post notes lesson record no. 15)

Afterward, it has been clear that the team's commitment to each class was clear and distinct. Some teams suggested changing some lessons to suit their training preparations because they wanted to feel more independent from the teacher and more capable to develop their team than other teams, as one of them commented (Justice League team)

> "We have to be at the level of professionalism and each team must have a training plan in each lesson so that we can compete strongly. We will also ask you to look at the weekly plan and if approved by you, we will stick to it throughout the week. We are a team which is capable to compete professionally and accurately and we must be so with no intention to change anything in the season's basic features. Besides, we feel that the season has allowed us to feel that we can innovate and think too" *(audio recorder transcript/ observation in lesson 16)*

One of the developments during the season is that there are two teams who suggested presenting a workshop on karate and how to use this technique in the appropriate teaching. This workshop was the basis of the students' writing of a complete booklet on the karate's principles and basics and presented it during the period of activity and the morning school queue. This booklet shows that karate is a sport of self-discipline and commitment, and not only for violence or fighting. They also provided training for those who wanted to learn it during the lunch break or the school activity, where the students taught the principles of karate and Heian Shodan Kata. One of the students from crazy Gang team added

> "We liked karate more than PE and start to feel that it is a sport distinguished from other sports and learning it does not require many tools too. We want to raise awareness in the school about this sport and tell everyone that we simultaneously participate in a funny and educational season and that SE is very beautiful and interesting. Frankly, I felt like I am a competent teacher and not a student" *(audio recorder transcript/ focus group two)*

In terms of FA classes, students have created many methods of teaching. The most important of these methods is making a special power point program for each team to talk about the injuries that are explained in each lesson. Also, presenting workshops with the nurse and designing acting paragraphs and scenes in the morning school queue to talk on the importance of first aid and how the season of physical education helped to strengthen this culture and daily activity. As for the students, they painted a large picture and was hung on the walls of corridors of a school, as this activity was between two teams and they presented the most important injuries and how to make FA in case of emergency. During the second focus group, one of the students from power girls team said

> *"Because of the karate season, we felt it is significant to educate our colleagues how to help an injured person in case of emergency, especially since there is only one nurse in the school and there are cases that need a rapid medical treatment. Our main activity lies in educating students about some of the risks that occur during the school day, such as electric shocks, choking, fractures and slipping on school stairs, fainting, burns, and other such things" (audio recorder transcript)*

Another student form thieves and police team added

"To us, the karate season was of great interest because we never imagined that we will learn something about first aid, especially at school. I have greatly benefited and started to teach my family and tell them what to do this season and how they should behave if something emergency happens. Especially, my little brothers, I used to act everything with them I do in the season. It is really funny and useful and at the same time I do not want to end in this way" (audio recorder transcript)

5.3.13 Challenges with Students, PE Teachers, Parents, Time and School Schedule and Class

As a matter of fact, there are many challenges and difficulties that have been encountered during the application of the season in school, either by students in the beginning or PE teachers in the same section or parents or time and school schedule or the school

5.3.13.1 Female Students

As for students, there are several difficulties and trouble faced by the female students during the season such as the non-acceptance of the season in its early stages, the unwillingness to commit themselves, take responsibility and play the roles, the difficulty of convincing them that the season is completely different from the curriculum and the old PE classes, as well as their insistence not to

adhere to the time and wear sports uniform or clothes. As a fact, I had to explain the lessons of the season in detail because students did not understand the new teaching method, leading them to ask more questions. In addition, it was very difficult to start the lesson without taking my permission as they said in lesson 3*"How do we start the lesson without you? Teacher, we never knew how to do it"*. Or they were waiting me so far that there were teams sitting in the gym watching the other teams without doing anything.

Besides, the division of teams was initially very difficult because the girls do not accept being distributed in random teams and want their teams to be only made up of their friends and do not accept this to be changed too. Generally, it was difficult to have the number of team members equal for two reasons, namely: the structure of one class and the number of female students varies from one class to another. Thus, there should be a team bigger than the other in one student or sometimes two. At times, the abnormal absence at school was a problem because of the lack of team members and I had to combine tasks of two roles for one student so as not to lose the elements of the season. The Champions Board has also been stolen from the hall way of the Games Hall twice and we did not know who stole it. So, we had to save them on paper and record all the points for backup if they were stolen or destroyed again. Similarly, there were verbal arguments between students of a certain team and students at the school when they ridiculed them that they were clowns and ridiculed their appearances and workshops. I had to control the behaviour of the teams and try to convince them that these things are normal and they should accept all opinions without causing problems and continue presenting these workshops. To me, I kept supporting them saying that if five students mock you, there are still 50 students who benefited and support you, as this is beneficial to everyone in the school and not only a team involved in the season. For example, there was a student who caused the troubles in every theoretical class we do in class, and I could not complain on her because she is not one of the participating students. Therefore, I should only speak to her teacher and try to ask her not to allow her to escape her class during the theoretical classes of the season. One of the most difficult challenges is the withdrawal of two teams in the middle of the season due to lack of time, nearness of final exams and some personal problems that the karate and first aid season could not solve or end.

5.3.13.2 Department of Physical Education Teachers

Based on my perspective as a researcher, one of the most difficult challenges is when some teachers leave their classes in the gymnasium, sit in the office and leave the students without supervision, whether during the PE class which is supposed to be taught by the teacher or during the extra class, where she had to watch the students in the classroom and not in the games hall. It was clear that the shouting and the annoyance negatively affected the teams in the season, and they could not

comfortably train in the way they were looking for. As for the other students, they were trying to distract the team and cause troubles in a way I daily had to intervene and control the annoying students. I also have to go to the teacher in the office and ask her to watch her students and get them out of the hall. Unfortunately, some of the teachers were unhelpful and never pay attention to my request, as one of them said to me I do not care about your season, do not like to teach at all and do not want to sit in the classroom. The other challenge was filing a complaint against me that I was imaging female teachers in the department without their permission in addition to the students who were not participating in the season without their knowledge. I did not know the source of the complaint, as I received a call after school day from the head of the department, my close friend, telling me to go to the school principal early in the morning before doing anything. I actually went to her and asked about this complaint and why I should stop this season with its events and change the school, she told me the reasons and gave me a copy of the complaint and that the teacher will go to the Ministry of Education to make a formal complaint! After the long discussion with the director and presenting my camera and phone to her to see all the images taken, she totally convinced that the complaint is illegal and that I did not take any unethical photos of teachers or students who are not involved, asking the teacher to apologize to me and cancel the complaint because it is illegal and there is no evidence about her complaint. Unfortunately, the teacher was from Physical Education department.

5.3.13.3 Parents

Unfortunately, this is why one of the teams withdraws completely in the middle of the season due to the demands of their parents. The school has been visited by more than one parent who asks me to ask his daughter to withdraw from the season because she does not stop talking and focusing on the season, making the parents think this will affect her final exams. To fathers and mothers, the season is not necessary, and as a result I certainly could not refuse the parents 'request because one of the conditions for participating in the season is the parents' consent for each student individually.

5.3.13.4 Time and School Schedule

As for the students in grade 12, they are students in the final stage in high school who study physical education course only once or twice a week. There was a challenge to change the school schedule and take advantage of other curses such as musical education classes and home economics classes or any possible class to complete the 26 lessons for each team. Otherwise, the challenge was to keep the students in full attendance, especially in periods of partial or final tests. I also had to make the closing ceremony's day in line with the last formal school day due to the lack of time and subsequent challenges which mainly focus on changing one of the participating classes in full.

5.3.13.5 School: Changing the Entire Class

Unfortunately, after this incident (Changing the Entire Class), the challenges between me and the PE department totally increased. The most difficult one was when a mid-season where the teacher asked to take her class and did not want them to participate any more in the season. Inopportunely, I could not convince her to keep the class participating in the season and have no right to force her because she is the official teacher of the class and it is sad that the students were not satisfied to withdraw from the season. At last, the teacher took the class and I should look for another class and try in every way to help them integrate with the first class and keep up with the lessons with them. Despite the attempts of the head of the department with her, the teacher strongly rejected and did not teach her class even after the withdrawal from the season.

5.3.14 End and Post of SE Karate & First Aid Season

5.3.14.1 Ceremony

It is noted that this stage is one of the most stages of the season that was completely supervised by the students, as I did not intervene or know what was planned or implemented for this day. Only a week before the beginning of the closing ceremony, they asked the class to strongly pay attention to the details of the closing ceremony in full without my interference in any part of it. They also insisted that I should not know its details because the aim is it is to prove whether the season has helped them build their independent personality away from the teacher or not. What exactly happened was recorded in my remarks after the next lesson as follows:

> *One of the students: My teacher, we are very close to the end of the season and the day of ceremony, aren't we?*
>
> *Teacher: Yes, almost within a week or ten days, but why.*
>
> *The student: Because we would like to suggest something and expect that we have the right to do what we are asking for. After this long period of training and meetings in the season, we can make any decisions regarding an important ceremony like this. We also agreed with each other that the closing ceremony's organization should be divided into specific tasks for each team noting that our team will oversee the overall organization of this ceremony and organize meetings.*
>
> *Teacher: Can I know exactly what you agreed on?*

Student: It has been agreed that each team will do a specific mission, where each Sempai will meet with her similar Sempai in all teams in order to take part in their celebration, and this is a table of tasks for each team:

The Sempai's Responsibility in the Season	Name of the Ceremony's Team	The Team's Mission during the Preparations and the Closing Ceremony
Kohai Sempai (Organizer)	The Supervising Team	1. Organizes all participating teams and the competition and monitors the arrangements in general. 2. Collects the budget of the ceremony from all participating students from both semesters.
Sensei Sempai (Coach)	The Supporting Team	1. Helps and arranges first aid sections. 2. Prepares the opening and closing speeches and competition certificates. 3. Provides any necessary assistance to the equipment team. 4. Prepares the schedule of the ceremony and the timetable of each competitor and the names of the participants.
Ethical Sempai	Generosity and Elegance	1. Prepares and prints the official invitation cards and the necessary papers. 2. Caters hospitality (food, drink, roses, decorations) 3. Helps guests to sit in designated places whether guests from outside the school or the public and provides assistance to them. 4. Presents plaqueand gifts to senior guests.
Dojo Sempai (Equipment)	Expert of Equipment and Technology	1. Prepares competition square. 2. Prepares the equipment to compete in the ceremony, tables and seats and fully equip the place too. 3. Equips all necessary technological equipment for the ceremony. 4. Prepares advertising results board during competition for referees.
Shushin Sempai (Referee)	Official Arbitration Committee	1. Ensures thecompetition stadium's measurements and seating place of each team. 2. Ensures the laws and professional training of the competition. 3. Divides the referees between the red and white corners. 4 - Prepares the referees' provisions such as the official flags and papers. 5. Provides a simplified version of karate laws and first aid to the public and referees from the teachers. 6. Assesses the championship and competitions and announces the results after each competition.

Table 5.14 The Sempai's Responsibility in the Season

So, these were their suggestions. They asked me not to interfere with anything and would never allow me to see the arrangements as a surprise and support from me to them. I was also asked to support and trust their abilities in fulfilling their duties and tasks to the fullest. After a strong

insistence, I agreed in case they do not violate any law in school and maintain order and the fundamentals of the season. As a fact, I could not refuse their request, as they were at the top of readiness, noticing that they were very confident and would achieve the highest objectives of SE that make the student more experienced, independent and innovative.I also noticed their meetings at the lunch break and among the classes as they were talking to each other after the school day, even when they were waiting their parents outside the school wall. For example, when I tried to get closer to them, they asked me to get away starting to laugh happily and when I ask them why I should not hear your talk, they said

> *"because we talk about the preparations for the closing ceremony which are only a secret among them"* [audio recorder transcript]

In fact, I was happy because I noticed how the groups began to develop and extend among the students. Their mutual connection was not only seen in the SE class, but it spread to every time and place even through the means of communication and social media. The team became more connected with each other even during the holidays and the weekends. At the weekends, they met either for entertainment or making discussions concerning the season. It should be noted that the research is not enough to talk in depth about all stories heard and noticed during conversations with them. Students were involved in creating the invitations for the guests, planning the festive in reagrds to designing and organising the certificates, organising the hospitality in regards to food and drink, welcoming guests and presenting the structure of the teams competing.

5.3.14.2 Post Students Interview after the Season

After the end of the season, it has been seen that the karate teams enthusiastically competed and completed the Heian Shodan Kata, which positively amazed the audience. Their way of entering the games hall, alongside their show reminded me of the entry of the professionals during the Olympic competitions. The way they presented themselves and their appropriate use of music was truly enjoyable for both the audience and the participants as well. They competed through the qualification and the points made by the arbitration committee of the students and the arbitration committee of the teachers of PE, as well as the assistant director. Then, the result is announced based on a decision by the assistant teacher and a student of the arbitration committee. They also participate in the first aid competition with all its professionalism and effort, where the teams responded to the school nurse and the first aid specialists without hesitation or fear. To be frank, their answers were typical, scientific and professional.

After the end of the competition and the announcement of the results, the teams were still in the venue of the ceremony despite the request of the head of the department to leave it within two

hours. The mothers showed their admiration for the ceremony, the competition and the development of the performance of their daughters. As a result, the audience and the students' parents asked me to repeat this season again with the students once they are in the 12th grade. The participating students filmed and sang the songs of each team, photographed with each other and exchanged memorabilia among them. The atmosphere was a sign of the success of the season and its positive effect on the students behaviourally, physically and morally. Even with their delight in the ceremony atmosphere, they showed signs of sadness for the end of the season as one of the students form Zombie team said:

> *"Why should everything beautiful and good come to an end* …" She added, *"Unfortunately, we have to finish the season today. It is the first time in my life that I do not want the school to have a last day and do not want the holiday too. I only want to practice more and participate in the season. I am sad because it is over and happy because my team is in second place"* [audio recorder transcript/ post festive interview]

Furthermore, even in the informal competitions such as the karate season, the teams sometimes object to the final result and wished to be the first team because they feel they are the best ones. Besides, they felt that their team was important and their professionalism was high. For example, each team supported and encouraged its player. They were clapping hands when the result was announced, as each team has a legal handbook to watch the other competitors and try to do better. One of the students form ninja heroes commented

> *"Of course, we wish success to all, but I want my team to win. As we have made great efforts throughout this season and intensified our efforts before the final competition, we must win because we are the strongest, the most elite and the best among them"* [audio recorder transcript/ post festive interview]

Moreover, I had the last interview with the students after they sat in the stands together and asked everyone to give me their general opinion about the season and before the season. The views were similar and agreed that the season was much better than the old physical education class and the boring curriculum as they used to describe.

5.3.15 **Chapter 5: Conclusion**

To conclude, this chapter clarifies in detail the five phases with all its elements to show the success of the season with all its elements.

To sum up, the current chapter detailed the whole picture concerning the targeted groups of students and their reactions to the Physical and SE classes.

Chapter 6: Discussion

6.1 Research question 1: What are the steps that the researcher undertaken to develop the season?

6.1.1 I am the Season's Researcher and Teacher

Being the season's teacher (role of a teacher), it was necessary to visit the sites to carry out the required reconnaissance, look at both the structural parts of the school, the rooms and buildings and watch some lessons at one go so as to sort the type of learning from these observations, leading to the following main questions: What was the type of current behaviours and issues that were emerging in the class? What are the resultant consequences if the Kuwaiti teachers adopt this type of learning? Reflect a little bit upon my own experience as a teacher in how and what were the challenges faced by me?

As indicated SE has been applied in many countries as explained in literature review chapter (e.g. Hastie, 2011) and this model has been used with different types of the sport and PE activity. There are studies including (Kinchin, 2003; Wallhead, Garn and Vidoni, 2013) who gave us helpful tips and advices on how to teach SE for newly graduated teachers or experienced teachers as the difference in the lesson's characteristics is completely different from the usual or traditional PE lesson. In his latest book, Peter Haiste gave tips for new trainees for this approach, which helped me in my initial design and how to teach it during the school day. Among of the challenges I faced during the application is the totally different environment from the previous studies, as I applied at the last stage of study in the school system in a predominantly Muslim society that is well-known for the separation of the sexes in the regular government schools, the different classes and nationalities in one school, as well as the use of karate as a combat sport and first aids as an integrated approach that is the first of its kind in the world. The current chapter will examine many challenges with their reasons in knowing whether it will be accepted between female students and school or not.

Despite the several positive aspects of the curriculum, which were elucidated by the results of the research of (Al-Kandari, 2011), but it must be noted that the curriculum was not appropriate for all, whether female students or even teachers. The study of (Al-Kandari, 2011) demonstrated that teaching the SE's curriculum involves various difficulties during the lessons and season design, and it is considered a burden on teachers, making some of them prefer the traditional lesson of PE. This is what I encountered during the carrying out of my studies where I spent a full year or more so as to design 26 lessons in one sport only. Based on some studies (Al-Alsahli, 2015) teachers do not prefer to spend a lot of time and efforts in designing lessons, especially if the teacher must apply

this approach to several activities and different educational stages, for it will be difficult to do so. However, since I have introduced a completely new integrated approach, this will make it easier for future users to use it as it is, thus reducing pressure on them.

In detail, I have faced difficulties in applying the curriculum and organizing the school schedule, which has been reduced to only two classes per week, making me ask the teachers of other courses to take their classes to complete the 26 lessons. Thus, it is difficult to apply a season in this period of time in the Kuwaiti high schools, but is possible to apply to elementary and intermediate schools, where the number of PE classes is higher. As for female teachers in Kuwait, especially after studying the level of graduates from the Faculty of Physical Education, they are likely to accept the idea of SE after five years of intensive teaching and training, while the current PE female teachers, especially the non- Kuwaitis, cannot accept the idea of change at all, for they do not pay attention to develop the students' knowledge and performance.

Similarly, in (Al-Kandari, 2011) research indicated that any new field, which is being tested for the first time, goes through several challenges and difficulties as well. One of the most difficult challenges that I faced is the design of the curriculum for the first time due to the lack of any previous experience in the process of designing the lessons of the season of SE and the lack of any reliable reference to rely on in designing the curriculum in combat sport and FA. For example, Fogarty (2004) addressed methods of integration that helped me understand how to integrate three themes together, namely SE, Karate and FA. Besides, this detailed explanation of the integration's methods and techniques greatly assisted in constructing the first version of the season. Based on the studies of (Lave and Wenger, 1991; Metzler, 2000), which addressed the development of the level of students during the season of SE, including the teaching of some French words and the development of students' performance caused by the sense of belonging and the desire to provide the best they have, this effect was very clear during the FA test, and the difference among the percentages of responses was strongly noted. Though some students did not complete the answers and some of them withdrew from the season for several reasons, but they strongly praised the season and its positive effect on them, whether morally or psychologically. As for the development of the level of female students in FA, it totally developed due to their sense of belonging to the season, the importance of the course and data provided and the nature of the integration of the season between karate and first aid.

More tellingly, several studies showed the differences between the teaching and instruction of SE for new and experienced teachers, including 2014 study of *Learning to Teach Sport Education: Misunderstandings, Pedagogical Difficulties, and Resistance* by Nate McCaughtry, Seidu Sofo and Inez Rovegno. Similarly, this study revealed how the teacher should teach the SE course in the

appropriate manner and based on the steps provided by the researcher to the teachers so as to benefit as much as possible of the season and how the teacher should effectively develop his/her educational skills before commencing with the framework and process of teaching. As a matter of fact, some talked about training before designing the full season. Being the only teacher of this season, I had to learn everything about SE and make sure I knew all its aspects and challenges. I also had to help students understand the matter of the entire transfer of responsibility from the teacher to shared responsibility and to respond and cope with the changes of the season, ways of how to teach the season and how to divide the responsibilities, points and competitions of one team's members. With the passing of the season, the responsibility was gradually shifted from the teacher to the students until the students become fully responsible during the festive, noting that no research has addressed this issue until now, or there is no researcher who could completely transfer the responsibility to the students during preparing for the celebration and changing some lessons during the season. The age of female students was a key factor in helping them to be responsible, especially since they were at the last stage of the educational ladder and their ages ranged from 16-17 years. Most importantly, I have never read any study about SE and there is no sample research for this age and for girls' schools only. Thus, the matter of age and the nature of the school as being for girls only features this study from other studies concerning SE. Moreover, it should be noted that the current study is too close to the original plan and all of the elements were available there.

As for the original season plan that has been designed, my research is the first of its kind to introduce a whole new idea for the Karate and FA season, in which fully detailed lessons were given for each lesson as it is a curriculum that can be taught in schools and universities and can be accredited at the Ministry of Education too. Season plan has changed in the last quarter due to students' enthusiasm to participate in the lesson and exercises design as I confirmed that they bear all responsibilities in arranging everything related to the ceremony, which resulted in an effectiveness that is greatly similar to the global competitions. The enthusiasm of the students of the season and their integration into the roles entrusted to them make them ask me to intervene in some of the features of the lesson and the final festive. This act and feeling of freedom did notpreviously exist in PE, making this season truly unique because I experienced all the season's stages of development, advancement, teaching, as well as all the changes that occurred during the implementation of lessons.

6.1.2 **Planning and Owenership of the season**

This season was developed by the researcher with due regard to the SE literature (Hastie, Siedentop, Van der mars 2011) which offers a full and complete experience by incorporating all

necessary features of the model (See Curtner-Smith, Hastie and Kinchin 2008). As referred to in the findings chapter, the beginning of this season was marked by interviewing students in classrooms with explanation of what the season entailed, the division of teams and the distribution of teams and roles amongst the students. SE facilitates the development of the physical competence literacy and confidence among students, along with enabling them to ensure the promotion of a healthy lifestyle and physical skilfulness (Dunnigan, 2014). A significant aspect associated with the delivery of enhanced and advanced SE is the development of full culturally relevant seasons. This particular season in this thesis is composed of interrelated theoretical and practical learning including formal competitions, which ends with an event that is festive. In a society where the women rights and freedom are suppressed as compared to the male population, the delivery of SE season in karate and first aid could hold significant cultural and social importance (Moseley and Whitton, 2013). Furthermore, around issues of equity and social justice, the high school and undergraduate girls studying in the educational institutions of Kuwait need to be well-equipped with training and knowledge in Karate and FA not only for ensuring personal protection but to improve their self-confidence. Integration of such programmes and such a season as explicit in this thesis in the school curriculum also leads to making the students aware of other cultures and developing a disciplined lifestyle at an early stage (Moseley and Whitton, 2013). In the presence of better physical and mental health, students are enabled towards leading a healthier life. This thesis will also help in bringing some much needed reform to the physical education curriculum of Kuwait's schools, which are currently mostly dependent on physical activities, such as football and basketball (Romar, Sarén and Hastie, 2016). Apart from teaching the technique of Karate, there are various other elements and resources that can help in establishing a successful season of Karate and FA seasons. Such elements include teamwork, leadership ability, roles and responsibilities and adequate educational resources (Dunnigan,)

6.1.3 **Reflecting on my Professional Development**

In this part, there will be a close look at my professional learning, starting from the decision I made to carry out this research and interact with leading experts and specialists in SE. For example, my field visits with Dr. Gary helped me understand the nature of teaching and the season and observe how SE is being taught at schools. I should also address to what extent I benefitted from SE researchers such as (Kinchin, Haiste, Penny and Clock, as they talked about the experiences teachers need to be familiar with to succeed in carrying out SE for the first time in schools.

Moreover, I should also show the importance of the most recent book on SE by Peter Haiste through following the advices and tips on teaching SE for the first time, especially selecting the appropriate activity that I felt comfortable with. This book has guided me in identifying the easiest way to teach

SE, namely: selection of the appropriate sport or the closest to me, which is karate as a practice sport, as this will facilitate the design of the curriculum one of the reasons mentioned by the researchers during their research in SE (Bailey, 2006; Talbot, 2001) is that the researcher must know the nature of the place and the environment in which he wants to apply the curriculum so that it is easy to design the lessons to suit the nature of the community and the school system. My reading to this book helps me be familiar with drawing the general framework of the season that can be detailed as follows: Explaining what I did such as steps and preparation, alongside the importance of preparation and professional development. Besides, for someone who attempts to develop and teach SE for the first time, they need to read more books and papers about it, and need to observe SE in practise. They also need to see examples of past seasons before starting to do their own season. Based on the past readings of the literature (Talbot, 2001), it was found that the main advice is to choose an activity you feel you can benefit from, namely: the karate

6.1.4 **The Notion of an Integrated Curriculum**

Part of the purpose of my thesis was this concept of integrating the curriculum. This quotation shows the significance of the process of integrating curriculum that the researcher should effectively apply within his season plan. As a fact, this theory helped in creating the three basic characteristics in the design of the curriculum, and giving the season its advantage as the first season that applied combat sports integrated with first aid courses. This theory also helped to form an integrated unit of the two different disciplines, which strengthened the results and gave opportunities for students to develop at the academic and skill level. The method of integrating skills between these two different disciplines and the completely different way of teaching and learning from the old methods helped the students overcome the familiar routine and the continuous feeling of boredom in physical education class, which can continue even after completion of the school stages because of the zero practice of the exercise. Students also were impressed with the season and the sense of belonging and responsibility during the lessons. Thus, the integration of karate and FA achieved a lot of expected and unexpected benefits. The notion of integrated curriculum increased the excitement and the engagement of the students and motivated them to learn that material in a more socially applied way. This integrated curriculum also has led to different outcomes in terms of the exams.

6.1.5 **Ownership**

In the end of the season, students could achieve the concept of ownership through managing thefestive. The ownership as a term is clearly seen when female students become fully responsible for the whole activities and events at the festive and competitions held in the season. The gradual

development of the pupils in responding to the karate is also seen in the persisting groups formed from several female students with a lot of responsibilities and duties, as well as learning opportunities that are considered a huge part, leading to increase ownership of the season. Of the scenes that verifies the concept of ownership is when studentsthemselves who organised the festival completely, which was almost an action in the end. Ownership is easily noted through the students' following phrases such as "We'll do it, don't worry. We'll sort this out".

Ownership is closely connected with the idea of relatedness. For example, students got to be more related to classes of physical and SE and their teachers. Statistically, the pupil's knowledge and self-confidence increase because they feel like they are important to make lessons and design everything. Moreover, one of the most features of the season was that the festival in the end became entirely student designed and student lead. These students are getting this ownership true through trying to keep the process of teaching and instruction sound, coherent and more developed, as 70% of the teachers are non-Kuwaiti who did not pay attention to develop students, curriculum or raise their academic achievement.

