

**The Implementation of the Sport Education Curriculum Model in Saudi Arabian  
Male Middle School Physical Education**

by

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## ABSTRACT

Although the successful adoption and positive outcomes of the Sport Education model have been documented in various cultural contexts beyond English-speaking countries, no research to date has explored its impact on Saudi Arabian physical education (PE) teachers and students. This gap in the literature led to the development of this research. The dissertation comprises three studies: one focusing on teachers and the other two on students.

The first study qualitatively examined six Saudi in-service male PE teachers' experiences and practices when learning to incorporate the Sport Education model. Data were collected from critical incident reports and analyzed using both inductive and deductive approaches. Results indicated a range of successes, constraints, and possibilities associated with implementing Sport Education in Saudi Arabian schools. Most notably, the teachers indicated that the model had an advantageous effect on students despite it being their first time participating in a Sport Education season.

The second study quantitatively examined the influence of Sport Education on students' intrinsic motivation and achievement of the Saudi national objectives for PE. Sixty-three Saudi male middle school students from four classes (ages 11-15 years) participated in a quasi-experimental design. Data were collected through three pre- and post-surveys. The results revealed significant differences between the Sport Education and Traditional Teaching conditions in changes to perceived autonomy, effort, and achievement of the Saudi national objectives for PE. No significant differences were found for perceived competence, relatedness, or enjoyment between the conditions. Overall, the significant improvement in motivation observed among the Sport Education students in the present study is consistent with findings from prior research. The study highlights the alignment between the Sport Education features

and Saudi Vision 2030 goals, supporting its potential to promote Islamic sports-based values in PE. These findings suggest that Sport Education is more effective than Traditional Teaching in enhancing intrinsic motivation and achieving the Saudi national objectives for PE.

The third study was conducted quantitatively and aimed to compare middle school students' attitudes toward meaningful-motivational experiences in two different PE contexts: traditional PE and Sport Education. Sixty-six Saudi male middle school students from four classes (ages 11-15 years) participated in a quasi-experimental design. Data were collected through a 16-item questionnaire. The study findings revealed that the Sport Education group demonstrated statistically significant improvements in learning relevant skills and having voice and choice compared to the Traditional Teaching group. No significant difference was found in interactions with peers between the two conditions. This study makes a significant contribution to the Meaningful Physical Education (Meaningful PE) literature by introducing the first valid and reliable Meaningful PE-based questionnaire. Its findings further support the positive impact of Sport Education on intrinsic motivation, reinforcing the value of Self-Determination Theory (SDT; Deci & Ryan, 1985)-based frameworks in enhancing student engagement and meaningful learning in PE.

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# CHAPTER 1

## INTRODUCTION

In 2016, the Saudi Arabian government launched a national strategy called ‘Vision 2030’. This document outlines a forward-looking approach to establishing the nation’s future by reducing its heavy reliance on oil revenue. Vision 2030 is built on three pillars: a vibrant society, a thriving economy, and an ambitious country. To support this vision, the Council of Economic and Development Affairs has crafted 11 short-term assistance programs, complete with implementation plans to enhance the likelihood of achieving the vision’s goals and measuring outcomes. One of these programs is the Quality of Life (QOL) Program 2020 (KSA-Government 2018). This initiative aims to improve the livability and lifestyles of citizens and identifies several target areas, including health, sports, recreation, leisure, and education. The emphasis on promoting physical activity at the population level is evident in one of the program’s primary objectives: ‘to increase public participation in sports and athletic activities.’ This focus on physical activity is a central part of the ‘Living Healthy, Being Healthy’ section of Vision 2030, which falls under the overarching goal of creating a ‘Vibrant Society...with Fulfilling Lives’ (Albujulaya et al., 2024).

At the school level, two initiatives outlined in the QOL document have significant implications for physical education. First, Initiative 6.3.1, ‘Enhance Girls’ Sports Participation at the School Level,’ aims to make physical education classes available to female students in Saudi Arabian schools. This includes providing girls’ schools with well-maintained gyms and significantly increasing the number of qualified female physical education teachers. Second, Initiative 6.3.20 ‘My Sport is My Future’ was designed to encourage sports competitions among school students. Nonetheless, the target was focused on increasing participation in extra

curriculum activities, rather than directly into physical education. Further, as Rakha et al. (2022) discovered, many families lack interest in promoting children's regular daily physical activity and appear to be reluctant to involve children in sports clubs. This puts extra pressure on physical educators to provide positive learning experiences that might encourage participation in movement activities beyond school. Another important focus within the Vibrant Society pillar of Vision 2030 is providing education that fosters children's fundamental character. This is particularly relevant for physical education, as it emphasizes the development of core values such as initiative, persistence, leadership, social skills, cultural knowledge, and self-awareness.

Additionally, in Islam, there are specific guidelines and regulations to consider when participating in sports, which include values of brotherhood and cooperation, honesty and trust, as well as humility and kindness (Golchin et al., 2021). These values align well with the principles of the Sport Education model (Siedentop, 1994). For instance, being part of the same team throughout a season helps cultivate these values, while responsibilities like refereeing and keeping score foster honesty and trust. Moreover, experiences related to winning and losing can demonstrate either positive or negative values.

Sport Education is a curriculum and instructional model developed by Siedentop (1994) for use in physical education classes. Unlike traditional physical education, Sport Education aims to refocus the curriculum on building students' character traits, values, and skills (Spittle & Byrne, 2009). Sport Education is a student-centered approach, intended to equip students with more authentic and rich sport experiences, and help them become competent, literate, and enthusiastic players (Siedentop, 1994). Siedentop (1998) defines a competent sportsperson as equipped with abilities and strategies that match the complexity of the game, enabling them to engage as informed game players. A sports literate individual knows and appreciates sports rules,

rituals, and traditions, can discern good from poor sport practices, and is developing the motivation to act on that knowledge to enhance sport. A sports enthusiast plays as part of a physically active lifestyle and preserves, protects, and improves sport culture to make it more accessible. Furthermore, Sport Education seeks to provide students in physical education with motivating and enjoyable athletic experiences by simulating key features of real-world sports (Siedentop, 1994). These six key features are: seasons, affiliation, formal competition, record keeping, festivity, and culminating event (Siedentop et al., 2020).

Research on Sport Education has shown consistent and practical advantages for teachers and students. Hastie (1998) has indicated that teachers utilizing Sport Education are more likely to acquire increased freedom from direct instruction and substantial opportunities to focus on student behaviors. Perlman (2012) has also concluded that Sport Education appears to empower teachers to foster a more autonomy-supportive environment, encouraging students to take charge of their learning within the class.

According to a study by Alexander and Luckman (2001) including 377 Australian teachers, 83% of the respondents believed that the Sport Education model improves student engagement in physical education compared to their prior teaching methods for sports. Layne and Hastie (2014) indicate that students engaged in Sport Education are expected to demonstrate optimistic improvement, regardless of their previous experience with the model. Ward et al. (2017) indicate that Sport Education positively influences students' fitness levels, knowledge, and in-class physical activity. Students participating in Sport Education show significant improvement in game performance and content knowledge (Farias et al., 2018; Li et al., 2022; Mesquita et al., 2012).

The role of motivation in enhancing academic achievement (Chen, 2001) and encouraging positive behaviors in PE and sports settings (Mitchell, 1996) is well-documented. Nevertheless, the challenge of diminished student motivation remains a pressing concern for physical education teachers worldwide, particularly for those adhering to traditional teaching methods. According to Spittle and Byrne (2009), different pedagogical approaches can have distinct effects on student motivation. In this regard, Sport Education has emerged as a notably effective model, with research demonstrating its significant positive influence on students' intrinsic motivation compared to traditional teaching methods (Albaloul et al., 2024; Cuevas et al., 2016; Spittle & Byrne, 2009). Sport Education also facilitates more internalized forms of student motivation in required physical education programs (Wallhead et al., 2014). Burgueño et al. (2018) demonstrate that Sport Education enhances students' autonomy, competence, and of relatedness needs.

A core aspect of Sport Education is the concept of meaningfulness, which has garnered significant attention within the field of physical education over the past decade (Alshuraymi & Hastie, 2024). In an influential study, Beni et al. (2017) conducted a review of over 50 articles exploring what young people perceive as meaningful in physical education. Building on the foundational work of Kretchmar (2007, 2008), their findings identified key elements that contribute to meaningful experiences in physical education. These include (i) social interaction, providing opportunities for students to engage and collaborate with peers, teachers, and the wider community; (ii) challenge, ensuring tasks align with students' skill levels to foster a sense of achievement and confidence; (iii) fun, emphasizing engaging activities that nurture positive attitudes toward physical activity; (iv) motor competence, and (v) personally relevant learning, where tasks are designed to promote autonomy and self-directed learning. These principles have

been validated through practical application in school settings (Beni et al., 2019a; Beni et al., 2019b; Beni et al., 2023) and teacher education programs (Fletcher et al., 2020; Ní Chróinín et al., 2019), with growing empirical support highlighting their significance.

The Meaningful Physical Education (Meaningful PE) approach provides strategies for enhancing the quality of students' physical education experiences. Fletcher et al. (2021) highlight that focusing on meaningful experiences fosters deeper learning and encourages long-term engagement in physical activity. Kretchmar (2008) adds that emphasizing meaningfulness in physical education can enhance students' overall quality of life. Furthermore, Meaningful PE emphasizes the importance of reflective and democratic teaching strategies. It is relevant across a range of physical education areas, such as gymnastics, aquatics, and games, while aligning with curriculum goals and policy requirements in different settings. Rather than positioning itself in competition with other instructional models, Meaningful PE acts as an overarching framework that not only guides but also enhances the thoughtful selection and effective implementation of diverse teaching approaches, allowing educators to create more meaningful and impactful learning environments for students (Fletcher et al., 2021).

## STATEMENT OF THE PROBLEM

While there have been calls for research that describes how physical education teachers persist in integrating student-centered pedagogical models such as Sport Education, there are no reports of model-based practice in the literature originating from Saudi Arabia. Indeed, among Gulf Cooperation Council (GCC) countries, only Kuwait has evidence of studies of the efficacy of Sport Education as an innovative practice (Albaloul et al., 2024; Alrashidi, 2019; Althuwaini, 2018). The outcomes of these studies align with those from various countries. Teachers showed enthusiasm for increased student engagement in physical education, and students reported a boost in their enjoyment and eagerness to participate in class, to the extent that they ‘became in their view ‘Mohtarefeen’ (the Arabic word for ‘professional’) during the season’ (Althuwaini, 2018, p. 224) in terms of their learning and knowledge development.

In a study involving Kuwaiti middle school boys, Albaloul et al. (2024) compared the impact of Sport Education with traditional teacher-directed lessons using a quasi-experimental pre-test and post-test study design. They found that the students’ motivation levels, including perceived interest/enjoyment, perceived competence, effort/importance, and pressure/tension, significantly improved in only the group that was taught using Sport Education.

Similarly, Alrashidi (2019) integrated non-contact Karate and first aid in a Sport Education season involving high school girls. The key finding from this study was the positive impact on the girls’ sense of significance and satisfaction during the conduct of their roles, as well as the autonomy and responsibilities they were given in their teams. Additionally, Alrashidi (2019) reported an increase in the girls’ competence in the content, with almost all students changing their attitudes about physical education from negative to positive.

## **PURPOSE OF THE STUDY**

The successful adoption and positive outcomes of the Sport Education model have been documented in various cultural contexts beyond English-speaking countries. Notable examples include studies by Hastie and Sinelnikov (2006) among Russian students, Gutiérrez et al. (2013) and Burgueño et al. (2018) with Spanish students, and Albaloul et al. (2024), Alrashidi (2019), and Althuwaini (2018) focusing on Arabic (Kuwaiti) students.

However, it should be noted that previous studies on Sport Education in Arab states (studies described above) have been limited to unpublished dissertations or single teachers in single schools. Given the rationale that the introduction of Sport Education into Saudi physical education, the aim of the study was:

- (1) to examine in-service Saudi teachers' experiences and practices when learning to incorporate the Sport Education curriculum model;
- (2) to examine the influence of the Sport Education curriculum model on Saudi middle school students' intrinsic motivation and their achievement of the Saudi national objectives for physical education; and
- (3) to examine the impact of the Sport Education curriculum model on Saudi middle school students' attitudes toward meaningful-motivational experiences in physical education.

## RESEARCH QUESTIONS AND HYPOTHESES

- a. What are Saudi teachers' perceptions of the successes, constraints, and possibilities associated with implementing the Sport Education model for the first time?
- b. What is the influence of Sport Education on the intrinsic motivation of Saudi middle school students in physical education?

We have hypothesized that students exposed to the Sport Education seasons would report higher levels of motivation in physical education during the post-test assessments compared to students who participated in traditional physical education classes.

- c. What is the influence of Sport Education on Saudi middle school students' perceptions of their achievement of the Saudi national objectives for physical education?

We have hypothesized that students exposed to the Sport Education seasons would report higher scores of perceived achievement of the Saudi national objectives for physical education during the post-test assessments compared to students who participated in traditional physical education classes.

- d. What is the impact of Sport Education on Saudi middle school students' attitudes toward meaningful-motivational experiences in physical education?

We have hypothesized that students exposed to the Sport Education seasons would report higher scores of attitudes toward meaningful-motivational experiences in physical education during the post-test assessments compared to students who participated in traditional physical education classes.

*Note.*

Study One: Question (a), Study Two: Questions (b and c), and Study Three: Question (d).

## **SIGNIFICANCE OF THE STUDY**

The study is significant since it is the first attempt to examine the application of the Sport Education model in Saudi Arabia. This aligns well with the Saudi Vision 2030 goal of increasing public participation in physical activity and sports. The study investigates the experiences of Saudi middle school teachers and students, therefore addressing a significant gap in the current literature on physical education practices in the region. The results may influence educational policies and practices, especially in improving the quality of physical education programs and fostering engaging, motivated experiences for students. This study lays the groundwork for future investigations into the implementation of innovative physical education models in Saudi Arabian schools, offering crucial insights for educators, administrators, and researchers seeking to foster active and engaging learning environments in physical education contexts.

## **ASSUMPTIONS**

1. It was assumed that all participating teachers would be able to comprehend the questions given to them and respond truthfully.
2. It was assumed that all participating seventh- and eighth-grade students would be able to understand the questions/items in the instruments and provide honest responses.

## **DELIMITATIONS**

1. All participants in the study were only from Saudi Arabia, limiting the generalizability of the results to teachers and students in other countries.
2. The study primarily targets middle school teachers and students, indicating that the findings are not relevant to primary or high school populations.
3. Ultimately, as the research only included male teachers and students, its conclusions cannot be generalized to female teachers and students.

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## CHAPTER 2

### REVIEW OF LITERATURE

#### **Kingdom of Saudi Arabia**

The Kingdom of Saudi Arabia (KSA) is a Middle Eastern country located between the Arabian Gulf and the Red Sea. The northern boundaries are contiguous with Iraq, Kuwait, and Jordan, and the southern borders adjoin Oman, Yemen, and the United Arab Emirates (UAE). The eastern boundary is also shared with Qatar (Ministry of Economy and Planning, 2010). Riyadh, the capital of Saudi Arabia, is located in the central region of the country, known as Najd (Alabdulaziz, 2019). KSA has five regions and thirteen zones. Al-Wosttah refers to the Central Province, 'Algharbiah' denotes the Western Province, and nearby the Red Sea are the holy cities of Makkah (Mecca) and Madinah (Medina), together with the port city of Jeddah and Taif, recognized as the summer capital. The Eastern Province is Al-Sharhiyah, the Southern Province is Al-Janoob, and the Northern Province is Al-Shamal (Al-Zahrani, 2010). KSA is noteworthy because it is an important Islamic location and has two holy mosques, one in Makkah, where all Muslims worldwide prayer five times a day. Also, Muslims who can afford it should undertake the yearly pilgrimage to Makkah for Omra and Haj prayers at least once in their lives (Alabdulaziz, 2019).

#### **The Educational System in Saudi Arabia**

In 1952, the Ministry of Education (MoE) in Saudi Arabia was established to provide free and equitable education for all students, including those with disabilities (Al-Dossary, 2008). The MoE organizes and manages schools, designs curricula, offers in-service teacher training, and provides adult literacy education (Alabdulaziz, 2019). According to Al-Dossary (2008), the MoE is also responsible for overseeing special education programs for students with disabilities.

Education is mandatory for students aged 6 to 15 years in Saudi Arabia, with majority attending public schools. Numerous public schools, including elementary, middle, and high schools, have been established in recent years, particularly in large urban areas. The educational continuum from elementary to high school spans 12 years, with 6 years of elementary education (grades 1 to 6), 3 years of middle school (grades 7 to 9), and 3 years of high school (grades 10 to 12) (Alabdulaziz, 2019). In Saudi Arabia, regardless of school types (e.g., public, private, or Qur'anic), the educational curricula comprise various subjects, such as mathematics, science, literature, history, physical education, Arabic, Islam studies, etc. (Alharbi, 2014). In 2021, when schools resumed in-person classes after the COVID-19 epidemic disrupted their operations, the three-semester system was first used in Saudi Arabia (Education Middle East, n.d.-a). The 2024-2025 academic year in Saudi Arabia was structured into three semesters, including Islamic holidays, national events, and seasonal breaks (Education Middle East, n.d.-b).

### **Saudi Vision 2030**

The Saudi crown prince Mohammed bin Salman Al Saud introduced an ambitious vision called Saudi Vision 2030, which is the current government's top priority. The vision, launched in April 2016, seeks to foster economic and personal development while improving the well-being of Saudi citizens (Mohiuddin et al., 2023). Three key pillars: a vibrant society, a thriving economy, and an ambitious country, form the basis of the Vision 2030. The main goal of this vision is to change the country's economic model so that it is no longer reliant on oil revenue. Currently, the economy is very dependent on oil. Health, industry, education, leisure, tourism, mining, and infrastructure are among areas that the vision aspires to promote (KSA-Government, 2016). These pillars inspire stakeholders and public and private sector decision-makers to

combine the diverse country's innate assets to accomplish Vision themes and assist citizens reach their ultimate goals (Mohiuddin et al., 2023).

### **Physical Education Curriculum in Saudi Arabia**

Saudi Arabia has a rich history of horse and camel racing, falconry, hunting, and contemporary sports like soccer (Samargandi, 2018). The Prophet Muhammad (peace be upon him) said, "The strong believer is more beloved to Allah than the weak believer, but there is goodness in both of them," indicating that Islam promotes physical fitness and health (Alharbi, 2014). Saudi Arabia has also achieved notable progress in sports and physical education, especially with the introduction of the developmental vision (Saudi Vision 2030) in 2016 and beyond. According to Al-Hazzaa and AlMarzooqi (2018, p. 5), "The Vision 2030 included an ambitious healthy lifestyle promotion programs targeting Saudi population. Indeed, level 2.2.1 objectives of the Vision 2030 indicated that 'increasing public participation in PA and sports' as an important endeavor to be achieved." Another key aspect of this vision is encouraging all genders to engage in sports. Saudi Arabian schools have long offered physical education (PE) classes to girls, and they may now lawfully pursue PE degrees at the university level, join sports training programs, work for sports organizations, etc.

According to Van den Akker (2004), the Latin word 'curriculum' refers to a course or track. Lund and Tannehill (2014, p. 6) explain that the curriculum encompasses "All knowledge, skills, and learning experiences that are provided to students within the school program." The curriculum, according to Prideaux (2003), consists of three sections: what is planned for students, what is delivered to students, and what students experience. Recently, the Education and Training Evaluation Commission (2020) established twenty-one criteria for Saudi health and PE teachers (see Table 1). Respected experts subsequently utilized these criteria to guide the

development and implementation of a standardized curriculum for school PE programs. This standardized curriculum is sport-centered and structured to align with specific grade levels, emphasizing a progressive development of skills. For example, the soccer skills assigned to seventh-grade students include throw-in, toe stop, dribbling, and stationary kick (Ministry of Education, 2023a), while the skills assigned to eighth-grade students include jumping header, long pass, and thigh trap (Ministry of Education, 2023b). The middle school physical education curriculum, for example, incorporates team sports such as basketball, handball, volleyball, badminton, and soccer. This curriculum is organized into concise units, each consisting of four lessons (Ministry of Education, 2023a, 2023b). Table 2 presents the assigned units, number in weeks, semesters, and lessons derived from the Saudi Arabian physical education standardized curriculum for seventh and eighth grades. The physical education objectives for seventh- and eighth-grade students outlined in the Saudi Arabian standardized curriculum are similar. The objectives for seventh grade include the following (Ministry of Education, 2023a, p. 14):

1. Develop and measure the health-related components of physical fitness.
2. Develop the elements of physical fitness related to performance (muscular ability/speed/agility) and measure each of them.
3. Demonstrate some level of proficiency when performing sports skills in the games assigned to this grade.
4. Identify some of the mechanical, health, and physiological concepts prescribed to this grade.
5. Identify some of the technical and legal aspects associated with playing the sports assigned to this grade.
6. Promote behavior that leads to the development of an appreciation for responsibility and positive courage associated with physical activity.
7. Promote behavior that leads to appreciation for apologizing for mistakes, positive dealing with winning and losing, and commendable competition during physical activity.
8. Appreciate prominent Saudi athletes in the sports assigned to this grade.

Table 1. <i>Standards for Health and Physical Education Teachers in Saudi Arabia.</i>
<b>Standard: 6.21.1:</b> To know the basic concepts of anatomy and their use in health and physical education programs.
<b>Standard: 6.21.2:</b> To know the basic concepts of physiology and employ them in health and physical education programs.
<b>Standard: 6.21.3:</b> To know the basic concepts of kinesiology and biomechanics and their use in health and physical education programs.
<b>Standard: 6.21.4:</b> To clarify the basic concepts of kinesthetic learning and their use in health and physical education programs.
<b>Standard: 6.21.5:</b> To know the basic concepts of physical fitness and their use in health and physical education programs.
<b>Standard: 6.21.6:</b> To know the basic concepts of nutrition and their use in health and physical education programs.
<b>Standard: 6.21.7:</b> To know the most important sports injuries, first aid, and their use in health and physical education programs.
<b>Standard: 6.21.8:</b> To clarify the motor concepts and basic motor skills and their use in health and physical education programs.
<b>Standard: 6.21.9:</b> To know how to manage and organize health and physical education programs and their various applications.
<b>Standard: 6.21.10:</b> To know the characteristics of physical growth and motor development across the different stages of life and the needs of each stage, taking into account the appropriate programs for each stage when designing the educational experience in the lesson of health and physical education.
<b>Standard: 6.21.11:</b> To know the basic concepts of sports psychology and its use in health and physical education programs.
<b>Standard: 6.21.12:</b> To clarify the basic concepts of special physical education and take this into account in health and physical education programs.
<b>Standard: 6.21.13:</b> To fully understand and know sports' theoretical and practical foundations and their application in health and physical education programs.
<b>Standard: 6.21.14:</b> To know the relationship between health and physical education fields and their applications in community service.
<b>Standard: 6.21.15:</b> To know the health and physical education teaching methods, and associated learning strategies.
<b>Standard: 6.21.16:</b> To familiarize health and physical education curricula, their developments, and the factors contributing to teaching students the subject content.
<b>Standard: 6.21.17:</b> To choose a variety of strategies to help the student achieve the learning goals.
<b>Standard: 6.21.18:</b> To know contemporary research related to effective teaching, research associated with misconceptions, and students' learning obstacles.
<b>Standard: 6.21.19:</b> To clarify concepts and issues related to a healthy lifestyle to improve life quality and its use in health and physical education programs.
<b>Standard: 6.21.20:</b> To know safety and security factors when implementing health and physical education program activities.
<b>Standard: 6.21.21:</b> To know sports' strategies and plans and their use in health and physical education programs.

*Note.* These standards were derived from the Education and Training Evaluation Commission handout (2020, pp. 8-14) and translated from Arabic to English by the first author (Ali N. Alshuraymi).

Table 2. Saudi Arabian Seventh and Eighth Grade Physical Education Curriculum Units.						
Learning Unit	Unit Title	No. of Weeks	Academic Semesters			No. of Lessons
			First	Second	Third	
First	Health and Fitness	2	✓	✓	✓	4 (Each Semester)
Second	Soccer	2	✓			4
Third	Volleyball	2		✓		4
Fourth	Basketball	2			✓	4
Fifth	Handball	2			✓	4
Sixth	Tennis	2	✓			4
Seventh	Table Tennis	2		✓		4
Eighth	Badminton	2			✓	4
Ninth	Athletics	2		✓		4
Tenth	Artistic Gymnastics	2	✓			4

*Note.* These curriculum units were derived from the Saudi Arabian physical education standardized curriculum for seventh and eighth grades (Ministry of Education, 2023a, 2023b, p. 18) and translated from Arabic to English by the first author (Ali N. Alshuraymi).

In Saudi Arabia, the Ministry of Education (MoE) makes significant efforts to enhance the skills of physical education teachers and supervisors. Regular training programs are organized and are considered essential for career advancements, such as promotions. These training programs aim to foster a culture of sports within the community, encourage physical activity, and identify and nurture athletic talents. Additionally, they focus on improving the professional expertise of educational supervisors and teachers in various sports disciplines. Examples of covered courses are the principles of table tennis, managing sports events, water

safety and rescue techniques, and promoting school sports activities among physical education teachers (Ministry of Education, 2023c).

### **Traditional Physical Education**

Metzler (1999) notes that traditional physical education programs often focus on subject content. In this approach, the teacher assumes responsibility for determining the topic of study, its goals, its structure, and the roles and duties of the students. The students have to perform everything the teacher says (Metzler, 2017). This approach's overwhelming emphasis on skill development has resulted in students reporting low levels of enthusiasm and learning in physical education (Metzler, 2017). Casey and Kirk (2020) argue that traditional physical education methods face significant drawbacks. First, they lack inclusiveness, thereby barring a substantial number of students from accessing their potential educational advantages. Second, this approach is distinguished by short educational units, often consisting of just four to six sessions before moving on to the next activity or unit. Launder and Piltz (2013) reiterate the importance of giving students authentic practice opportunities. This real practice is crucial for motivating students in physical education, which traditional methods typically neglect.

### **Sport Education Model**

Sport Education is a curriculum and instructional model developed by Siedentop (1994) for use in physical education classes. Unlike traditional physical education, Sport Education aims to refocus the curriculum on building students' character traits, values, and skills (Spittle & Byrne, 2009). Sport Education is a student-centered approach, intended to equip students with more authentic and rich sport experiences, and help them become competent, literate, and enthusiastic players (Siedentop, 1994). Siedentop (1998) defines a competent sportsperson as equipped with abilities and strategies that match the complexity of the game, enabling them to

engage as informed game players. A sports literate individual knows and appreciates sports rules, rituals, and traditions, can discern good from poor sport practices, and is developing the motivation to act on that knowledge to enhance sport. A sports enthusiast plays as part of a physically active lifestyle and preserves, protects, and improves sport culture to make it more accessible. Furthermore, Sport Education seeks to provide students in physical education with motivating and enjoyable athletic experiences by simulating key features of real-world sports (Siedentop, 1994). These six key features are: seasons, affiliation, formal competition, record keeping, festivity, and culminating event (Siedentop et al., 2020). Research on Sport Education has shown consistent and practical advantages for teachers and students.

For teachers, Hastie (1998) indicates that teachers utilizing Sport Education are more likely to gain increased freedom from direct instruction and substantial opportunities to focus on student behaviors. Perlman (2012) also concludes that Sport Education empowers teachers to foster a more autonomy-supportive environment, encouraging students to take charge of their learning within the class.

For students, according to a study by Alexander and Luckman (2001) involving 377 Australian teachers, 83% of respondents believed that the Sport Education model improves student engagement in physical education compared to their previous methods of teaching sports. Layne and Hastie (2014) indicate that students engaged in Sport Education are expected to show positive improvement, regardless of their prior experience with the model.

Ward et al. (2017) have shown that Sport Education positively influences students' fitness levels, knowledge, and in-class physical activity. Students participating in Sport Education shows significant improvement in game performance and content knowledge (Farias et al., 2018; Li et al., 2022; Mesquita et al., 2012). Albaloul et al. (2024) have concluded that Sport Education is an

effective model for increasing students' motivation in physical education. Research by Manninen and Campbell (2022) shows that, in contrast to more traditional methods, Sport Education fosters an environment that is conducive to self-motivation and altruism.

### **Self-Determination Theory**

Self-Determination Theory (SDT) (Deci & Ryan, 1985; Ryan & Deci, 2000, 2017) explains how motivation shapes behavior and well-being. SDT suggests that three basic needs, autonomy, competence, and relatedness, are essential for optimal motivation and functioning (Garn et al., 2012; Standage et al., 2005). Autonomy is the need for choice, competence is the need for effectiveness, and relatedness is the need for social connection (Ryan & Deci, 2017).

According to SDT, the motivation continuum ranges from amotivation to intrinsic motivation (see Figure 1). Amotivation refers to a lack of intention and motivation to engage in any activity (Deci & Ryan, 2008). Extrinsic motivation varies in autonomy, from external regulation (driven by external rewards or punishments) and introjected regulation (motivated by guilt or self-worth), to more autonomous forms like identified regulation (when the activity aligns with personal values) and integrated regulation (when it becomes part of one's self-concept). These motivations are often grouped into autonomous (intrinsic, identified, integrated) and controlled (external, introjected) categories (Cheon et al., 2012; Haerens et al., 2015; Ntoumanis, 2001; Standage et al., 2005). Intrinsic motivation represents the highest level of autonomous motivation (Ntoumanis, 2001; Standage et al., 2005; Vasconcellos et al., 2020) and has been a central focus in educational motivation research (Ryan et al., 1985). As defined by Deci and Ryan (1985), intrinsic motivation refers to behaviors undertaken for their inherent enjoyment and satisfaction, driven by the act itself rather than external rewards.

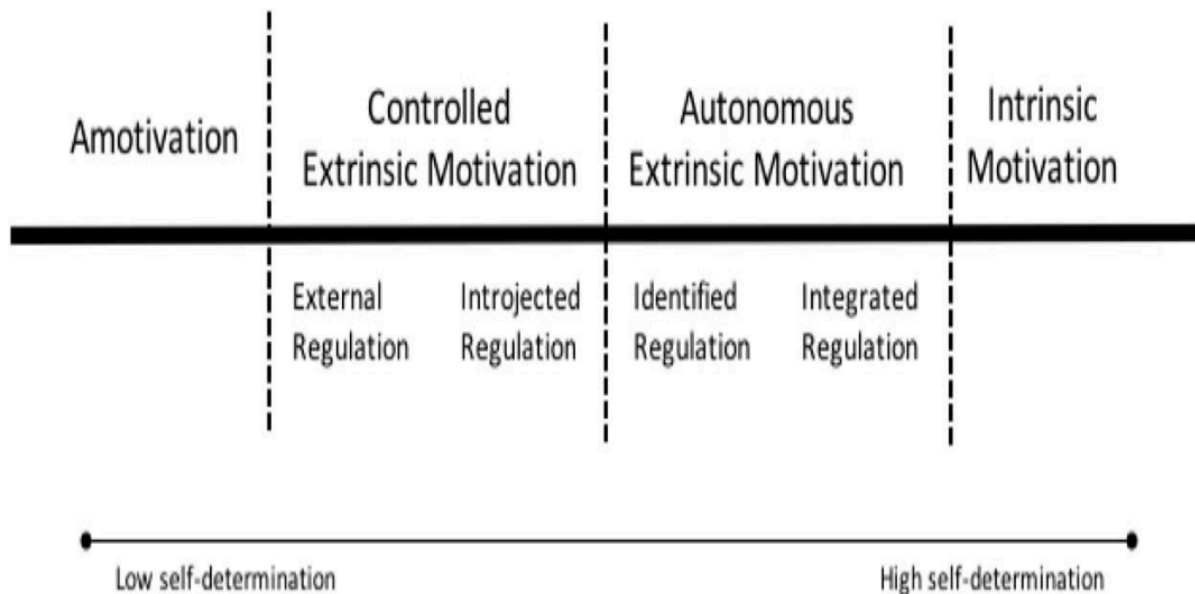


Figure 1. *The Self-Determination Continuum*. Reprinted from Vasconcellos et al. (2020, p. 1445).

### **Impact of Sport Education on Students' Motivation, Enjoyment, and Effort**

The deficiency of student motivation is a considerable challenge for several physical education teachers globally, particularly among those engaged in traditional teaching methods. However, different pedagogical approaches used by physical education teachers may have varying effects on student motivation (Spittle & Byrne, 2009). Research has shown that students' motivation play a significant role in influencing their learning outcomes (Chen, 2001), as well as positive behavior in physical education and sports (Mitchell, 1996).

Students with intrinsic motivation are more inclined to have favorable physical education experiences (Vasconcellos et al., 2020). According to Deci and Ryan (1985), an individual is considered intrinsically motivated if they engage in an activity primarily for the enjoyment it provides, rather than for any anticipated rewards. Studies in sports (Pelletier et al., 1995) and physical education (Ntoumanis, 2001) indicate that intrinsic motivation correlates positively with

reduced boredom, increased self-effort, and heightened intention for future engagement in physical activity among students. Vallerand (2001) argues that providing a learning environment that fulfills all three psychosocial needs is a crucial precursor to increasing student motivation.

Hastie and Sinelnikov (2006), along with Wallhead and Ntoumanis (2004), recommend the examination of Sport Education within the framework of SDT (Deci & Ryan, 1985). SDT is a fundamental framework that has been widely used to examine the processes of motivation in physical education. The strength of this theory lies in its ability to explain the social-contextual factors in physical education that influence student motivation and the resulting outcomes (Ntoumanis et al., 2009). Research on Sport Education has shown favorable and substantial effects on students' intrinsic motivation when compared to traditional teaching methods (Cuevas et al., 2016; Spittle & Byrne, 2009). Sport Education also facilitates more internalized forms of student motivation in required physical education programs (Wallhead et al., 2014). Burgueño et al. (2018) demonstrate that Sport Education enhances students' autonomy, competence, and of relatedness needs.

The Sport Education model effectively enhances adolescent students' basic psychological needs and intrinsic motivation. However, its impact varies across different age groups. A systematic review and meta-analysis by Dai et al. (2024) found that Sport Education positively affects these factors, but the degree of effect differs depending on the students' developmental stage. Additionally, a study by Perlman (2010) observed that Sport Education improved affect and needs satisfaction in amotivated students, indicating its potential to address motivational challenges. These findings suggest that while Sport Education is generally beneficial, its implementation may need to be tailored to the specific age and developmental stage of students to maximize its effectiveness.

Similarly, Manninen and Campbell (2022) conducted a systematic review and meta-analysis to evaluate the impact of the Sport Education on basic need satisfaction, intrinsic motivation, and prosocial attitudes in physical education. Their analysis revealed that Sport Education is more effective in supporting basic needs and promoting intrinsic motivation and prosocial attitudes compared to traditional instructional methods such as skill-drill and direct teaching. Perlman and Goc Karp (2010) examined how Sport Education influences student motivation in high school physical education, focusing on self-determination theory. The study involved 24 students (17 males, 7 females) participating in two consecutive seasons of invasion games using Sport Education. Key findings included:

- Social support: Emphasis on inclusion and fair play/sportspersonship.
- Team success: Focus on winning as a team.
- Influence on self-determination: Sport Education elements like team affiliation and an affective gameplay rubric supported students' psychological needs and self-determination.

These findings suggest that the structure of Sport Education fosters relatedness, competence, and autonomy, thereby enhancing self-determined motivation in physical education.

Wallhead et al. (2013) examined how a year of Sport Education influenced high-school students' social goals and their relationships with enjoyment, relatedness, and leisure-time physical activity. The study found that prolonged exposure to Sport Education fostered social bonds by creating an environment that encouraged peer approval for participation. These social connections significantly predicted students' perceived relatedness and enjoyment within the Sport Education experience. Importantly, the social bonds and status developed during Sport Education influenced students' decisions to engage in extracurricular exercise activities.

In line with what Siedentop (1994) predicted, research reveals that students had a favorable reaction to Sport Education, with high participation levels reflecting enthusiasm. In elementary schools, research by Strikwerda-Brown and Taggart (2001) and middle school by Hastie (2000) and high school by Wallhead and Ntoumanis (2004) consistently indicates that students put in more effort when they are part of a team. Wallhead and Ntoumanis (2004) investigated the impact of a Sport Education program on high school students' motivation in physical education. The study involved two groups: the Sport Education group ( $n = 25$ ), which participated in eight 60-minute lessons, and a comparison group ( $n = 26$ ) that followed a traditional approach. The findings revealed that only the Sport Education group experienced significant improvements in enjoyment and perceived effort.

MacPhail et al. (2008) examined Year 5 students' perceptions of fun and enjoyment during a 16-week Sport Education unit in the UK. The study found that students considered Sport Education more enjoyable than their previous physical education lessons.

The successful implementation and beneficial outcomes of Sport Education extend beyond English-speaking countries. Hastie and Sinelnikov (2006) investigated the impact of Sport Education on 37 sixth-grade Russian students (17 males, 7 females) during an 18-lesson basketball season. The study found that students were actively engaged in motor tasks, including officiating and coaching roles. Interviews revealed that students found the season particularly interesting, enjoyed having student coaches, and developed significant team affiliation. Questionnaire data confirmed that students believed they had made significant gains in their skill and understanding of basketball.

Gutiérrez et al. (2013) examined the perceptions of 270 Spanish students across various educational levels who participated in Sport Education seasons. Utilizing the 'Physical Education

Season Survey' and small group interviews, the study found that students viewed their experiences positively and preferred Sport Education over traditional physical education formats. They reported that participation in Sport Education was more enjoyable, led to greater effort, and enhanced learning outcomes. Recently, Albaloul et al. (2024) studied the impact of Sport Education on student motivation in Kuwait and the US, involving 33 US and 37 Kuwaiti students (ages 10-12). Results showed significant improvements in motivation for Kuwaiti students with Sport Education, with no notable differences between the two countries. Interviews supported these findings, indicating Sport Education's effectiveness in enhancing motivation across diverse cultural settings.