6.2 Research question 2: how do the high school pupils describe their previous physical education experiences in school?

This question can be examined through the following themes:

6.2.1 Teaching physical education lessons in Kuwaiti schools

In the literature review chapter, the educational system in Kuwait was examined with its focus upon a traditional method of teaching that depends on direct instruction by the teacher, where the focus of the educational process is merely on the teacher transmitting knowledge without the participation of students in the learning opportunities of the lesson. Unfortunately, PE in Kuwait is considered one of the worst and undesirable basic courses in schoolsand there are concerns over the quality of instruction that students receive. Among the challenges concerning the teaching of PE in Kuwait is the lack of commitment to teaching sport skills, poor attendance, and limited attention to instruction among female teachers. Some articles asserted that the reluctance of teachers and students on the PE stems from the fact that the curricula is not well-developed and is somewhat dated and thus inappropriate for current Kuwaiti children and youth. Still, we have to be more alert that some of the less than positive experiences of PE were evident in the student cases, in particular their reference to a subject that was for them not important, had limited participation demands and tended to exclude some altogether.

During the application of the SE season, data from the surveys and interviews in particular indicated that in time this integrated curriculum was very appropriate for female students, many of whom took part enthusiastically. Like many other studies of SE, findings in this thesis tended to show that pupils enjoyed PE more than before and liked the team affiliation idea, the roles and the idea of an ending festival, which they practically organized themselves.

Like other studies of SE that focussed on girls' experiences, most girls in this thesis tended to like SE more than before. Still, there were some exceptions, where some girls did not like PE beforehand and the season was not robust enough to change these prior perceptions; therefore, they never 'brought into' SE. Data indicated that some of these girls had negative ideas and attitudes towards school and learning in general and were 'running away from this'. There seemed to be others who privately may have liked the season, but publicly appeared under pressure not to. The case could be made they were prioritising other subjects and courses due to the claimed pressure by families that they should only focus on 'more important' courses at this stage of secondary education. It is possible that these external factors impacting on the season such as final tests and university admission had an impact on their lack of participation. This may well be attributed to the culture and to the pressure from the Kuwait parents for girls to do well in math and science, and that what they were doing in physical/SE was not as significant or important in their view. Although teamwork, leadership and decision making are important life and workplace skills that could be transferred to the next stage, it might be questionable to introduce a SE season in the very final semester of secondary education.

6.2.2 **Sport Education effect on other subjects**

Attempts have been made to integrate some of the features of the SE model into other curriculum subjects such as French language (Kinchin & Hastie, 2009). In this study this movement into other subjects stemmed from the students themselves without my intervention. This suggests a sense of importance for the season, high enthusiasm and a sense of dedication and belonging to their roles, as well as the team itself as a persisting group. For example, the students were observed sitting in their teams and in some cases still wearing their team uniforms in the classes of history and geography. They also had rearranged the tables in the room so they could sit together in the classes of geography and history. Informal conversations with the subject's teachers suggested that made them quieter in the classroom and that there had been a little improvement in their exams and homework. It is not clear that the Karate season had a very big impact on the academic performance of these students in other subjects but there was some evidence that teams tried to encourage their teachers to change the instructional style of the lesson and rearrange the classroom.

Friendships among the girls were strong and it is argued they wished to continue to spend time with each other elsewhere.

6.2.3 Not so into Sport Education! The runaway students and teacher opinion/ judgment

SE reviews of research consistently show that students participate positively in their season and that the season is effective and suitable for students who have talked about the features in a supportive way (McCracken and Colucci, 2013). The model is also appropriate for a wide range of grade levels and level ofability. However, less has previously addressed students who may not have responded to the season as planned and who did not accept the participation requirements (e.g. Pope & O'Sullivan, 1998). In this thesis it was evident from the cases that some students preferred not to or would not participate completely in the season, a few felt it was a waste of time, a couple seemed to be evading education and some tried to withdraw gradually. Some teams were not compatible with the idea of being taught by a new teacher who is teaching SE for the first time, as she may struggle to help students adjust to what was expected of them. It is also possible that the differences of opinion or personal incompatibility among the students caused this withdrawal and quite possibly some were so used to the teacher directing everything in the lesson that this was the expected style of teaching.

6.2.4 The positive effectiveness of Sport Education on students at risk

Students in other studies have described their previous experiences of PE in Kuwait in quite negative ways (Althuwaini, 2018). It was found that most students in this thesis confirmed that they have learned little from previous PE classes. From these cases, some girls indicated that PE was never important. In addition, from the interviews, it was evident that others had been allowed to sit out, and in particular those who were grouped at 'risk' appeared to have been denied the chance to take part in PE, which they did not like. In detail, concerning the students who are 'at risk' and their participation in the season, the curriculum of sport education was designed to allow many students to highlight their talents and abilities in all areas, especially students who were deprived of the pleasure of playing and participating in the previous class of PE. The previous class of PE also helped in making them feel marginalized and caused a lot of psychological tension among the students that most of them did not mention it at all. In contrast, the current study helped them feel equal with other students who enjoy a strong physical health allowing them to participate in the season. They also felt that they were capable of participating in the season, along with feeling equal, free, loving and moral and self-respect by others. They also felt the importance of their presence during the class and they were able to provide the best that impressed even their parents. As a fact,

no curriculum or teacher has the right to prevent any student, regardless of his or her educational or physical ability, from participating in the activities he or she wishes, because life gives different opportunities for all persons, and we must respect each person and the extent of contribution he or she can do. This curriculum is a solid bridge between each student and the other, and strengthened these friendships, developed hidden skills and gave us models that we might not have learned unless they participated in the season. Another reason that helped the students 'at risk' to participate is that they felt easy to apply some of the roles of the season and roles' suitability with their abilities and because this generation likes to discover all that is new. Most importantly, the curiosity in knowing of what will come later, the features provided by the roles of the season and the teaching methods stimulated them to participate in the season.

As for the reasons of the students' development and acceptance of the new curriculum, it can be said that there are several reasons explained in the previous chapter, including the students' strong enthusiasm to participation, encouragement of the members of the team to each other, their sense of the importance of what they do, as it is a professional matter, their sense of strong desire to take any opportunity to allow them to act freely and other significant reasons. Furthermore, the PE curriculum differed from PE because it gave students the complete freedom to develop their skills and freely move within the classroom by choosing the name of the team, clothes and other related arrangements to effectively control and manage time of the whole events. The magnitude of responsibility they felt and the important feeling resultant from this freedom helped them develop psychologically, physically and socially. We should not forget that the spirit of belonging to the team and the professional competition they felt during the season were not noticeable and seen in the old physical education curriculum. The new curriculum of PE has strongly matched the developments of the community, especially this generation, which completely rejects full control of it and this was not available in the old curriculum as the teacher is the first and last decision maker in everything, and is the one who prepares and teaches the lesson in full. As for the student, he is the only recipient who has to offer the best no matter how different physical abilities are.

6.2.5 **Cross group in Sport Education (10th grade girl: a case of the positive effectiveness of Sport Education on students)**

There are some 90 studies that the researcher has come through on SE (Kinchin & Katene, in press). Still, none of them have addressed or looked across grade levels as done in the current study. It is argued that all SE studies to date have been confined to student participants from the same class or grade level. As an original contribution to knowledge there is a little evidence in this thesis that a season of SE can cross different age groups, and that it is possible for students in two different grade levels to take part in the same season. It seems apparent that the non- contact nature of Kata

that requires certain physical skills aided this and that the year 10 pupil in this thesis was able to become a key active member of the Karate and FA season alongside her older Year 12 class mates. Moreover, several studies such as have shown that even if we chose one class at the same age, we will face the individual differences among the students; still we should know that this difference greatly helps the season to succeed. However further researches and studies are needed on the benefits to all students of cross grade level SE seasons in activities in the areas that are appropriate for pupils at different stages of physical development. Offering an after-school activity designed in this way might be a possible line of study.

It was evident that the principal at first did not allow the 10th grade student to enter the season because her schedule was inappropriate. After permission, the student totally changed and became quite a prominent figure in the actual classes and events of the season itself. She befriended older participating students and showed leadership. She was a key organiser in strongly running the ceremony and was seen giving advice to teammates concerning several matters of the season. It is accepted that this is just an incidental case, or a one-time example of somebody who is two or three years younger than other students but got permission to come to class and became one of the central figures. For instance, she is just two years younger than other students. Therefore, not only she supported and encouraged other girls who are older than her, but also she benefitted a lot from these acts. Accordingly, it can be said that little attention has been paid to matters of cross grade SE, thus cross grade SE is a new avenue for future researchers and studies.

6.3 Research question 3: ''In what ways did the pupils respond in class to persisting group learning opportunities across the Karate, First Aid and Sport Education program?''

6.3.1 Persisting Groups

Alexander *et al.* (1993:18) argue that SE is:

'an innovative curriculum model for secondary PE in which mixed ability teams are formed atthe start of a 20 session competitive season. Students are taught to fulfill a range of rolesassociated with playing, umpiring, acting as a team coach, manager or captain, serving on a sports management board or on a duty team.'

An extensive body of evidence has argued that the main objective of SE is to create an authentic sporting experience for students within physical education (Zachary Wahl-Alexander, Oleg Sinelnikov and Matthew Curtner-Smith 2017; Hastie, 2012; Hastie et al., 2011; Cláudio Farias, Carla Valério and Isabel Mesquita, 2018). By this, it is essential that educators design learning experiences that facilitate students learning in realistic settings to help develop and enhance students' literacy,

competency and enthusiasm towards sport and activity (Siedentop, 1994; Zachary Wahl-Alexander, Oleg Sinelnikov and Matthew Curtner-Smith 2017, Hastie, 2012). Research has shown that persisting groups are one of the significant features explored within the SE research (Siedentop, 1998 in MacPhail, Kirk and Kinchin (2004). An extensive body of research has suggested that homogenous groups of students who remain together for a prolonged period of time, for instance an entire sport season, are more efficient than units whose members are often rotated, as is the case in PE classes (Seidentop, 1995; Wynne & Walberg, 1994). Hastie (1998) argues that group persistence plays a vital role in developing healthy cohesion and participants' engagement, as well as in promoting effective learning.

From the findings from this research, it was evident in the lesson observations that groups persisted in lessons in both the Karate and FA sessions in school, however, there was also evidence that this persistence extended to other places other than the class. Findings from the quantitative data and the lesson observations and field notesrevealed that students enjoyed each other's company as that was evident as they regularly socialised with people they liked, or had grown to like, in addition to expressing their enjoyment of being part of a team (Wallhead, Garn & Vidoni, 2013). This relationship was not only limited to a class, it continued elsewhere. Students were taking what they learned from class to other places such as the school playground in which they would spend their break time practising instead of taking a break. This might suggest that they were quite interested and serious about what they were doing.

Evidence from the lesson observations also revealed that when these groups assembled, they were doing activities related to the season such as practicing their Kata routines as mentioned previously and showing evidence of their affiliation (MacPhail et al. 2004; Wyne & Wahlberg, 1994; Siedentop, 1994; Meeteer, Housner, Bulger, Hawkins and Wiegand in Peter Hastie (2012); Grant, Treddinick, and Hodge 1992; Kinchin, MacPhail, and Ni Chroinin 2009; MacPhail, Kirk, and Kinchin 2004; Lund and Tannehill, 2005; Romar, Sarén, Hastie, 2016)and team membership as wearing their team badges in the mall, remaining in their team costumes with full make up on during other lessons. This perhaps indicates their strong commitment and dedication towards their teams and team members. Siedentop (1994) argues that when players are members of a team and remain in that team for the entire season, this allows pupils to develop socially, offering them a sense of membership, allowing them to understand the importance of team cohesion, leadership and social skills, being exposed to a competitive environment would also allow them to understand the importance of respect and fair play. It would also provide them with the opportunity of sharing a common goal. Consistent with the findings of this study, research conducted by Sinelnikov and Hastie (2010) suggested that strong team affiliation, authentic competition, and higher levels of perceived learning lasted beyond the duration of each SA season. Siedentop (1994) argues that

when players are members of a team and remain in that team for the entire season, this allow pupils to develop socially, offering them a sense of membership, allowing them to understand the importance of team cohesion, leadership and social skills, being exposed to a competitive environment would also allow them to understand the importance of respect and fair play. It would also provide them with the opportunity of sharing a common goal. Interview data revealed that some students knew each other before the season began and others did not. New friendships were formed on teams as they persisted. Pupils were finding membership and company with each other as one said, 'I've never given my phone number to this girl before…' referring to another team member. This suggests the power of persisting groups was quite evident in such an example and those who were less known in class were now feeling the sense of belonging to something, in this case, the team (Wallhead et al. 2013). Another good example of teams working together was found in the lesson observation data and field notes. The so-called 'Money Girl'. The money girl was one of the female students who collected money from her teammates to buy their food and provide them with things they might need during practice, ''I'll go and get the lunch and I'll bring it over to everybody'. Thus, suggests the sense of belonging amongst team members was evident.

Findings from the qualitative data also revealed that the sense of belonging amongst the girls in their teams was apparent both within the season (non-contact Karate and FA lessons) and how this persisting group transferred to other settings outside of the class setting (as a whole group or with only a few members present within the group). This might indicate the issue of relatedness previously discussed (Wallhead et al. 2013; Deci and Ryan 2002). Findings from the qualitative data in particular reveals how the sense of belonging among the girls in their teams was apparent both within the season (non-contact karate and FA lessons) and how this persisting group transferred to other settings outside of class (as a whole group or with only a few members present within the group. Students were enjoying being in each other's company (Wallhead et al. 2013) and that enjoyment spread not only between the karate and the first-aid part, but it drifted elsewhere beyond SE classes. These findings are consistent with the findings of research conducted by Wallhead et al. 2012) and Wallhead and Ntoumanis (2004), in which students expressed relatedness and enjoyment during their involvement in activities while being on a team.

However, it was observed that the further they were apart, the less the groups were complete. It is necessary to argue that the researcher did have complete groups of karate, FA, geography, history, break time, recess, when she logged online. However, once the researcher left the school building, the groups were no longer together but there were 'subgroups' or what Wynne and Wahlberg (1994) called 'non-school groups' present. Here, it can be argued that some students were transferring their affinity, their affiliation and their pride of being in a team to the mall and other spaces but many not so. This sense of togetherness and their desire to remain in contact outside of

school hours was evident in some cases. A good example of this was the ‘Zombies’. They were the 'Zombies' in school and a member of the zombie team outside of school. In other words, because students were enjoying being in each other's company, they decided to continue that partial group persistence in the mall during the weekend. This is where the notion of relatedness comes in (Wallhead et al, 2013).

Despite the evidence mentioned previously in regard to persisting groups, findings from the data also revealed that not all students were intrigued in the idea of a persisting group. In other words, although it would be considered unfair to generalise but it was evident that some students bought into the idea of being members of a team, engaging in activities and bonding with other team members in addition to their evident sense of seriousness, others on the other hand, expressed their lack of interest in being on a team and engaging with others. This might be due to perhaps the researcher not working hard enough to encourage students to engage in the season which might be seen as a drawback. These particular students who expressed their dislike for the SE season and the idea of becoming team members were not likely to be motivated to continue that outside of the class. As someone involved in the season, it was difficult enough to get pupils involved and engaged in the season as some pupils expressed their dislike for school in general and others favoured some subjects to others. Thus, while the idea of a persisting group was a positive outcome of this thesis, this learning structure needs to be examined in more depth around the transference of this feature of SE to other settings for social and interpersonal benefits. An informal interview with the geography teacher revealed that students involved in her teams in a rearranged classroom, seemed to be more cooperative towards their fellow team members. She revealed that students were much quieter and were doing their homework calmly and consistently. The fact that some students may have been doing better could be speculated upon. Other than Kinchin & Hastie (2009), further research is needed to investigate whether teachers of other subjects find SE structures (persisting group) useful in their lessons for academic reasons. To sum up, it can be concluded that the persisting group was more evident inside the school setting and online, but less evident outside the school.

Alongside one of the essential features explored in SE, persisting groups, discussed previously, another feature most commonly explored is ‘Seasons’. Hastie (2012) cited in Romar and Hastie (2016) argues that while it is true there are numerous ways in which SE seasons can be configured, there are five immutable aspects which cannot be compromised if one is to correctly describe a particular unit within physical education as SE. These include (i) an extended period of time over which the unit takes place, (ii) that students remain on the same team for the duration of the unit, (iii) the inclusion of developmentally appropriate competition, (iv) the taking of various roles and

responsibilities by students other than that of player, and (v) that the entire experience takes place in an atmosphere of festivity.

One of the most critical features of SE, is the amount of time allocated to a season (Siedentop et al. 2011). In regards to the prolonged period of time in which units take place, Siedentop (1994) argues the need for teachers to lengthen their units of work (20 lessons long in some examples) so that they can fit everything 'in'. In longer units sports can be taught more completely and students have time to learn how to become competent and enthusiastic sport players. Furthermore, students can develop their affiliations and enjoy being part of an enduring team. This means that they can develop rivalries and enjoy festivity and pursue a level of competence that allows them to be more engaged in meaningful competition and adopt roles (diverse roles) other than that of performer.

Hastie (2012) argues that a season of sport occupies an extended period of time in one activity usually around 20-25 lessons. By consequence, a season of SE is often two to three times longer than usual, with the operational assumption being that less is more, and this extended time promotes more in-depth understanding of the material. Evidence has shown that a key reason for longer seasons is the need for students to learn to perform essential roles beyond that of a player (Lund and Tannehill, 2005) and for students to have enough time to develop skill and game competencies, to experience the ebbs and flows of competition and to work towards an end goal (Hastie & Wallhead, 2017). Siedentop (1994, 2012) argues that seasons should be long enough to allow for significant experience. Seasons should encompass both practice and competition and often end in a culminating event. The significant experiences of sport meant that players become members of clubs and teams throughout the season and they feel affiliation to this team. Furthermore, they enjoy the formal competition, often scheduled ahead of the start of the season, which define their sport seasons and they also enjoy the festivity that comes with bigger events such as tournaments and cup matches. Finally, they have records kept on their performance: records in the form of batting averages, unforced errors, times, distances and the like. By this, learning to perform roles such as being responsible for learning to keep score, officiate, coach a team, and lead conditioning sessions takes time so by having more time available more can get accomplished during a SE season (Lund and Tannehill, 2005, 2015; Gutierrez, Garcia-Lopez, Hastie & Calderon, 2013; Hastie & Sinelnikov, 2006). From the researcher's perspective alongside the data collected through interviews and observations, the Kuwaiti school students involved in this research showed their motivation to learn and be part of a team and were also keen on having more opportunities to practice.

In regard to the different types of persisting groups evident in findings, there were groups who persisted in the same activity or class whether it was Kata of First-aid. The other group persisted

across different content areas (Kata and First-aid) or from the season into Geography. There were groups who used social-media such as Whatsapp as platform to communicate together as a group. Some persisted outside of the school premises in spaces such as the Mall and Coffee Shop. Others persisted inside the school premises in which they met during recess or lunch-time to continue practicing.

We know very little in the research on SE about students who have chronic diseases and difficulties learning apart from research conducted by Hastie and Sharpe (1999) and very few other researchers. Through this research, one example in how this research has contributed to knowledge is the fact that through the season, the researcher's goal was to encourage pupil at risk students or disabilities to participate in the season. Findings from the interview data revealed that these students which the researcher referred to as 'children who are risk' in this research, were actually interested in participating in activities however their teachers made them feel incapable of participating because of their physical or mental conditions. From their personal stories, the researcher was able to understand their situations in more depth. Although these students struggled with some of the physical elements of the season, they were able to contribute in other ways. Child 9, for instance, who struggled with medical disorder was always marginalised because of her condition. However, after participating in the season she proved many people wrong, one of those people being herself. By the end of the season, Child 9 had developed the confidence and the courage to speak in public for the first as she spoke in front of all the guests as part of the opening of the festival. Her attempts at speaking in public were emotional. Child 9 was perceived as shy and a quiet individual who tended to distance herself from other classmates but after participating in the season, she came out of her shell and engaged with her fellow team members. In fact, she became the master mind behind the design of the certificates that were distributed to the student participants at the festival. This suggests that the season had an impact on students with learning and physical disabilities. Whether they were just speaking at a festival, or were involved in the organisation of the festival, they still felt part of the team, they felt included and valued. Findings from this research have suggested that students with learning or physical disabilities tend to find they feel more inquisitive and valued after they meant to feel part of a team.

6.4 Research question 4: did pupils knowledge of First Aid increase across the Karate, First Aid and Sport Education program?

The development and early beginnings of SE lie within Western societies such as America, Australia, and New Zealand. With the development of the curriculum and the attempt of researchers to adopt its features and elements, this curriculum has expanded to reach many countries around the world whose culture is partially or completely different. These countries include Russia and Hong Kong.

There were several doubts about the ability of female students to understand the objectives of integrating SE with FA that concerned me at the beginning of the design, for teaching a completely new season and a curriculum such as FA for students who have no prior experience in either of these two curricula was a real challenge in itself.

Not only has SE reached different cultures but it has also been modified. One of the variations of SE indicated in chapter three, was referred to as cultural studies (Kinchin, 1997; Kinchin and O'Sullivan, 1994), which like this thesis also included a practical and classroom-based part. However, Kinchin's doctoral study did not report specific gains in knowledge of concepts, which this thesis attempts to do. Al-Kandari (2011) maintained that the spread of incidents in the schools of Kuwait, the lack of preparedness among young people to avoid injuries, plus the poor level of training received were further key reasons to include the first aid content in this season. The readers should recognize that the FA curriculum crosses very far from any sport curriculum studied in advance, and this is what distinguishes my research that I tried to use a purely theoretical approach with a little training taught at the College of Basic Education for teachers of physical education and bring it to schools and students for the benefit of them, whether inside or outside the school.

The current integrated study helps in connecting the curriculum as much as possible and try to make it a curriculum that assists the Ministry of Education in Kuwaitto apply it as a new teaching method or even as educational courses for teachers and students in the future. It was the aim of this thesis to integrate the first aid themes with a physical activity (non-contact karate) in both a 'theoretical' and applied way with the aim to helping the girls understand the basics of first aid. In order to see if knowledge of these basics had improved, am official test was used pre and post.

From Siedentop et al's (2011) definitions of the three main goals of SE: competence, literacy and enthusiasm, increasing knowledge of FA would appear to fall into the competence 'bracket'. To examine this, I used the required FA curriculum in Kuwait, required assessment and the authorised marking scheme to determine if the season offered in this particular way with its features coming together might have contributed to the higher scores of the students on the FA quiz.

The notion of integrating the features and elements of such a curriculum at the same time seemed to help the students accept the expectations of responsibility, self-learning and cooperation as previously seen in many studies concerning SE. Due to this integration, students in this study appeared to enjoy this way of learning together with far less of the teacher's direction (Hastie, 2009).

After the end of the season, the students spoke positively about the karate, FA season in their focus groups and the survey. The process of the teaching of the season was based on the division of

theoretical FA lessons immersed within the applied non-contact karate lessons which allowed the students to take the time to research, read material provided and prepare their team to be able to respond to each simulated injury in an appropriately practical way. The use of SE and the division of tasks among the team through the use of specific roles seemed to help them 'accept' the FA classes and motivate them to try to excel in an appropriate and relevant competition among the teams. As a reminder, these positives effects were seen in the following comments from some girls:

Researcher: "Why did you do better the second time around on that quiz?"

"It's because of this mess. It was because we had this.

"Because we were organised like that.

"Because you taught it like that".

One of the reasons for the development of their knowledge in the final examination is that they are fully prepared to accept the idea of one team and the sense of importance of each individual, which encouraged them to perform group or individual exercises, provide short courses for each other and explain the FA material to each other on teams in a supportive way. There appeared to be some merit in that the students were learning this material in a practical/applied way through an organized team with specific roles that was aimed at helped them understand and likely connect the content. As a result, the presence of autonomy along with a high degree of productivity easier than usual, and this is one of the objectives of SE.

In their French SE immersion study, it was stated that the study did not measure children's improvement in French language, but there were several indicators that children seemed to be enjoying the season more and the available learning opportunities. Therefore, it is quite possible that this integrated approach was more supportive and motivating in helping the girls learn and recall the material about FA .It is important that students maintained that an integrated curriculum was a key element in developing skills, leadership and responsibility, as students were extending their learning skills to situations outside of class. Data in this thesis indicated that most of the girls were investing their energy in their teammates both during and beyond lessons.

Based on the previous quiz scores, the researcher cannot be 100% certain that the season alone positively assisted better scores, but there was a suggestion that integrating it in the way it was carried out, could quite possibly make the learning process more meaningful and more active. There was some evidence that the use the structural and pedagogical features of SE can operate in both a movement environment and a classroom-based environment and supports some of the outcomes seen with the French language study.

6.5 Research question 5: What are the high school students' perception of the specific structural and practical features within the Karate, First Aid, and Sport Education program? (Affiliation, Roles and peers support…) as cases example?

6.5.1 Persisting group articles linked to my study as a case example

The specific goals and features of the SE model are intended to help learners develop in terms of competence, literacy and enthusiasm (Siedentop et al. 2011). In addition, among the goals of SE is to focus on the principle of equality of opportunities amongst the different abilities of students in any sport area (Siedentop et al., 2011) and help students form positive working relationships with each other without consideration of any individual differences among them (Siedentop et al., 2011).

A key organisational feature of the model to achieve this is the adoption of persisting groups (Macphail, Kirk and Kinchin, 2004). There are many SE studies that addressed the importance of collaborative learning between students who persist (Wallhead and O'Sullivan, 2006). While these studies have revealed feelings of affiliation, belonging and membership among pupils and a desire to perform theirteam-based roles well (e.g. Hastie, 1994), they have tended to see the persisting group at the level of an individual class. A key original contribution of this thesis was the development of some different forms of persisting group, some of which extended beyond the in-class season time itself. One the most prominent results provided within the research is that it was evident that pupils felt disposed to continue the team membership ideals to other times and spaces. It was the case that some forms of persistence had partial groups, most notably outside of the school day however the evidence indicates that recreational spaces during the days and observations of other lessons saw teams continuing to spend time together in each other's company to practice kata. Social media also appeared to support the idea of a team that persists.