### **Meaningful Physical Education**

The Meaningful Physical Education (Meaningful PE) approach provides strategies for enhancing the quality of students' physical education experiences. Fletcher et al. (2021) emphasize that focusing on meaningful experiences fosters deeper learning and encourages long-term engagement in physical activity. Kretchmar (2008) argues that emphasizing meaningfulness in physical education can enhance students' overall quality of life. This approach aligns with contemporary educational needs by encouraging teachers to identify and foster experiences that are enjoyable, challenging, personally relevant, and promote intrinsic motivation—factors linked to sustained participation (Quennerstedt, 2019; Teixeira et al., 2012).

Meaningfulness is a subjective construct involving personal value judgments and interpretations of circumstances (Baumeister et al., 2013). Metheny (1968) describes it as an experience that deeply engages and resonates with the individual. Jarvis (1987) adds that meaningfulness arises when one synthesizes and reconciles an experience with their past, present, and future. The Meaningful PE approach is based on a literature review of studies on

meaningful experiences in physical education and youth sport since 1987 (Fletcher et al., 2021). It draws from Kretchmar's (2006) idea that these experiences often include social interaction, challenge, fun, motor competence, and delight (Fletcher et al., 2021). Beni et al. (2019a) note that a recent review of empirical literature (Beni et al., 2017) offers insights on how teachers can plan experiences that foster meaningfulness for students. The review of 50 peer-reviewed articles since 1987 highlighted key features of meaningful experiences in physical education and youth sport (see Table 3).

Table 3. *Features of Meaningfulness and Their Descriptions (Beni et al., 2019a, p. 600).*

Features of Meaningfulness	Descriptions
Social interaction	Students share positive interactions with others, including both peers and the teacher, and have opportunities to work/play in groups.
Challenge	Students are enabled to participate in activities that are neither too easy nor too difficult by modifying games/activities and allowing students to make choices.
Fun	Students find lessons to hold immediate enjoyment.
Motor competence	Students learn and develop physical skills necessary to engage in activities and perceive themselves to be or become competent.
Personally relevant learning	Students understand what they are learning, why it matters, and how it relates to their lives beyond the physical education classroom.
Delight	A concept that is difficult to plan for but can be observed through students being caught up in the moment or experiencing a sense of accomplishment, facilitated through goal-setting and hard work.

Meaningful PE emphasizes the importance of reflective and democratic teaching strategies. It is relevant across a range of physical education areas, such as gymnastics, aquatics, and games, while aligning with curriculum goals and policy requirements in different settings. Rather than positioning itself in competition with other instructional models, Meaningful PE acts

as an overarching framework that not only guides but also enhances the thoughtful selection and effective implementation of diverse teaching approaches, allowing educators to create more meaningful and impactful learning environments for students (Fletcher et al., 2021).

### **Review of Meaningful Physical Education Studies**

This section provides a review of papers that have used the Meaningful Physical Education (Meaningful PE) concept and describes the main features of these research articles in order to identify areas of research that need developing along this topic. In addition, studies involving students, teachers (in-service and pre-service teachers), or both were included in the review. Table 4 includes 20 data-based empirical studies that were reviewed, and provides details of the study location (country), authors, purpose/focus, participants/setting, data collection methods, type of analysis, and results. Also included in the table is the journal that published the paper.

### ***Results and discussion***

According to my analysis of the 20 Meaningful PE studies up to June 2024 (see Table 4), I have found that the Meaningful PE concept has been implemented or introduced to nine countries. As shown in Figure 2, these countries were: Ireland ( $n = 7$  studies), Canada ( $n = 6$  studies), USA ( $n = 6$  studies), Saudi Arabia ( $n = 2$  studies), Australia ( $n = 2$ ), UK ( $n = 1$ ), Cambodia ( $n = 1$ ), China ( $n = 1$ ), Vietnam ( $n = 1$ ), and one study did not specify its location. Out of the reviewed studies, 15% (3 studies) focused only on students, 55% (11 studies) focused on teachers or teacher educators, and 30% (6 studies) included both students and teachers. With the exception of our recent study (Alshuraymi & Hastie, 2024), all the reviewed research employed qualitative methodologies. The predominant qualitative data collection techniques in these studies included individual and focus group interviews, observations, and written reflections. The

majority of the studies utilized thematic analysis as the primary method for interpreting and analyzing the data.

Moreover, none of the 20 reviewed studies on Meaningful PE were grounded in theoretical frameworks, despite the clear connections between Meaningful PE features and the three basic needs: competence, autonomy, and relatedness, outlined in Self-Determination Theory (SDT) (Ryan & Deci, 2017). The descriptions of Meaningful PE features in Table 3 show how ‘motor competence’ aligns with SDT’s basic need for competence, while ‘social interaction’ directly corresponds to the basic need for relatedness. Regarding the autonomy basic need, Fletcher et al. (2021, p. 10) emphasize that “the retrospective and personal characteristics of meaningfulness point to the value of reflective and democratic pedagogies as central to Meaningful PE.” While several approaches, such as Sport Education, Teaching for Personal and Social Responsibility, and Cooperative Learning, have been proposed to offer learning opportunities that encourage positive social interaction (Fletcher et al., 2021), there is a lack of studies that have examined the impact of the PE instructional models outlined in Metzler’s (2017) text on promoting meaningful experiences for K-12 or college-level students. The exception is our recent study (Alshuraymi & Hastie, 2024), titled ‘An Examination of Meaningful Experiences During Sport Education.’

### ***Conclusions and directions for future research***

This review was conducted using an electronic search through Google Scholar and the Auburn University Library Database with the term ‘meaningful physical education.’ The aim was to review data-driven studies on Meaningful PE to identify areas needing further research. After analyzing 20 studies and recognizing that Meaningful PE applies across all physical

education areas and aligns with curriculum outcomes (Fletcher et al., 2021), it is highly recommended that future studies on Meaningful PE take the following into account:

- Focus on intervention-based studies using quantitative methods;
- Incorporate a theoretical framework, like Self-Determination Theory (SDT);
- Use established surveys and measures based on Meaningful PE; and
- Examine how different PE instructional models promote meaningfulness among students.

Table 4. Overview of Data-Based Studies That Used the Meaningful PE Concept.

Country	Authors	Purpose/Focus of the Study	Participants/Context	Length of Study	Data Sources	Analysis	Results	Journal
USA	Alshuraymi, A. N., & Hastie, P. (2024)	to quantitatively examine students' perceptions of meaningfulness in two physical education contexts: traditional multi-activity format, and sport education.	60 seventh-grade students aged 12 to 14 years old, from a middle school in the south-east of the United States.	3 weeks	A 20-item survey titled "Meaningful Experiences in Physical Education Survey (MEPES)" prior to and at the completion of one of three sport education seasons.	Data were analyzed using:  independent samples t-test comparisons between the two contexts (previous physical education experiences, and sport education), and  Pearson correlation to examine if there were significant relationships between the five dimensions.	Significantly higher levels of meaningfulness were identified from participation in sport education than in previous physical education for four of the five dimensions. Pearson's coefficient results indicated significant positive correlations between all five meaningfulness dimensions.	<i>Physical Education and Sports: Studies and Research</i>

Canada	Benn, S., Ní Chroíin, D., & Fletcher, T. (2019b)	to examine ways that the features of meaningful experiences (the what) – including social interaction, fun, challenge, motor competence and personally relevant learning – provided guidance for one teacher’s planning and instructional decisions and the enactment of particular pedagogical strategies (the how) that promote meaningful physical education experiences in one primary teacher’s class.	Stephanie was the primary research participant as she studied her teaching practice.  Six of the eight regular students in Stephanie’s class (and their parents/guardians) consented to have anonymous work samples, in the form of exit slips, analyzed as data. Four consented to participate in individual interviews.	16 lessons	Data were collected qualitatively using:  personal reflections,  critical friend conversations,  critical friend memos,  student-generated exit slips, and  one-on-one semi-structured interviews.	The analytic process was guided by the features of meaningful physical education, meaning we searched for examples where Stephanie faced or overcame challenges in planning and implementing meaningful physical education.	This study offers preliminary insight into how a teacher can promote meaningfulness in physical education by offering direction on particular pedagogical strategies that begin to form a coherent approach for physical education practice.	<i>Sport, Education and Society</i>
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Ireland	Ní Chróinín, D., Fletcher, T., Benni, S., Griffin, C., & Coulter, M. (2023)	This research explored the experiences of children (age 9–10) when five Irish generalist primary teachers positioned meaningfulness as the priority filter for their pedagogical decision-making in physical education ( $n = 37$ ). Pedagogies that support meaningfulness include those that are democratic and reflective, and give attention to individual experiences.	Five primary generalist teachers and the 101 children (age 9–10, 53 males, 48 females) in their classes participated and provided informed consent.	Teachers implemented ideas from the Meaningful PE approach for six to eight PE lessons ( $n = 37$ total).	Data sources included the following;  non-participant observations ( $n = 10$ ),  pupil diary ( $n = 101$ ) and  focus groups ( $n = 21$ in five focus groups).	All data were digitized and transcribed. Data was analyzed using a thematic analysis (TA).  TA was selected as a good fit to explore meaningfulness because ‘a good TA involves more than simply reporting what is in the data; it involves telling an interpretative story about the data in relation to a research question’ (Clarke and Braun 2014, 6626).	Children’s experiences were enhanced by shared ownership of the learning focus, collaboration on learning activities and teacher’s attention to individual experiences. Results provide direction on a coherent approach to prioritizing meaningfulness in primary physical education.	<i>Education 3-13</i>
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USA	Howley, D., Dyson, B., Baek, S., Fowler, J., & Shen, Y. (2021)	to explore learners' experiences enacting youth/student voice pedagogies (SVP) to promote Social and Emotional Learning (SEL) and meaningful physical education (MPE) in an alternative education setting.	6 ninth grade alternative high school students (eight girls/eight boys) aged 14-15 years old.	12 weeks	<p>A range of traditional and innovative participatory qualitative research methods were utilized including:</p> <p>focus group interviews,</p> <p>students' personal biographies,</p> <p>timelines,</p> <p>digital and written reflections,</p> <p>photovoice, and</p> <p>class artifacts.</p>	<p><i>The Miles, Huberman, and Saldana Framework for Qualitative Data Analysis</i> was implemented involving both deductive and inductive combinations of comparative and thematic analysis.</p>	<p>Findings demonstrate how enacting SVP can lead to the development of students' SEL and MPE experiences complimenting multiple learning domains. We call for further embedding of SVP capturing students' physical activity and movement experiences inside and outside of PE in teacher education and professional development that helps teachers and their students make sense of, shape, influence, and enact more MPE and physical activity learning experiences.</p>	<i>Frontiers in Sports and Active Living</i>
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<p style="text-align: center;">Saudi Arabia</p>	<p style="text-align: center;">Vasily, A., Fletcher, T., Gleddie, D., &amp; Chroinin, D. N. (2021)</p>	<p>to use an actor-oriented perspective to analyze one teacher's implementation of the Meaningful Physical Education approach in one Grade 5 classroom in Saudi Arabia.</p>	<p>One teacher and his one Grade 5 class.</p>	<p>2 years</p>	<p>Data were collected qualitatively using the following:</p> <p>blog posts,</p> <p>tweets, and</p> <p>interviews.</p>	<p>Data were analyzed deductively whereby the authors searched for examples of how Andy and the other teachers enacted the innovation.</p>	<p>Andy identified several spheres of influence on implementation, including his personal philosophy, students, co-teachers, and several organizational/environmental characteristics of King Abdullah University of Science and Technology (KAUST) School, as well as important attributes of the innovation that supported implementation.</p>	<p style="text-align: center;"><i>Journal of Teaching in Physical Education</i></p>
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Australia	O' Connor, J. P. (2019)	The focus of this pedagogical process was for students to capture meanings through reflection derived from earlier experiences of movement and to use these meanings as a 'hook' or reminder for why the students were embarking on a unit of work aimed at exploring and expanding their moving lives.	One participant/observer, and  44 students (28 identified as male) from two year-seven classes (12 to 13 years of age; School A).	12 weeks	Data were collected qualitatively using:  artefacts,  semi-structured interviews  written student narratives, and  classroom observations.	Analysis tool (Dedoose).	Data suggest that setting aside time for reflection and the generation of rich movement narratives aligned to a 'first rush of movement', can shed light on what students find meaningful 'in' movement in ways that link physical education to experiences across varying social and environmental contexts. Through giving priority to bodily understandings of movement as felt, sensory experience, participants were able to express meaning across a wide range of movement contexts. The researcher contends that the exploration of student meaning in physical education is engaging, informative, and serves to extend possibilities for what curriculum is seen as legitimate in physical education by/for whom.	<i>European Physical Education Review</i>
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Ireland	Beni, S., Ní Chróinín, D., & Fletcher, T. (2021)	to conduct a small-scale implementation of a preliminary version of Meaningful PE with a sample of five primary classroom teachers in Ireland to receive their feedback on the approach and their experiences of implementing it in their classrooms	5 classroom teachers at five primary schools in Ireland	8 weeks	Three qualitative data sources were used:  teaching 'diary',  two non-participant observations in each teacher's classroom, and  one-on-one semi-structured interview.	Data analysis was conducted inductively; however, the actor-oriented perspective has been applied afterward to help us structure and make sense of the What?, How?, and Why? of teachers' implementation decisions.	Results show teachers were generally supportive of Meaningful PE as they attempted to implement several components of the approach in their classrooms. Teachers' implementation was highly related to their positive interpretations of the approach, in relation to both their perceptions of beneficial student outcomes and in drawing connections between the approach and prior experiences of and beliefs about teaching.	<i>European Physical Education Review</i>
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Canada and Ireland	Fletcher, T., Ní Chróinín, D., O' Sullivan, M., & Benni, S. (2020)	to examine pre-service teachers' articulation of their learning through the development of a shared professional language of teaching practice focused on meaningful physical education.	90 pre-service teachers drawn from three courses nested in two undergraduate/pre-service PETE programs (one based in Canada and the other in Ireland)	4 years	Data were collected using semi-structured individual and focus group interviews.	Analysis was led by Tim, Deirdre, and Stephanie and was guided by Braun and Clarke's (2013) six-step process for thematizing qualitative data.	Data showed that in many cases participants could articulate some aspects of why to prioritize meaningful experiences, what features often lent themselves to meaningful experiences, and how they would enact approaches that foster meaningfulness for pupils. With that said, there was some variance in ways participants articulated the different aspects of meaningful physical education, particularly as we considered the nature of participants' responses across the four years of the project.	<i>European Physical Education Review</i>
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Canada	Bemi, S., Fletcher, T., & Ni Chroinin, D. (2022a)	to design a professional development (PD) initiative to introduce teachers to a pedagogical innovation—the Meaningful Physical Education (PE) approach—and to understand their experiences of the PD process.	12 elementary (K–8) PE teachers in one school board in Canada across two school years.	2 years	<p>Three qualitative data sources were generated:</p> <p>semi structured interviews,</p> <p>nonparticipant observations were conducted in teachers’ classrooms once each year, and</p> <p>CoP meetings were audio-recorded and transcribed.</p>	Data were analyzed using inductive and thematic analysis.	This research showed that teachers valued a community of practice and modeling when learning to implement Meaningful PE. While teachers were mostly favorable to the PD design, there were several tensions between ideal and realistic forms of PD.	<i>Journal of Teaching in Physical Education</i>
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Ireland and Canada	Ni Chr��in��n, D., Fletcher, T., & O' Sullivan, M. (2018)	<p>This paper describes a pedagogical approach to PETE to support pre-service teachers (PSTs) in learning how to facilitate meaningful experiences in physical education. We aim to contribute new understanding through sharing pedagogical principles that support PSTs' 'Learning About Meaningful Physical Education' (LAMPE).</p>	<p>3 physical education teacher educators: Tim and D��irdre who implemented LAMPE pedagogies and Mary who acted as meta-critical friend (pseudonyms used for the review process).</p> <p>A total of 106 PSTs participated in the research.</p>	4 semesters of two academic years	<p>Data collection included:</p> <p>teacher educator reflections and non-participant observer data from 33 individual lessons,</p> <p>over 7 hours of transcribed teacher educator Skype conversations,</p> <p>8 'turning point' documents,</p> <p>15 sets of PST work samples, and</p> <p>transcripts of individual (<math>n = 10</math>) and 9 focus group interviews (<math>n = 18</math> participants) with PSTs.</p>	<p>Data were analyzed inductively. Triangulation of multiple data sources and an expert member check supported trustworthiness of the LAMPE approach and data analysis.</p>	<p>Five pedagogical principles that reflect how PSTs were shared and supported to learn how to facilitate meaningful physical education experiences. Pedagogies included planning for, experiencing, teaching, analyzing, and reflecting on meaningful participation. Implementing pedagogies aligned with these five pedagogical principles helped participants learn why meaningful participation should be prioritized as well as how to facilitate meaningful physical education experiences.</p>	<i>Physical Education and Sport Pedagogy</i>
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<p style="text-align: center;">Beni, S., Ni Chroínín, D., Fletcher, T., Bailey, J., Carino Fraisee, L., Down, M., ... &amp; Gross, K. (2023)</p>	<p>to understand how teachers have made sense of Meaningful PE in their local contexts.</p>	<p>6 teachers from five countries participated as collaborators in the study.</p>	<p>N/A</p>	<p>Data collection methods included:</p> <ul style="list-style-type: none"> <li>(a) individual semi-structured interviews with teachers,</li> <li>(b) teacher-generated artifacts (e.g. blogs and social media posts), and</li> <li>(c) analysis of teachers' local curriculum documents.</li> </ul>	<p>An inductive thematic analysis of the data was conducted.</p>	<p>Teachers in this study made sense of Meaningful PE through the ways it clearly connected to their beliefs about PE teaching while also helping to resolve ambiguities and uncertainties in their practice. Implementation of Meaningful PE helped teachers bridge the gap between their espoused vision and enacted practice, while supporting more authentic interpretations and implementation of curricular goals and outcomes.</p>	<p style="text-align: center;"><i>Physical Education and Sport Pedagogy</i></p>
<p style="text-align: center;">Cambodia, Canada, China, Vietnam and USA</p>							

Ireland	Bowles, R., Sweeney, T., & Coulter, M. (2023)	This paper explores how three teacher educators used ‘collaborative self-study’ approach to support their learning while introducing the pedagogy of Meaningful Physical Education (MPE) to pre-service teachers (PSTs).	3 teacher educators	12-week teaching semester	Data were generated from multiple, qualitative sources, and validation of the research is based on trustworthiness.  on-line conversations,  reflections,  responses to reflections, and  email communications.	Using the framework proposed by Braun and Victoria (2021) a thematic analysis of the data was undertaken by each of us individually and collectively.	Thematic analysis of reflections, critical friend feedback and online conversations were used to generate three themes: Collaborative Self-study helped us to learn about our practice; learn how to support student learning; and learn how to introduce pedagogical innovation. Collaboration reinforced resolve and sustained change through sharing experiences, content, resources, and outcomes. While the context for this study was PE, we believe the findings are relevant for all initial teacher educators seeking to develop their practice.	<i>European Journal of Teacher Education</i>
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USA	Lynch, S., & Sargent, J. (2020)	to explore what university students found meaningful in PE.	6 students studying a university PE class taught by an educator with a sociocultural perspective towards education and movement.	15 weeks  Both courses were timetabled to meet twice a week for 50 minutes.	Data were collected qualitatively using:  digital video narratives and  reflective essays.	Data were analyzed using collaborative thematic analysis.	Four themes were described in relation to students' meaningful experiences. These were, (a) meaningful PE is fun and contains elements of delight, (b) meaningful PE is a combination of fun and challenge, (c) meaningful PE develops motor competency in personally relevant areas and (d) meaningful PE is a social and personally relevant experience. Findings demonstrate the interlinking nature of meaningful PE features and, specifically, how they are embodied by HE students.	<i>Physical Education and Sport Pedagogy</i>
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Saudi Arabia	Smith, Z., Carter, A., Fletcher, T., & Ní Chróinín, D. (2023)	to share how one teacher (Zack) prioritized meaningfulness in one unit of physical education with children aged 3-4 years.	One teacher (Zack) and the children in his kindergarten class ( $n = 12$ ), aged 3-4 years.	6 weeks	<p>Data sources included:</p> <ul style="list-style-type: none"> <li>lesson plans (<math>n = 6</math>),</li> <li>teacher reflections (<math>n = 8</math>),</li> <li>teacher narrative (<math>n = 1</math>),</li> <li>teacher artifacts (including Tweets and photographs (<math>n = 95</math>) and</li> <li>student interviews (<math>n = 4</math>).</li> </ul>	Inductive analysis (Thomas, 2006) lead to the identification of pedagogies that were used to prioritize meaningfulness, several of which are representative of Zack's pedagogical approach.	Specifically, stories provided a pedagogical frame for children to move with purpose. Zack scaffolded activities upon the stories to help children make choices and decisions about their participation and provided them with a language to reflect on those experiences. These findings exemplify what a pedagogy of meaningfulness might include in early childhood settings and provides important direction for future implementation.	<i>Journal of Early Childhood Education Research</i>
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Canada	Beni, S., Fletcher, T., & Ni Chr��in��n, D. (2022b)	to examine factors that influenced how 12 elementary teachers implemented the Meaningful Physical Education innovation in their classrooms.	12 elementary (Grades 1-8) PE teachers from the same school board participated in this research.	15 months	Three qualitative data sources were generated:  semi-structured interviews,  non-participant observations in teachers' classrooms, and  CoP meetings.	An inductive, thematic analysis of all three data sources was conducted.	Results showed that implementation was most strongly influenced by teachers' prior experiences and beliefs, teachers' responses to the implementation process, and external organizational pressures. The longitudinal nature of this research offers an important contribution to the literature on implementation of education innovations.	<i>Physical Education and Sport Pedagogy</i>
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USA	Howley, D., Dyson, B., Baek, S., Fowler, J., & Shen, Y. (2022)	to explore understandings and experiences of Social and Emotional Learning (SEL) and Meaningful Physical Education (MPE) utilizing democratic and reflective pedagogies.	Participants included the Teacher–Researcher (TR), one Physical Education (PE) teacher, a critical friend, two teaching assistants, and 16 ninth-grade alternative high school students aged 14-15 (eight girls/eight boys).	10 months	Data collection methods involved:  a Teacher–Researcher (TR) journal,  post–lesson teaching reflections,  interviews, and  focus groups.	Inductive and deductive analysis were applied.	Results demonstrated how utilizing democratic and reflective approaches grounded in social constructivist learning theory innovatively promoted SEL and MPE. It allowed students to reflect, interrogate and discuss how movement experiences inside and outside of PE influenced their pursuit of a physically active life. Participants articulated experiencing a more inclusive learning experience that challenged the purpose and subject matter of previous PE and physical activity.	<i>International Journal of Environmental Research and Public Health</i>
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Ireland	Ni Chr��n��n, D., Iannucci, C., Liguetti, C., & Hanblin, D. (2024)	Four teacher educators in four different PE teacher education (PETE) programs collaborated to examine their decision-making as they explored ideas related to Meaningful PE and social justice pedagogies.	4 teacher educators in four different PE teacher education (PETE) programs.	13 months	Data were collected qualitatively and included:  planning and teaching documents,  teacher educator reflections,  paired critical friend meetings, and  collective meetings.	Data analysis was guided by Richards and Hemphill's (2018) practical guide to collaborative data analysis.	The findings were presented in the form of four individual cases that illustrate the distinct story of each teacher educator's engagement with Meaningful PE and social justice pedagogies. Teacher educators' decisions were guided by their purposes and influenced by their contexts. Additionally, peers were an important source of pedagogical confrontations to influence decision-making practices.
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USA	Howley, D., Dyson, B., & Baek, S. (2024)	to present and explore how one teacher-researcher (TR) evolved their approach to implementing pedagogy promoting MPE in an alternative secondary/high school education setting.	One teacher-researcher (TR).	15 weeks	One critical friend interview,  20 post-teaching reflections,  18 observations, and  22 journal entries were conducted.	A deductive and inductive approach utilizing the Miles, Huberman and Saldana Framework for Qualitative Data Analysis (2014) was implemented, with thematic analysis then applied.	Findings demonstrate the TR's explicit and intentional efforts to better implement the concept of MPE within their planning and pedagogy to develop a better understanding of what this looked like in practice and the role each feature played in teaching and learning. Utilizing and promoting democratic and reflective practices led the TR to consider and apply these features more frequently and readily to better teach knowledge, attitudes, and skills to their students through the conceptual lens of MPE. The experiences presented and discussed demonstrate the benefit of doing so not just for the TR's evolving approach to teaching and learning in physical education, but indeed for the learning of their students, researchers, and other practitioners too.	<i>European Physical Education Review</i>
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Australia, Ireland and the UK	Iannucci, C., Ní Chróinín, D., Liguetti, C., & Hamblin, D. (2024)	This study explored the concepts of and relationship between Meaningful PE and social justice in our teacher education pedagogies when implemented in combination. The authors paid particular attention to when ideas of Meaningful PE and social justice were complementary, overlapping and when they were distinctive.	4 teacher educators from three different countries.	13 months	Multiple sources of data were collected including:  planning documentation,  individual reflections,  recordings of conversations with critical friends, and  recordings of collective meetings.	Data analysis involved thematic analysis methods to review all data and collective identification and refinement of themes through back-and-forth discussion.	From the thematic analysis, the following themes were co- created: (a) Meaningful PE can act as social justice but is not social justice per se; and (b) the combination of Meaningful PE and social justice facilitates a dance between ‘the individual’ and ‘the social’ with democratic and reflective practices as the choreography. These features of the relationship provide direction and encouragement to combining Meaningful PE and social justice ideas in teacher education pedagogies.	<i>Physical Education and Sport Pedagogy</i>
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N/A	Ní Chroíin, D., Beni, S., Fletcher, T., Griffin, C., & Price, C. (2019)	to describe the ways a vision based on meaningful experiences enabled two teachers and three teacher educators to name, describe, and enact their physical education teaching and teacher education practices.	5 participants (2 teachers and 3 teacher educators).	6 months	<p>Data sources, including written reflections and critical friend responses as well as audio recordings of conversations with critical friends, were mined to identify examples where vision was represented.</p> <p>Further data were generated in a focus group where participants shared and analyzed their experiences and discussed how meaningful physical education served as both an individual and collective vision for practice. A final written reflection allowed participants to articulate their current vision for meaningful physical education.</p>	A thematic analysis of all data sources supported the organization of data into three distinct phases of development of practices with emphasis on the role of vision in each phase.	Over time, there was an evolution in our understanding of both what meaningful physical education consisted of and how we might facilitate meaningful experiences for children. In particular, our visions became clearer and better aligned with our practices. We illustrate how we developed our practice in ways that allowed us to take ownership of this vision, and, in the process, changed who we were as teachers and teacher educators. Finally, we share how the process of exploring and analyzing our individual visions allowed us to articulate a shared vision of meaningful physical education and explain how to go about implementing our collective vision in practice.	<i>Physical Education and Sport Pedagogy</i>
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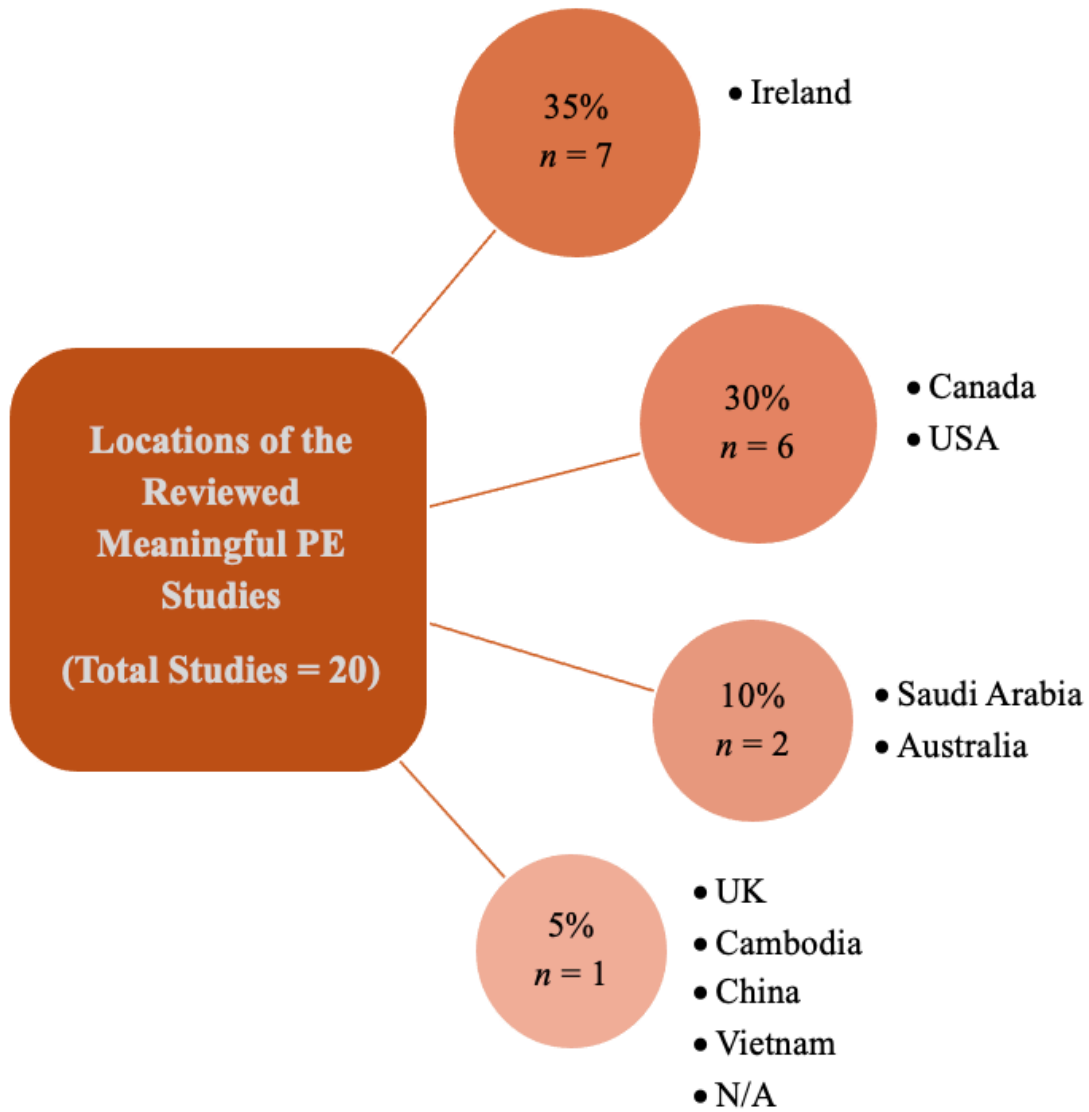


Figure 2. *Locations of the Reviewed Meaningful PE Studies.*

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**CHAPTER 3**  
**MANUSCRIPT ONE**

Learning to Teach Sport Education in Saudi Middle Schools: Teachers' Perceptions of the  
Successes, Constraints, and Possibilities Associated with Implementing the Model

## Abstract

**Background:** While there have been calls for research that describes how physical education teachers persist in integrating student-centered pedagogical models such as Sport Education, there are no reports of model-based practice in the literature originating from Saudi Arabia. Further, previous research on Sport Education in Arab states has been limited to unpublished dissertations or single teachers in single schools. This study is important in light of the Saudi Vision 2030 goal to increase public participation in physical activity and sports for both men and women. **Purpose:** This study aims to examine in-service Saudi teachers' experiences and practices when learning to incorporate the Sport Education model. **Method:** Six in-service physical education teachers from five middle schools in Saudi Arabia participated in the study. Data were qualitatively collected from critical incident reports and analyzed using both inductive and deductive approaches. **Results:** Results indicated a range of successes, constraints, and possibilities associated with implementing Sport Education in Saudi Arabian schools. Most notably, the teachers indicated that the model had an advantageous effect on students despite it being their first time participating in a Sport Education season. **Conclusion:** Sport Education has unique features that make it a preferred and more widely used pedagogical model in physical education.

*Keywords:* Saudi Vision 2030, models-based practice, professional development, dilemmas framework

## Learning to Teach Sport Education in Saudi Middle Schools: Teachers' Perceptions of the Successes, Constraints, and Possibilities Associated with Implementing the Model

In 2016, the Saudi Arabian government launched a national strategy called 'Vision 2030'. This document outlines a forward-looking approach to establishing the nation's future by reducing its heavy reliance on oil revenue. Vision 2030 is built on three pillars: a vibrant society, a thriving economy, and an ambitious country. To support this vision, the Council of Economic and Development Affairs has crafted 11 short-term assistance programs, complete with implementation plans to enhance the likelihood of achieving the vision's goals and measuring outcomes. One of these programs is the Quality of Life (QOL) program 2020 (KSA-Government, 2018). This initiative aims to improve the livability and lifestyles of citizens and identifies several target areas, including health, sports, recreation, leisure, and education. The emphasis on promoting physical activity at the population level is evident in one of the program's primary objectives: 'to increase public participation in sports and athletic activities.' This focus on physical activity is a central part of the 'Living Healthy, Being Healthy' section of Vision 2030, which falls under the overarching goal of creating a 'Vibrant Society...with Fulfilling Lives' (Albujulaya et al., 2024).

At the school level, two initiatives outlined in the QOL document have significant implications for physical education. First, Initiative 6.3.1, 'Enhance Girls' Sports Participation at the School Level,' aims to make physical education classes available to female students in Saudi Arabian schools. This includes providing girls' schools with well-maintained gyms and significantly increasing the number of qualified female physical education teachers. Second, Initiative 6.3.20 'My Sport is My Future' was designed to encourage sports competitions among

school students. Nonetheless, the target was focused on increasing participation in extra curriculum activities, rather than directly into physical education. Further, as Rakha et al. (2022) discovered, many families lack interest in promoting children's regular daily physical activity and appear to be reluctant to involve children in sports clubs. This puts extra pressure on physical educators to provide positive learning experiences that might encourage participation in movement activities beyond school.

Another important focus within the Vibrant Society pillar of Vision 2030 is providing education that fosters children's fundamental character. This is particularly relevant for physical education, as it emphasizes the development of core values such as initiative, persistence, leadership, social skills, cultural knowledge, and self-awareness. Additionally, in Islam, there are specific guidelines and regulations to consider when participating in sports, which include values of brotherhood and cooperation, honesty and trust, as well as humility and kindness (Golchin et al., 2021). These values align well with the principles of Sport Education. For instance, being part of the same team throughout a season helps cultivate these values, while responsibilities like refereeing and keeping score foster honesty and trust. Moreover, experiences related to winning and losing can demonstrate either positive or negative values.

At this point in time, there are no reports of model-based practice in the literature originating from Saudi Arabia. Indeed, among Gulf Cooperation Council (GCC) countries, only Kuwait has evidence of studies of the efficacy of Sport Education as an innovative practice (Albaloul et al., 2024; Alrashidi, 2019; Althuwaini, 2018). The outcomes of these studies align with those from various countries. Teachers showed enthusiasm for increased student engagement in physical education, and students reported a boost in their enjoyment and eagerness to participate in class, to the extent that they 'became in their view "Mohtarefeen" (the

Arabic word for “professional”) during the season’ (Althuwaini, 2018, p. 224) in terms of their learning and knowledge development.

Specifically, Althuwaini (2018, p. 268) reported a positive impact on the teacher who described a clear ‘reprofessionalism’ and feeling ‘valuable’ in his reflections. He also described the teacher’s delight in seeing his students become more competent within the sport setting, not only in motor competence, but also in knowing and embracing the responsibilities attached to each team role. While the survey data from students showed considerable gains in their views about the specific features of the season and overall changes in their enjoyment and enthusiasm concerning class participation, the teacher in this study was most gratified by discovering a physical education environment where he believed students could develop a ‘sport morality’ (p. 265).

In a study involving Kuwaiti middle school boys, Albaloul et al. (2024) compared the impact of Sport Education with traditional teacher-directed lessons using a quasi-experimental pre-test and post-test study design. They found that the students’ motivation levels, including perceived interest/enjoyment, perceived competence, effort/importance, and pressure/tension, significantly improved in only the group that was taught using Sport Education. Similarly, Alrashidi (2019) integrated non-contact Karate and first aid in a Sport Education season involving high school girls. The key finding from this study was the positive impact on the girls’ sense of significance and satisfaction during the conduct of their roles, as well as the autonomy and responsibilities they were given in their teams. Additionally, Alrashidi (2019) reported an increase in the girls’ competence in the content, with almost all students changing their attitudes about physical education from negative to positive.

It should be noted that the studies described above all single teachers, and who also had extensive individual mentoring in learning the model. While this strategy has proven to achieve high fidelity to the desired instructional elements of Sport Education, it does involve a considerable time demand (from the teacher and the mentor) and hence limits the number of teachers and school who can participate (Sinelnikov, 2009). More generally, research on the topic of how educators adapt to new curricula has shown that this process is often fraught with challenges (Casey & Bjørke, 2024; Silva et al., 2021). How successfully a teacher learns and applies a new curriculum approach depends on several things, including their beliefs, the learning culture at their school, how much they have studied about the new curriculum, and how much they have learned about the previous one (McCaughtry et al., 2004). According to existing research, early users of Sport Education face several challenges in managing a season that might impact the overall value of their experience (Curtner-Smith et al., 2008; Hordvik, 2019). While most report benefits/successes relating to personal and social development, inclusion, and student motivation, many also feel constrained by a lack of full understanding of the model, perceptions that it involves increased planning and management which is compounded by a lack of school facilities and support (Harvey et al., 2020). Add these to the perceived pressures of curriculum time, many teachers resort to using teams and competitions as an organizational structure, but including few, if any, of the other components of the model (Curtner-Smith et al., 2008).