More tellingly, SE gives sufficient freedom to both the teacher and students to highlight their talents and personal abilities even if these abilities are not of a purely physical nature. There were many roles in this SE season such as management, team fileofficial, official spokesperson, Manners Sempai that any student can do without the need to make heavy physical exertion, especially given some of the physical and health challenges experienced by some of the girls as highlighted in the cases. No research on SE could be located which sets outthe experiences of students who suffer from chronic serious diseases and health issues, some in this study could be life threatening. Only Sharpe &Hastie (1999) researched the benefits of SE on some 'at-risk' children who exhibited better behaviour in class. The participation opportunitiesfrom SE succeeded in making these Kuwaiti students very active members and leaders of theirpersisting team, as they were always in their

previous PE marginalized for their lack of physical ability or they claimed that their PE teacher saw their health issue as a reason for them not to participate in lessons.

There was evidence that the seasonwas able to unite these previously disengaged studentsand they no longer need to be provided with any assistance from the middle of the season to the end of the season and which by the end some felt they were able to organise the run the festival totally by themselves or take part in it. Among the articles concerning the concept of relatedness is SE and Social Goals in PE: Relationships with Enjoyment, Relatedness, and Leisure-time Physical Activity by Wallhead et al. (2013).

The purpose of this study was to examine the effect of the compulsory PE program in secondary schools taught through the following procedures: using and applying SE on the students' social objectives, determining the relative contribution of these social objectives in relatedness and enjoying of PE and leisure time as well. Similarly, this is considered the first study to examine the implications resultant from developing social objectives after testing the SE Program in PE. Moreover, this study also addressed the concept of relatedness, as there are several substantial evidences that relatedness is an essential element in stimulating the understanding and practice of the physical education (Cox, Daneshon and McDavid, 2009; Standge, Doda and Netomanis, 2005).

Indeed, Cox et al. (2009) emphasized the dire need for future researches and studies to address the social factors that meet students' relatedness to physical culture. The findings of this study suggest that social objectives have a meaningful relationship with students' body-related feelings in PE. More than 35% of the variation in relatedness was calculated through social objectives and social recognition as well. The results of this study revealed that the students' social objectives in PE strongly predicted a large part of the variation in practicing the self-reported leisure time behaviour. Precisely, students' recognition and social objectives were highly noticeable in anticipating the extracurricular participation.

In other words, the SE's social environment creates sufficient confirmation to positively contribute to the participants' sense of the physical self so that they choose to participate in similar physical activities outside the lesson. Interestingly, there is no relationship between the social relatedness's goals of students in PE and sport exercise during leisure times.

As the findings indicated some were not at first eager to have any friendships with other students before participating in the season but in time were happy to exchange phone numbers and as the persisting groups evidence showed some would spend social time at the weekend with each other, while still displaying evidence of their team (wearing badges in the mall). These students also used social media to contact each other to build unbreakable bonds among them. The division of roles,

tasks, and uniforms helped in promoting the idea of loyalty and identity. Due to the fact that one of the season's basic objectives is that the students function as a team with greater autonomy, these fundamentals helped strengthen the bonds of friendship among many team members as well as amongst the teams across the two participating classes, thus enhancing a collective belonging. There were many cases of positive interaction and how the season was also able, for a number of girls but not all, to remove some obstacles to participation.

The distinctiveness and appearance of teams and the enthusiasm displayed by students during the season made the season a focus of attention and curiosity around the whole schooland at the same time somewhat challenged some of the quite strict rules in the school around uniform. Besides, the division of female students to specific teams, with particular roles and that each team had a particular character that distinguished it from other teams, raised some concerns among some in the school which was claimed it was asking the students about the nature and reason of using these costumes and what they were learning during the season. It was concluded that some girls are likely engaged in boastfulness because they felt a sense of distinction and feeling 'special' and thus were bragging about what they were doing. Quite possibly some laws and cultural norms were challenged by the girls who were participating in the season of Karate and FA, such as wearing special clothes, putting on makeup and wearing it in other lessons, creating special magazines for each team and hanging posters on the wall for others to see.

Based on the aforementioned evidences and through the students' experiences that the absolute freedom and the confidence granted by the season of physical education for the students has strongly helped them take up responsibility and continue these persisting groups as well as playing the professional roles that familiarized them with Karate sport' elements and nature and real FA. This has effectively assisted in developing much of their athletic, psychological and social level, which has been reflected in their acceptance of what is new for them. Similarly, karate and FA season has contributed to keeping up with the students' mentality that mainly relies on technology, innovation and lack of laws that must be followed and the quick changes, leading to their sound acceptance of the season. For instance, modern developments, students' feeling bored of the traditional methods of teaching and their passion and love for discovery led to the rapid acceptance of this season, which is considered unusual and new experience for these students. Moreover, the thrilling nature of the season, competitions and temptations made among the teams during the performance of the lessons of SE also helped in accepting this season, especially this age stage, which is mostly characterized by love of discovery, strong competitions, paying attention and feeling distinct from others, and these were granted to them by this season. However, we should not forget that despite all this, the participation was not entirely seen in the SE season, and some students preferred not to participate too. We should also shed light on the students who suffer

from chronic diseases that previously prevented them from participating in PE classes. Still, the Karate and first aid classes granted these students the opportunity to prove their presence, leading the majority of female students for accepting the season and feeling equal with opportunities and activities.

6.5.2 **Sport Education outcome (post-season survey)**

The questionnaire used in this thesis had been previously used in SE research (Hastie & Sinelnikov, 2006) to gather students' perceptions of the objectives and features of the model. The majority of the participants, who answered the questionnaire, indicated their enjoyment and enthusiasm about the season. A number of students felt a 'professionalism' and 'love' for their teams when they participated in the season, which suggested a realness to the experience. The aforementioned comments matched other studies (Varja, 2018), which also confirmed the desire among students to continue with SE and a feeling that they are closer to the 'professional idea sport' more than was the case in their previous lessons of PE .The survey indicated that the season developed a spirit of cooperation, belonging and the formation of new positive ethics among students, which other SE-based studies have tended to support (Varja, 2018). As for the feelings and feedbacks of the participating students in the season, they described the season as wonderful, and it is an unparalleled experience and they want to repeat it. Besides, they felt their real enjoyment, professionalism, positive change for the better and other comments that prove that this season has succeeded in all standards and levels. As for the students who have made negative comments during the questionnaire, their negative comments were limited to the rapid end of the season, the short duration of the season and the insufficient participation in the season. As a fact, this is a clear sign that physical education has been beautifully integrated with various activities that will help in identifying who is the best and most talented female student. We also infer from the questionnaire the great message presented to us by the students, which is their genuine unwillingness to continue in the traditional way of education that they described it as boring and unattractive to them, in addition to their great love for receiving all that is new and useful as well. They also admitted that if the educational system in Kuwait has provided a positive and exciting learning environment to the students and gave them confidence that they can take up responsibility for themselves, they students will certainly contribute to the creation of a positive generation that is less aggressive and more active.

Based on the results of the questionnaire, it has been found that if the laws and regulations of the Kuwait school permit a certain amount of freedom in addition to their confidence in their ability to provide the best for them or their colleagues, their creation will be seen in several aspects. Similarly, if we were able to gradually turn the season of SE for all sport activities in the school, the

educational outputs will be improved in the future, and that the reluctance and marginalization of the PE class in the school schedule will totally. It is also clear that the student's burdens will be lessened if roles justly distributed and responsibilities fairly divided, and there will be no physical or academic advantage among them, which may negatively affect them. We can summarize this section with the fact that the curriculum's unique sense of fun and attraction has been seen in other subjects outside the PE class, developing the curriculum of Karate and first aid, students' relationships with each other, the qualities of belonging and relatedness to the team and love of responsibility and performing of professional roles to the fullest. The old PE was unable to provide the students with all these criteria presented by the current curriculum of SE, as Unfortunately, many teachers have overlooked the importance of attracting students psychologically to the lesson before academic achievement.

6.6 Research question 6: What are the researcher views in the delivering of the 26-lesson Karate, First Aid, and Sport education curriculum for high school students?

The review of literature revealed that many researchers have examined the extent to which the season of SE can be developed across a range of year groups. Bar the empirical studies in Russia by Sinelnikov and Hastie (2009) few papers have actually involved seasons taught by the researcher(s). Normally researchers are observing/working with PE teachers using the model in their schools. This was not the case in this thesis. In the early stages of designing this study, it was apparent finding a female teacher in Kuwait who would be able to teach SE would be a very difficult task. I therefore spent much time doing my own training in SE which included workshops, reading textbooks and papers about the model and how to teach it for the first time, and talking with academics (Elliot, 2015).

Going through the stage of planning this season was not an easy task as I played dual roles of both the teacher and the researcher at the same time. Planning took a long time and the season went through many drafts. Given the students' comments in the pre-season interviews, it was evident that it was not an easy task for the students as well as. It is important to remind the reader that the students very likely had been taught using direct instruction for much of their education so far. Despite the struggles students encountered at the beginning of the season, the Karate season and FA proved a huge success through more than a standard and of course, excluding the cases that withdrew from the season or that did not participate from the beginning, noting that these were the first who applied the integration of two main roles in a research.

This season allowed me to attempt to develop and teach a curriculum for the first time, which was a totally different and new experience for me. It also allowed me to elucidate and integrate all my

skillsto be the teacher-as-leader and the researcher at the same time. I have benefited from the experiences of how to be a researcher and a teacher simultaneously.

Research has revealed that one of the basics of the research writing is that the researcher should devote all his time and efforts in order to collect as much information as possible, but my case was different for these reasons, namely: there was not enough time to train the school teacher on this research, there was no Karate teacher and there was no one in the school and in Kuwait as a whole who has previously seen or experienced the season of SE.

As stated, it is certain that some students felt the 'cultural shock' in the beginning of the season, as reported elsewhere as they were not accustomed to this method of teaching and learning, to the expectations especially in PE, which is typically taught by a large group of non-Kuwaiti teachers in a very directed way. Some girls ultimately had difficulties adjusting to new responsibilities and expectations (Pope & O'Sullivan, 1998), or would not take on their leadership duties. As Altwaini (2017) explained in his study on cultures and their impact on the season and on the method of teaching and due to the fact that the society of PE lacks sufficient educational resources from the people of Kuwait for this curriculum (Altwaini, 2017).

Most importantly, the season of SE has changed the concept and methods of teaching and learning to be a more mutual and shared process between the teacher and their students, and this is what featured this curriculum. Through my study, and in particular the responses of and participation by the girls the teaching method can lead to very self-reliant learners that can be included regardless of ability and interest. Developing a sense of belonging among students participating in the SE season, has also been studied in this literature (Macphail, Kirk and Kinchin, 2004) as it was here. My study also demonstrated that SE may be a possible alternative to the more traditional method of PE in Kuwait which for some in this study was more engaging and interesting than the past.

Still, it is acknowledged that the teaching of PE, especially in Kuwait, has several difficulties, which were outlined in the opening Chapters that must firstly be overcome before developing a new curriculum in schools. These include some quite major barriers that is convincing officials to change what are argulably old curricula for children and youth. A further difficulty that must be overcome is the very full and disorganized school schedule, especially in the High school, and further the marginalization of female students' needs for more and appropriate PE and physical activity classes. The Karate and First Aid season demonstrated that whenever female students are given more autonomy and space, the more they could positively advance in the broader development of their learning beyond that of a physical nature (e.g. leadership, public speaking, organisation). The results agreed with (Garcia-Lopez, 2015) that the season contributes to the unification of physical and skill abilities among female students.

Likewise, this season helped discover some students' talents and their ability to take responsibility. As a contribution to the literature, the season was able to discover those at-risk students who had been marginalized in their former PE classes and the claimed reasons for not taking part put forward by their previous teachers were very inappropriate. In contrast, the season in this thesis helped some students change their behaviours. Like the findings reported by (Garcia-Lopez, 2015) the season not only has contributed effectively to change the behaviour and interaction between students, but also between students and teachers. It should be borne in mind that the direct method of instruction may no longer be the appropriate method for this generation in Kuwait where my study demonstrated that the more freedom we can give to the student, alongside a confidence in their abilities, the more she can develop herself socially and physically. For many of these students, the next educational step will be learning at university!

However, we should not forget that if we want to develop students in school, especially their progress in PE, we must first develop the teacher, whether they still be studying at the college or is the teacher who has been practicing in the profession for years. For instance, there is the need to undertake intensive education and training courses for them to be able to teach or design the season of SE. As the researcher: teacher in this thesis, I needed to undergo this training. The reasons for the delayed development of PE curricula in Kuwait mainly lies in the lack of continuous meetings between the teachers in the school to identify the reasons for the reluctance of some female students in PE, which helps in deepening the lack of communication between teachers and the Guidance Department of PE in the Ministry of Education.

From my perspective, the Karate and FA season helped me create a healthy classroom climate and environment for students with various abilities, granted them many new educational opportunities that contributed to the development of self- regulated learning and strengthened communication skills between them rather than for some not taking part in a lesson at all. The results of in this thesis have been supportive of those studies (using a single activity) as they showed that the integration of karate activity and first aid as two 'different but connected activities' can effectively help in helping making students feel more positive about PE, more confident of themselves and which develops a spirit of belonging and loyalty to the team.

Accordingly, based on the study by Hastie, it is also clear that the advantages of flexibility in both the teaching and the design of SE season led to an elegance and attractiveness felt by students in my study, helping them in accepting this new curriculum. The students in this thesis changed the plan and asked me as their teacher to entrust them with the responsibility of organizing the festival and ceremony's entire tasks without my intervention and supervision.

Moreover, the nature of education in Kuwait and the school system in which the student spends the entire academic year in the same class and with the same group, and even with different teaching courses have contributed significantly to linking the sense of belonging to the team and the development in their abilities and sense of professionalism during the season. The current organisational structures in Kuwait's schools would seem to support the adoption of the persisting group concept and as the findings showed saw many girls enjoying these arrangements as they transferred their team from PE to other subjects.

Due to the fact that there is a clear weakness in the current curricula of PE, lack of documents such as the Teacher's Guide and other guiding educational documents, as well as unavailability of full explanation of the teaching method, performance of students is weak to obtain sport skills. This weakness was removed by the Karate season as it presented a very clear plan for the objectives of the season, how to benefit from points and the teaching of mobility skills. This plan was weekly presented as a plan for students before the lesson helping them continue to work hard and feel their importance in the season.

A number of studies have shown the gap in students' views regarding their 'old' PE and current SE, These studies also have detailed the degree of happiness and desire of students to continue learning in the season and that they prefer the current method to the traditional way in learning PE (Hastie et al., 2011; Siedentop, Hastie & van der Mars, 2011). From my point of view, the season of SE, despite the rejection of some girls and the existence of some cultural obstacles in the design, the findings revealed its ability to attract students, create a sense of commitment and sense of the significance, which might be viewed as one ultimate goal in curriculum design.

Accordingly, based on the study of (Garcia-Lopez, 2015), it is also clear that the advantages in the flexibility in both the teaching and the design of SE season featured it with this elegance and attractiveness felt by students in my study, helping them in accepting this new curriculum. This feeling made the students in my studies change the plan of the final season as they asked me to entrust them with the responsibility of organizing the ceremony's entire tasks without my intervention and supervision: an example of self-directed learning.

Chapter 7: Conclusion and Limitation

The aim of this dissertation was to examine the introduction of an integrated SE season into one Kuwaiti school with attention to non-contact karate and the approved first aid curriculum. The study was conducted in one of the Kuwaiti government high schools for girls only. Two classes of girls were selected from the 12th grade, which is the last basic stage in the school system in Kuwait. Among the reasons why the researcher carried out this study is to investigate the female students' opinion of and responses to the new curriculum of SE that has achieved international attention in many parts of the world such as the USA and Australia New Zealand, but much less so in the Arabic context (e.g. Althuwaini, 2018).

In detail, the current dissertation elucidated the steps of curriculum design taken by the researcher in creating a curriculum for karate and FA. Besides, the presentation of the typologies explained how the students interacted with the season and the challenges faced by some, as well as the special cases of students who are not expected to participate in any physical activity due to their mental or physical health, which prevents them from participating in the normal PE class. The study also showed how students interacted with each other and the positive outcomes of this season, which were more than the negative ones.

7.1 Research questions

1. What were the steps that the researcher undertook to develop the season?
2. How do the high school pupils describe their pervious Physical Education experiences in school?
3. In what way did the pupils respond to Karate, First Aid, and Sport Education program?
4. Did pupils' knowledge of first aid increase across the Karate, First Aid, and Sport Education program?
5. What are the high school students' perceptions of the specific structural and practical features within the Karate, First Aid, and Sport Education program? (Affiliation, roles, peers support etc.)
6. What are the researcher's views on delivering the 26-lesson Karate and First Aid curriculum for high school students?

7.2 Pupils who participate in Karate, First Aid and Sport Education season

For the majority of the girls who participated in the Karate and FA classes in SE, their experience for this season was distinctive and enjoyable, where they expressed a sense of significance and satisfaction during the lesson through the roles they played, the leadership opportunities which they were presented with, and the responsibilities they were given in their persisting teams which

were created and maintained during the season. These are outcomes that have been observed in other studies and reviews of SE (e.g. Hastie et al. 2011; Kinchin, 2006) However, while not observed elsewhere, the extent of autonomy reached was characterised by participants who were able to organize the closing festival without any help from the teacher of this season.A more in-depth examination of the concept of the 'persisting group' saw many girls continuing their interest in team affiliation beyond the lessons and for some beyond school and when on-line. The season of SE gave freedom to the students, making them more creative and conscious, alongside claimed developments of their intellectual and cognitive skills, opportunities which from the initial interviews had not been a part of their previous PE. At the end of the season, many students expressed the success of the experience of the season through their comments in interviews and in the questionnaire. They voiced their deep admiration for the idea, a desire for repetition and for the importance of leadership, having a role and experiencing team spirit.

It is important to point out that the season did not succeed with all participating students because some engaged very little with the requirements of the season and others appeared to be focussing more on other subjects ready for transfer to university. This was very likely given the stage they were at. The challenges I faced with some female students during the beginning of the season were some of the most difficult. I struggled to help some understand all the requirements of the season and introducing them to a whole new way of learning and instruction took longer than expected and what had been planned. Meetings with teams to explain certain points and help some students learn some of the kata requirements took place, especially as karate is not popular in the schools or even in the State of Kuwait. I also had to be familiar of the principles of FA and how to act and use special tools for each injury. Both Kinchin, Hastie, and Siedentop (1997) have made it clear that one of the goals of SE is to develop the student for the best in several different ways, and this is one of the main reasons to create this season.

As for the role of Manners Sempai, it has a key, significant and effective impact on students and teams. Students have strongly supported and interacted with this role, for its results are strongly seen even outside the scope of lesson time. Where there were opportunities for the students to meet outside the classroom (e.g. mall, school yard, via social media), findings from this thesis showed that the influence of Manners Sempai on the students' was evident. Students became much more aware of their surroundings in regards to their behaviour, respect for others and discipline which is related to our Islamic religion. This role helped in encouraging students to pay more attention to the schools' laws and to the roles of teachers and academically do better at the school. As a result, they could form a special and sound team to teach the basics of good Islamic ethics and integrate between them and the ethics of the season in general.

7.3 Original contribution to knowledge

7.3.1 Integration of three themes

The current research can be seen as original as follows:

a) Due to gender separation within education system in Kuwait, this is the first research study applying SE in an Arabic all-girls context.

b) That the vast majority of SE literature targets elementary and middle school pupils, this is also the first SE study of pupils in the very final stages of their secondary education (aged 17-18).

c) The use of non-contact karate as the activity focus in a SE setting is also considered original. The addition of a 'Manners Sempai' is also regarded as a new role and addition to the literature where the student provides moral advice to members of their team, trains them in the spirit of sport and promotes good qualities inside and outside the school. Karate is a suitable sport to introduce this role because it raises the mind and morals before the body and muscles. Importantly, some of its objectives are very much compatible with the approach and ethics of the Islamic religion (i.e. respect, discipline, taking responsibility for their actions, offering guidance) making it very appropriate to apply this role in the State of Kuwait. The role of Manners Sempai helped the first aid worker develop and grow and assist others and they should not hesitate to help others if there is any emergency situation .Most importantly, this role helped in an effective and positive way in changing the behaviour of some girls in teams. Such an example can be illustrated from the Bossy Boss category in which the girls were at first overpowering amongst their peers but became more supportive over time.

d) While there are very few examples of integrated/parallel SE curriculum, (e.g. Hastie, 2011) this thesis is also the first to include the structures and teaching and learning features of SE in a season which combines Karate with the content of first aid.

e) Although the persisting group/team is a key feature of SE, this is the first study which has attempted to identify/conceptualise different forms of persisting groups as they exist both within PE curriculum time, beyond and outside of school. Since the basics of the structure of the curriculum is the distribution of one class of several teams assisted by members of one team with each other, this research has been unique in following-up these persistent groups beyond the class assigned for the season. The researcher also saw the persisiting group structure during the full school day, including: outside classes and activities, during lunchtime, before the beginning of the school day and after the end of the school day, occasionally outside the school wall and online as well. It is not possible to confirm that all groups have continued with this arrangement.

More significantly, one of the advantages noticed during the season was that there were quite a number of teams that the season has contributed in building various friendly relations among them. It is very possible this would not have happened had they not joined the team. The researcher by coincidence saw a number of students together at a commercial mall, alongside the WhatsApp and Internet groups, which a number of girls mentioned.

f) There have been few studies where SE sought to develop specific typologies of student participation (for example, Kinchin, 1997; Edwards and Mbatia, 2013; Pang et al. 2019).

g) While SE studies have mostly reported the experiences of mainstreamed lower skilled and higher skilled learners and pupils behaviourally at risk, this thesis is the first to present the experiences of some pupils with particular special education needs (e.g. autism), others with severe health issues. The outcomes for these pupils were very positive in a wide range of ways. Unfortunately, prior to the SE season some girls claimed their PE teachers used to marginalize them during classes. It was common practice for a such a student to enter and sit in the corner without taking part. The SE season allowed these students to feel the importance of their presence and that they belonged and to regain their confidence by participating in certain team-based roles that did not require excessive physical activity that threatened their physical health. The Karate season and first aid experience not only made these students feel central and important team members in the class, but also made them feel a sense of membership and equality with the other students. The Karate and FA season was designed to build lasting friendships and bonds among team members regardless of their physical skills and individual differences, and this is what traditional PE was unable provide for the pupil at risk students with and health concerns.

h) The design and development of the complete season in this thesis is a contribution that a researcher, teacher or any educational institution might draw upon and teach/adapt as necessary to any age or stage in schools or universities for girls or boys only or together. The document could be of use to policy makers in Kuwait and to individuals who prepare or provide training for PE teachers.

At start, the matter of integration of completely different themes during the season of SE has rarely been addressed before. The current research helps any researcher understand how to integrate the different methodological elements, whether activity-based or theoretical in one season, where the results showed a range of positive outcomes for pupils. Moreover, the sport of karate has not been used before in SE, which has given a genuine and new advantage to this research in bringing this sports and using the SE features to fully build the season and encourage Kuwaiti female students to practice this type of sports without the need for violent physical engagement in schools. Furthermore, several studies such as (Kinchin, 2003; Kinchin et al. 2012; Romar et al. 2016; Liang et

al. 2016; da Silva and Kinchin, 2017; Kastrena and Setiawan 2017; Ginanjar et al. 2018) demonstrated the success of the season with students and teachers, as this research is seen as one of the first in the application of SE season with an age stage that is considered the 'transition' between the school system and university, i.e. the last age stage in High schools.

7.3.2 Designing Karate & First Aid season

One of the advantages of this research is that it addressed in great detail the entire stages of design of the season by reviewing the previous studies. The researcher effectively used the close personal experiences, sports activities and SE features appropriate to kata teaching in Karate until the closing ceremony and entirely transferred responsibility to the students without the intervention of the teacher in making any decisions, and this is probably because the students are at an appropriate age to qualify them to carry out the whole organization and planning of such an event.

7.3.3 Studying the culture of society and its impact on designing Sport Education Karate & First Aid season

We are living in a world that is different in cultures, customs, traditions and religions**.** This difference can also occur in a single multi-regional state. It was essential for the researcher to read and look at the previously proposed models of SE and try to know the cultural differences in each study. Other than Althuwaini's (2018) study of boys, there had been no research on SE with girls in the Middle East. Here the curriculum of physical education is very prescribed and limited in its activities in Kuwaiti schools and does not depart from the most popular sport activities such as (handball, volleyball, Basketball, gymnastics, exercises, folk dance and athletics). In the last year of school, where offered, only one kata unit is taught during the first semester with four lessons planned in the curriculum. The reason for some girls' reluctance to engage in non-contact karate sport in this thesis is very likely 'cultural' because it is believed that by taking part in a combat sport a girl might lose her femininity and 'glamour as a lady in society', and this may affect her future marital relations In Kuwaiti society, karate is 'for boys only' and is a game that might affects the girl's personality and makes her more aggressive which is totally refused by most families in Kuwaiti's conservative Islamic society (Hardman & Marshall, 2005; Al-Kandari, 2011; Alnajadh, 2014).

As for karate sport itself, it changes and softens the personality, and this is what prompted the researcher to choose the sport closest to her where she had to change the idea of karate in the minds of the teachers and students and not to be a marginalized sport for girls.The researcher had to visit the school more than once in order to know the structure within the school and try to change the features of SE lesson appropriately to suit grade 12 in a governmental school for girls only in

Kuwait's society and in an educational system that has not been developed for some time, particularly the use of a traditional method of teaching. In view of that, there has been a dire need for creating an approach constructed on images more than written educational steps.

7.3.4 Using tutorial images in designing Karate and First Aid season

Duo to the rapid developments in the Kuwaiti society and worldwide, it has become very difficult to attract this new generation of students who have become addicted to using technology, computerized screens, in addition to their continuous reluctance to the detailed reading of the lesson or any written text. It is also difficult to convince some of them with a new season, a new teaching system and to read more texts and lesson steps that are based on this premise. After several visits, the researcher was obligated to change the delivery of the curriculum in order for it to become a method of expressive images to help students undertand the idea of SE.

This research has succeeded in changing many (but not all) teenage girls' reluctance to learn in PE. We can say that going out of the ordinary may motivate students to learn more and the result will be a generation that loves research, knowledge and sport. The researcher at times deliberately did not answer some of the female students' questions during the season and this provided an opportunity for them to find out the answer themselves and thereby become knowledable. This is one of the key objectives and features of the season of SE.

7.4 What is next in curriculum in Kuwait?

This research has provided the Ministry of Education a proposed curriculum for consideration and was designed as an integrated approach of 26 lessons including two different themes (first aid and karate). Considerable research data outputs and evidence of greater enjoyment among pupils experiencing SE have been obtained when compared to traditional physical education (e.g. Siedentop, 1994; Siendetop et al. 2011). In his original text, Siedentop explained that the curriculum was not designed to replace physical education but one component to help to develop and strengthen it.

The second step of this research is to try to make it an official curriculum at the Department of PE at the Faculty of Basic Education. Next, it will be applied through the educational sessions with school teachers by training them on the season of SE until the curriculum is gradually changed in the Ministry of Education for the general benefit of the teacher and student in Kuwaiti schools whether it was for boys or girls at all basic educational levels.

Other than Althuwaini's (2018) study of Kuwaiti boys, SE is new to Kuwait and for girls in particular. Therefore, the researcher had to take the role of teacher to obtain access to the school and students. This was done by getting approval from the Ministry of Education and the school authorities. Taking the role as teacher also provided the researcher with the opportunity to design and introduce the SE curriculum. The concept was introduced to school authorities and the students as well.

SE is taught and practiced in different countries with different cultures and languages. However, the Islamic religion has certain obstacles that limits girls' participation in sports. Another issue that the researcher faced was the limited studies on SE and no studies of SE with emphasis on girls participation (Hastie, 1998) and in particular participation in an all-girls setting. In addition to this, Martial arts has limited practice and interest among girls in Kuwait. Martial arts is found in the Kuwait PE curriculum, but its usage is limited. These are moreover taught through books in higher education and there are no pratical activities related to such physical and sports activities. The use of first aid pratically as part of the PE curriculm was also new and the comparison between theory and pratice was new as well. These are concepts that had to be instilled in the students with leadership qualities in strengthening the roles and participation in the group. The primary intention was the concept of persisting group, where the group members remain together in everything they do.

The findings showed that there is great possibility for SE in Kuwait. Students showed strong interest in team participation (persisting group) by wearing their badges not only in school but outside the school and remained in teams. SE also created interest amongst the at-risk students which led to their involvement in activities. These were students who in the past came to the sports hall and sat at a corner without interacting much with others students. By providing various roles through the SE:FA curriculum, these pupils at-risk began to take part in the season and their interaction with other students improved. However, due to their physical ailments, they were restricted during some stages which involved physical activity, but their motivation and interest towards SE remained strong.

The findings showed that the persistent group concept was not limited to SE:FA, but to various aspects such as participation in other curriculum classes as a group, when remaining and doing things together during lunch-time, break time, on-line and even outside school periods.

SE and persisting groups are also an opportunity for girls to become more interested in sports. The findings add to the literature gap on SE and first aid through persisting group. It is recommended that SE and persisting group has to be introduced to Kuwaiti schools with the aim of improving student motivation and participation in sports.

7.5 Limitation of the research

This research is limited to one school with two classes and the cultural aspects restrict this school to girls only. Therefore, this research did not include boys and therefore it is not possible to know how boys might have responded to the SE FA season given the sport was Karate. It is also very difficult to predict how girls in other Kuwaiti schools might have reacted to the same season.

This is the first attempt for the researcher in teaching SE and taking the role of researcher. The researcher planned the season in considerable depth and over a long period of time taking into consideration the Kuwaiti culture and utilising reliable SE texts and resources in addition to seeking advice from known SE academics around the world.

Although SE was relatively new, the researcher has international level experience in Karate as a former player which helped with content knowledge, which the SE literature advises in a first attempt.

The amount of time spent in fieldwork was helpful in obtaining rich and interesting data, however, classes were not videotaped in providing further research data based on researcher efforts to teach the season and how pupils responded. Gaining permission was difficult, but with appropriate permission this could be a future idea for research.

One of the most difficult challenges was to provide an integrated approach in a limited time during government scholarship of the researcher's doctoral study. This was challenging for the researcher who was trying to complete this study on time. Unfortunately, there was limited support from the sponsor department in Kuwait which needed to be overcome despite their knowledge that it was the first study of its kind.

The problem of shifting language between English and Arabic was one of the reasons that influenced the length of time in the research. The researcher had to translate everything into the standard Arabic language and to translate some articles related to SE for the necessary gatekeepers in Kuwait to help gain access to the school. Further translation into Arabic was required regarding the Karate and FA curriculum, the FA test and the pupil questionnaire. Data from interviews and observations then needed to be translated from Arabic back into English after the end of the season, all of which took an extended period of time.

The researcher acknowledges that the students' responses to the season may not have entirely captured one particular typology. The typologies in this thesis represented a range of the most prominent but different response characteristics among the girls (some positive, others less so). These emerged using similar qualitative analysis procedures to those undertaken in related studies

in physical education where different styles of participation were also evident (e.g. Griffin, 1984; 1985, Kinchin, 1997; Zmudy, Curtner-Smith & Steffen, 2009).

7.6 Future lines of research

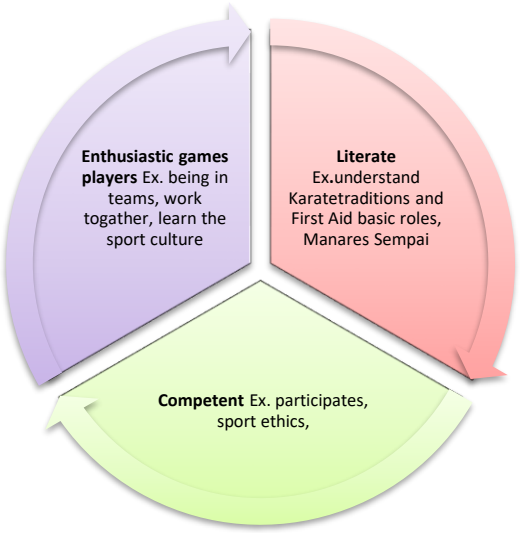
Given their professional role in Kuwait, the researcher aspires to develop SE with female pre-service teachers as part of their required teacher training and try to influence the current policy regarding PE for girls. Further SE research would be within other subject areas in the PE curriculum in other Kuwait schools. In addition to expanding case studies of female Kuwait school pupils and their responses to SE and how this research might assist other 'at risk' students in accessing physical education content. In view of the data in this thesis, the researcher aims to integrate SE with different educational courses/subjects and learn more about the transition of the persisting group arrangement between teams in PE and those same teams in other subject classes. The researcher hopes to participate in international and regional conferences within the Gulf region to raise awareness of this approach and help PE curriculum developers consider and develop SE curricula inside and outside Kuwait.

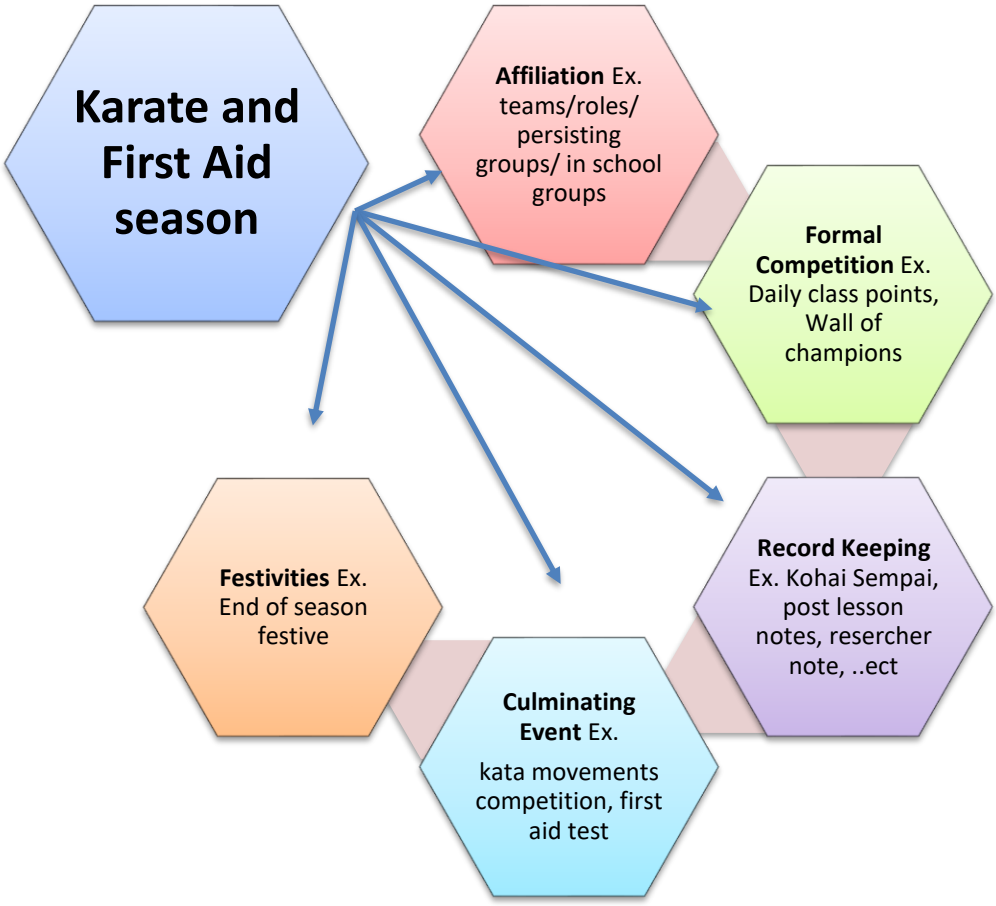
For prospective researchers, the researcher hopes that future research will examine other SE martial arts seasons in PE, and apply this season in schools at all appropriate stages. Given the positive data from the festival in this thesis, another plan for future research would probably be conducted with final year high school students to investigate the design and implementation of an entire pupil-led season with the researcher acting as a 'resource'.

Appendices

Appendix A Season Material

Sport Education model (Karate / First Aid) the purpose of this curriculum is to make the students competent, literate, and enthusiastic games players.





Karate\ First aid Sport Education season plan

Lessons	Table of Contents
Instruction SE the Season **Lesson 1**	Led by teacher Pre-season karate in PE lesson taught by the teacher: • Introduction to the sport education curriculum. • Karate as sport and way of life. • Introduction to first aid, and how can we integrate it with SE. • Interview with teachers and students. • Pre-season Karate preparations: These preparations are taught by the teacher (an introduction to the season in the curriculum of physical education, karate, short test in first aid to identify the students' level of related information). Interviewing students and teachers and a questionnaire to know pre-season's views
Lesson 2	Led by teacher Pre-season karate in PE lesson taught by the teacher: • Student survey (first feedback form and point of view). • First aid Quiz. • Organize team name, contract and table of points.
Lesson 3	Led by teacher Start the season: • Do team contract, dividing roles among the students. • Make some small games in order to know how the season works in each lesson. • Cool down exercise. • Write down notes, feedback and collect points. • Distribute the contracts among the teams and divide the roles among the students so that each student can learn about the tasks related to

	her role in the team. Prepare some small games and contests that help in preparing the student for the season. Each team must contain • (Kohai Sempai / Organizer) • (Sensei sempai / coach) • (Manners sempai / scorekeeper) • (Dojo sempai) • (Shushin sempai) • Each student in these team has several tasks to do and must be fair and loyal to his team and be responsible for her tasks as well as having other tasks and roles in the first aid lesson
Lesson 4	Led by teacher & pupils Practical sport education lesson exercises: • Roles action. • Warm up exercise. • Points and understanding of the strategies of the seasons. • Introduction to Karate. • Cool down exercise. • Write down notes, feedback and collect points. In this part, the students get to use the new way of learning and teaching. The beginning of the practical / applied lessons, the individual application of the skills (these lessons are guided by the teacher through beginning with the warm up to the end of the lesson). In terms of students, they should start with their own roles and do some training exercises so that the student gets familiar with the new strategy of the lesson in teaching and learning.
Lesson 5	Led by teacher & pupils • Warm up exercise. • Individual practice: In Heian Shodan Kata, there are 21 movements in total. • Teacher will play video and do movement simulator to the students to show them the correct movement in Heian shodan.

	• Students will learn 6 movements per lesson then contacted them together (Rei, Kamae, Gedan braai, Oi zuki, Gedan barai, Recoger and Tettsui). • Cool down exercise. • Write down notes, feedback and collect points. • The beginning of the individual training: It is led by the teacher in which the teacher teaches the students 21 movements of Heian Shodan. In each lesson, there are 6 movements applied individually.
Lesson 6	Led by teacher & pupils First aid part one theory and practical • What is first aid? • Definition of first aid • Aims of first aid • The roles and responsibilities of a first aider • Calling for emergency help • Managing an incident • Here, the lesson is mostly theoretical with some practical applications where the principles and basics of first aid are taught. Students do the practical application among each other. (Teaching is only done by the teacher in this part).
Lesson 7	Led by teacher & pupils • Warm up exercise. • Individual practice: revision to part one and contact with the next six movements (Oi zuki, Gedan braai, Mano abierta, Age uke A, Age uke B, Age uke KIAI, Gedan Barai and Oi zuki R). • Cool down exercise. • Write down notes, feedback and collect points.

	• The teacher teaches this lesson: Individual Application: Revise of the previous skills and associate them with the new six movements that will be taught in this lesson .
Lesson 8	Led by teacher & pupils • Warm up exercise. • Individual practice: revision to previous part and contact with the next six movements (Oi zuki L, Oi zuki KIAI, Shuto uke L, Shuto uke R, Shouto uke front, Kamae and Rei End) • Cool down exercise. • Write down notes, feedback and collect points. The teaching task is transferred to the trainer. In this class, all tasks are 100 % transferred to the students. The beginning of the application of the whole curriculum, individual application, review previous skills and associate them with the six new movements that will be taught in this lesson. Besides, the role of the teacher in this lesson is to meet and observe the performance of the pupils, provide advice to any captain if necessary. The teacher can also record some observations and opinions required for research.
Lesson 9	Led by pupils • Warm up exercise. • Individual Heian Shodan evaluation. • Cool down exercise. • Write down notes, feedback and collect points. • Individual application of the whole skill: The students will train on the whole Heian Shodan Kata (each team trains alone to prepare for the preliminary competition). The lesson is led by students, and the teacher only observes and evaluates from far and has no right to interfere with the class.

Lesson 10	Led by pupils • Warm up exercise. • First aid part: one theoretical and practical. • Cool down exercise. • Write down notes, feedback and collect points. • Individual application: The lesson is taught by students: Students study and learn first aid principles and karate-related injuries (each team trains on its own to prepare for the preliminary competition). Through theoretical applications, the team combines the theoretical framework, the injury scenario and how to act if a person is exposed to any type of injury. As for the practical application, it is structured on applying this scenario practically to each team. The lesson is led by students, and the teacher only observes and evaluates from far and has no right to interfere with the class.
Lesson 11	Led by pupils Formal competition: Individual competition within class. Formal Competition: The competition is held among the students of the same grade, and the points and winning team are determined by the referees.
Lesson 12	Led by pupils Formal competition: Individual competition among classes. Formal competition: The competition is held between the students of the two classes, and the points and the winning team are determined by the referees.
Lesson 13	Led by teacher & pupils Mid-season: • Interview students and teachers. • Feedback. • Focus group. • The middle of the season: Here, the student and the teacher's data is collected. Besides, some questions are asked through interviews, taking their views, implementing small groups in the discussion, as well as

	generally identifying the level of integration of students in this season and how they accept the season.
Lesson 14	Led by pupils • Roles action. • Warm up exercise. • Group practice: (Rei, Kamae, Gedan braai, Oi zuki, Gedan barai, Recoger and Tettsui). • Cool down exercise. • Write down notes, feedback and collect points. • Group Training: Each team in each class will train on the full kata scenario, alongside the students who learn and teach in this lesson.
Lesson 15	Led by pupils • Roles action. • Warm up exercise. • Group practice: revision to part one and contact with the next six movements (Oi zuki, Gedan braai, Mano abierta, Age uke A, Age uke B, Age uke KIAI, Gedan Barai and Oi zuki R). • Cool down exercise. • Write down notes, feedback and collect points. • Group Training: Relate the previous skills taught in the previous lesson to the new skills gained through group training
Lesson 16	Led by pupils • Roles action. • First aid part: one theoretical and practical. • Write down notes, feedback and collect points. • Training on the first aid and some karate-related injuries and how to act if someone is injured
Lesson 17	Led by pupils • Roles action. • Warm up exercise.

	• Group practice: revision to part previous and contact with the next six movements (Oi zuki L, Oi zuki KIAI, Shuto uke L, Shuto uke R, Shouto uke front, Kamae and Rei End). • Cool down exercise. • Roles action. • Relate the previous skills taught in the previous lesson to the new skills gained through group training
Lesson 18	Led by pupils • Roles action. • First aid part one theory and practical • Write down notes, feedback, and collect points. • Training on the first aid and some karate-related injuries and how to act if someone is injured
Lesson 19	Led by pupils • Roles action. • Warm up exercise. • Group Heian Shodan evaluation. • Cool down exercise. • Write down notes, feedback and collect points. • The Kata's training and representation among teams were taught by pupils among each other.
Lesson 20	Led by pupils Formal competition: Individual competition within class. Formal Competition: The competition is held between the students of the two classes, and the points and the winning team are determined by the referees.
Lesson 21	Led by pupils Formal competition: Individual competition among classes.

	Formal Competition: The competition is held between the students of the two classes, and the points and the winning team are determined by the referees..
Lesson 22	Led by pupils Teams' Kata practice Training and preparation for the final competitions: The training is done by the students through preparing a full scenario for the kata and introducing some of the acting skills.
Lesson 23	Led by teacher & pupils Teams' first aid practice (scenarios). Combining Kata with injuries and performing a complete scenario of what happens, as teaching and training are done by students and teams themselves in preparation for final competitions
Lesson 24	Led by teacher & pupils Festivity: day one competition. The festivity of the final karate season. During the festivity of the final karate season, a final competition will be held by the teacher. It is possible for some guests to attend, in which the final evaluation of the performance of the teams, the qualifiers and the announcement of the winner will be made, and this includes the two classes together. The referees committee consists of students, as each class referees the other, and so on
Lesson 25	Led by teacher & pupils Festivity: First Aid and Kata Show. Ending the SE Season. The final season of sport injuries and first aid. During the season of sports injuries and first aid, a preparation of a final competition is held by the teacher and it is possible for some guests to attend, in which the final evaluation of the performance of the teams, the qualifiers and the announcement of the winner will be made, and this includes the two classes together. The referees committee consists of students, as each class referees the other, and so on.

Lesson 26	Led by teacher Post- season (Interviews, Survey) Post- first aid quiz. Assessment of the end of the season: The teacher distributes the short test of first aid which is similar to the preliminary test to measure the effectiveness of the season, and whether students could acquire information and experiences from the season to benefit them in their external lives if they are exposed or faced with a certain injury in their daily lives. Assessment of the karate season is done by the teacher who interviews both the students and the teacher in order to get their opinions concerning the season, their general impressions and the percentage of development in their performance through the use of questionnaire and individual and collective interviews if possible.

Appendix B Sport Education Karate\ First Aid Season Survey

Directions: Rate each statement below by circling the one score that best describes your feelings about the statement. In addition, say why you rated the statement the way you did.

Statement 1. I enjoyed the Sport Education Karate\ First Aid season because it was longer than a typical unit in Physical Education

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Statement 2. I enjoyed being placed on a team early in the season and staying on the same team for the entire season.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Statement 3. I enjoyed the schedule of team practice and formal competitions throughout the Sport Education Karate\ First Aid season.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Statement 4. I enjoyed the culminating event at the end of the Sport Education Karate\ First Aid season.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Statement 5. I enjoyed having access to scores and records (statistics) for my team and me.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Statement 6. I enjoyed the festive nature of the Sport Education Karate\ First Aid season using things such as team names, team chants, colours, mascots, and posters etc.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Statement 7. I learned a lot about the sport of Karate\ First Aid during this season in P.E.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Why do you feel this way?

Rate from 1 to 10 how skillful you are at Karate\ First Aid

BEFORE THE SEASON

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Very poor									**Very good**

AFTER THE SEASON

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Very poor									**Very good**

Rate from 1 to 10 how much you think you know about the Sport of Karate\ First Aid (skills, techniques, rules, etc)

BEFORE THE SEASON

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Very little									**Very much**

AFTER THE SEASON

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Very little									**Very much**

Rate from 1 to 10 how much you enjoyed this season and participated with enthusiasm

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Very little									**Very much**

FINAL

From 1 to 10, indicating how much you like physical education BEFORE experiencing it during Sport Education.

1 2 3 4 5 6 7 8 9 10

From 1 to 10, indicating how much you like physical education experience AFTER the season that had teams, competition, roles etc..

1 2 3 4 5 6 7 8 9 10

First Aid Quiz:

Appendix C First Aid Quiz

1. How should a casualty be positioned after being rescued from drowning?
   a. The head is higher than their chest
   b. The head is level with their chest
   c. The head is lower than their chest

2. What is the safe minimum distance from the source of electricity where high-voltage electrical cables are involved?
   a. 1 metre (1 yard)
   b. 5 metres (5.5 yards)
   c. 18 metres (20 yards)
   d. 35 metres (38 yards)

3. When performing chest compressions on an adult how far should you press down?
   a. 2-3 cm (approx 1 inch)
   b. 5-6 cm (2-2.5 inches)
   c. 6-8 cm (2.5-3 inches)
   d. 9 cm (3.5 inches)

4. What is a secondary survey on a patient?
   a. To identify an access route for the ambulance
   b. To assess for life-threatening conditions
   c. A physical examination to identify all injuries
   d. Something you do after the ambulance has taken the patient away

5. What are the mechanisms of injury?
   a. The circumstances in which the injury was sustained and the forces involved
   b. Technical information only used by doctors

c. Injuries that are only caused by hitting a mechanical machine or car
d. Injuries caused after being hit with a spanner

6. What does the B stand for in the ABC check?

Airway B? Circulation

a. Bleeding
b. Breathing
c. Breaks (Fractures)
d. Bones

7. When arriving on the scene of an incident in what order are the priorities?
   a. Give emergency aid; Make the area safe; Get help from others; Assess the situation
   b. Get help from others; Give Emergency Aid; Assess the situation; Make the area Safe
   c. Assess the situation; Make the area safe; Give emergency aid; Get help from others

8. If hypothermia occurs from someone being outside for a long length of time how should they be reheated?
   a. Rapidly (e.g. bath warm water)
   b. Slowly (e.g. with blankets)

9. What is a warning bracelet for?
   a. Warn others that the patient may have a contagious disease
   b. Give important information about the medical history of the patient
   c. Provide generic information on first aid for many illnesses

10. With a patient suffering from a penetrating chest wound should you lean the patient towards the injured side or away from it?
    a. Towards the injured side
    b. Away from the injured side

11. If some has taken an overdose of drugs, should you induce vomiting?
    a. Yes
    b. No

12. Someone has suffered an electric shock from a power tool. You are unable to isolate the electricity at the mains, which of the following should be used to move the power tool away?
    a. Your bare foot
    b. A metal object (e.g. piping)
    c. A wet piece of wood
    d. A dry broom handle

13. Which of your senses is not normally used when assessing a casualty?
    a. Sight
    b. Hearing
    c. Touch
    d. Smell
    e. Taste

14. What is the priority when treating any casualty?
    a. Bleeding
    b. Circulation
    c. Fractures
    d. Airway

15. Which two of the following should you do for a bruise?
    a. Raise the injured part
    b. Keep the injured part below the height of the chest
    c. Apply a cold compress
    d. Use a hair drier to warm the injury

16. If an asthma sufferer takes their medication, but it has no effect, how long should you wait before dialing 211 for an ambulance?
    a. Always call 211 for an asthma attack
    b. After 30 seconds
    c. After a few minutes
    d. After 30 minutes

17. What should be done for a firmly embedded foreign object in a wound?
    a. Remove as soon as possible

b. Leave in place and seek further medical attention

c. Remove after 10 minutes

18. What type of injury is a cut from broken glass likely to inflict?

a. Laceration

a. Incised

b. Abrasion

c. Contusion

d. Puncture

Interview questions in Sport Education Karate and first Aid season

Appendix D Interview Questions in SE: Karate and First Aid Season

Part 1: Your PE Experience

- Tell me about your PE class experience in the past.
- What do you think of level of sport activity in PE class?
- Tell me how do you rate your engagement in PE class?
- What do you think of your teachers' level of qualification in terms of teaching physical education? And why?
- Do you enjoy in PE class? Will you wait for it?
- Form your opinion what are the advantages and disadvantages in Physical Education in schools?
- Does the PE class help you improve the level of your health and fitness in and out school?
- Can you make friends in PE class? Why?
- Do you have any suggestions to develop PE class?
- Would you like to tell me anything about PE?

Part 2: Frist Aid

1. Do you have any background in FA?
2. Have you take any courses or classes in FA?
3. Did you take any lesson about FA in your PE class?
4. Do you think it is better to know something about FA and why?
5. Do you think it is important to have basic knowledge in FA during your PE class and why?
6. Have you experienced any injury before in PE class?
7. Does the teacher have sufficient knowledge in FA if any accident happened in school?
8. In school day, your friend badly injured in PE class or in lunchtime and she needs an emergency help before the ambulance arrives, do you think you can help her? Why?
9. What is your opinion if the schools add this subject in your timetable? Do you think it will help you in your academic and social life?

Part 3: Karate

1. Do you have any information about Karate? What do you know about this sport?

Appendix D

2. What is your opinion about Karate in school?
3. How important to you to learn karate among all sport activities in PE class?
4. You will learn basic Karat in level 12; do you think you like this kind of sport? Do you think you will enjoy learning karate?
5. Do you think karate will help you improve your life skills and health?
6. What is important for you .. Learning a new sport activity or stick to an old activity curriculum?

Part 4: Sport Education

1. Have you heard about new model called “Sport Education” before?
2. What do you thing the differences between SE and PE?
3. Do you think you will have more knowledge that will help you understand PE, Karate and FA if you participate in SE?
4. Would you like to help your teammates win in the end of SE season?
5. How will you improve your skills during SE season?

Would like to add anything?