Given the rationale that the introduction of Sport Education into Saudi physical education, the aim of the current study was to examine in-service Saudi teachers' experiences and practices when learning to incorporate the model. In this case, the sample of teachers was expanded to six, and while the teachers experienced a sustained school-based, tailored, and

supported program, their overall commitment was considered more reasonable when considering their daily work in schools and in their after-school responsibilities. As a result, it presented an ecologically valid scenario which could delve into the various successes, constraints, and possibilities encountered by teachers as they were acquainted with and prepared for implementing a season of soccer/handball with seventh- and eighth-grade students. This is particularly relevant given the lack of research investigating teachers' practice and how physical education is taught in Saudi Arabian schools.

## **Method**

### **Participants and Setting**

The first author recruited male physical education teachers from public and private all-boys middle schools in Riyadh, the capital city of Saudi Arabia, via a WhatsApp group involving more than 500 teachers. Based on the first author's knowledge and expertise with the Saudi physical education curriculum, he anticipated that the prospective participants would be unfamiliar with and had not yet used the Sport Education model in their teaching practices. Consequently, in his correspondence with teachers, the first author succinctly conveyed details about the model, methods of study, and length. After the first author gained the interest and initial assent of possible participants, the official procedures went forward (e.g., signing the consent form, visiting schools, etc.). A total of six teachers agreed to participate.

The teachers ranged in age from 27 to 48 years old ( $M = 34.5$ ,  $SD = 7.6$ ). Of those participants, three had master's degrees, two held bachelor's degrees, and one held a diploma. The teachers' school enrolments ranged from 197 to 670 students, and their years of experience teaching physical education ranged from 7 to 28 years ( $M = 13.5$ ,  $SD = 7.7$ ). When it came to the

participants' sports backgrounds and part-time jobs, three of the teachers were soccer coaches, one was a licensed soccer referee, and two were sports administrators.

Middle school physical education in Saudi Arabia typically adheres to a standardized multi-activity curriculum. For seventh-grade students, the focus is on achieving grade appropriate skills in several team sports including soccer, handball, basketball, and badminton. Delivery of the curriculum is through a series of relatively short units (~ 4 lessons) (Ministry of Education, 2023a). Apart from one, all schools had ample resources, including large gymnasiums and outdoor playgrounds. None of the teachers were familiar with the Sport Education model prior to the study.

The research protocol was approved by the Research Ethics Committee and Institutional Review Board (IRB) for Human Subjects Research at Auburn University, and King Saud University, and the General Directorate for Education in Riyadh Region. Approval by the General Directorate allows access to any school in the specific region based on the educational level (in this case middle school) and gender of students. Teachers' informed consent for their participation in the study was obtained, while their identities in this study are pseudonyms.

### **The Sport Education Seasons**

The seasons were designed as a collaborative effort between the teachers and the first author. First, the choice of the sport to be used during the season was left to the teachers' discretion. Four teachers chose soccer while two opted for handball. Following this, the length of the season was discussed. While it is acknowledged in the literature that lessons more towards the 15-lesson length are preferred (Siedentop et al., 2020), the teachers agreed to extend their usual unit commitment from four to ten lessons. Given this was the teachers' first attempt at the model, and the purpose was to examine the pragmatics of model implementation, this was

considered a reasonable compromise, particularly as all the elements of a traditional format of Sport Education (seasons, affiliation, formal competition, record keeping, festivity, and culminating event; Siedentop et al., 2020) were to be included. The first author then designed the 10-lesson season plans which were distributed to the teachers together with the necessary materials, including a player list sheet, a system for scoring games, a formal competition schedule, and details of awarding fair play and officiating points.

The teachers first divided their students into teams. Then, over the span of five weeks (2 lessons a week; 45 minutes), these teams proceeded to learn and practice skills together, play each other in an ongoing series of practice games before moving on to the formal competition. Teams also assigned members to managerial roles, such as equipment manager, warm-up trainer, team captain, and coach. All students participated in officiating and keeping score throughout both practice and competition games. A complete outline of the soccer season plan is shown in Table 5.

Table 5

*Soccer Season Plan*

Lesson	Content
1	<ul style="list-style-type: none"> <li>○ Explain the season plan to students (same teams, learn the game, team practices, learn to officiate, then a competition phase)</li> <li>○ Stress that the championship is NOT determined by win-loss only</li> <li>○ Explain rules of soccer</li> <li>○ Form ad hoc teams (not your final teams) and play games as you watch and teach soccer rules</li> </ul>
2	<ul style="list-style-type: none"> <li>○ Team assignment .. introduce team roles (captain, equipment manager, fitness leader, scorekeeper) .. assign team areas</li> <li>○ Team names and members</li> <li>○ Team skill practice (throw-in, toe stop)</li> <li>○ Finish lesson with short games between squads (no officiating)</li> </ul>
3	<ul style="list-style-type: none"> <li>○ Roles included in lesson protocol (warm-up and equipment)</li> <li>○ Explain officiating responsibilities (referee, scorekeeper, statistician)</li> <li>○ Practice game with practice officiating (rotate teams through)</li> </ul>

- Entry roles – Team warm-up, etc.
  - Team skill practice (dribbling, stationary kick)
  - 4 ○ Pre-season games (you decide how long, but don't make it extensive)
  - Try to have everyone play x 2 and officiate x 1 during the day
  - 5 ○ Repeat day 4
  - Team warm-up
  - 6 ○ Formal competition
  - Team warm-up
  - 7 ○ Formal competition
  - Team warm-up
  - 8 ○ Formal competition
  - Team warm-up
  - 9 ○ Playoffs
  - Championship game
  - 10 ○ Presentation of awards
- 

### **Model Fidelity**

Given that the participating teachers had marginal experience and knowledge of Sport Education before this study, model fidelity was promoted in five ways. Initially, the first author created a WhatsApp group specifically for the purpose of answering teachers' inquiries and providing them with extra assistance throughout the study. These teachers were then invited to join the group. Second, prior to the study, teachers received a one-day in-person training session at their respective schools. During the training time, the first author (a native Arabic speaker) met with teachers, provided them with an overview of the model, and distributed the season materials previously mentioned. Third, the first author shared the video link with teachers in the WhatsApp group after recording a PowerPoint presentation outlining the history, characteristics, and instances of Sport Education. Fourth, there were ongoing informal discussions and encounters with the participating teachers throughout the project, either via a WhatsApp group, created by the first author or at their respective schools. Indeed, the first author visited the schools during the seasons, and recorded the extent to which the implantation of the lessons

matched the planned activities and model characteristics using the instructional checklist developed by Hastie et al. (2013). Key elements included that (a) groups of students go to a designated home area and begin warming up with that group, (b) students practice together with their group/team under the direction of a peer leader; (c) students remain a part of easily identifiable groups throughout the lesson and throughout different tasks, (d) performance records are kept by students, (e) students perform specialized tasks within their group/team, and (f) student performance scores count toward a formal and public scoring system. At the end of these lessons, the first author provided his written comments and feedback to the teachers.

### **Data Collection**

Data were qualitatively collected from critical incident reports (CIRs). All records were collected and analyzed in Arabic and later translated to English for the purposes of reporting.

#### ***Critical incident reports***

The critical incident technique (Flanagan, 1954) was used to investigate those features of the model that the teachers viewed as significant or important during the unit. Earlier studies in physical education (Parker, 1995; O'Bryant et al., 2000; Shiver et al., 2024) have evaluated pre-service and practicing teachers using this technique. Following each lesson, the teachers completed a critical incident reflective sheet. Instructions for completing the sheet were similar to those provided by Shiver et al. (2024). The prompt stated, 'Describe a meaningful experience from today's lesson. This could be a positive experience or a challenge that you encountered. Give a reason why you saw it as meaningful or important.'

### **Data Analysis**

Initially, critical incident analysis involved sorting data into thoughts and perceptions (Hastie & Curtner-Smith, 2006). Based on the work of Bell et al. (1985), a thought or perception

was defined as a statement that was conceptually consistent with a single topic or idea. Next, using the analytic induction technique (Goetz & LeCompte, 1984), thoughts and perceptions were coded and placed in a series of emerging categories and subcategories.

The final set of critical incidents was coded into the different frames of reference within Windschitl's (2002) dilemmas framework (see Appendix 1). This framework provides a heuristic to investigate beliefs, routines, and the forces that shape pedagogical practice (Windschitl, 2002). As defined by Harvey et al (2020), the four frames of reference within this framework are: (a) Conceptual dilemmas, which encompass attempts to understand the theoretical underpinnings of Sport Education; (b) Pedagogical dilemmas, which are based on the added complexity of the curriculum design and enactment demands of the model; (c) Cultural dilemmas associated with reorientation of teacher and student roles and expectations; and (d) Political dilemmas connected with resistance from institutional and community of practice norms, and routines of privilege.

### ***Trustworthiness***

The trustworthiness of the data was enhanced through an audit trail through written memos and notes (translated from Arabic to English language by the first author), as well as peer debriefing sessions between the first and second authors in the case of developing themes. Searching for negative cases also added credibility to the data analysis process.

## **Results**

The teachers reported a total of 86 meaningful experiences throughout their seasons, which are presented in Tables 6 and 7. Out of these, 62 reflected positive perceptions, while 24 represented more frustrating or challenging aspects of the model's implementation. The positive experiences were categorized into three main themes, each containing several individual or recurring entries. The most frequent theme was 'students' motivation and learning,' which had

27 entries. Within this theme, 'enthusiasm' and 'enjoyment' were the predominant responses, making up almost half of the entries. Other contributions indicated that students positively accepted the model, leading to an increased desire for learning, play, and self-reliance (9 entries). Additionally, it was noted that students communicated about the season and practiced together after school. The second theme, which had 22 entries, was focused on 'personal and social responsibility.' The most reported items included 'respect' for teammates, fellow students, officials, and game outcomes (12 entries). There were also several references to 'encouragement and tolerance' (6 entries). A less frequent but noteworthy theme labelled 'role commitment and success,' comprised 11 entries. This theme highlighted students taking their roles seriously and demonstrating success in those roles.

The 24 negative perceptions were categorized into two main themes. The first theme, 'traditional PE [physical education] culture,' highlighted the challenges teachers faced regarding student absences, being late, and not bringing their PE clothes (8 instances). Additionally, issues such as arguments and refusal to accept decisions were noted (7 instances). It is important to point out that most of these incidents occurred during the first three lessons, with none reported after the fifth. The second theme represented frustration with the status of physical education within the schools (8 instances). This included concerns about the limited number of lessons allocated for the subject, the short duration of the lessons, and scheduling conflicts such as ministry exams or timetable changes made by administrators.

Table 6

*Frequency of Teachers' Positive Perceptions/Thoughts from the CIRs*

Categories	Subcategories	Week/Lesson										Total
		Week 1		Week 2		Week 3		Week 4		Week 5		
		1	2	3	4	5	6	7	8	9	10	
Students' Motivation and Learning	1. Accept lesson	1	0	0	0	0	0	0	0	0	0	1
	2. Accept the model idea	0	0	0	0	0	1	0	0	0	0	1
	3. Enthusiasm	4	0	1	1	1	1	0	1	0	0	9
	4. Enjoyment	0	0	0	0	0	0	2	0	1	0	3
	5. Skills discovery	1	0	1	0	0	0	0	0	0	0	2
	6. Positive atmosphere	0	1	0	0	0	0	0	0	0	0	1
	7. Desire for learning	1	0	0	0	0	0	0	0	0	0	1
	8. Promote roles	0	0	0	0	1	0	0	0	0	0	1
	9. Promote students desire (general)	0	0	0	1	1	0	0	0	0	0	2
	10. Desire for playing	1	0	0	0	0	0	0	0	0	0	1
	11. Student creativity	1	0	0	0	0	0	0	0	0	0	1
	12. Self-reliance	0	0	1	0	0	0	0	0	0	0	1
	13. Enhance students' learning	0	0	0	0	0	0	0	0	0	1	1
	14. Student communications after school	0	0	0	0	1	0	0	0	0	0	1
	15. Student practices after school	0	0	0	0	0	1	0	0	0	0	1
	Total											<b>27</b>
Roles Commitment and Success	1. Set up equipment	0	1	0	0	1	0	0	0	0	0	2
	2. Clean the court	0	1	0	1	0	0	0	0	0	0	2
	3. Scorekeepers commitment to roles	0	0	0	1	0	0	0	0	0	0	1
	4. Roles commitment (general)	0	0	1	0	1	0	0	0	0	0	2
	5. Comprehend roles	0	0	1	0	1	0	1	0	0	0	3
	6 Referee success	0	0	1	0	0	0	0	0	0	0	1
	Total											<b>11</b>

Table 6

Cont.

Categories	Subcategories	Week/Lesson										Total
		Week 1		Week 2		Week 3		Week 4		Week 5		
		1	2	3	4	5	6	7	8	9	10	
Personal and Social Responsibility	1. Listen to team captain	0	1	0	0	0	0	0	0	0	0	1
	2. Encourage the opposite team	0	0	1	0	0	0	0	0	0	0	1
	3. Encourage each other	0	1	0	0	0	0	0	0	0	0	1
	4. Benefit from each other	0	0	0	0	0	0	0	0	1	0	1
	5. Fair play	0	0	1	0	1	0	0	0	0	0	2
	6. Shake hands	0	1	0	1	0	0	0	0	1	0	3
	7 Students respect each other	1	0	1	0	1	0	0	0	0	1	4
	8. Respect referees	0	0	0	1	0	0	0	0	0	0	1
	9. Accept referee decisions	0	0	0	0	0	0	1	0	0	0	1
	10. Accept game results	0	0	0	1	0	0	0	0	1	0	2
	11. Honesty	0	0	0	0	1	0	0	0	0	0	1
	12. Don't show anger	0	0	0	0	0	0	0	0	0	1	1
	13. Student interaction	0	0	0	0	1	0	0	0	0	0	1
	14 Show responsibility in school	1	0	0	0	0	0	0	0	0	0	1
	15. Classroom teacher notice	0	0	0	0	0	0	0	0	1	0	1
	<b>Total</b>											<b>22</b>
School Staff Support and Enthusiasm	1. Classroom teachers and administrative support	0	0	0	0	0	0	1	0	0	0	1
	2. Classroom teachers support	0	0	0	0	0	0	0	1	0	0	1
	<b>Total</b>											<b>2</b>
	Total by lesson	11	6	9	7	11	3	5	2	5	3	<b>62</b>
	Total by week	17		16		14		7		8		

Table 7

*Frequency of Teachers' Negative Perceptions/Thoughts from the CIRs*

Categories	Subcategories	Week/Lesson										Total
		Week 1		Week 2		Week 3		Week 4		Week 5		
		1	2	3	4	5	6	7	8	9	10	
Culture and PE Tradition	1. Don't bring PE dress	1	0	0	0	0	0	0	0	0	0	1
	2. Students absence	1	1	0	0	3	0	0	0	0	0	5
	3. Students delay	0	0	1	0	0	1	0	0	0	0	2
	Total											<b>8</b>
Negative Attitudes Toward Referees	1. Don't accept referee decisions	1	0	1	0	0	0	0	0	0	0	2
	2. Arguing with the referees	1	2	1	0	0	1	0	0	0	0	5
	Total											<b>7</b>
PE Curriculum	1. Lack of PE classes	0	1	0	0	0	0	0	0	0	0	1
Total												<b>1</b>
PE Lesson Length and Timing	1. Length of PE class	0	0	0	0	1	0	0	0	0	0	1
	2. Timing of PE class	0	0	1	0	0	0	0	0	0	0	1
	Total											<b>2</b>
PE Space and Resources	1. Lack of equipment and courts	1	0	0	0	0	0	0	0	0	0	1
	2. Lack of sport courts	0	1	0	0	0	0	0	0	0	0	1
	Total											<b>2</b>
Schedule Conflicts with PE	1. Ministry exam	0	0	0	1	0	0	0	0	0	0	1
	2. Schedule change by administration	0	0	0	0	1	0	0	0	0	0	1
	3. Exams schedule conflicts with PE class time	0	0	0	0	0	0	0	0	1	0	1
	Total											<b>3</b>
Roles Commitment	1. Don't commit to roles	0	0	1	0	0	0	0	0	0	0	1
Total												<b>1</b>
Total by lesson		5	5	5	1	5	2	0	0	1	0	
Total by week		10		6		7		0		1		<b>24</b>

Note. PE = Physical education.

This section reports the CIRs' results from the most prevalent key themes (e.g. benefits and successes associated with using Sport Education, constraints associated with using the model, and possibilities) within each aspect of Windschitl's (2002) heuristic (i.e. conceptual, pedagogical, cultural, and political).

### ***Conceptual dilemmas***

As presented in Table 7, the progressive decline in teachers' negative perceptions suggests that students increasingly understood the model's key components (i.e., fair play points) as the season progressed. Notably, early concerns, such as students challenging referee decisions, had disappeared by weeks 4 and 5.

### ***Pedagogical dilemmas***

The number of pedagogical dilemmas reported by teachers was extremely high. One of the major benefits/successes participants consistently expressed in critical incident reports was students' motivation and learning ( $n = 27$ ). This construct included students 'passion for competing' (Khaled) and their willingness 'to know what was required of them, accept guidance, and work on it without feeling bored or dissatisfied' (Mustafa). Teachers also found the Sport Education model helpful in promoting a 'positive atmosphere within the class' (Ahmed), encouraging students 'self-reliance' (Mustafa) and 'desire to play' (Khaled).

Another key pedagogical benefit/success of using Sport Education was the opportunities it provided for students to develop a sense of personal and social responsibility ( $n = 22$ ). Teachers reported that students 'shake hands with each other after games' and 'appreciate and respect the decisions of officials' (Mustafa). During the championship game, it was noticed that students 'respect and joy with the winner' and 'not showing anger' (Mazen).

A third key pedagogical achievement of using Sport Education was roles commitment and success ( $n = 11$ ). Teachers highlighted times students understood and adhered to their assigned roles and showed successful performance in their tasks. Mazen noticed ‘reduced class disturbance while going to the playground, resulted from team organization and presence of a leader’. Another statement reported by Faris is that ‘the game was managed well by the referee’.

In terms of constraints with the model, pedagogical dilemmas were associated with students’ motivation and learning ( $n = 1$ ). For example, ‘Failure to adhere to the tasks assigned to the warm-up and cones [equipment] official. This comes from a lack of desire to warm-up and a lack of discipline in doing so on the part of the teams’ (Khaled).

### ***Cultural dilemmas***

Cultural dilemmas were often associated with various constraints. Culture and physical education tradition were the two major constraints reported by the teachers. For example, teachers were suffering from students who ‘did not bring PE [physical education] dress’ (Khaled), ‘students delay at the beginning of the class’ (Mustafa), and the ‘absence of leaders in some lessons’ (Mazen).