Appendix E Calculation of Points

To achieve the looked-for themes and results of the current study, the researcher developed a

Tips from the Sport Education Guide Book (Siedentop, Hastie & van der Mars, 2011)	What I Did in the Karate & First Aid Season
Start with one class of students	Two classes were selected with approximately 28 students for each class. The purpose of choosing two classes was to gather more detailed and richer data.
Promote out-of-class physical activity at all times	This was achieved through the formation of the Manners & First Aid Group, as well as the activities that students undertook outside the time of the class.
Choose an activity that you are familiar with	The selection of karate due to my national level participation for Kuwait and first aid given my teaching experience with this content
Use only the basic nonplaying student roles	Role of Manners Sempai, Kohai Sempai(organizer), Sensei Sempai (coach), Dojo Sempai (equipment), Shushin Sempai (referee)
Develop a simple fair play system	This was evident through the outstanding Wall of Champions, which was created and the five points awarded for each team's achievement or five points added to the other teams if one of the team members exceeds the rules.
Develop simple and modified games	That the simplest individual small and large group kata in karate sport movements were included using a visual curriculum so as to relieve the boredom of reading extensive lesson steps and complicated regulations
Devote time to teaching the model as well as the content	There is an Intensive training program during the first three lessons on Kata and giving tips during the season on team affiliation, practicing and preparing for competition
Keep the seasonal championship point system simple	Post publically the list of points on the Wall of Champions and all who scored five points as described in the previous chapter
Include a truly culminating ceremony event	The ceremony was designed in the submitted curriculum, but the plan for the festival ultimately changed as the students organized the entire ceremony without the help or intervention of the teacher in any way: it was truly student designed and led

certain method to calculate the points of cooperation based on studies by Fogarty and Beckham. This method lies in calculating the points between mixing of two teams which are from two different classes with each other so that the points are initially individual to each team and then the total is between the two teams so that each team supports its identical team in the second class, namely: the integrated group and the persisting group between the two classes. All points are calculated out of 5 points, and If the team violates any law or any aspect of sport education and the season in a certain way, there will be a discussion between the team and other competing

teams to make a decision about the penalty, where extra points will be calculated for the competition teams because the core of sport education is to make everybody win points instead of losing points.

Class One	Karate Lesson No.	First Aid Lesson No.	Class Two	Karate Lesson No.	First Aid Lesson No.	Sum of Two Teams of Karate	Sum of Two Teams of First Aid
Team 1			Team 1				
Team 2			Team 2				
Team 3			Team 3				
Team 4			Team 4				
Team 5			Team 5				
First Competition			First Competition				
Team 1			Team 1				
Team 2			Team 2				
Team3			Team3				
Team 4			Team 4				
Team 5			Team 5				
Second Competition			Second Competition				
Finals			Finals				

Summary of season behaviors included (adapted from Hastie, 2011)

Benchmark Element	Yes	No
The teacher plans the unit around the principle of a 'season'	Yes	
Management/organizational phase	Yes	
Team selection phase	Yes	
Practice phase	Yes	
Competition phase	Yes	
End of season event	Yes	

The teacher promotes the 'affiliation' concept	Yes	
Students involved in the process of team selection	Yes	
Persisting teams for duration of unit	Yes	
Teacher promotes students taking 'responsibility'	Yes	
Incorporates student duty roles within lessons	Yes	
Establishes contract and/or accountability for	Yes	
Student performance in roles	Yes	
Teacher holds student accountable	Yes	
Teacher provides training for officials	Yes	
Teacher utilizes tasks to train students on	Yes	
Effective verbal communication and feedback	Yes	
Teacher provides task sheets for coaches/captains	Yes	
Teacher adopts a facilitator approach during interactions with student groups	Yes	
Teacher encourages students to resolve conflict within groups	Yes	
Teacher uses 'formal competition' within season plan	Yes	
A formal schedule of competition is established	Yes	
Fair play and sportsman awards utilized	Yes	
Teacher utilizes a form of 'record keeping' within unit	Yes	
Teacher provides rubrics for scorekeeper	Yes	
Incorporates peer assessment as part of record keeping process	Yes	
Teacher uses 'culminating event' near the end of the season	Yes	
Culminating event is festive in nature	Yes	
Teams are easily identifiable (team names,	Yes	
Team colours, team t-shirts)	Yes	
Teacher creates 'festivity' within unit	Yes	
Regular postings of team/individual performances	Yes	
Teacher emphasizes the celebration of fair play	Yes	

From D. Siedentop, P. A. Hastie, and H. van der Mars, 2011, *Complete Guide to Sport Education, Second Edition* (Champaign, IL: Human Kinetics).

SEASON PREPARATION CHECKLIST

The tasks listed below are aimed at helping you find answers to many logistical and pedagogical questions. You are strongly encouraged to record the answers and decisions you make. This will assist you in making any needed adjustments in future seasons.

Task or Question	**Answers**
District Calendar	
a. Scheduled no school days?	
b. Assembly schedule?	
c. Potentially disrupting events and factors (e.g., school schedule, weather)?	
1. Sport	
a. Game format (modification)?	
b. Game rules?	
2. Students	
a. Class size	
b. Gender balance	
3. Team Details	
a. How many teams?	
b. Players per team?	
c. How are teams formed?	
4. (Duty) Team Roles	
a. Captain or coach?	
b. Team manager	
c. Fitness leader?	

d. Referee?	
e. Scorekeeper?	
f. Team statistician?	
g. Team scout?	
h. Team publicist?	
i. Sports council?	
j. Others?	
5. Facilities and Equipment Availability	
a. How much facility (number of courts or fields)?	
b. How long (number of school days)?	
c. Sport equipment type (e.g., balls, cones, bats, nets)?	
d. How much of the sport equipment?	
e. Supplementary equipment (how many?)	
i. Team jerseys	
ii. Clipboards?	
iii. Pencils?	
iv. Referee jerseys?	
v. Whistles?	
vi. First aid pack?	
vii. Team binders?	
viii. Score sheets (can they be preprinted)?	
ix. CD player?	
x. Notebook, computer, or PDA (for compiling results and stats)?	

6. Complete Season Length (Including Preseason, Season, and Postseason)	
a. Total number of days needed?	
b. Built-in back-up days?	
c. Time or days needed for player assessment (i.e., for team formation)	
d. Flexibility (i.e., if necessary, can season be extended)?	
7. Competition Format	
a. Competition format (e.g., round-robin; ladder?)	
b. Number of days needed to complete full games schedule?	
8. Daily Duty Team, Practice, Competition Schedule	
a. Time needed for venues setup by duty team?	
b. Available time for pregame team warm-up and practices?	
c. Number of games per venue per day?	
d. Length of games?	
e. Time needed in between games (transition time)?	
f. Time needed for venue tear-down by duty team?	
9. Season Competition Schedule	
a. Number of days needed for all meets, games, and tournaments? (see also 7b)	
10. Teacher's Instructional Tasks	
a. How many days for teacher led classwide practice of skills?	
b. Time and days needed for learning various roles?	
c. Time needed for learning game protocols?	

11. Complete Schedule	
a. Outline for each day of the season	
b. Make adjustments where needed (cancelled classes, short periods, and so on)	
12. League Scoring System	
a. How are competition wins and losses scored?	
b. How do team points figure in the scoring system?	
c. How are season champions determined?	
13. Culminating Event	
a. Format of the event?	
b. Location of the event?	
c. How are awards (if any) part of the event?	
d. How is festivity within the event ensured?	
14. Assessment	
a. What psychomotor outcomes are being assessed?	
b. What social behavior outcomes are being assessed?	
c. What assessment tools will be used?	
d. When will assessments take place?	
e. Which state or national standards and benchmarks are being targeted?	
15. Items to Be Purchased	**$**
a.	
b.	
c.	

d.	
e.	
f.	
Total	$0.00
16. Other	
a.	
b.	
c.	
d.	
e.	
Total	$0.00

Teacher's In-Season Check-Up

Item or Task (If Applicable)	*Comments or Notes*	*Completed (or NA)*
1. The sports board includes responsible students and their selection is fair.		
2. Students are alerted to the type of season, team, or league awards to be presented during an end-of-season celebratory event.		
3. Team formation has been fair, reflecting balance in gender and skill.		
4. Team membership is posted publicly during preseason serving as a reminder for students.		
5. The sports board decides on member roles.		
6. Duty-team roles and responsibilities are outlined in writing and available to all students.		
7. The league bulletin board is set up prior to the start of the season		

for posting game results and team information.		
8. Game score sheets are reproduced for use during the season.		
9. Team standings are updated daily by team statisticians.		
10. Team captains or coaches have sample practice tasks available in writing to plan their team practices (including conditioning- and skill-based tasks).		
11. Conflict resolution protocols are in place for use by the sports board.		
12. Master copies of game results are kept in a safe place.		

Self-assessment Observation sheet Karate & First Aid Sport Education season daily notes

Lesson: Class: Date:

Researcher quotation	Details
What data I am going to collect?	

Why I am collecting the data?	
How I will collect the data?	
Hot much I will have at the completion data collection process for this RQ?	
Include copies of interview question, the quiz, the survey question for the study?	
My post notes observation	

Appendix F Pilot Study

The outcome of the final season outline of the research study iin this thesis is presented below, is specific to the pilot work and outcomes, time limit per class, language and culture, programme duration and lastly, details about the collection of data.

F.1 Time limit per class

The real time limit per class for one period each week was 45 minutes to complete ten periods of the Karate Sport Education in Fly High School of AL Kuwait. The time for the lesson of Karate and First Aid education left to 30 minutes only due to late start of season by the teacher as she takes lot of time for taking attendance, waiting for pupils to line up, and start warm- up for the practice.

F.1.1 Language and culture of pupils

The Arabic language is used at the level of serving Sport Education season notes to the students so that they can easily understand the basic knowledge of physical education and its curriculum along with gaols and features as the pupils speak Arabic language. In the high school, the majority of the students are from Kuwait while some are from Egypt. Therefore, culture of pupils/students is plurality with Bedouin students at the majority.

F.1.2 Programme longer than planned

Yes, the programme period is longer than planned at the final stage of this project. At the early stage, Karate Sport Education plan involves only 20 to 23 lessons in Karate Sport Education. The lessons have now extended to 26 seasons after visiting the school and meeting with the students, teacher, and head of the physical education department in the school. The extend of the Karate lesson was executed with an aim to make pupils understand more about the Sport Education and thus, merging of more season of Karate education is quite time consuming that made programme longer than planned. The other problem is that time taken to teach pupils about basic skills and knowledge of Karate was carried once in a week for a period of 45 minutes. This schedule of studying Karate makes memorising of Karate techniques harder for students. After one week, students forget about Karate Sport Education studied in the last class and thus, at the first instance, students have to memorise old lessons and then start with a new lesson to complete lesson plan with defined periods for Sport Education. This problem causes to the loss of period and therefore, the period given for educating Karate Sport is not fully utilised as per the planned schedule.

F.1.3 Information letter and feedback report and questionnaire

Prior to commencing data collection process, an information letter was sent to the school principal and head of the physical education department to take their consent. Along with this, information letter was send to the parents of the students to take their consent and approval for starting Sport Education for girls in the high

school along with consent of the students for their commitment to participate in the Karate Sport Education was also send. Questionnaire for Sport Education Karate and first season survey involves open and close-ended questions. Open-ended questions are based on Likert Scale 'Strongly Disagree to Strongly Agree' while open-ended question asked about "why do you feel this way?" In addition to this, questionnaire involves rating from 1 to 10, 'how skilful you are at karate and First Aid' that has been conducted in respect of before and after the season survey. Another rating question in this series asked about 'how much you think you know about the sport of karate and First Aid', 'how much you enjoyed this season and participated with enthusiasm.' The final question of rating includes 'how much you like physical education before and after the season' as shown in appendix below.

F.2 Pilot Work in Kuwait

F.2.1 Introduction

The pilot work chapter involves a review of the school identification and data collection process to investigate adoption of Karate and First Aid SE in the high school. The logical structure is followed within this chapter of pilot work that covers main sections and sub-questions. Main sections and sub-questions of the chapter includes the exploratory visit to search for a school, sports season plan, meeting with a critical friend, interview of the respondents, school visit, and primary observation note of Karate lesson during the physical education class.

F.2.2 The Exploratory visit to search for a school

In preparing for fieldwork as mentioned previously, several visits to schools in Al Kuwait were made in order to ensure how the curriculum is being designed according to what suits the students and the stage they are studying. During these visits, I discovered that the curriculum used for the secondary stage included Karate which was taught during the second school semester. Heian Shodan Kata skills are taught and students are examined twice during the semester, mid-term exam and a final exam.

Securing the agreement of a teacher to assist with a research project in their setting requires time before fieldwork begins. In addition, it is known that in Kuwait, it is hard to get direct approval to access schools because of the strict laws and obligations set by the Ministry in general, and girls` schools, in particular if you wanted to apply a study in the sports class, for there are religious and cultural obstacles standing in the way of the researcher trying to mingle with female students and collect research information (especially if the researcher was a male in girls' schools and vice versa for boys schools). At first I contacted a friend of mine by telephone who is currently the head of the physical education department in one of the high schools in AL Kuwait, and I explained the idea of the research in general and the importance of applying new curriculum in Al Kuwait, I explained to her that this curriculum had been applied in other countries and the results were very positive , especially that students' commitment to class and understanding of skills and participation had developed significantly.

'A' respondent was interested and very excited about the season idea, and after our phone call she literally asked" I am encouraged to learn more about this research and what is called sport education, and the way you described it is taught seems new to me, so please send me some articles regarding the subject so I can read more about it and let us meet as soon as possible so you can introduce me to more information", Therefore I translated the most important articles that spoke about the basics, features and goals of physical education and its curriculum , and I also sent her some articles about individuals who implemented the curriculum at schools and the reflection of their experiences after the season was over and students` opinion about it.

I returned to AL Kuwait to finish some papers and fill in forms for field visits and went to the Ministry of Education to facilitate the research mission and collect some information. At the same time, 'A' respondent had asked to meet me after she had finished reading the articles to form a general idea of physical education and of the First aid and Karate Sport Education season.

Indeed, we had a three hours meeting in which we discussed the suitable number of periods, appropriate ways to teach female students, time in each period, number of actual karate classes and first aid classes, how much time I need before starting the actual teaching and how to understand the psychology of teenage female students and the ways that can draw their attention. I explained to her the number of classes I need in a season to collect information, etc., and the number of grades and students required to participate in the study, and I explained and reassured her as well that Kata will be applied under the conditions and regulations of the Ministry of Education and the general directory of Physical Education (That there is not any contact between students that may cause any injuries or physical harm to them)

Class 1	Class 2	Part 1	Part 2	Part3	Total points
Team 1	Team 1				
Team 2	Team 2				
Team 3	Team 3				
Team 4	Team 4				
Team 5	Team 5				

Table 7.1Example: A basic table showing the way of points` calculations between semesters in a Karate and First Aid Season

This table shows the season plan point system, in this season, we will be divide the point in to three parts as the pupils will work together and they will collect points within and between classes to win this season.

Throughout the meeting, I went through a mini table showing the first draft of the Karate\First Aid season plan and the way to arrange lessons and then adjusted some minor issues after this meeting, in order to serve the interest of the students and the research. The table is as follows:

Table 7.2Karate\ First aid Sport Education season plan

Lesson 1	**P**re-season karate in PE lesson teaches by the teacher. (Introduction to the sport education curriculum, Karate, and first aid). Interview with teachers and students, survey, and first feedback form and point of view.
Lesson 2	Contracts and dividing rules between the students and some small games getting to know how the season works in each lesson.
Lesson 3	Practical sport education lesson exercises. (Roles action, work out exercise, points and understanding of the strategies of the seasons). In this part, the students get to use the new way of learning and teaching.
Lesson 4	Individual practice: in Heian Shodan Kata there are 21 movements in total, the students will learn 6 movements per lesson then contacted them together. (Rei, Kamae,Gedan braai, Oizuki, Gedanbarai , Recoger, Tettsui)
Lesson 5	First aid part one theory and practical
Lesson 6	Individualpractice:revision to part one and contact with the next six movements (Oizuki, Gedan braai, Mano abierta, Age uke A, Age uke B, Age uke KIAI, GedanBarai, Oizuki R).
Lesson 7	Individualpractice: revision to partprevious and contact with the next six movements (Oizuki L, Oizuki KIAI, Shutouke L, Shutouke R, Shoutouke front, Kamae, Rei End)
Lesson 8	Individual Heian Shodan evaluation.
Lesson 9	First aid part one theory and practical.
Lesson 10	Culminating Event: Individual competition within class.
Lesson 11	Culminating Event: Individual competition between classes.
Lesson 12	Mid season: interview students and teachers, feedback, focus group.
Lesson 13	Group practice: (Rei, Kamae, Gedan braai, Oizuki, Gedanbarai ,Recoger, Tettsui)
Lesson 14	Group practice: revision to part one and contact with the next six movements (Oizuki, Gedan braai, Mano abierta, Age uke A, Age uke B, Age uke KIAI, GedanBarai, Oizuki R).
Lesson 15	First aid part one theory and practical.

Lesson 16	Group practice: revision to part previous and contact with the next six movements (Oizuki L, Oizuki KIAI, Shutouke L, Shutouke R, Shoutouke front, Kamae, Rei End).
Lesson 17	First aid part one theory and practical
Lesson 18	Group Heian Shodan evaluation.
Lesson 19	Culminating Event: Individual competition within class.
Lesson 20	Culminating Event: Individual competition between class.
Lesson 21	Teams Kata practice
Lesson 22	Teams first aid practice
Lesson 23	Festivity: day one competition.
Lesson 24	Festivity: first aid and kata show. Ending the SE season.
Lesson 25	Post- season (interviews, survey)

After the meeting was over, the following points were agreed upon:

1. Some proposed adjustments by Ms. 'A' were approved , and some periods` material, that would be given to students, were revised according to what complies with the general directorate of physical education in AL Kuwait. For example, Karate SE season and related aspects (such as outfit) should be abided with the norms of the Islamic religion and culture.
2. It was agreed that I would be teaching the curriculum, as there was no qualified teacher who had experience and confidence along with knowledge/understanding of SE to take this responsibility at the school.
3. Other physical education teachers were welcome to attend the classes, but only to attend without giving any notes or intervene in the class`s material or interrupt the researcher or pupils in any kind of way during the season
4. The right for Ms 'A` to attend all classes given and writing down any notes or comments for her own professional development
5. The researcher was responsible for the safety of the students and providing all necessary safety factors for them.
6. The school principal could not cancel any class of the physical education classes and give it to any other subject for any reason in order not to obstruct the season.

7. The researcher had the permission to wander inside the school premises during lunch breaks or any other time so that he\she can collect the requested information and notice how the girls interact and persist together outside of curriculum teaching time.
8. After securing the consent of parents, the researcher was able to speak with students during recess and after the classes were over for the reason of collecting research data.
9. The researcher was able to use the school library and any other available resources at any time.
10. No physical education teacher had the right to review the files or documents of neither the researcher nor the girls, nor change or copy any idea, or amend the curriculum or speak with the students and change their opinions.
11. The girls\students had total freedom in participating or not in the season, but if one of them decides not to participate, she has to attend the class because physical education is an assigned and required period within the schedule.
12. Ms 'A' can review the results after the researcher analyses them at the end of the season, but Ms 'A` cannot declare, publish or talk about the research`s information with anyone else without the approval of the researcher.

F.2.3 Meeting the Critical Friend

During the formation of the curriculum, I met with SL. She is a former student of Gary's doing a PhD in sport pedagogy overseas and has knowledge about teaching the Sport Education curriculum in a secondary school. Through this interview, I explained my curriculum and views to her and what are the challenges I might face and what are my fears. The interview was fruitful, for I suggested she would be the critical friend, whose role at this point would be to give advice and guidance on the season and place some amendments if necessary.

She introduced some suggestions, for instance, add new seasons in Karate and First Aid education from 24 lessons to 26 lessons to help students in understanding SE in-depth, along with she suggested to include orientation and induction of Karate First and Aid education in the first three classes. The suggestions through which I modified the basic plan and the dates of actual season beginning and the number of classes I need to add to the season, since it is the first time for the students to experience such a matter and I need more time to facilitate the task for them and gradually give them the full task of preparing and executing lessons. For example

F.2.4 Interview #1 with 'M' (A doctoral student and a colleague at the university, currently applying the Sport Education curriculum in the primary boy's setting)

The interview was over the phone because he was at Al Kuwait applying his season and I was at Britain. We discussed the curriculum design and formation and what were the obstacles he was facing during his season, for he has actually started applying the season on boys in the middle school and a considerable way through it.

Interviews` result highlights:

1. Simplify the curriculum and classes as much as possible, because it was hard for the students to read all the information in the file portfolio and some did not read it at all.
2. Write only the basic skills steps, with continuous observation of students during lesson implication and monitor them and give them notes only if necessary.
3. Try to remind students to write reports and encourage them to do so, because there is a possibility they will forget to bring the portfolio it is necessary to write down and make notes of everything for they have little experience in such field.
4. If they occur stay away from any unnecessary arguments or tension with other teachers, especially because some of them do not appreciate the importance of the lesson and it is possible that they will try to make unnecessary annoyances that would impact the season either inside or outside the classroom.

F.2.5 Interview #2 with 'Ma' (A post doctorate student and a colleague at the university)

I met 'Ma' in Al Kuwait, and he had gone a long way through the Easter break. I asked him some questions regarding the season and the students` reaction after implementing the curriculum, and through these questions, there were some modifications.

He answered some questions thoroughly and some briefly, and through these questions he introduced his suggestions that he noticed on students during the implementation of his study. Most importantly the simplification of lesson steps as much as possible, as he said" It was hard for students to understand detailed lesson steps, where they came back to me at times to find out a simpler way , I advise you to write the educational steps in a simple short way do that students can read it fast."

F.2.6 School field visit

After the conversation between myself and Ms 'A`, I asked to visit the school and have a look at the general environment of the school and the gym and equipment in particular , also to observe students` behaviour and the current method of teaching in the physical education period. Through this visit, I made notes about some methods of teaching Karate.

The school was ideal concerning buildings and available equipment, for it has:

- Large Olympic gym with wooden floors
- Two outdoor playgrounds besides the gym
- Large changing room for their students\girls
- Shower rooms and inside toilets in the gym
- Sports equipment room, that contains most sports equipment for warm up and relaxing exercises, which can be used
- There is a large projector inside the gym, which helps demonstrate Karate educational videos.
- A classroom space with Tables nearby for the First Aid content in the season

- The teachers room is separate from the head of department`s room, which will help me write notes quietly, especially since I will be using the head of department`s office because Ms 'A' has offered this.
- The school nurse room is very near to the gym, which helps in quick intervention if any case of fatigue or any injury occurs.

Figure 7.1 photographs to show the Data Collection enviromant

Through this visit I also met the school principal and vice principal and explained to them the research and the way of study implementation and the main idea of the season. Their reaction was very encouraging and they showed a lot of interest in knowing more and they asked to watch some lessons directly after I implement the season at the school and they promised they will facilitate my

F.2.7 Interview with Ms. 'S', third period 31\3\2016

I attended some Karate lessons and met the teacher that currently teaches it and had a short interview with her including the main information that I need in designing the Karate and First Aid season, and the most important points she mentioned:

1. Do students commit to the required Karate outfit in the physical education period?

Some yes and some do not commit at all and do not care, but as a teacher I am held accountable by the supervisor if the girls do not commit to the required outfit, and at the same time it is hard to oblige them to do so.

2. At what stage does Karate teaching currently take place, and what is the nature of the educational schedule?

Karate is taught to the 12th graders, the senior class, during the second semester. It contains 10 periods only, one period each week, for 45 minutes.

3. How is the Karate curriculum and how is the way to teach it

The girls\students learn at first the way of standing like Atosaki and punches in the start of Karate classes. After that we test them regarding those skills and review the moves and then we teach them the full Kata.

Every period I try to revise a certain part, but it doesn't matter how hard I try, the Kata skills stay hard to them especially that it is their first experience and their first period during the week, Kata needs more time so that the students can memorize it.

The other problem is that the Karate class in once a week, which makes memorizing even harder, example: when I explain a certain part of Karate and after one week the students forget what they learnt in the last class, so I have to revise the old moves and repeat the new ones, and this takes longer time from both sides which leads to the loss of period time and therefore, the school period time is not fully used usefully.

4. What is the students\girls ` impression on Karate and what their reaction to this sport is?

According to me as a teacher, I love teaching Karate because it is a very light and uncomplicated curriculum compared to other sports. I feel that it is a lovely class but I do not exactly know the feeling of the students towards

Karate classes, or it is possible that they do not care for physical education classes from the first place no matter how different the sports activities are.

5. Characteristics and disadvantages of the curriculum formation according to you?

Curriculum Characteristics: Right from the start, when I first read the curriculum I felt it was easy and simple and I liked it. Speaking for myself, I love Karate.

Disadvantages: It is designed for one course, and we teach girls at a big age who do not have any experience in such a field, and you suddenly ask them to do a full Kata. It is supposed that this curriculum starts from elementary stages like all other sports, because it is not logical to teach Karate to a high school student that will soon graduate and go to University and never even hear about it again! The student will not have any physical education classes during her university years. It is supposed that the Ministry lists the Karate Curriculum from elementary to secondary stages gradually.

There are some girls who know nothing about Karate, and have never even heard of it. And this makes it even harder for me as a teacher to teach them something not only totally new, but they have to memorize it and do tests in it as well.

6. Is it better if students have even a small background about Karate?

Off course, because it is very hard to correct all moves in just a few lessons, especially because the students have no experience, so I have to correct the moves and the techniques. However, if the student is used to this earlier since elementary classes, it is easier to her and to me as a teacher educational wise.

7. Did any accidents or injuries occur during physical education classes in general and during Karate classes in particular?

No injuries occurred to any student during classes, as far as I know. It is possible that there are injuries outside the gym, like falling off the stairs and so on, but these are regular daily accidents.

F.2.8 Primary observation note of Karate lesson during the physical education class in AL Fly Girls High School

1. Second period of Karate curriculum: Thursday 31\3\2016, 9:15 am, third period, class 12th scientific stream

* Start of period, stand in one line and take attendance and get dressed- most of the students are not committed to the required sportswear. Five minutes for attendance

* Actual class started at 9:20 am

* Number of attending students:25 students

Appendix F

* Actual training started at 9:26 am

* Warm up part:

1) Run around the court once

2) Neck exercises, shoulders (arms up with a circular move), classic exercises mostly running.

* The educational part of the class started at 9:30 am

1) Explaining Kata in a traditional way without any details

2) Some students were revising the names of the moves together, without the knowledge of the teacher and that is because they found the pronunciation of the moves names bizarre.

3) The skills were explained without any previous experience, and in a wrong way and lack in performing the move correctly

4) The teacher was wearing unfit clothes for physical education! During Kata Explanation, she wore a long skirt that caused trembling and led to difficulty in viewing the move for the students!

* Executional part of the class:

There was no executional part

* Final Part:

1) There was no final part

2) Students are busy with side talking , when the teacher was explaining the skills of the next lesson

3) The actual class ended almost 15 min before the bell rang

4) The teacher left the students alone in the gym and headed towards the teachers room

2. Second period of Karate curriculum: Thursday 31\3\2016, 9:15 am, second period, class 12th scientific stream 4

* Warm up part:

1) The class started at 9:46 and this time is considered very late for warm-up

2) The students are not committed to the required sportswear and even the teacher is not.

3) No equipment was used during the warm up part.

4) Warm up exercises were limited to running twice around the court.

* Educational part:

1) The teacher revised Karate skills and used numbers instead of the names of the skills

2) Students are not interested in revising the skills and some students were wrong in performing the skill several times

* Executional part:

The executional part was limited to instructing Kata skills and executing them only twice

* Final part:

1) The students stood in one line and revised the skills and the teacher gave some instructions regarding commitment to the required sportswear

2) End of class and dismiss of students at 9:53 am.

3. Second period of Karate curriculum: Wednesday 30\3\2016, 9:15 am, third period, class 12th scientific stream2

* The teacher has no background on Karate and is not interested in reading some basic information about it

* The gym has wooden flooring

* The students stand randomly with no order

* Some students are committed with the full required sportswear, while the other part of students is not committed at all.

* There are around 18 students that are not participating in the class, and they do not seem to have any medical excuses, but they sat at a corner of the gym and did

nothing but chat!! And what was more surprising is that the teacher was aware of that and she had no reaction and did nothing to encourage them to participate in the class

Appendix F

* Warm up part:

There was no warm up or even simple exercise, the teacher directly started with the educational part

* Educational part:

1) The teacher did not show any interest, even small, to teach skills. Skill performance was weak with no intensity through Kata skill performance, and without any earlier experience, she even does not know the names of the skills!

2) There were two students who were obviously bored, and one of them said “Huff! when will the period end”

3) During the educational part, there was unbearable noise coming from the students not participating, due to their loud chats and laughter, leading to the distraction of the participating students and their inability to understand any word the teacher was saying

4) There were students who were interested in performing the skill, three girls tried to do the skill correctly and even one tried to correct her colleague`s performance.

* Executional part:

1) The performance was without commitment neither from the teacher nor the students

2) One of the students sat on the floor during the executional part and while the teacher was explaining.

3) Some students lost concentration in the executional part due to the annoying excess movement and sound of the nonparticipating students.

4) A student asked the teacher about a certain skill and the teacher`s answer was ”because this is how we do it, stop asking and work”

5) Some students showed lack of interest in performing Kata properly.

* Final part:

1) There was no final part for the lesson and the teacher drank a cup of tea inside the school period!!!

2) The lesson in total did not take more than 30 minutes with lack of some lesson parts and no use of equipment.

The SE focuses on giving good knowledge of Karate and First Aid to the female students at the extensive level, and thus, 26 lessons are involved in the season plan and real period for the season is taken for 45 minutes. On contrary to this, the girls have been taught for 30 minutes only due to the late season due to teacher involvement in other activities. The students are not actively interested in taking SE as focused by the school head and principal.

Following are the tables and ideas that were proposed to the teachers during interviews:

Karate (Practical)	First Aid
1	1
2	2
3	3
4	4

Table 7.3 table A the ideas that were proposed to the teacher during interviews

List	
Team name	5
Roles + plResp.	
Uniforms	
Space	
Warm-up, practice area...etc. 1 2 3 4 5 teacher	
c-room	

Table 7.4 the tables show the ideas that were proposed to the teacher during SE Class

F.3 CONCLUSION

It can be concluded that the pilot study was a crucial part of the research methodology that helped in avoiding issues due to the ineffective use of the data collection tools and techniques and not fully appreciating the context of the fieldwork location. A pilot study is an assessment and projection at the small scale whether the selected tools and techniques/strategies for data collection would be rendered valid results or not. It can be concluded that pilot study as an evaluation tool that measures, if data collection strategies and instruments are quite feasible to address research aim, objectives, and questions. It is a preliminary process in the research project that gives conformity for initiating project process. Pilot study's role in this research is to measure the feasibility of collecting data by interviewing school teachers and a critical friend plus interacting with a fellow PhD student who has already collected data on Sport Education in Kuwait but in the primary setting. It can be concluded from the evaluation of pilot study in the current research project that identification of school was aided by the several contacts and visits. In the school searching, at the initial level, I contacted one of my good professional friends, who works as the head of the physical education department in the high school situated in Al-Kuwait. The entire process of searching for group members in the pilot work is quite relevant to the research subject or focus. Moreover, intervention applied in the pilot study is quite aligned with research aim and ethical aspects, so as to ensure feasibility at the substantial level. It can be stated from the outcome that the pilot study work has given confidence to the research techniques/processes which will be followed while executing data collection and analysis process.

It can be concluded that this study about Karate SE along with the first study has a good scope of gaining practical and theoretical knowledge. This research would culturally fit with Kuwait, as it gives consideration to the cultural and religious aspects prior commencing research in the SE context for the female pupils. The potential origin of this study is to boost up Karate education for female candidates in AL-Kuwait that has been successfully executed in other countries. First Aid and Karate is chosen as the subject of the research study for the female students in Kuwait in order to promote their participation in sports. This would promote learning environment of SE for the female that would ultimately contribute towards healthiness and fitness. This research involves cultural relevance to Kuwait through giving consideration to the religious and cultural aspects followed in the Middle Arabian regions.

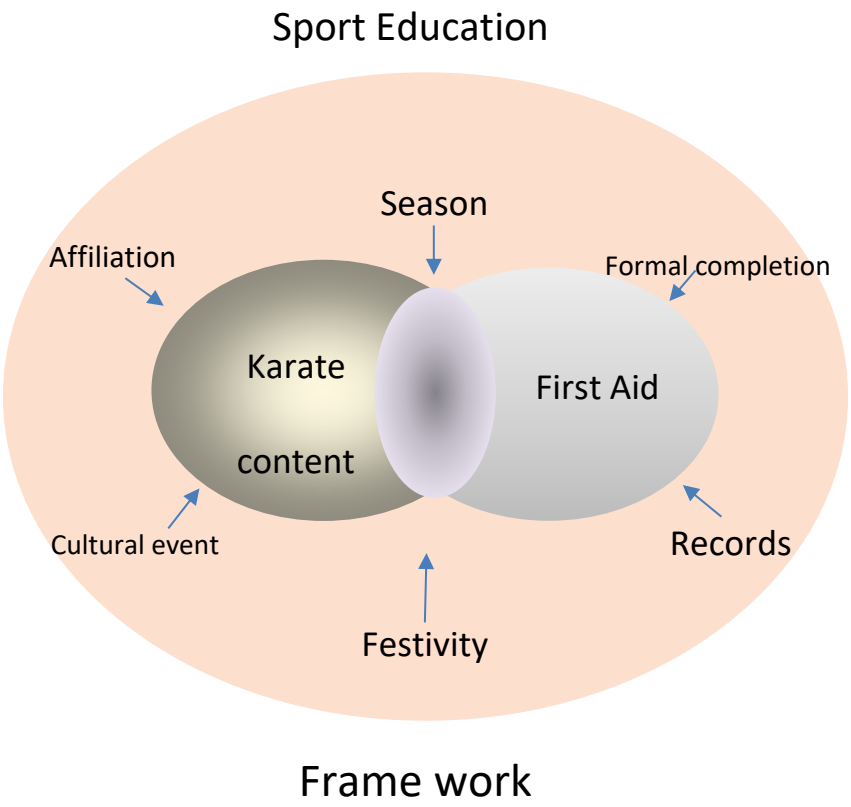
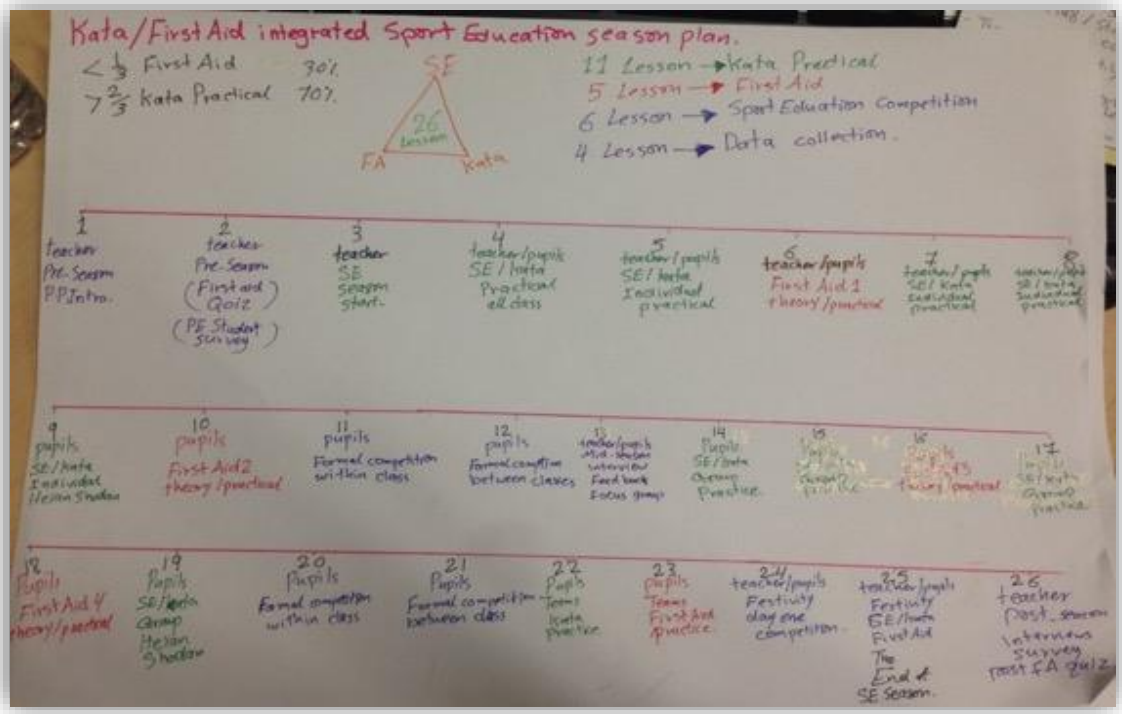


Figure 7.2 Actual Season Outline (Sport Education Frame Work)

Appendix F

Figure 7.3 Working Draft of the Sport Education: Karate & First Aid Integrated Season



Appendix G In-season tables tracker materials

Karate & FA season Classmonthly calendar tracker

Class: 12A/1 **Month: March** **Total lessons: 11**

Lessons details

Lessons No.	Title	Lessons Nots
1	Karate & FA Season introduction	• In these lessons, I will present to the pupils Karate & FA season and I will distribution of tasks, contracts and teams.
2	Practical experiment (Prova)	• The pupils need to know how they will work together during SE season, this is their first time they will experience this type of teaching and learning. • Interview with pupils.
3	Karate	Practical section
4	Karate	Practical section
5	Karate	Practical section
6	First Aid	Theory and practical
7	Karate	Practical section
8	Karate	Practical section
9	Karate	Practical section
10	First Aid	Theory and practical
11	Formal Competition	With and between classes led by teacher and pupils

12	Focus Group	In class
13	Karate	Group Practical section
14	Karate	Group Practical section
15	First Aid	Theory and practical
16	Karate	Group Practical section
17	Karate	Group Practical section
18	First Aid	Theory and practical
19	Focus Group	Planning SE Festivity
20	Formal Competition	With and between classes Led by pupils
21	Festivity	Festivity : 10:25 to 12:00 pm Survey: 12:30 to 1:00 pm Interview : 1:00 to 1:35 pm

Appendix H Karate & FA season Class Monthly Calendar Tracker

Class: 12A/2 **Month: March** **Total lessons: 12** **Lessons details**

O/ observation , Inter./ interview, FG/ focus group, S/ survey, FA Q/ first aid quiz, D.N./ daily nots

Lessons No.	Title	Lessons Nots	O	Intr	FG	S	FA Q	DN
1	Karate & FA Season introduction	• In these lessons, I will present to the pupils Karate & FA season and I will distribution of tasks, contracts and teams.						
2	Practical experiment (Prova)	• The pupils need to know how they will work together during SE season, this is their first time they will experience this type of teaching and learning. • Interview with pupils.						
3	Karate	Practical section						
4	Karate	Practical section						
5	Karate	Practical section						
6	First Aid	Theory and practical						
7	Karate	Practical section						
8	Karate	Practical section						
9	Karate	Practical section						
10	First Aid	Theory and practical						
11	Formal Competition	With and between classes led by teacher and pupils						
12	Focus Group	In class						
13	Karate	Group Practical section						
14	Karate	Group Practical section						

Appendix H

15	First Aid	Theory and practical						
16	Karate	Group Practical section						
17	Karate	Group Practical section						
18	First Aid	Theory and practical						
19	Focus Group	Planning SE Festivity						
20	Formal Competition	With and between classes Led by pupils						
21	Festivity	Festivity : 10:25 to 12:00 pm Survey: 12:30 to 1:00 pm Interview : 1:00 to 1:35 pm						

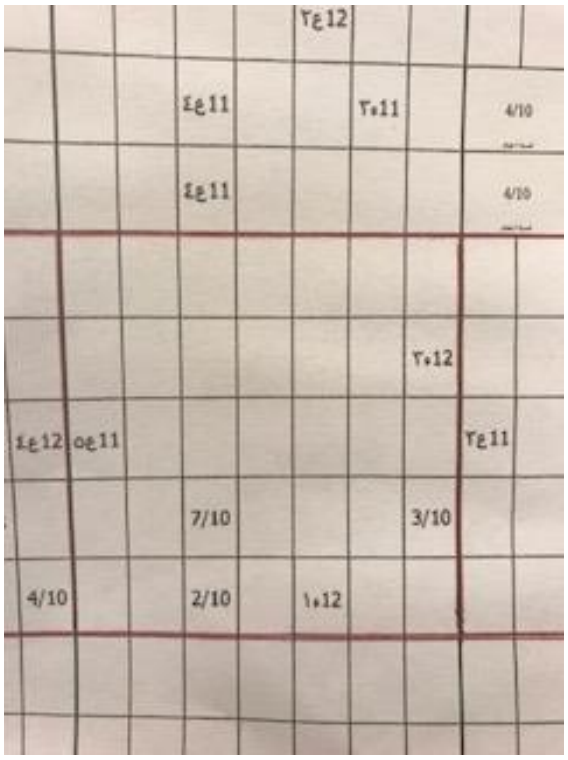
Self-assessment Observation sheet Karate & First Aid Sport Education season daily notes

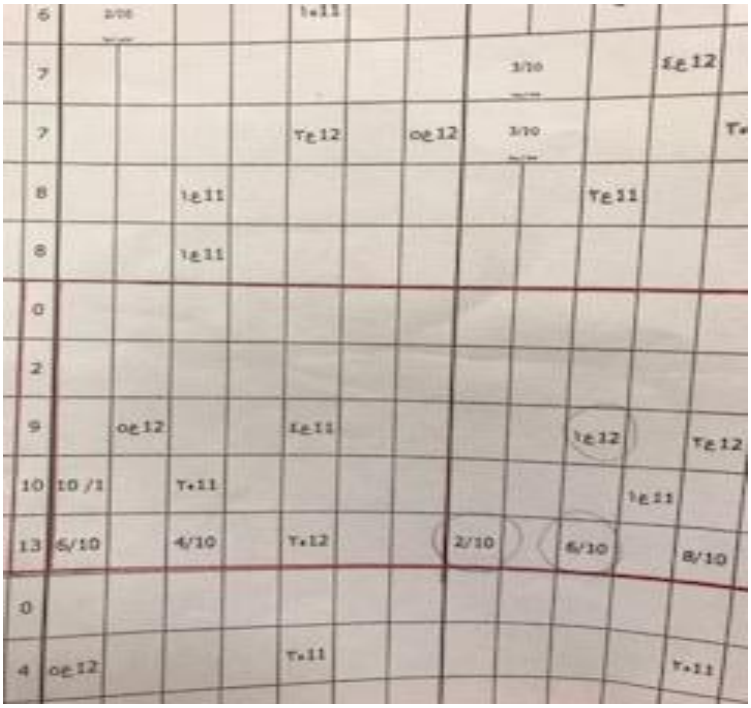
Lesson: Class: Date:

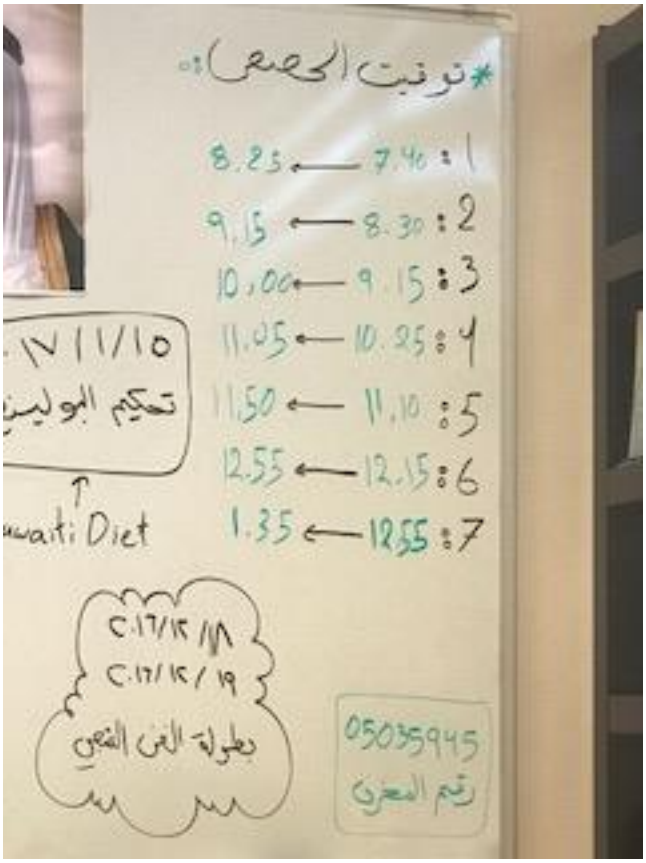
Research quotation	Details
What data I am going to collect?	
Why I am collecting the data?	
How I will collect the data?	
Hot much I will have at the completion data	

collection process for this RQ?	
Include copies of interview question, the quiz, the survey question for the study?	
My post notes observation	

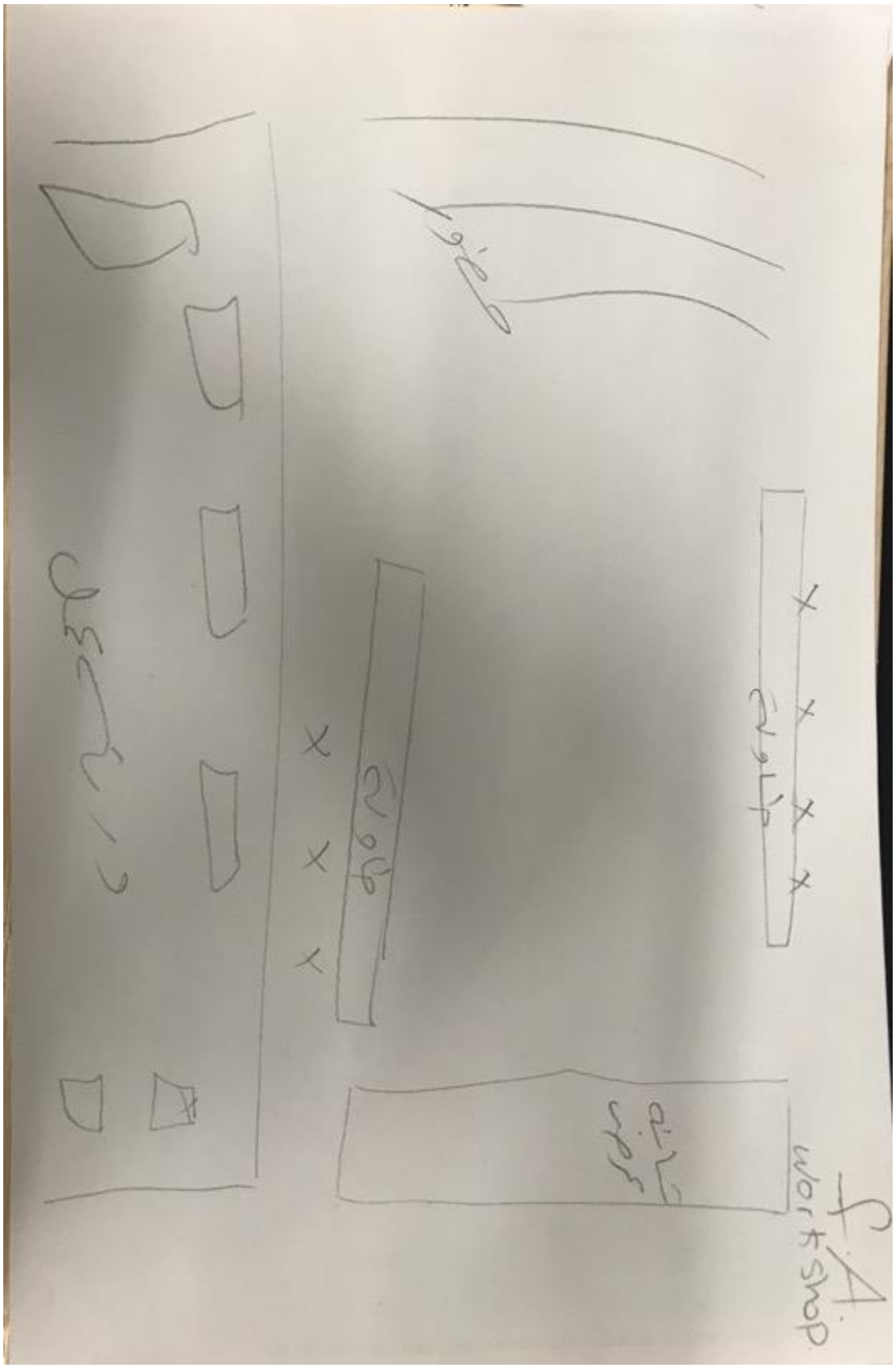
Appendix I Sport Education Karate and First Aid season Photos





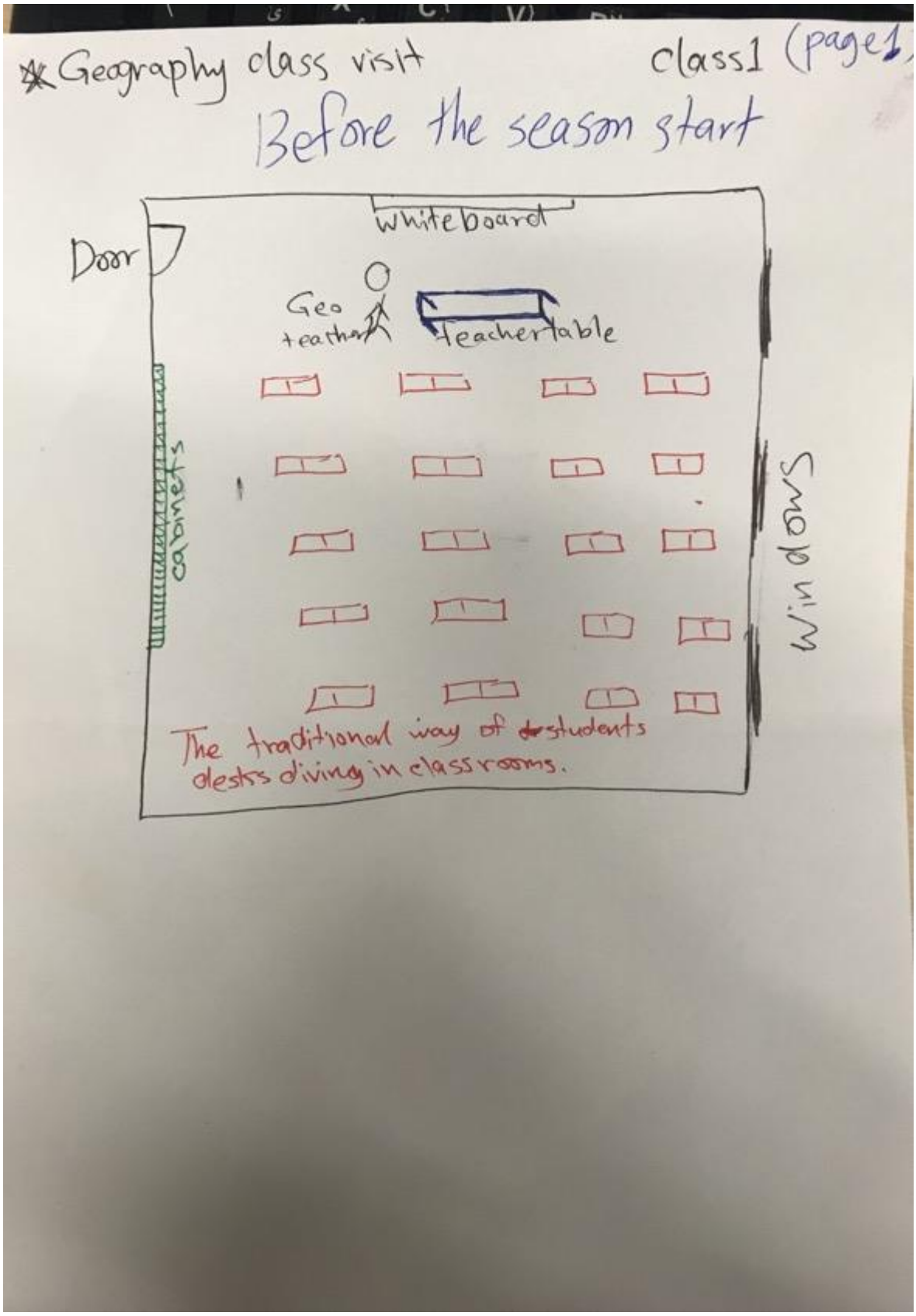


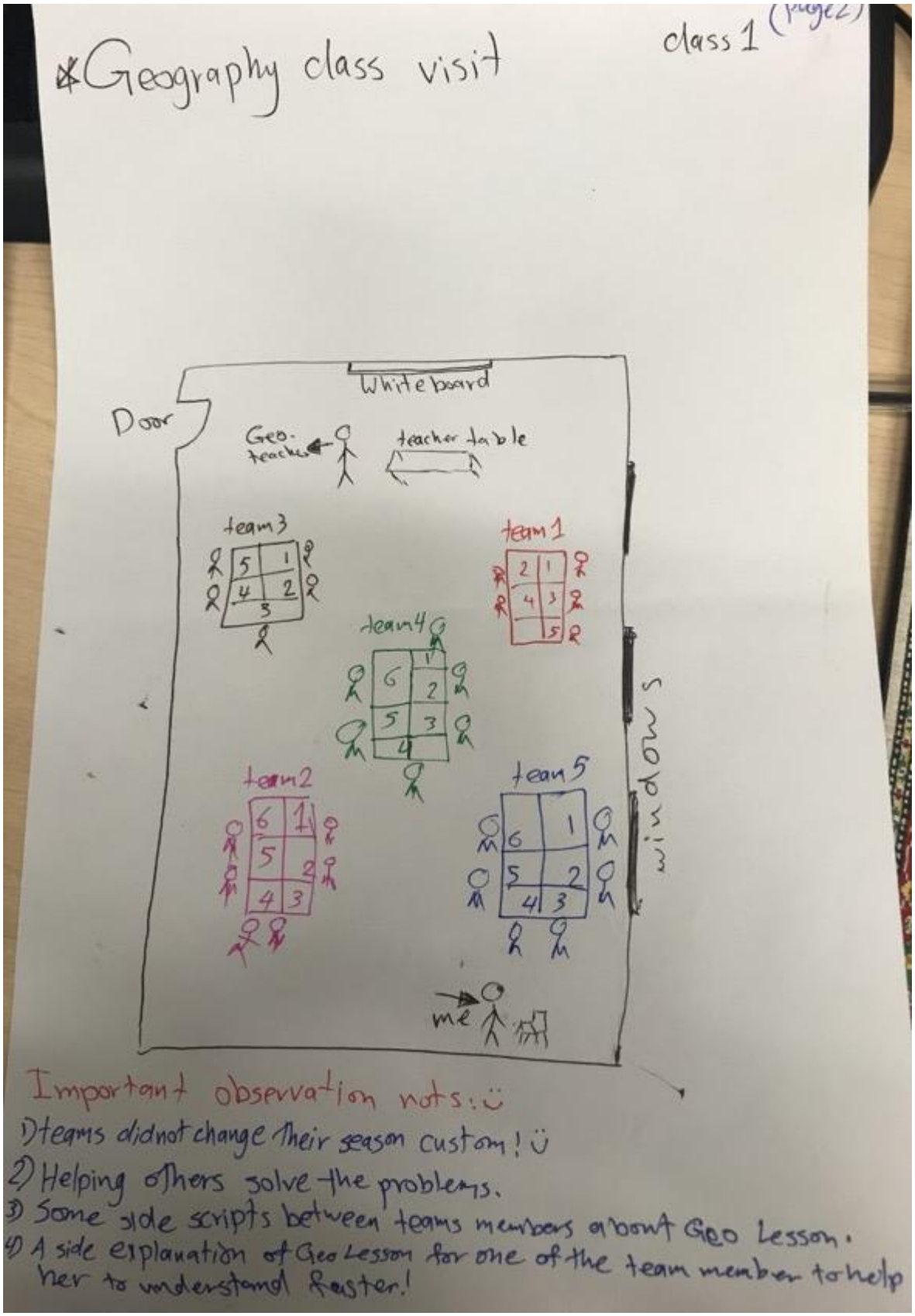
The original PE class time table



Sport Education, Karate, and First aid pupil's workshops lesson layout

Sport Education, Karate, and First aid pupil's workshops


Geography class visit
class1 (page1)
Before the season start
Door
whiteboard
Geo teather
teachertable
cabinets
windows
The traditional way of students desks diving in classrooms.