The second major cultural constraint was students’ early negative attitudes toward referees. Teachers observed that, particularly at the start of the season, ‘students argue with the referee during the game’ (Ahmed) and ‘...when selecting a referee with no referring experience, he was pressured by the team to influence his decision’ (Faris). Regarding the current standardized physical education curriculum, Mazen reported that ‘the lack of physical education classes keeps students away from the protocols within the class in some groups.’

### ***Political dilemmas***

The support and enthusiasm from the school staff, including school principals and classroom teachers was noted. Naif reported that ‘the closing day [awards ceremony] comprised the presence of classroom teachers.’ Two teachers reported that schedule conflicts with physical education were a major political constraint in applying the model. For example, Ahmed wrote of students ‘being late in going to sports class [physical education class] due to a test from the Ministry and the presence of supervisors.’

### **Discussion**

The purpose of the study was to examine in-service Saudi teachers’ experiences and practices when learning to incorporate the Sport Education model. It drew on the work of Windschitl (2002) to explore those aspects of the teachers’ intellectual and lived experiences that have an impact on their practice. This discussion of our findings is organized around three topics: (a) a comparison with previous research using the Windschitl dilemmas, (b) alignment with the Saudi Vision 2030, and (c) future research on Sport Education in Saudi Arabia.

### **Comparison with Previous Research**

The findings from the study were similar to those found in previous literature regarding the multiple dilemmas physical education teachers encountered as they learned and taught Sport Education. In fact, the relative distribution and content of the dilemmas reported by the Saudi teachers and those in the Harvey et al.’ study (2020) were remarkably similar. Conceptual dilemmas were the least frequently mentioned, political dilemmas had more frequency but not an overwhelming impact, while cultural and pedagogical aspects took prominence.

The teachers in the current study indicated that the model had an advantageous effect on students despite it being their first time participating in a Sport Education season. This result is

consistent with what Layne and Hastie (2014) found in their study, which indicated that first-time Sport Education unit participants are anticipated to have favourable outcomes. Students' excitement and learning, their dedication and accomplishment, and their personal and social responsibility, both in and out of the gym, were the three primary areas where teachers have found the Sport Education season had a beneficial impact on students' behaviours. These outcomes are consistent with what was found in a previous Sport Education review by Wallhead and O'Sullivan (2005), and they also align with more current research on students' social skill development (García-López & Gutiérrez, 2015).

The teachers' confidence in being able to implement a Sport Education season was high, even though it was their first experience with the model. Teachers also acknowledged their contentment with the consistent support they received from classroom teachers, although it took time for some of them to buy in to the increased seriousness of physical education lessons. While these were positive aspects for these teachers, we caution a generalization of this finding given the challenges Althuwaini (2018) encountered in Kuwait, where some other physical education teachers deliberately tried to disrupt his season. What does seem to be universal however (at least in the examples to date) is evidence of positive support from administrators, with evidence from this study at that of Althuwaini and Kinchin (2018).

Despite all these noticeable improvements among teachers, a new model implementation has not always been relatively simple or successful. In this regard, several studies demonstrate different degrees of conformity and modifications when in-service teachers incorporate Sport Education into physical education classes (Romar et al., 2016). In a study carried out by Curtner-Smith et al. (2008), it was found that teachers adopted the Sport Education model in various ways, ranging from a complete version to a unit that only closely matched the original model.

Teachers in the current study did, however, point out several constraints associated with implementing the Sport Education model. As an example, a frequently mentioned constraint faced by the teachers in the early phases related to the culture of the students' previous physical education (such as being late or absent) and having negative attitudes toward referees (such as refusing to accept decisions made by referees). From a curriculum perspective, the teachers felt challenged by a lack of classes they were able to allocate to the activity, and scheduling aspects that affected physical education (such as having to take physical education time during tests).

### **Alignment with the Saudi Vision 2030**

It was mentioned in the introduction to this study that intuitively, it is possible to align many of the features and goals of Sport Education with the aims of the Saudi Vision 2030. The reports from the teachers provide initial support for how the model can act as a catalyst towards some of the more specific aspects of the vision. Two particular cases come to mind. The first is initiative 6.3.20 (My Sport is My Future program) where the government goal is to have 25% student participation in extra-curricular activities. In 2016, this number stood at 15%, but with a Ministry of Education initiative called 'Activity Hour' in 2017/18, an extra hour was added to the school day dedicated to such activities. With this there has been a slight update in participation, but no data are available since Covid (Albujulaya et al., 2024).

Given how the teachers wrote about players communicating with each other about their teams in the seasons outside of physical education, and in some cases agreeing to practice together outside of school, it makes sense that Sport Education seasons as options within Activity Hour might be well received. Early research by Wallhead and his colleagues (2010, 2018) on lunch/recess programme as a spin-off from Sport Education seasons in physical education show them to be attractive to many students. Topics for investigation could include an

analysis of who joins the club, their history with Sport Education prior to joining, and identifying those aspects that lead to retention.

The second case related to the achievement of the ‘Vibrant Society’ pillar of Vision 2030 goal of providing education that fosters children’s fundamental character. From the CRI reports it became clear that the teachers saw noticeable changes in aspects of the students personal and social responsibility. Specifically, from a personal perspective, they saw improvements in self-direction and self-reliance, while on a social scale, increases in respect and tolerance towards others, as well as an increasing willingness to carry out responsibilities.

### **Future Research on Sport Education in Saudi Arabia**

#### ***Replication***

As with all research endeavours, subsequent replications enhance the credibility of outcomes. Further research that provides descriptive accounts of teachers’ and students’ experiences with Sport Education is encouraged. This is especially important since all research on this model in Saudi Arabia and Kuwait has involved only single seasons. Expanding samples to include other GCC countries and different grade levels is warranted, particularly given the lack of research on models-based practice in the region.

#### ***Girls***

In light of the emphasis on increasing opportunities for women and girls in Saudi Vision 2030 and its support programs, research on Sport Education in girls’ schools is definitely warranted. Multi-study evaluations of girls’ experiences with the model have demonstrated its potential to engage them in physical education meaningfully, especially those who have been previously disinterested or disengaged (Sinelnikov & Hastie, 2009). However, all these studies

involved girls in coeducational physical education, whereas students in Arabic schools are typically separated by gender.

### ***Teacher training***

Given the positive outcomes of this study, supported by previous work in Kuwait, there is optimism that Sport Education could become a more widely adopted pedagogical model in physical education programs, given continued education and training for physical education teachers in Saudi Arabia. The Ministry of Education makes significant efforts to enhance the skills of physical education teachers and supervisors through regular training programs, which are essential for career advancements such as promotions. These programs aim to cultivate a culture of sports within the community, promote physical activity, and identify and nurture athletic talents (Ministry of Education, 2023b). Additionally, they focus on improving the professional expertise of educational supervisors and teachers across various sports disciplines. Therefore, incorporating Sport Education into the in-service professional development curriculum, along with research on this effort, would be a timely addition for teachers.

Concerning physical education teacher education (PETE), research by Curtner-Smith (2012) outlined a sequence for teaching Sport Education to pre-service teachers that has led to successful adoption. The initial course involves students learning about and practicing key pedagogies, as well as pedagogical concepts and theories that are foundational to effective teaching. This is followed by learning about the Sport Education model and participating in a season of Sport Education taught by a faculty member specializing in sport pedagogy. Students then take on teaching responsibilities for the model during early field experiences and eventually assume full responsibility during their culminating student teaching practice.

The structure of teacher preparation in Saudi universities aligns well with this sequence. PETE programs in Saudi Arabia require physical education majors to take multiple courses focused on learning and teaching in physical education and to complete school experiences before starting their full-semester field experience (internship). As a result, it would not necessitate a significant deviation from the instructional plan to include Sport Education as a core course or one of the instructional methods within these courses and field experiences, thereby encouraging interns to apply the model in schools.

### **Conclusion**

The teachers participating in this study shared a variety of successes and challenges related to implementing Sport Education in schools. The findings from this study generally support the previous research conducted with physical education teachers and students who experienced Sport Education for the first time. In addition, this study highlights the constraints in implementing alternative pedagogies such as the Sport Education model.

While this research makes a significant contribution to the current literature by being the first to introduce and implement the Sport Education model in Saudi Arabia, it does have some limitations. Most notably, the choice of single-gender participants and the restriction to only one city (Riyadh) may have limited the generalizability of the results. Studies such as this need to be replicated with larger and more diverse participants, including teachers of both genders from different locations and educational settings. This would facilitate more Sport Education users in Saudi Arabia and provide deeper insights into teachers' experiences with learning and implementing the Sport Education model.

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Appendix 1

Sample Codebook for Teachers' Critical Incident Reports

Dilemmas	Categories/Subcategories	Definitions	Examples
<b>Pedagogical Dilemmas</b>	<p>Students' Motivation/Learning</p> <ol style="list-style-type: none"> <li>1. Accept lesson</li> <li>2. Accept the model idea</li> <li>3. Enthusiasm</li> <li>4. Enjoyment</li> <li>5. Skills discovery</li> <li>6. Positive atmosphere</li> <li>7. Desire for learning</li> <li>8. Promote roles</li> <li>9. Promote students desire (general)</li> <li>10. Desire for playing</li> <li>11. Student creativity</li> <li>12. Self-reliance</li> <li>13. Enhance students' learning</li> <li>14. Student communications after school.</li> <li>15. Student practices after school.</li> </ol>	<p>Teachers highlight times students enjoyed and accepted the model's idea and enthusiastically participate in the lessons.</p> <p>Teachers find the SE model helpful to provide students with positive learning environment, positive learning outcomes, promote students' self-reliance, desire to learn and play on teams, skills discovery and learning as well as students' confident to officiate games.</p> <p>Teachers highlight times students communicated and practiced skills in out-of-school times.</p>	<p>"Students accept handball" (Ahmed; L1)</p> <p>"Students show enthusiasm when dividing them into groups and assigning a leader to guide the students in the group" (Ahmed; L1)</p> <p>"The appearance of enthusiasm during games." (Ahmed; L3)</p> <p>"Showing enthusiasm during class [PE class]." (Ahmed; L4)</p> <p>"Students' enthusiasm for qualifying for the final [championship] game." (Ahmed; L5)</p> <p>"Students' enthusiasm while playing the championship game, which made the game take longer than usual due to the score being tied." (Ahmed; L6)</p>
<b>Pedagogical Dilemmas</b>	<p>Personal and Social Responsibility</p> <ol style="list-style-type: none"> <li>1. Listen to team captain</li> <li>2. Encourage the opposite team</li> <li>3. Encourage each other</li> <li>4. Benefit from each other</li> </ol>	<p>Teachers highlight times students reflected honestly, fair play, respected and encouraged each other, accepted game results, and handled conflict</p>	<p>"... students accept new information from the group leader." (Ahmed; L2)</p> <p>"Encouraging the winning team" (Ahmed; L3)</p>

	<p>5. Fair play 6. Shake hands 7 Students respect each other 8. Respect referees 9. Accept referee decisions 10. Accept game results 11. Honesty 12. Don't show anger 13. Student interaction 14. Show responsibility in school 15. Classroom teacher notice</p>	<p>following SE-based protocols.</p> <p>Teachers highlight times students showed responsible behaviors beyond the PE class.</p>	<p>“Fair competition” (Ahmed; L3)</p> <p>“Teams’ respect for referees” (Mustafa; L4)</p> <p>“Great student interaction” (Mustafa; L5)</p> <p>“Encouraging sportsmanship” (Mustafa; L5)</p> <p>“Appreciate and respect the decisions of officials” (Mustafa; L5)</p> <p>“Team C accepted the game result and did not argue throughout the game.” (Faris; L4)</p>
<p><b>Pedagogical Dilemmas</b></p>	<p>Roles Commitment and Success</p> <p>1. Set up equipment 2. Clean the court 3. Scorekeepers commitment to roles 4. Roles commitment (general) 5. Comprehend roles 6. Referee success 7. Students’ Motivation/Learning</p>	<p>Teachers highlight times students understood and adhered to their assigned roles and showed successful performance in their roles.</p> <p>Teachers highlight times students didn't commit to their assigned roles and responsibilities.</p>	<p>Equipment was organized by groups.” (Ahmed; L2)</p> <p>“Upon completion of the lesson, the students cleaned the space or playground.” (Ahmed; L2)</p> <p>“Students set up equipment before the class” (Ahmed; L5)</p> <p>“Students’ assigned roles became clear while carrying out the lesson.” (Ahmed; L5)</p> <p>“Comprehend the competition more by understanding the tasks assigned to them</p>

			[students] while implementing the model” (Khaled; W2)
<b>Cultural Dilemmas</b>	<p>Culture and PE Tradition</p> <ol style="list-style-type: none"> <li>1. Don't bring PE dress</li> <li>2. Students absence</li> <li>3. Students delay</li> </ol> <p>Negative Attitudes Toward Referees</p> <ol style="list-style-type: none"> <li>1. Don't accept referee decisions</li> <li>2. Arguing with the referees</li> </ol> <p>PE Curriculum</p> <ol style="list-style-type: none"> <li>1. Lack of PE classes</li> </ol> <p>PE Lesson Length and Timing</p> <ol style="list-style-type: none"> <li>1. Length of PE class</li> <li>2. Timing of PE class</li> </ol> <p>PE Space and Resources</p> <ol style="list-style-type: none"> <li>1. Lack of equipment and courts</li> <li>2. Lack of sport courts</li> </ol>	<p>Teachers highlight times students were absent or late. Students didn't bring their dress in PE, and had no desire to participate in the model.</p> <p>Teachers highlight times students didn't accept the referee decisions, didn't trust them because they were students as well as continually arguing and fighting with them.</p> <p>Teachers highlight times they were struggling with the lack of PE classes in the current curriculum.</p> <p>Teachers highlight issues related to PE class time and timing.</p> <p>Teachers highlight times they were struggling with the lack of PE space and recourses while implementing the model.</p>	<p>Ten students did not bring PE dress and were not included in the educational process. (Ahmed; L1)</p> <p>Students' absence from the school day.(Ahmed; L5)</p> <p>“Students were late in getting off, causing a delay in the game and increasing the time at the end of the class.” (Ahmed; L6)</p> <p>“The problem of absence of distinguished players was repeated, which led to the loss of the team ...” (Naif; L?)</p> <p>“Students argue with the referee during the game.” (Ahmed; L2)</p>

<b>Political Dilemmas</b>	<p>School Staff Support and Enthusiasm</p> <ol style="list-style-type: none"> <li>1. Classroom teachers and administrative support</li> <li>2. Classroom teachers support</li> <li>3. Ministry exam</li> <li>4. Schedule change by administration</li> <li>5. Exams schedule conflicts with PE class time</li> </ol>	<p>Teachers highlight times the school administration and classroom teachers supported the idea of the model and attended the final ceremony.</p> <p>Teachers highlight times they encountered issues from the school administration which had effects on the flow and progression while implementing the model.</p>	<p>“The closing day [awards ceremony] comprised the presence of classroom teachers ...” (Naif; L?)</p> <p>“Being late in going to sports class [PE class] due to a test from the Ministry and the presence of supervisors.” (Ahmed; L4)</p> <p>“The school administration changed the schedule, which caused students not to bring their PE dress” (Ahmed; L5)</p>

*Note.* All names are pseudonyms; PE = Physical education; and SE = Sport Education.

## **CHAPTER 4**

### **MANUSCRIPT TWO**

The Influence of Sport Education on Saudi Arabian Middle School Students' Motivation and Achievement of Saudi National Physical Education Objectives

## Abstract

**Purpose:** Although the successful adoption and positive outcomes of the Sport Education model have been documented in various cultural contexts beyond English-speaking countries, no research to date has explored its impact on Saudi Arabian students. This study examines the influence of the Sport Education model on Saudi Arabian male middle school students' intrinsic motivation (measured through the satisfaction of basic psychological needs, as well as perceived enjoyment and effort in PE) and their perceived achievement of the Saudi national objectives for Physical Education (PE). **Method:** Sixty-three Saudi male middle school students from four classes (ages 11-15 years) participated in a quasi-experimental design, with 28 students in the Sport Education group and 35 in the Traditional Teaching group. Data were collected through three pre- and post-surveys. **Results:** The results revealed significant differences between the Sport Education and Traditional Teaching conditions in changes to perceived autonomy, effort, and achievement of the Saudi national objectives for PE. No significant differences were found for perceived competence, relatedness, or enjoyment between the conditions.

**Conclusion:** Overall, the significant improvement in motivation observed among the Sport Education students in the present study is consistent with findings from prior research. The study highlights the alignment between the Sport Education features and Saudi Vision 2030 goals, supporting its potential to promote Islamic sports-based values in PE. These findings suggest that Sport Education is more effective than Traditional Teaching in enhancing intrinsic motivation and achieving the Saudi national objectives for PE.

*Keywords:* Saudi Vision 2030, seasons, self-determination theory, Islamic values

## The Influence of Sport Education on Saudi Arabian Middle School Students' Motivation and Achievement of Saudi National Physical Education Objectives

In 2016, the Saudi Crown Prince Mohammed bin Salman Al Saud ushered in an ambitious vision called 'Saudi Vision 2030', aimed at fostering economic and personal growth while enhancing the well-being of Saudi citizens (Mohiuddin et al., 2023). The Vision 2030 is founded on three pillars: a vibrant society, a thriving economy, and an ambitious country, shifting the country's economic paradigm away from its dependence on oil revenue. Instead, health, industry, education, leisure, tourism, mining, and infrastructure are among the areas that the vision aspires to promote (KSA-Government, 2016).

According to Al-Hazzaa and AlMarzooqi (2018, p. 5), "The Vision 2030 included an ambitious healthy lifestyle promotion programs targeting the Saudi population. Indeed, level 2.2.1 objectives of the Vision 2030 indicated that 'increasing public participation in PA and sports' is an important endeavor to be achieved." Another key aspect of Vision 2030 is encouraging all genders to engage in sports. Saudi Arabian schools have long offered physical education (PE) classes to girls, and they may now lawfully pursue PE degrees at the university level, join sports training programs, and work for sports organizations. Recently, the Education and Training Evaluation Commission (2020) established twenty-one criteria for Saudi health and PE teachers. Respected experts subsequently utilized these criteria to guide the development and implementation of a standardized curriculum for school PE programs.

Despite significant advancements, most PE teachers in Saudi Arabia persist in using traditional instructional approaches. According to Metzler (1999, 2017), these traditional approaches predominantly center on the subject content, with the teacher assuming a central role

as the primary authority in determining the subject matter, goals, class format, and students' roles and responsibilities. Within traditional approaches, students are expected to follow the teacher's directives without deviation, which often restricts their autonomy and reduces their active engagement in the learning process. Further, the heavy focus on skill development inherent in traditional approaches has contributed to students expressing diminished enthusiasm and limited learning experiences in PE (Metzler, 2017). Launder and Piltz (2013) highlight the importance of offering students authentic and meaningful practice opportunities. These are considered essential components for enhancing motivation in PE; however, they are often neglected in traditional instructional approaches.