*Geography class visit
class 1 (page2)
Whiteboard
Door
Geo. teacher
teacher table
team3
team1
team4
team2
team5
windows
me
Important observation nots:ü
1) teams didnot change their season custom! ü
2) Helping others solve the problems.
3) Some side scripts between teams members about Geo Lesson.
4) A side explanation of Geo Lesson for one of the team member to help her to understand faster!

Appendix I

THURS
DAY

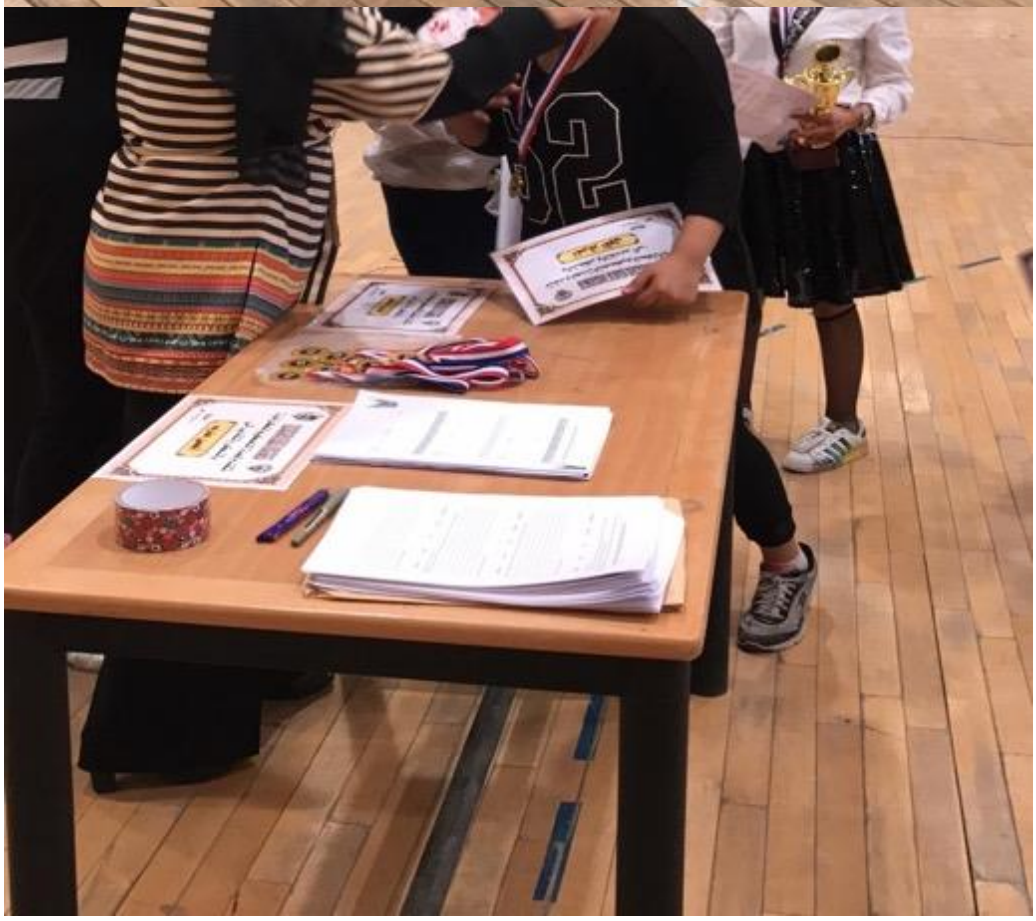
Video
fhs.thieves
fhs.thieves نقاش بين د.منايير و جميع الأفرقه
3 SECONDS AGO · SEE TRANSLATION

المركز الثالث

Appendix I

المركز الأول
المركز الثاني
المركز الثالث
أفضل فريق
أحسن كابتن
أحسن حكم
أفضل لبرس
أحسن مدرب

Appendix I



وخلصنا الحمدالله ❤️

Appendix J University Ethics Form

December 2015

SSEGM ETHICS SUB-COMMITTEE APPLICATION FORM

Please note:

- ***You must not begin data collection for your study until ethical approval has been obtained.***
- ***It is your responsibility to follow the University of Southampton's Ethics Policy and any relevant academic or professional guidelines in the conduct of your study. This includes providing appropriate information sheets and consent forms, and ensuring confidentiality in the storage and use of data.***
- ***It is also your responsibility to provide full and accurate information in completing this form.***

1. Name(s): Manayer Salem Alrashidi

2. Current Position PhD Research Student at Southampton University

3. Contact Details:

Division/School School of Education

Email ma1y13@soton.ac.uk or zoom_emr@hotmail.com

Phone 07413699977 (UK) or +96566770619 (Kuwait)

4. Is your study being conducted as part of an education qualification?

Yes. PhD in Education

5. If Yes, please give the name of your supervisor

Dr. Gary Kinchin

6. Title of your project:

'An investigation into an integrated non-contact Karate and First Aid Sport Education season in one high school in Kuwait'

7. Briefly describe the rationale, study aims and the relevant research questions of your study

Rationale of Research

Physical Education (PE) curriculum in Kuwait has not been updated or improved for almost four decades (Baney, D., & Strand, B, 2008). This has resulted in improper training, skills and knowledge of undergraduate physical education students. Pre-service teachers graduate with insufficient knowledge and experience in teaching methods and much content including first aid, which is a common feature of the Kuwait curriculum.

Sport Education (SE) in one curriculum model which has been implemented successfully in multiple countries across a wide range of activity areas, but has not been established in Kuwait at the secondary level and with limited attention to the martial arts.

The present study will, therefore, examine a proposal for a sport education (SE) program which features a Martial Arts (MA) practical training element and First Aid (FA) integrated curriculum which would be suitable for high school PE program curriculums.

My research is about designing and implemeting a comprehensive SE teaching curriculum with a set of lessons that integrate MA with first aid content set with structure and pedagogical factors of SE.

Aims of the study

The primary aims of this research are to:

1. Examine what is included in the current MA and first aid in SE curriculum for female high school students in Kuwait and identify to key components excluded from this curriculum.
2. Develop a new Karate/Kata and first aid curriculum by using sport education for female high school students in Kuwait.
3. Implement the new MA and first aid in SE curriculum to female high school students as part of the PE curriculum.
4. Determine the impact of the new MA and first aid in SE curriculum on rate and severity of injuries that occur in PE classes and during break times.

Research Questions

1. How was the season developed by the researcher?

2. How do the high school pupils describe their previous physical education experiences in school?

3. In what ways did pupils respond to the persisting group learning opportunities across the Karate and First Aid Sport Education season?

4. Did pupils' knowledge of First Aid increase across the Karate and First Aid Sport Education season?

5. What are the high school students' perceptions of and responses to the specific structural and pedagogical features within the Karate, FA, and SE program?

6. How did the researcher reflect upon their teaching of the Karate and First Aid Sport Education season?

8. Describe the design of your study

The researcher will conduct a mixed methods study. In view of the expertise of the researcher (national MA competitor) and the need to ensure the fidelity of the teaching of Sport Education, the researcher will be the teacher and will collect data in one high school in Kuwait from two classes of pupils ages 15-17 years old. The researcher will collect data from pupil, team focus group interviews, pupils survey, first aid quiz and post-lesson field notes of lessons.

If they agree to take part, they will complete a short survey after the last karate and first aid lesson with your classmates. It should only take you about 15 minutes to do this. The survey will ask them questions about their karate and first aid lessons. They will also join a small of friends and speak to me four times before, during and after their PE experience. They will also complete a short First Aid written quiz at the beginning and at the end. Their mark on this quiz will not be part of their assessment in school.

It is their decision if they want to take part. They can choose not to be involved in the study at any point and they will not get in any trouble if they stop being involved. They will continue with their PE lessons but they do not have to do the survey or the quiz talk to the researcher in a group. I believe that there are no real risks to being involved in this study as all the lessons will be non-contact activity.

9. Who are the research participants?

The research participants are 50 female pupils 12th grade (aged 15-17) who study at Farwaniya high school district in Kuwait and the researcher.

10. If you are going to analyse secondary data, from where are you obtaining it?

I will not be collecting any secondary data in my research study**.**

11. If you are collecting primary data, how will you identify and approach the participants to recruit them to your study?

Please upload a copy of the information sheet if you are using one – or if you are not using one please explain why.

The researcher will purposively select the students based on the following criteria:

A) 2 classes of Grade 12 Student

B) The choice of school based on accessibility to it, since there is already contact with the school and they are familiar with the research project

C) The location of the school is near my home.

All students will receive a copy of the information sheet attached with this submission. They will also receive more guidance verbally in a form of a presentation by the researcher. They have the right to take part in the study or not.

12. Will participants be taking part in your study without their knowledge and consent at the time (e.g. covert observation of people)? If yes, please explain why this is necessary.

No.

13. If you answered 'no' to question 13, how will you obtain the consent of participants?

Consent forms are attached with this application. The Principal of the school and the researcher will write a letter to the pupil's parents with information about the study asking their permission to participate. The researcher will inform the parents that all MA and FA lesson will be non-contact activity for health and safety purposes . Parents will be required to sign the consent form and have this returned to school. This follows standard practice in Kuwait.

14. Is there any reason to believe participants may not be able to give full informed consent? If yes, what steps do you propose to take to safeguard their interests?

No.

15. If participants are under the responsibility or care of others (such as parents/carers, teachers or medical staff) what plans do you have to obtain permission to approach the participants to take part in the study?

The Principal of the school and the researcher will write a letter to the pupil's parents with information about the study asking their permission to participate. The researcher will inform the parents that all MA and FA lesson will be non-contact activity for health and safety purposes. Parents will be required to sign the consent form and have this returned to school. This follows standard practice in Kuwait.

16. Describe what participation in your study will involve for study participants. Please attach copies of any questionnaires and/or interview schedules and/or observation topic list to be used

I will interact with pupils through lessons, as I will be the teacher and the researcher I will observe the work and interaction of the students during the lesson. Pupils will be invited to participate in small focus groups, paired

interviews and invited to complete and pre-and post First Aid content quiz and an exit survey where they report their responses to the Sport Education season

17. How will you make it clear to participants that they may withdraw consent to participate at any point during the research without penalty?

Pupils can withdraw from the study at any point

The researcher will mention this verbally and in writing in all participation information sheets and consent forms that the participants can withdraw any time from the study without any consequences or penalty. The researcher will remind the participants before each interview that they can leave at any time without penalty.

18. Detail any possible distress, discomfort, inconvenience or other adverse effects the participants may experience, including after the study, and you will deal with this.

Interview and survey questions are designed to be neither non-intrusive nor inappropriate. It is possible the pupils might feel anxious trying a new approach. The practical sessions are non-contact to remove an possible anxiety being in physical contact with a peer

19. How will you maintain participant anonymity and confidentiality in collecting, analysing and writing up your data?

It is necessary that the researcher provides assurances on physical safety, psychological wellness, and confidential status of each participant. The following will be taken into account when ensuring the protection of people:

- The researcher will protect of participants' privacy, use of anonymity. The researcher uses pseudonyms for all subjects and settings. The researcher ensures that all data obtained fron the interviews and surveys, and quizzes are kept secured on a password protected computer. In addition, only allowing access to data to the researcher and to the supervisor during write up only.
- That all participants are aware that they can withdraw from the study at any time without penalty.
- Participation in this study is completely voluntary.
- After each lesson the researcher will download all the information from the audio recorder to researcher's computer and keep this password protected.
- The interviews and focus groups will take pleace in the classrooms in school during normal working day.
- their teachers will not be around when I will do the interviews and focus Groups with the students, the students will have freedom to express their feedback and opinion as the PE teacher will not attain those sections with pupils.
- I will make sure pupiles confidentiality and anonymity will be guaranteed during the research and the feedback to the school as The pupils will have the choice to talk about the past PE and the new SE model as the teachers will be away. The teacher will not be allowed to look at pupils interview documents when they finish as I will be the only person who will discuss this matter with pupils and have the right to read and look at the documents.
- All the pupils will have right to choose whether they want to write their names or not there is no pressure to write down their names in the questionnaire. The researcher will make sure to mention that during questionnaire time, as well as the students will have the right whether they want to participate in questionnaire survey section or not.

- As a teacher, I will teach the students non-contact Karate skills (learning part) in sport education season. As it is first time, we will integrate sport education with karate and first aid model and there are no one export in karate file in school so that I have to be the teacher as I am Karate player I will teach this.
- As a researcher, I will do the data collection with the methods that I will use (survey, interview, focus group, and I will observe the pupils during the class and out of class time in order to see their development).
- I will ingrate with pupils during sport education season during school time and within classes. The students can drop off form the SE season any time they would like to but they have to attend Physical Education class as it part of tier school timetable.

100% anonymity cannot be assured as pupils may disclose to another if they are participating in the study or not. This disclosure could occur at times and in spaces/places which are beyond the control of the researcher. All data from pupils is kept secure at all time. Again, pseudonyms are used to assure anonymity (e.g. child 1, child 2, child 3, etc.).

20. How will you store your data securely during and after the study?

The University of Southampton has a Research Data Management Policy, including for data retention. The Policy can be consulted at http://www.calendar.soton.ac.uk/sectionIV/research-data-management.html

Any information that is obtained in connection with this research will be kept strictly confidential and will be stored safely and later destroyed. The researcher will keep all data secured on a password protected computer. Also only allowing access to data to the researcher and to the supervisor during write up. Furthermore, information will be used or made available for any purpose other than for this research .Information will be kept safe in line with UK laws (the Data Protection Act) and University of Southampton policy.

21. Describe any plans you have for feeding back the findings of the study to participants.

The researcher is happy to give a copy of the final report school principal and any parent if they asked which would benefit them in the future. The researcher is also happy to send a copy of the complete study by email to the participants if they wish.

22. What are the main ethical issues raised by your research and how do you intend to manage these?

A. Consent letters.

B. Permission from parents.

C. Permission from Ministry.

D. Dealing with adolescent pupils.

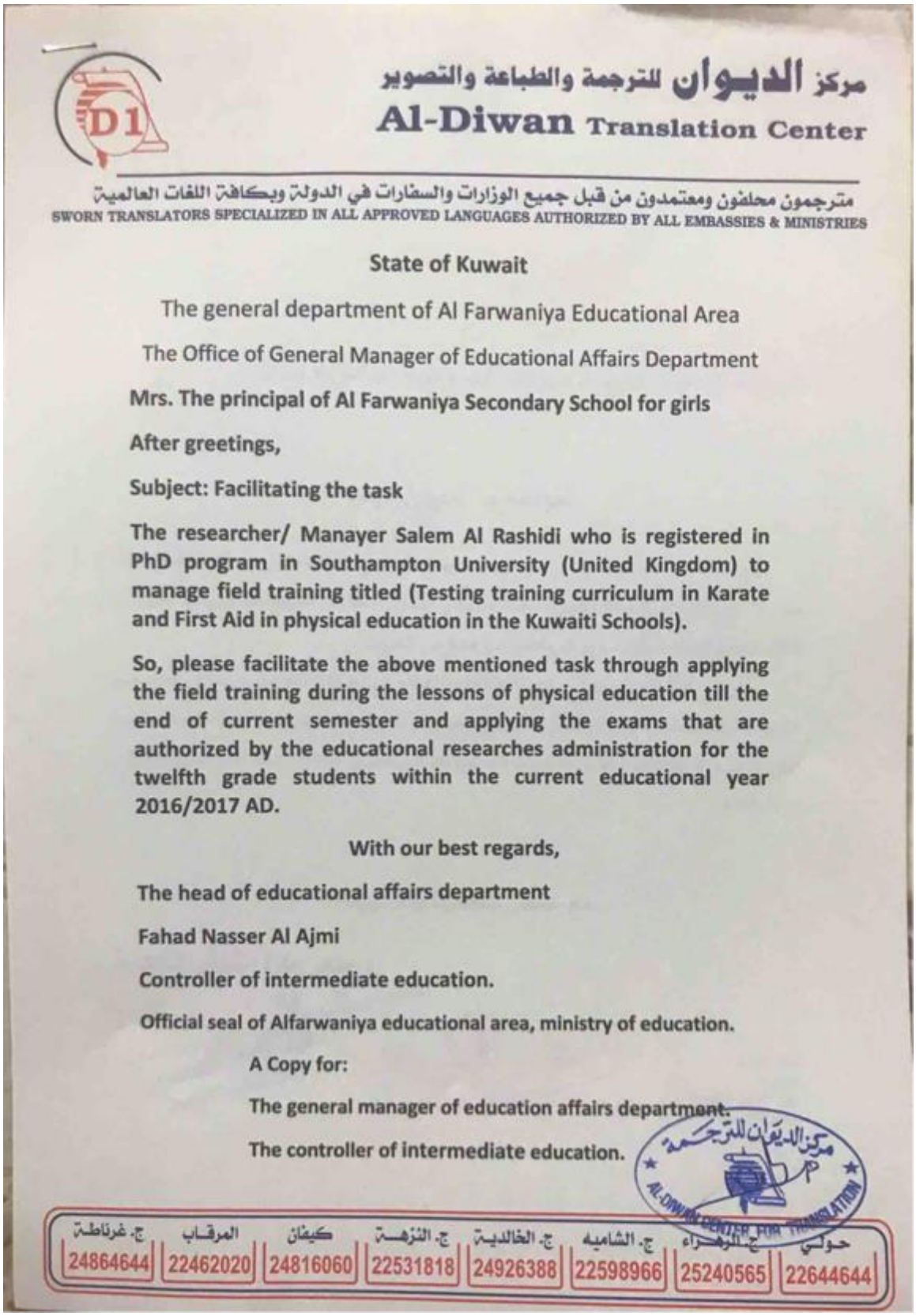
I will be seeking permission from the Ministry of Education in Kuwait in authority to provide access to participants and research settings. I will be seeking permission from the principal, the teacher, and pupils through parents. Minimal disruption of the physical settings in which interviews and observations, and survey will take place. The researcher will make sure to deal with young pupils equally and provide equal treatment of all participants . I will be seeking and obtaining informed consent from parents and the consent form will contain an introduction, research aims , and what tools will be used for data collection. I will make sure that all the information obtained from this study will be confidential during the study. Also the questions asked are not insensitive, inappropriate or intrusive. Finally, the researcher will behave with courtesy and professionalism at all times and follow all Health and Safety procedures when in the participant school and classrooms.

To seek approval from the Ministry of Education the prosess is as follows. The researcher has prepared a letter from her acadimic supervisor which included all details related to the researcher's study and the period of collecting data. In addition, the researcher prepared an Arabic written letter asking the Ministry of Education in Kuwait to facilitate the research matter and permit him approval to access one elementary school at Mubarak alkabeer district to apply the curriculum. Tht letter is handed to the Under Secretary of Education Office in Kuwait. Moreover, the researcher will request a letter from the Public Authority for Applied and Training Education in Kuwait to show the Ministry that the researcher is working on his study. the Ministry will then send a letter to Mubarak alkabeer education area with their approval which is then passed to the school.

23. Please outline any other information you feel may be relevant to this submission.

The researcher believes that all the information needed is written here.

Appendix K Kuwaiti Education System Ethics Forms



مركز الديوان للترجمة والطباعة والتصوير
Al-Diwan Translation Center

مترجمون محلفون ومعتمدون من قبل جميع الوزارات والسفارات في الدولة وبكافة اللغات العالمية
SWORN TRANSLATORS SPECIALIZED IN ALL APPROVED LANGUAGES AUTHORIZED BY ALL EMBASSIES & MINISTRIES

State of Kuwait

The general department of Al Farwaniya Educational Area

The Office of General Manager of Educational Affairs Department

Mrs. The principal of Al Farwaniya Secondary School for girls

After greetings,

Subject: Facilitating the task

The researcher/ Manayer Salem Al Rashidi who is registered in PhD program in Southampton University (United Kingdom) to manage field training titled (Testing training curriculum in Karate and First Aid in physical education in the Kuwaiti Schools).

So, please facilitate the above mentioned task through applying the field training during the lessons of physical education till the end of current semester and applying the exams that are authorized by the educational researches administration for the twelfth grade students within the current educational year 2016/2017 AD.

With our best regards,

The head of educational affairs department

Fahad Nasser Al Ajmi

Controller of intermediate education.

Official seal of Alfarwaniya educational area, ministry of education.

A Copy for:

The general manager of education affairs department.

The controller of intermediate education.

مركز الديوان للترجمة
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ج. غرناطة	المرقاب	كيفان	ج. النزهة	ج. الخالدية	ج. الشامية	ج. الزهراء	حولي
24864644	22462020	24816060	22531818	24926388	22598966	25240565	22644644

Appendix K

وزارة التربية
الإدارة العامة لمنطقة الفروانية التعليمية
مكتب مدير إدارة الشئون التعليمية

التاريخ: 2-/MAR 2017
الرقم : وت / ط ف ل /

السيدة الفاضلة مديرة مدرسة الفروانية الثانوية بنات

تحية طيبة وبعد ،،،

الموضوع : تسهيل مهمة

تقوم الباحثة (منايز سالم الرشيدي) المسجلة على درجة الدكتوراه في جامعة ساوث هامبتن من المملكة المتحدة بإجراء بحث ميداني بعنوان (اختبار منهج تدريبي في الكاراتية والإسعافات الأولية في التربية الرياضية في مدارس الكويت).

فيرجى التكرم بتسهيل مهمة المذكورة اعلاه من خلال تطبيق ميداني لحصص التربية البدنية حتى نهاية الفصل الدراسي الحالي وتطبيق الاختبار المختومة صفحاتها من إدارة البحوث التربوية على طالبات الصف الثاني عشر خلال العام الدراسي الحالي ٢٠١٦/٢٠١٧م

مع خالص شكرنا وتقديرنا ..

مدير إدارة الشؤون التعليمية

فهد ناصر العجمي
مراقب التعليم المتوسط

وزارة التربية
الإدارة العامة لمنطقة الفروانية التعليمية
إدارة الشئون التعليمية

نسخة لكل من :-
المدير العام
مدير الشؤون التعليمية
مراقب التعليم المتوسط

مركز الديوان للترجمة والطباعة والتصوير
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State of Kuwait

Ministry of Education

Educational Research and Curricula Sector

Educational Research Administration

Number: 34 Dated: 28/2/2017

Mr. Jasem Bo Hamad Respected

The general director of Al Farwaniya Educational Area

After greetings,

Subject: Facilitating the task

The researcher/ Manayer Salem Al Rashidi who is registered in PhD program in Southampton University (United Kingdom) to manage field training titled (Testing training curriculum in Karate and First Aid in physical education in the Kuwaiti Schools).

So, please facilitate the above mentioned task through applying the field training during the lessons of physical education till the end of current semester and applying the exams that are authorized by the educational researches administration for the twelfth grade students in Al Farwaniya Secondary School for girls that is affliated for the educational area within the current educational year 2016/2017 AD.

With our best regards,

The head of Educational Research Administration

Reem Fahad Al Bakheet

Official seal of Educational Research Administration, ministry of education.