### ***Motivational framework***

The role of motivation in enhancing academic achievement (Chen, 2001) and encouraging positive behaviors in PE and sports settings (Mitchell, 1996) is well-documented. Motivation for the purpose of this study is based on Self-Determination Theory (SDT; Deci & Ryan, 1985). According to SDT, the motivation continuum ranges from amotivation to intrinsic motivation (see Figure 3). Amotivation refers to a lack of intention and motivation to engage in any activity (Deci & Ryan, 2008). Extrinsic motivation varies in autonomy, from external regulation (driven by external rewards or punishments) and introjected regulation (motivated by guilt or self-worth), to more autonomous forms like identified regulation (when the activity aligns with personal values) and integrated regulation (when it becomes part of one's self-concept). These motivations are often grouped into autonomous (intrinsic, identified, integrated) and controlled (external, introjected) categories (Cheon et al., 2012; Haerens et al., 2015; Ntoumanis, 2001; Standage et al., 2005). Intrinsic motivation represents the highest level of autonomous motivation (Ntoumanis, 2001; Standage et al., 2005; Vasconcellos et al., 2020) and

has been a central focus in educational motivation research (Ryan et al., 1985). As defined by Deci and Ryan (1985), intrinsic motivation refers to behaviors undertaken for their inherent enjoyment and satisfaction, driven by the act itself rather than external rewards.

Three essential psychological needs are identified for intrinsic motivation: autonomy, competence, and relatedness (Deci & Ryan, 1985; Ryan & Deci, 2000, 2017). Autonomy is characterized by engaging in behaviors that are both voluntary and reflectively self-endorsed (Niemic & Ryan, 2009). Competence is defined as the belief in one’s ability to achieve success or demonstrate effectiveness in a particular context (Deci, 1975; Harter, 1983). Relatedness refers to the experience of feeling a sense of belonging and care within a social environment (Baumeister & Leary, 1995; Bowlby, 1979; Harlow, 1958; Ryan, 1995). This concept encompasses feeling accepted by peers and teachers, receiving strong social support, and cultivating positive friendships.

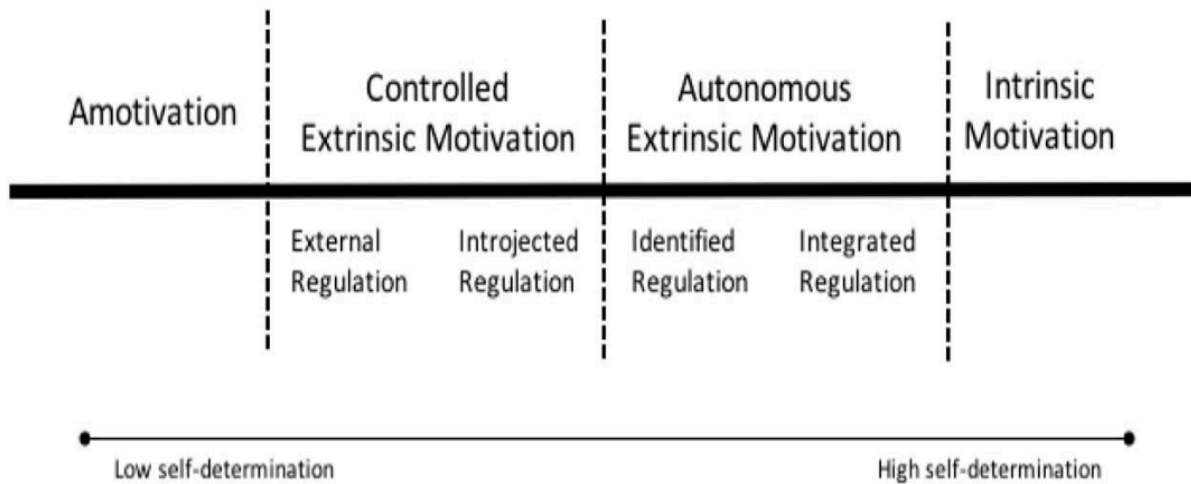


Figure 3

*The Self-Determination Continuum*. Reprinted from Vasconcellos et al. (2020, p. 1445).

### ***Correlations between intrinsic motivation, enjoyment, and effort in PE***

SDT serves as a foundational framework for understanding motivation in PE, offering a robust perspective on how social-contextual factors shape students' motivational experiences. Its strength lies in elucidating the ways in which PE environments influence student engagement and learning outcomes (Ntoumanis et al., 2009). Research suggests that when students are intrinsically motivated, they are more likely to develop positive perceptions of PE, leading to greater enjoyment and sustained participation (Vasconcellos et al., 2020). Empirical evidence from both sports (Pelletier et al., 1995) and PE settings (Ntoumanis, 2001) further reinforces this link, demonstrating that intrinsic motivation correlates with reduced boredom, increased effort, and a stronger intention to remain physically active. In this regard, Vallerand (2001) emphasizes that fostering an environment that satisfies students' three basic psychosocial needs: autonomy, competence, and relatedness, is essential for enhancing motivation and promoting long-term engagement in physical activity.

### ***Sport Education model***

Sport Education is a student-centered approach designed to provide more authentic and meaningful sports experiences, empowering students to become competent, literate, and enthusiastic participants in sports (Siedentop, 1994). According to Siedentop (1998), a competent sportsperson is equipped with abilities and strategies that match the complexity of the game, enabling them to engage as informed game players. A sports literate individual knows and appreciates sports rules, rituals, and traditions, can discern good from poor sport practices, and is developing the motivation to act on that knowledge to enhance sport. A sports enthusiast plays as part of a physically active lifestyle and preserves, protects, and improves sport culture to make it more accessible. Sport Education seeks to provide students in PE with motivating and enjoyable

athletic experiences by simulating key features of real-world sports (Siedentop, 1994). These six key features are: seasons, affiliation, formal competition, record keeping, festivity, and culminating event (Siedentop et al., 2020).

### ***Impact of Sport Education on students' intrinsic motivation***

Hastie and Sinelnikov (2006), along with Wallhead and Ntoumanis (2004), emphasize the value of examining Sport Education through the lens of SDT, highlighting its role in enhancing motivation in PE settings. Spittle and Byrne (2009) argue that different instructional approaches yield varying effects on student motivation. Among these, Sport Education has emerged as a particularly effective model, with studies revealing its significant to foster intrinsic motivation compared to traditional instructional approaches (Albaloul et al., 2024; Cuevas et al., 2016; Spittle & Byrne, 2009). Furthermore, Burgueño et al. (2018) highlight the model's effectiveness in addressing the three basic psychological needs of autonomy, competence, and relatedness, as outlined in SDT.

Expanding on this, Manninen and Campbell (2022) conducted a systematic review and meta-analysis assessing the impact of Sport Education on basic psychological need satisfaction, intrinsic motivation, and prosocial attitudes in PE. Their findings indicate that Sport Education is more effective in fulfilling students' basic needs and promoting intrinsic motivation and social cohesion compared to traditional instructional approaches such as skill-drill and direct instruction. Similarly, Wallhead et al. (2013) explored the long-term effects of Sport Education on high school students' social goals, enjoyment, and leisure-time physical activity. Their study revealed that extended exposure to Sport Education fostered stronger social bonds by encouraging peer approval for participation, which in turn significantly predicted students' sense of relatedness and enjoyment. Importantly, these social connections extended beyond the class,

influencing students' decisions to engage in extracurricular physical activities. Wallhead and Ntoumanis (2004) further investigated the motivational impact of Sport Education on high school students and found that only those in the Sport Education group experienced significant improvements in enjoyment and perceived effort, reinforcing the model's effectiveness in fostering a more engaging and motivating PE experience.

### ***Purpose of the study***

The successful adoption and positive outcomes of the Sport Education model have been documented in various cultural contexts beyond English-speaking countries. Notable examples include studies by Hastie and Sinelnikov (2006) among Russian students, Gutiérrez et al. (2013) and Burgueño et al. (2018) with Spanish students, and Albaloul et al. (2024) focusing on Arabic (Kuwaiti) students. However, no research to date has explored the impact of Sport Education on Saudi students. The purpose of this study was to examine the influence of Sport Education on Saudi Arabian middle school students' (a) intrinsic motivation, as measured by the satisfaction of basic psychological needs, as well as perceived enjoyment and effort in PE, and (b) their perceived achievement of the Saudi national objectives for PE. It was hypothesized that students who participated in Sport Education seasons would demonstrate higher levels of motivation and perceived achievement of the Saudi national objectives for PE during post-test assessments compared to students engaged in traditional PE classes. The study was guided by two questions: (1) What is the influence of Sport Education on Saudi middle school students' intrinsic motivation in PE?, and (2) What is the influence of Sport Education on Saudi middle school students' perceptions of their achievement of the Saudi national objectives for PE?

## Method

### Design

The study used a quasi-experimental pre-test and post-test with a non-equivalent control group design. The independent variable was the instructional condition (Sport Education or Traditional Teaching). The dependent variables were students' intrinsic motivation (measured through the satisfaction of basic psychological needs, as well as perceived enjoyment and effort in PE) and their perceived achievement of the Saudi national objectives for PE. The sample groups were pre-established and chosen for convenience purposes. The Traditional Teaching condition served as a comparative baseline to assess the influence of the Sport Education condition on the dependent variables.

The research protocol was approved by the Research Ethics Committee and Institutional Review Board (IRB) for Human Subjects Research at Auburn University, and King Saud University and the General Directorate for Education in Riyadh Region. Consent from the General Directorate was granted on behalf of each middle school. Upon obtaining the General Directorate approval, authors could visit any school according to the identified educational levels, genders, and regions specified in the submitted IRB form. Furthermore, the school administration granted verbal approval for the data collection processes, and informed consent was obtained from students and their legal guardians.

### Participants and Setting

Sixty-three Saudi male middle school students in the seventh and eighth grades participated in the study. The ages of the participants ranged from 11 to 15 years ( $M_{\text{age}} = 13.19$ ,  $SD_{\text{age}} = 0.72$ ). Given the ease of access to the selected school, the present study used a convenience sample from one all-boys public Qur'anic school located in the northeast area of

Riyadh City, the capital of Saudi Arabia. The school was well-resourced with a large gymnasium and satisfactory equipment to provide students with their own piece of equipment during skill-based and Sport Education lessons.

All seventh- and eighth-grade classes in the school, consisting of two seventh-grade and two eighth-grade classes, were selected based on teacher and class availability in the sport of soccer. Concerning their educational background, all participants were acquainted with soccer as a curricular component in previous educational levels. However, for approximately 52.4% of the participants (seventh-grade students), this was their first experience with a full version of the Sport Education model. These students were distributed over the two conditions.

In Saudi Arabia, middle school PE typically adheres to a standardized multi-activity curriculum with the focus on achieving grade-appropriate skills in several team sports including soccer, volleyball, handball, and basketball. Delivery of the curriculum is through a series of relatively short units, with four lessons each (Ministry of Education, 2023a, 2023b).

The teacher of all four classes was a Saudi male in his 30s with 10 years of teaching experience. He was also working as a soccer academy manager during the period of the study. He holds a bachelor's degree in Teaching Physical Education and was pursuing his master's degree at the time of the study. The teacher had received previous training in the implementation of the Sport Education model and had taught several soccer seasons with middle school students prior to this study.

## **Instructional Conditions**

### ***Sport Education***

The students participated in a 10-lesson soccer season plan designed by the first author. While the literature suggests that units closer to 15 lessons are preferred (Siedentop et al.,

2020), the teacher agreed to extend his usual unit commitment from four to ten lessons.

Considering the teacher’s previous experience with the model and the aim to assess students’ responses to its various elements, this adjustment was seen as a reasonable compromise.

Importantly, all aspects of the traditional Sport Education format such as seasons, affiliation, formal competition, record-keeping, festivity, and a culminating event (Siedentop et al., 2020) were included in the unit.

The soccer learning tasks were derived from the Saudi Arabian PE standardized curriculum for seventh and eighth grades. The skills assigned to seventh-grade students included throw-in, toe stop, dribbling, and stationary kick (Ministry of Education, 2023a), while the skills assigned to eighth-grade students included jumping header, long pass, and thigh trap (Ministry of Education, 2023b). The teacher was given the season plan and the necessary materials, including a player list sheet, a system for scoring games, a formal competition schedule, and details of awarding fair play and officiating points. Initially, the teacher divided the students into three teams. Then, over five weeks (2 lessons a week; 45 minutes), these teams proceeded to learn and practice skills together, and play each other in an ongoing series of practice games before moving on to the formal competition. The teacher also assigned students to managerial roles on the team, such as equipment manager, warm-up trainer, team captain, and coach, and had them officiate and keep score throughout both practice and competition games. A complete outline of the soccer season plan for seventh and eighth grades is shown in Table 8.

Table 8

*Soccer Season Plan for Seventh and Eighth Grades*

Lesson	Content
1	<ul style="list-style-type: none"><li>○ Explain the season plan to students (same teams, learn the game, team practices, learn to officiate, then a competition phase)</li><li>○ Stress that the championship is NOT determined by win-loss only</li></ul>

- 
- Explain rules of soccer
  - Form ad hoc teams (not your final teams) and play games as you watch and teach soccer rules
  - Team assignment .. introduce team roles (captain, equipment manager, fitness leader, scorekeeper) .. assign team areas
  - 2 ○ Team names and members
  - Team skill practice (throw-in, toe stop) for seventh-grade students, OR (jumping header) for eighth-grade students
  - Finish lesson with short games between squads (no officiating)
  - 3 ○ Roles included in lesson protocol (warm-up and equipment)
  - Explain officiating responsibilities (referee, scorekeeper, statistician)
  - Practice game with practice officiating (rotate teams through)
  - Entry roles – Team warm-up, etc.
  - 4 ○ Team skill practice (dribbling, stationary kick) for seventh-grade students, OR (long pass, thigh trap) for eighth-grade students
  - Pre-season games (you decide how long, but don't make it extensive)
  - Try to have everyone play x 2 and officiate x 1 during the day
  - 5 ○ Pre-season games (you decide how long, but don't make it extensive)
  - Try to have everyone play x 2 and officiate x 1 during the day
  - 6 ○ Team warm-up
  - Formal competition
  - 7 ○ Team warm-up
  - Formal competition
  - 8 ○ Team warm-up
  - Formal competition
  - 9 ○ Team warm-up
  - Playoffs
  - 10 ○ Championship game
  - Presentation of awards
- 

To promote the fidelity of the Sport Education implementation, the first author frequently visited the school, observed the seasons, and recorded the extent to which the implementation of the lessons matched the planned activities and model characteristics using the instructional checklist developed by Hastie et al. (2013). Key elements included that (a) groups of students go to a designated home area and begin warming up with that group, (b) students practice together with their group/team under the direction of a peer leader, (c) students remain a part of easily

identifiable groups throughout the lesson and throughout different tasks, (d) performance records are kept by students, (e) students perform specialized tasks within their group/team, and (f) student performance scores count toward a formal and public scoring system.

The lessons were assessed using the Hastie et al. (2013) checklist which has a binary grading system, where each characteristic of the model was marked as ‘Yes’ (present) or ‘No’ (not present). Across the seasons, the model characteristics were correctly implemented 100% of the time, according to the phase of the season.

### ***Traditional Teaching***

The students participated in a 10-lesson soccer unit designed by the teacher that followed the typical teaching style and lesson sequence of Saudi PE teachers. That is, the teacher generally used a command style during whole-group instruction. Consistent with the Sport Education classes, the soccer learning tasks were derived from the Saudi Arabian PE standardized curriculum for seventh and eighth grades (Ministry of Education, 2023a, 2023b). A typical lesson started with a class warm-up, followed by learning skills via sport-specific activities organized by the teacher, and the final large segment of the lesson was gameplay, often with two matched mixed-ability teams. Students in the Traditional Teaching condition were not members of persisting teams (teams were created daily) and none of them were involved with team-based responsibilities. Further, during game play, the students did not experience officiating or record keeping roles.

### **Data Collection**

Data were collected at two points during the 2024-2025 Saudi academic calendar. In Saudi Arabia, the academic year is organized into three semesters, with breaks for Islamic holidays, national events, and seasonal vacations (Education Middle East, n.d.). At pre- and post-

test, all participants completed the following three measures to assess their achievement of basic psychological needs in PE, perceived enjoyment and effort in PE, and perceived achievement of the Saudi national objectives for PE.

The pre- and post-test measures were completed individually and anonymously by students and were administered by the first author at the school. Each student was given an identification number by the author to facilitate the matching of their answers between pre-test and post-test measures. Pre-test measures took place before the intervention. Students thereafter participated in their predetermined classes, either the Sport Education condition (two classes,  $n = 28$ ) or the Traditional Teaching condition (two classes,  $n = 35$ ). Post-test measures occurred in the last class of the intervention. In the post-test phase, students completed the same measures, with the directive to tailor their responses to their respective instructional conditions (Sport Education or Traditional Teaching).

## **Measures**

### ***The Basic Psychological Needs in Physical Education Scale***

Students' basic psychological needs in PE (BPN-PE) were measured using the English version adapted to PE (Vlachopoulos et al., 2011) of the Psychological Needs in Exercise Scale (Vlachopoulos & Michailidou, 2006). The BPN-PE has provided adequate evidence of reliability and validity across a similar age group of students (Vlachopoulos et al., 2011). Following the stem "In general in PE ...", the students provided their answers on 12 items with a 7-point Likert scale, ranging from 1 (I completely disagree) to 7 (I completely agree) with the midpoint of 4 using the verbal anchor (I moderately agree) to increase response variability. The instrument is grouped into four items by factor, to measure autonomy need satisfaction (example item "I feel like the activities we are doing have been chosen by me"), competence need satisfaction

(example item “I am able to succeed even in the lessons considered difficult by most students”), and relatedness need satisfaction (example item “I feel like I belong to a large group of close friends”). The mean scores for each subscale were used to establish the perceived autonomy, perceived competence, and perceived relatedness scores at pre- and post-test.

### ***Perceived Enjoyment and Effort***

Students’ perceived enjoyment and effort in PE were measured using two subscales from the Intrinsic Motivation Inventory (IMI) (Ryan, 1982), adapted for sports settings by McAuley et al. (1989). This instrument has been shown to provide reliable and valid scores in a similar age group of Arabic students (Albaloul et al., 2024). The complete version of IMI requires that participants answer 18 questions assessing four dimensions of intrinsic motivation:

Enjoyment/Interest, Effort/Importance, Perceived Competence, and Pressure/Tension. In this study, eight items from two subscales were measured using a 7-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Each of the subscales consisted of four items for perceived enjoyment (example item “I enjoy PE activities very much”), and perceived effort (example item “I put a lot of effort into PE activities”). The mean scores for each subscale were used to establish the perceived enjoyment and perceived effort scores at pre- and post-test.

### ***Students’ Perceptions of Their Achievement of the Saudi National PE Objectives Survey (SPAS-NPEOS)***

The students’ perceived achievement of the Saudi national objectives for PE was measured using a six-question survey developed by the authors (see Table 9). These questions were based on the Saudi national PE objectives listed in the standardized multi-activity curriculum for students in the seventh and eighth grades (Ministry of Education, 2023a, 2023b).