A Copy for: The file – Noura

مركز الديوان للترجمة
ج. غرناطة 24864644 | المرقاب 22462020 | كيفان 24816060 | ج. النزهة 22531818 | ج. الخالدية 24926388 | ج. الشاميه 22598966 | 25240565 | 22644644

Appendix K

MINISTRY OF EDUCATION
Educational Research and
Curricula Sector
EDUCATIONAL RESEARCH ADMINISTRATION

وزارة التربية
قطاع البحوث التربوية والمناهج
إدارة البحوث التربوية

الرقم : وت / ٣٤
مرفقات /

التاريخ / / 14 هـ
الموافق ٢٨ / ٢ / 2017م

السيد المحترم / أ. جاسم بوحمد

مدير عام منطقة الفروانية التعليمية

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

تقوم الباحثة/ مناير سالم الرشيدي المسجلة على درجة الدكتوراة في جامعة ساوث هامبتن من المملكة المتحدة بإجراء بحث ميداني بعنوان "اختبار منهج تدريبي في الكاراتيه والإسعافات الأولية في التربية الرياضية في مدارس الكويت".

فيرجى تسهيل مهمة المذكورة أعلاه من خلال تطبيق ميداني لحصص التربية البدنية حتى نهاية الفصل الدراسي الحالي و تطبيق الاختبار المختومة صفحاته من إدارة البحوث التربوية على طالبات الصف الثاني عشر في مدرسة الفروانية الثانوية للبنات التابعة لمنطقتكم التعليمية خلال العام الدراسي الحالي ٢٠١٦/٢٠١٧م.

مع خالص الشكر والتقدير

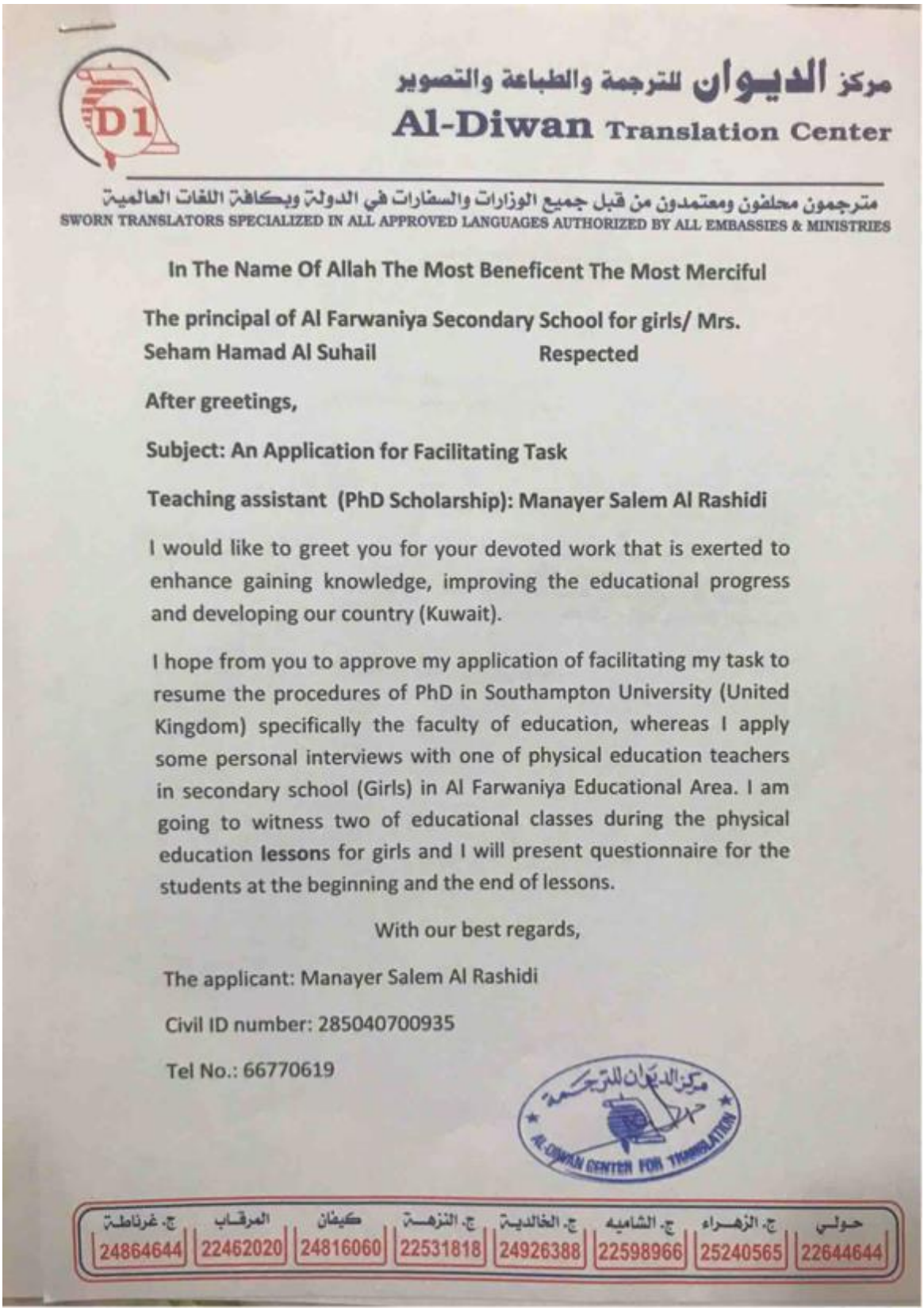
عن **مدير إدارة البحوث التربوية**

أ/ ريم فهد البخيت
رئيس قسم بحوث التجديد التربوي

- نسخة الملف
- Noura

Al -Qurain -Block (1) - Street No (1)
Tel.. 25417942 - Fax. 25417694 -25417943
Email. behooth@hotmail.com

القرين - قطعة (١) - شارع رقم (١)
تلفون: ٢٥٤١٧٩٤٢ - فاكس: ٢٥٤١٧٦٩٤ - ٢٥٤١٧٩٤٣



مركز الديوان للترجمة والطباعة والتصوير
Al-Diwan Translation Center

مترجمون محلفون ومعتمدون من قبل جميع الوزارات والسفارات في الدولة وبكافة اللغات العالمية
SWORN TRANSLATORS SPECIALIZED IN ALL APPROVED LANGUAGES AUTHORIZED BY ALL EMBASSIES & MINISTRIES

In The Name Of Allah The Most Beneficent The Most Merciful

The principal of Al Farwaniya Secondary School for girls/ Mrs. Seham Hamad Al Suhail Respected

After greetings,

Subject: An Application for Facilitating Task

Teaching assistant (PhD Scholarship): Manayer Salem Al Rashidi

I would like to greet you for your devoted work that is exerted to enhance gaining knowledge, improving the educational progress and developing our country (Kuwait).

I hope from you to approve my application of facilitating my task to resume the procedures of PhD in Southampton University (United Kingdom) specifically the faculty of education, whereas I apply some personal interviews with one of physical education teachers in secondary school (Girls) in Al Farwaniya Educational Area. I am going to witness two of educational classes during the physical education lessons for girls and I will present questionnaire for the students at the beginning and the end of lessons.

With our best regards,

The applicant: Manayer Salem Al Rashidi

Civil ID number: 285040700935

Tel No.: 66770619

مركز الديوان للترجمة
AL-DIWAN CENTER FOR TRANSLATION

ج. غرناطة	المرقاب	كيفان	ج. النزهة	ج. الخالدية	ج. الشاميه	ج. الزهراء	حولي
24864644	22462020	24816060	22531818	24926388	22598966	25240565	22644644

Appendix K

بسم الله الرحمن الرحيم

المحترمة

مديرة مدرس ثانوية الفروانيه للبنات السيدة/ سهام حمد السهيل
تحية طيبة وبعد،،،

الموضوع: طلب تسهيل مهمة
معد بعثة الدكتوراه: مناير سالم الرشيدي

أتقدم لكم بأطيب التحية وجزيل الشكر والثناء للجهود التي تبذلونها لدعم العلم وتعزيز مسيرة التقدم و البناء في بلدنا الكويت،،،
كما أرجو التكرم بالموافقة على تسهيل مهمتي لاستكمال إجراءات دراسة الدكتوراه في جامعة ساوث هامبتون في المملكة المتحدة(كلية التربية) حيث أني سوف أقوم بتطبيق بعض المقابلات الشخصية مع إحدى معلمين التربية البدنية للمرحلة الثانوية لمنطقة الفروانية التعليمية و ملاحظة عدد اثنان من الفصول الدراسية أثناء سير حصة التربية البدنية للبنات و تقديم إستبانة للطلاب في بداية و نهاية الفصل الدراسي.

وتفضلوا بقبول وافر التحية و التقدير

مقدم الطلب: مناير سالم الرشيدي
الرقم المدني: 285040700935
رقم الهاتف: 66770619

Appendix L Parents' Consent Form

PARENTS CONSENT FORM

Study title: **'An investigation into an integrated non-contact Karate and First Aid Sport Education season in one high school in Kuwait'**

Researcher name: Manayer Salem Alrashidi

Student number: 27330249 **Ethics reference**: 21313

Please initial the box (es) if you agree with the statement(s):

I have read and understood the information sheet (2nd of August 2016 version 1) and have had the opportunity to ask questions about the study. ☐

I agree for my daughter/s to take part in this research project and agree for their data to ☐

I understand that their responses will be anonymised in reports of the research ☐

I understand their participation is voluntary and they may withdraw at any time without ☐

Data Protection

I understand that information collected about me during my daughter/s participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study.

Name of participant (print name)……

Signature of participant……..

Appendix L

Name of (Parent/Guardian) ……

Signature of (Parent/Guardian) ……..

Date……

Appendix M Pupils Consent Form

Study title: **"**Investigating the Adoption of Sport Education in Kuwaiti Undergraduate Education and High School to Support Learning and Teaching in Practical and Theoretical Modules"

Researcher name: Manayer Salem Alrashidi /

Student number: 27330249/ **Ethics reference**: 21313

Please initial the box (es) if you agree with the statement(s):

I have read and understood the information sheet (2nd of August 2016 version 1) and have had the opportunity to ask questions about the study. ☐

I am happy to take part in this project and for the information, I give to be audio recorded ☐

I understand that my real name will not be used with the information I give during the study ☐

I understand that taking part in the project is my choice and I can choose to stop being ☐

Data Protection

I understand that information collected about me during my participation in this study will be kept on a password protected computer and that this information will only be used for the purpose of this study.

Name of participant (print name)……

Appendix M

Signature of participant……..

Date……

Appendix N Pupils Participant Information Sheet-Survey and Group Interviews

Study Title 'An investigation into an integrated non-contact Karate and First Aid Sport Education season in one high school in Kuwait'

Researcher: Manayer Salem Alrtashidi Ethics **number**: 21313

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?
I am a student at the University of Southampton in England. My study is looking at a new way of teaching Karate and first aid within Physical Education. Your teacher has agreed for me to teach this new way within your school and you will be in one of my classes. It is called Sport Education and has been used in many schools around the world to help children enjoy their physical education classes.

Why have I been chosen?
You are in one of two classes,which will be taught by your PE teacher using a new approach to teaching and learning in PE within the sport of Karate and first aid

What will happen to me if I take part?
If you agree to take part you will complete a short survey after the last karate and first aid lesson with your classmates. It should only take you about 15 minutes to do this. The survey will ask you questions about your karate and first aid lessons. You will also join a small of friends and speak to me four times before, during and after your PE experience. You will also complete a short First Aid written quiz at the beginning and at the end. Your mark on this quiz will not be part of your assessment in school.

Are there any benefits in my taking part?
If you agree to take part in this study the researcher will give you a certificate saying that that you have learned a new way of karate and first aid in your PE lessons. In addition from participating you might experience a new and possibly fun way of learning in PE. You will also have the opportunity to compete with your classmates in different skills in karate (non-contact Hidan Shodan basic kata) and first aid (some basic first aid scenario related to karate sport). You will have the opportunity to become an official and a coach to train your team for some tournaments.

Are there any risks involved?
I believe that there are no real risks to being involved in this study as all the lessons will be non-contact activity.

Will my participation be confidential?

Appendix N

Your participation is this study will be completely confidential and nobody except the researcher will have access to the identity of the participants. The researcher has got permission from the University of Southampton to do their research and from the Ministry of Education in Kuwait. The researcher will ensure you are treated properly throughout and will get your agreement before each interview and before doing the survey.

What happens if I change my mind?

It is your decision if you want to take part. You can choose not to be involved in the study at any point and you will not get in any trouble if you stop being involved. You will continue with your PE lessons but you do not have to do the survey or the quiz talk to the researcher in a group.

What happens if something goes wrong?

If you are unhappy about anything, you can get your parent to contact:
Head of Research Governance, rginfo@soton.ac.uk, phone +44 (0) 238 595058

Where can I get more information?

If you have any questions or comments about the study, please contact me using the following contact information:

Manayer Salem Alrashidi
Southampton Education School
University of Southampton
Email: ma1y13@dsoton.ac.uk or zoom_emr@hotmail.com
Phone: Kuwait: +965 66770619 UK: +44 (0) 7413699977

Supervisor: Dr. Gary D. Kinchin, EMAIL: gdk@soton.ac.uk,
Associate Professor in Physical Education TEL: +44(0) 23-8059-5822

Appendix O Mini Focus Group Interviews with Pupils

Mini Focus Group Interviews With Pupils

This section includes interviews questions that going to be asked to pupils in High School in Kuwait in physical education class. The researcher will arrange a meeting for 40 minutes with mini focus groups (3-5 per group). The purpose of asking these questions is because the researcher trying to gather a baseline of information about pupil's background about their physical education (PE) class and sport in general.

1. What is your favourite sport?
2. What is your favourite lesson in school
3. What is the sport you would like to practice at school? Why?
4. What do you normally do in your PE lesson? Describe a lesson for me in detail
5. What do you learn about in PE?
6. Have you been taught non-contact Karate before? If so how?
7. Tell me about your First Aid lessons you have had in the past?
8. Can you give me some examples where you have worked with your classmates in PE as a group?
9. Can you give me some examples where you helped your classmates in PE?
10. What does your teacher do during your PE class? How do they teach the lesson?
11. Do you find PE lesson fun? Why? Why not?
12. How do you feel about your PE lessons right now at your school?
13. How important is PE for you? Why is this?
14. What do you most like about your PE?
15. What you don't like about your PE the most?
16. What would you like to learn in PE lesson?
17. Tell me as much as you can about the skills you have learned in your PE lesson?
18. Can you give me some examples where you cooperate with your classmates?
19. How do you rate your PE class in the scale from 1-10 (1 is the lowest and 10 is the highest)? Why?
20. What do you expect from your teacher before you go to the PE lesson?
21. Tell me how the teacher supports and motivate you to learn?
22. How do you rate your effort in PE? Why?
23. Is your PE lesson time enough to practice your skills?
24. Tell me about anything else to do with your PE lesson that you have not yet talked about?
25. Do you have any other comments?

Appendix P Risk Assessment for International Travel

December 2015

All staff and students who are undertaking an overseas visit on any University business must leave **travel and contact details** with the School of Social Sciences by completing **Part I** of this form.

You must also carry out a **risk assessment** by completing **Part II** of this form.

Also ensure that you are familiar with the University's Travel Insurance Scheme, including the Summary of Cover, and ensure that you take a copy of the Summary with you. Details can be obtained from **www.soton.ac.uk/finance/insurance** under the 'Personal Accident & Travel' section.

Email **insure@soton.ac.uk** if you need further information and guidance on insurance matters, particularly to ensure you have adequate insurance cover.

Up to date travel information can be obtained from the *Foreign and Commonwealth Office*

website **www.fco.gov.uk**

PART I - TRAVEL & CONTACT DETAILS FORM

Name: Manayer Salem Alrashidi

TRAVEL DETAILS

Destination(s): Kuwait

Intended Dates of Travel: September 25 2016 – December 30th 2016

Mode of Travel: By Air / Kuwait airways

Approximate Flight/Train Details (Airline/train company, flight/train numbers, dates and airports/stations):

Flight details are not known at this point.

CONTACT DETAILS

Contact Details at Destination (Name, address, email, telephone):

Name: **Manayer Salem Alrashidi**

Tel: **+965 66770619**

Address : **Ardiya , block 7, street 2, house 37, Kuwait,**

Email: **ma1y13@soton.ac.uk**

Designated School Contact Person (Name, Division)

Supervisor's details:

Gary D. Kinchin, PhD

Senior Lecturer in Physical Education

Programme Director: Secondary PGCE

Appendix P

Southampton Education School

Building 32

University of Southampton

Highfield

Southampton S017 1BJ

ENGLAND

023-8059-5822

gdk@soton.ac.uk

PART II - RISK ASSESSMENT FORM: OVERSEAS VISIT/FIELDWORK

This section of the form is to help you assess significant risks of your intended overseas visit or field work trip and to make sure that adequate controls have been put in place.

ASSESSMENT OF RISKS

Destination(s)	**Intended Dates**
Kuwait	September 25 2016 – January 15th 2017,

Brief outline of activities to be undertaken	This study is about Investigating the Adoption of Sport Education in Kuwaiti High School to Support Learning and Teaching in Practical and Theoretical Modules Sport Education is an internationally recognised model of curriculum and instruction used to support the teaching of Physical Education (PE) at school. The model aims to help young people become competent, literate, and enthusiastic sportspeople (Siedentop,1994). Research has also investigated variations of Sport Education including its integration with Teaching Games for Understanding (Hastie and Curtner-Smith, 2006) and with Teaching for Personal and Social Responsibility in physical education (Hastie and Buchanan, 2000). This research pursues a further integrative opportunity in combining Sport Education with the Karate and first aid curriculum (to teach Karate and first in Kuwait primary schools. The Karate and first approach is described as: • More inclusive. • Self-assessed

	• Modified tasks that stimulate non-contact Karate and first events. • Promote higher engagement and pupil interest This is the first time that these two content areas have been brought together as an alternative way of teaching this area of the PE curriculum (Hastie, 2013). The research is going to be conducted in "X" government high school with a number of 300 pupils. The school is called X in this research and for ethical reasons the name will not be revealed. It is located within the region of Farwaniya district in Kuwait. The number of the teachers in PE department in that school are 6 teachers. Following all necessary permissions I will be the teacher who will teach this model. The researcher will conduct a study of 50 female high students (across two classes) using mixed method of research, which combines both qualitative and quantitative data.

List significant hazards that might affect you	There may not be any significant hazards affecting me or the participants.

MEASURES TAKEN TO MINIMISE RISK

Indicate control measures taken/to be taken (e.g. seeking health advice, checking the Foreign office site www.fco.gov.uk/)	The university will have the researcher contact details and address during the duration in Kuwait. The researcher will contact the supervisor weekly either by email, phone, and Skype to talk about the research progress and provide him with an update of anything related to the study or any problems, which occur. The researcher will strictly follow health and safety security advice in the research settings nd will have her own health care arrangements in Kuwait. The researcher mobile will be with her all the time in case of urgent matters and she will have all necessary contact numbers. The researcher will be based at her family residence. Flight details will be given to the Education office and supervisor when known and these will be placed on file in the Education School Office. The Education School will have all necessary phone numbers in Kuwait.

Appendix P

ARE RISKS ADEQUATELY CONTROLLED? Yes

If NO, list additional controls and actions required	**Additional controls**	**Action by:**

QUICK CHECK:

Have you assessed the risks for the overseas trip and are you satisfied that adequate measures and control have been taken? **YES**

Have you got details of the University's travel insurance scheme with you (available from **www.soton.ac.uk/finance/insurance/travel**) **YES**

Have you consulted the University's Insurance web pages for general information on travel and risk assessment? **YES**

www.finance.soton.ac.uk/insurance/

Email **insure@soton.ac.uk** if you need further information and guidance on insurance matters.

Have you consulted with the Foreign and Commonwealth Office Website for the latest travel information? **www.fco.gov.uk/** **YES**

Have you notified someone of your travel itinerary and contact details abroad? **YES**

Have you made arrangements to contact the School to advise of your well-being and any changes to your itinerary? **YES**

Declaration:

I declare that I have taken adequate measures to minimise risk to myself and to University property both in transit and during my overseas visit.

Signature: Date: December 5th 2015

Name: Manayer Salem ALrashidi

Supervisor/Tutor (for students only):

Signature: Date: May 9 2016

Name: Gary D. Kinchin

NB: Students should consult with their supervisor or tutor before any travel arrangements are made or before any work is carried out.

School Safety Officer:

Signature:_____ _____ Date:_____

Name:_____

Appendix P

Please return a copy of the completed form to Jane Revell, FOS Office. (Building 58/2089, j.revell@soton.ac.uk). It is acceptable for staff to complete this form electronically, including inserting their name electronically in the signature field and returning the form by email. Students must submit a printed version which has been hand signed by their supervisor/tutor.

Appendix Q The statistics and census sector for both general population census, and building and dwelling in Kuwait

Female: the subject of study

Total: Total statistic subject population

Table 7.5 Total population Kuwait by nationality and gender

By Nationality / By Gender	Kuwaiti			Non-Kuwaiti			Total		
Category	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total State	540.960	549.009	1.089.969	1.197.412	778.469	1.975.881	1.738.372	1.327.478	3.065.850

(KCSB-SCS, 2011)

Table 7.6 Total population according to gender and age groups

	Gender	Age Groups															Total
		-1	1-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	+65	
Total State	Male	35.335	103.353	116.278	104.034	96.131	132.661	219.431	249.945	201.460	170.762	121.610	83.022	49.821	25.262	29.267	1.738.372
	Female	30.133	98.132	109.797	98.101	87.401	128.040	173.309	159.492	133.526	108.085	76.804	48.509	30.238	18.688	27.223	1.327.478

Appendix Q

	Total	65.468	201.485	226.075	202.135	183.532	260.701	392.740	409.437	334.986	278.847	198.414	131.531	80.059	43.950	56.490	3.065.850

(KCSB-SCS, 2011)

Table 7.7 Total Kuwaiti citizens according to gender and age groups

	Gender	Age Groups														Total
		-1	1-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	+65	
Total	Male	16.801	58.075	67.745	64.670	60.618	53.029	43.074	23.531	31.674	28.540	24.444	17.958	13.365	8.624	16.812	540.960
State	Female	15.610	55.610	65.569	61.286	58.477	51.268	42.993	37.220	34245	31.113	26.689	21.358	16.525	11.630	19.211	540.009
	Total	32.616	113.685	133.956	125.956	119.095	104.297	86.067	27.751	65.919	59.653	51.133	39.316	29.890	20.254	36.023	1.089.969

(KCSB-SCS, 2011)

Table 7.8 Total population according to gender and age groups

Gender / Age group	Kuwaiti			Non-Kuwaiti			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
-1	16.801	15.815	32.616	18.534	14.318	32.852	35.335	30.133	65.468
1-4	58.075	55.610	113.685	45.278	42.522	87.800	103.353	98.132	201.485

5-9	67.745	65.569	133.314	48.533	44.228	92.761	116.278	109.797	226.075
10-14	64.670	61.286	125.956	39.364	36.815	76.179	104.034	98.101	202.135
15-19	60.618	58.477	119.095	35.513	28.924	64.437	96.131	87.401	183.532
20-24	53.029	51.268	104.297	79.632	76.772	156.404	132.661	128.040	260.701
25-29	43.074	42.993	86.067	176.357	130.316	306.673	219.431	173.309	392.740
30-34	35.531	37.220	72.751	214.414	122.272	336.686	249.945	159.492	409.437
35-39	31.674	34.245	65.919	169.786	99.067	269.067	201.460	133.526	334.986
40-44	28.540	31.113	59.653	142.222	76.972	219.194	170.762	108.085	278.847
49-45	24.444	26.689	51.133	97.166	50.115	147.281	121.610	76.804	198.414
50-54	17.958	21.358	39.316	65.064	27.151	92.215	83.022	48.509	131.531
55-59	13.365	16.525	29.890	36.456	13.713	50.169	46.821	30.238	80.059
60-64	8.624	11.630	20.254	16.638	7.058	23.696	25.262	18.688	43.950
+65	16.812	19.211	36.023	12.455	8.012	20.467	29.267	27.223	56.490
Total	540.960	549.009	1.089.969	1.197.412	778.469	1.975.881	1.738.372	1.327.478	3.065.850

(KCSB-SCS, 2011)

Appendix Q

Table 7.9 Kuwaiti citizens (10 years and above) according to age group, gender and educational level

Age Group	Gender	Educational Level								Total
		Non-educated	Read & write	Primary stage	Middle school	Secondaryand equivalent	Above thehigh school& universitywithout	University (Bachelor)	Postgraduate(Graduate)	
10-14	Male	898	17248	46524	0	0	0	0	0	64670
	Female	787	16149	44350	0	0	0	0	0	61286
	Total	1685	33397	90874	0	0	0	0	0	125956
15-19	Male	209	139	8985	39203	12082	0	0	0	60618
	Female	185	135	7315	36805	14037	0	0	0	58477
	Total	394	274	16300	76008	26119	0	0	0	119095
20-24	Male	419	454	1115	10064	22847	10432	6609	1089	53029
	Female	393	421	744	6549	20957	12851	9022	331	51268
	Total	812	875	1859	16613	43804	23283	15631	1420	104297
25-29	Male	410	539	1089	9403	10951	8413	10688	1581	43074
	Female	513	650	844	5944	9125	11339	13507	1071	42993

	Total	923	1189	1933	15347	20076	19752	24195	2652	86067
30-34	Male	392	464	899	8066	10014	5206	8812	1678	35531
	Female	487	739	915	6026	9293	6830	11858	1072	37220
	Total	879	1203	1814	14092	19307	12036	20670	2750	72751
Total	Male	6694	24965	64393	100186	86280	43288	62151	10382	39839
	Female	21253	32078	62535	84860	82166	49501	73464	6158	412015
	Total	27947	57043	126928	185046	168446	92789	135615	6540	810354

(KCSB-SCS, 2011)

Table 7.10 Distribution of buildings by type in detail in each province and the State

Typethe buildingin detail	Capital	Hawally	Ahmadi	Jahra	Farwaniya	Mubarak Al-Kabeer	Total State
Schools	136	201	195	148	173	95	948

Appendix Q

Hospital	36	25	24	12	17	11	125
General practitioner	23	11	14	17	22	8	95
Health club/ Gym	39	26	23	13	13	12	126
College	19	11	7	0	10	1	48
Institute	23	29	9	1	6	4	72

(KCSB-SCS, 2011)

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