The aim of this survey was to evaluate students' progress in achieving these objectives at the end of the two instructional conditions (Sport Education and Traditional Teaching). Responses were provided on a 7-point Likert scale, ranging from 1 (very poor) to 7 (excellent). The mean scores for the SPAS-NPEOS questions were used to establish the perceived achievement scores at pre- and post-test.

Table 9

*The Six Questions to Assess Students' Progress Toward Saudi National Objectives for PE*

- 
1. How would you describe your ability to do the skills of the game (e.g. dribbling, passing, trapping, etc.)?
  2. How would you describe your ability to list appropriate warm-up and fitness activities needed for this sport?
  3. How well are you able to describe the rules and fair play aspects associated with this sport?
  4. How enthusiastic were you during this unit of (soccer)?
  5. How well did you demonstrate good sportsmanship and respect for others during this unit?
  6. How would you describe your ability to identify the famous Saudi athletes in the sport you just played?
- 

**Translation of the Instruments**

Given that the study participants were native Arabic speakers likely to struggle with the English versions of the instruments, the first author managed the translation from English to Arabic. Following the guidelines set by Sousa and Rojjanasrirat (2011) for cross-cultural instrument validation, the first author translated, adapted, and validated the instruments to create a culturally equivalent version for Saudi middle school students. The process included the following steps: (a) initial translation by the first author and an Arabic-speaking Ph.D. student; (b) comparison of the translations with the original instruments, resolving any ambiguities; (c) blind back-translation of the English versions into Arabic by two certified English teachers fluent in Arabic; (d) review of the back-translated instruments against the originals to identify

discrepancies; and (e) issuance of an official certificate from a certified translation center confirming the translation's accuracy.

### **Content and Face Validity of the Instruments**

Similar to Albaloul et al. (2024), a panel of experts including two university faculty members and five in-service PE teachers with teaching experience ranging from 6 to 35 years ( $M = 13$ ,  $SD = 9.93$ ) reviewed the instruments to ascertain content validity. To evaluate face validity, a pilot test was performed in two middle school PE classes ( $n = 40$ ) that were not part of this study. In this phase, the students rated the clarity of the instrument items/questions as 0 (unclear) or 1 (clear). Results of the pilot test indicated that the inter-rater agreement percentages across all instruments were satisfactory, exceeding the 80% threshold set by Sousa and Rojjanasrirat (2011). The BSN-PE reached an inter-rater agreement percentage of 94.43%, the IMI of 95.63%, and the SPAS-NPEOS of 96.55%.

### **Data Analysis**

An initial reliability analysis of the measures was performed using Cronbach's alpha to assess their reliability. Given that the study used a non-equivalent control group design, a manipulation check was conducted at pre-test to identify any early disparities in the dependent variables between the two conditions, using a two-tailed independent samples  $t$ -test. A series of 2 (group) x 2 (time) repeated measures analyses of variance (ANOVAs), with students nested within classes, were performed to assess the differences in changes between the two instructional conditions for students' basic psychological needs in PE, perceived enjoyment and effort in PE, and perceived achievement of the Saudi national objectives for PE, with follow-up paired-sample  $t$ -tests executed for significant ANOVAs.

## Results

### Reliability

Table 10 shows the Cronbach's alpha coefficients for both conditions and all measures at pre- and post-test. According to Nunnally's (1975) threshold of 0.70 for the psychological domain, all subscales were considered acceptable.

### Manipulation Check

The results of the independent samples *t*-test at pre-test indicated no significant differences between the Sport Education and Traditional Teaching conditions for autonomy ( $t_{(61)} = -0.08$ ;  $p = .937$ ;  $d = -0.02$ ), competence ( $t_{(61)} = 0.70$ ;  $p = .489$ ;  $d = 0.18$ ), relatedness ( $t_{(61)} = 1.41$ ;  $p = .164$ ;  $d = 0.36$ ), perceived enjoyment ( $t_{(61)} = 1.63$ ;  $p = .109$ ;  $d = 0.41$ ), perceived effort ( $t_{(61)} = -0.62$ ;  $p = .538$ ;  $d = -0.16$ ), or overall perceived achievement of the Saudi national objectives for PE ( $t_{(61)} = -0.50$ ;  $p = .620$ ;  $d = -0.13$ ).

Table 10

*Cronbach's Alpha Coefficients for Dependent Variables at Pre- and Post-test*

Measure	Subscale	Pre-test $\alpha$	Post-test $\alpha$
BPN-PE	Autonomy	0.85	0.86
	Competence	0.80	0.89
	Relatedness	0.80	0.88
IMI	Perceived Enjoyment	0.84	0.89
	Perceived Effort	0.81	0.84
SPAS-NPEOS	Six Developed Questions	0.84	0.81

*Note.*  $\alpha$  = Cronbach's alpha.

### Students' Basic Psychological Needs in PE

Table 11 shows the pre and post psychological needs in PE scores by group. A significant Group x Time interaction was found for autonomy (Wilks'  $\Lambda = 0.86$ ;  $F_{(1,61)} = 9.84$ ;  $p = .003$ ;  $\eta^2 =$

0.14), with a large effect size. No significant Group x Time interaction was found for competence (Wilks'  $\Lambda = 1.00$ ;  $F_{(1,61)} = 0.06$ ;  $p = .807$ ;  $\eta^2 = 0.00$ ). No significant Group x Time interaction was found for relatedness (Wilks'  $\Lambda = 1.00$ ;  $F_{(1,61)} = 0.32$ ;  $p = .572$ ;  $\eta^2 = 0.01$ ). Follow-up pairwise comparisons (paired-samples  $t$ -tests) on pre- to post-test scores on perceived autonomy indicated that there was a significant difference for the Sport Education condition ( $t_{(27)} = -4.78$ ;  $p < .001$ ;  $d = -0.90$ ), but there was no significant difference for the Traditional Teaching condition ( $t_{(34)} = -0.62$ ;  $p = .271$ ;  $d = -0.10$ ). This indicates that perceived autonomy increased significantly only for the Sport Education condition from pre- to post-test.

Table 11

*Descriptive Statistics for the BPN-PE Subscales*

	Pre-test <i>M (SD)</i>	Post-test <i>M (SD)</i>	<i>t</i>	<i>p</i>	<i>d</i>
Autonomy					
SE	4.02 (1.70)	5.60 (1.05)	-4.78	<.001	-0.90
TT	4.05 (1.73)	4.24 (2.00)	-0.62	.271	-0.10
Competence					
SE	5.02 (1.27)	5.67 (1.03)	-3.42	<.001	-0.65
TT	4.76 (1.56)	5.49 (1.50)	-3.55	<.001	-0.60
Relatedness					
SE	5.46 (1.05)	6.10 (1.30)	-2.15	.020	-0.41
TT	4.96 (1.62)	5.36 (1.62)	-1.35	.094	-0.23

*Note.* SE = Sport Education condition; TT = Traditional Teaching condition.

**Students' Perceived Enjoyment and Effort in PE**

Table 12 shows the pre and post perceived enjoyment and effort in PE scores by group. No significant Group x Time interaction was found for perceived enjoyment (Wilks'  $\Lambda = 1.00$ ;  $F_{(1,61)} = 0.02$ ;  $p = .894$ ;  $\eta^2 = 0.00$ ). A significant Group x Time interaction was found for perceived effort (Wilks'  $\Lambda = 0.93$ ;  $F_{(1,61)} = 4.57$ ;  $p = .037$ ;  $\eta^2 = 0.07$ ), with a medium effect size.

Follow-up pairwise comparisons (paired-samples *t*-tests) on pre- to post-test scores on perceived effort indicated that there was a significant difference for the Sport Education condition ( $t_{(27)} = -3.09$ ;  $p = .002$ ;  $d = -0.58$ ), but there was no significant difference for the Traditional Teaching condition ( $t_{(34)} = -0.03$ ;  $p = .489$ ;  $d = -0.01$ ). This indicates that perceived effort increased significantly only for the Sport Education condition from pre- to post-test.

Table 12

*Descriptive Statistics for the IMI Subscales*

	Pre-test <i>M (SD)</i>	Post-test <i>M (SD)</i>	<i>t</i>	<i>p</i>	<i>d</i>
Perceived Enjoyment					
SE	5.33 (1.36)	6.01 (1.25)	-1.86	.037	-0.35
TT	4.67 (1.77)	5.29 (1.86)	-1.95	.030	-0.33
Perceived Effort					
SE	5.09 (1.51)	5.87 (1.08)	-3.09	.002	-0.58
TT	5.34 (1.59)	5.34 (1.67)	-0.03	.489	-0.01

**Students' Perceived Achievement of the Saudi National Objectives for PE**

Table 13 shows the pre and post perceived achievement of the Saudi national objectives for PE scores by group. A significant Group x Time interaction was found for the overall perceived achievement of the Saudi national objectives for PE (Wilks'  $\Lambda = 0.92$ ;  $F_{(1,61)} = 5.29$ ;  $p = .025$ ;  $\eta^2 = 0.08$ ), with a medium effect size. Follow-up pairwise comparisons (paired-samples *t*-tests) on pre- to post-test scores on overall perceived achievement of the Saudi national objectives for PE indicated that there was a significant difference for the Sport Education condition ( $t_{(27)} = -7.05$ ;  $p < .001$ ;  $d = -1.33$ ), and for the Traditional Teaching condition ( $t_{(34)} = -4.75$ ;  $p < .001$ ;  $d = -0.80$ ). This indicates that overall perceived achievement increased significantly for both conditions from pre- to post-test; however, the effect size was greater in the

Sport Education condition. Figure 4 shows a comparison of the effect size scores from paired samples *t*-tests for each question on the SPAS-NPEOS across the two instructional conditions.

Table 13

*Descriptive Statistics for the SPAS-NPEOS Questions*

	Pre-test <i>M (SD)</i>	Post-test <i>M (SD)</i>	<i>t</i>	<i>p</i>	<i>d</i>
Performing game skills					
SE	3.46 (1.43)	5.64 (1.28)	-6.78	<.001	-1.28
TT	4.29 (2.02)	5.86 (1.46)	-4.15	<.001	-0.70
Listing warm-up and fitness activities					
SE	3.75 (1.86)	6.00 (0.86)	-6.41	<.001	-1.21
TT	3.74 (2.02)	5.14 (1.57)	-3.81	<.001	-0.65
Describing rules and fair play					
SE	3.68 (2.07)	6.36 (0.99)	-6.56	<.001	-1.24
TT	3.17 (1.87)	4.57 (1.97)	-4.08	<.001	-0.69
Showing enthusiasm					
SE	4.21 (1.87)	6.46 (0.96)	-5.28	<.001	-1.00
TT	4.71 (2.23)	5.77 (1.90)	-2.98	.003	-0.50
Demonstrating good sportsmanship					
SE	4.39 (1.85)	5.89 (1.23)	-4.58	<.001	-0.87
TT	4.77 (2.09)	5.29 (2.14)	-1.93	.031	-0.33
Identifying famous Saudi athletes					
SE	4.54 (2.20)	6.32 (1.12)	-3.97	<.001	-0.75
TT	4.49 (2.23)	5.80 (1.92)	-3.64	<.001	-0.61

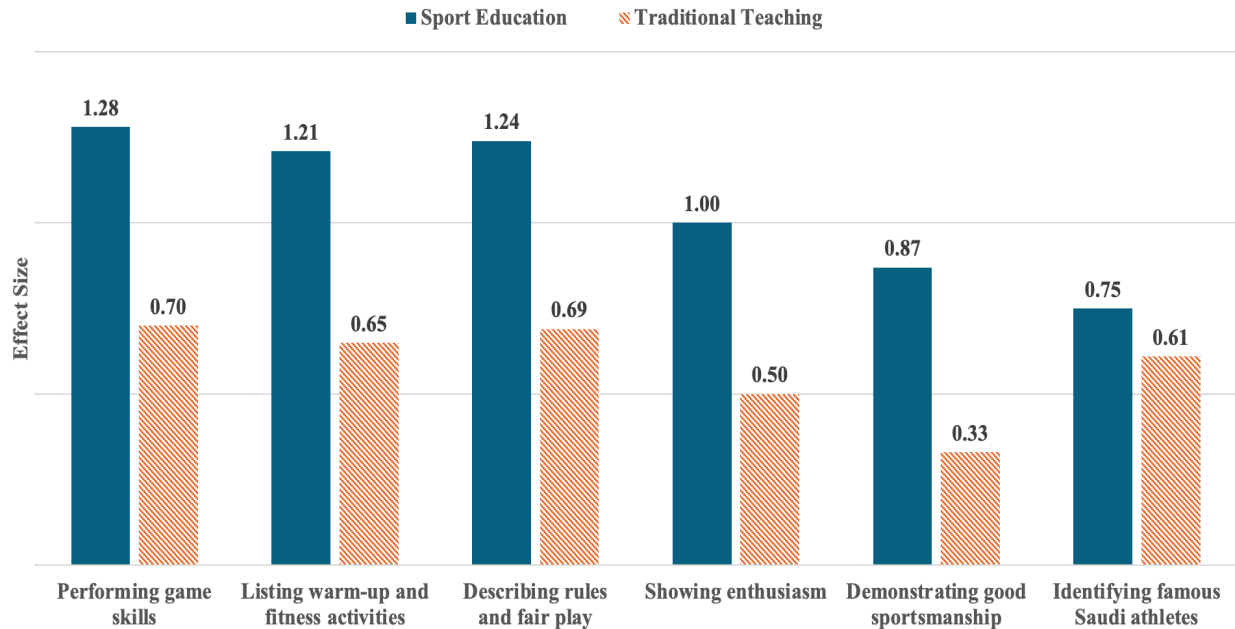


Figure 4

*Effect Size Comparisons for the SPAS-NPEOS Questions by Instructional Condition*

## Discussion

The purpose of this study was to examine the influence of the Sport Education model on Saudi Arabian male middle school students' intrinsic motivation (measured through the satisfaction of basic psychological needs, as well as perceived enjoyment and effort in PE) and their perceived achievement of the Saudi national objectives for PE.

### Basic Psychological Needs in PE

The findings of the study indicated a significant difference between the Sport Education and Traditional Teaching conditions in changes to perceived autonomy. These findings are consistent with the results of previous studies (e.g., Burgueño et al., 2018; Méndez-Giménez et al., 2015; Perlman & Goc Karp, 2010). The increased level of autonomy observed only in the

Sport Education group could be attributed to the student-led aspects inherent in the Sport Education model (Manninen & Campbell, 2022). For instance, providing students with opportunities to make their own choices, such as selecting team names, colors, or roles, has been demonstrated to promote autonomy within the context of PE (De Meester et al., 2020). These results provide evidence supporting the assertion that Sport Education is intrinsically autonomous (Perlman, 2010, 2012; Sinelnikov et al., 2007; Wallhead & Ntoumanis, 2004). Indeed, students may feel greater autonomy if they have input in many aspects of their learning experience (Perlman & Goc Karp, 2010).

The findings of the study indicated no significant difference in perceived competence or relatedness between the two conditions. These results differ from those reported in previous studies on Sport Education, particularly in comparison to the traditional instructional styles in PE (e.g., Albaloul et al., 2024; Burgueño et al., 2018). Within-group analysis further revealed that participants in the Sport Education group showed significant improvements across all three basic psychological needs (autonomy, competence, and relatedness) from pre- to post-intervention. Whereas students in the Traditional Teaching group exhibited significant improvements only in their perceived competence.

The extended duration of Sport Education seasons, which emphasizes practice and gameplay, fosters a stronger sense of competence among students (Hastie, 1998). However, the absence of significant changes in perceived competence between the two instructional conditions may be explained by two key factors. First, there were ample soccer practice opportunities provided to the Traditional Teaching group during the intervention. These opportunities likely contributed to enhancing their competence levels as well. Second, the brief duration of the season, consisting of only 10 lessons, fell short of the recommended 12-15 sessions for

secondary school students as suggested by Siedentop et al. (2020). This limitation may have hindered the Sport Education group's ability to experience substantial changes in competence. Nonetheless, it is noteworthy that the effect size for the Sport Education group remained marginally higher (0.65 vs. 0.60).

Additionally, it is important to highlight the absence of significant changes in students' perceived autonomy and relatedness in the Traditional Teaching group from pre- to post-intervention. First, the lack of variation in perceived autonomy might be attributed to the teacher's predominant role in dictating the content, which may suppress student input and decision-making, thereby undermining their sense of autonomy (Metzler, 2017). Second, the limited variation in students' perceived relatedness among the Traditional Teaching group could be explained by two key factors: (a) the consistent engagement in prescriptive social settings for the entire academic semester, and (b) the homogeneity of the students, who were entirely Saudi male with relatively similar skill levels and social status, potentially minimizing the impact of gender, skill, or social status differences (Brock et al., 2009).

According to SDT, fulfilling the basic needs of autonomy, competence, and relatedness fosters intrinsic motivation, the highest form of autonomous motivation (Ntoumanis, 2001; Ryan & Deci, 2017; Vasconcellos et al., 2020). Our findings support this claim, highlighting the distinct effects of instructional methods on satisfying students' psychological needs. Notably, Sport Education promoted a more comprehensive fulfillment of these needs, enhancing intrinsic motivation beyond baseline levels, whereas the Traditional Teaching approach maintained stable motivation throughout the intervention.

## **Perceived Enjoyment and Effort in PE**

Intrinsic motivation is influenced by factors such as perceived enjoyment and effort (Ryan, 1982). The findings of the study indicated a significant difference between the Sport Education and Traditional Teaching conditions in changes to perceived effort. These findings are in line with previous studies, which consistently highlighted significant differences in perceived effort for the Sport Education group compared to Traditional Teaching methods used in PE (e.g., Albaloul et al., 2024; Gutiérrez et al., 2013; Wallhead & Ntoumanis, 2004; Wallhead et al., 2014). The significant variation in perceived effort between conditions could be linked to key features of Sport Education, such as team affiliation, formal competition, and record-keeping. Being part of a persisting team motivates students to push harder and stay engaged (Hastie, 2000; Wallhead & Ntoumanis, 2004).

Additionally, the findings of the study indicated no significant difference in perceived enjoyment between the two conditions. These results stand in contrast to previous studies (e.g., Albaloul et al., 2024; Gutiérrez et al., 2013; Wallhead & Ntoumanis, 2004; Wallhead et al., 2014). For instance, Wallhead et al. (2014) found that students in the Sport Education program reported a greater increase in enjoyment than those taught under the multiactivity model.

Within-group analysis further revealed that participants in Sport Education showed significant improvements in both perceived enjoyment and effort from pre- to post-intervention. Conversely, students in Traditional Teaching showed significant improvements only in their perceived enjoyment. These findings align with anticipated outcomes, as Sport Education has been shown to transform PE by fostering teamwork, leadership, and inclusivity, creating a fun and engaging experience for all students (Carlson, 1995a; Perlman, 2010).

What is particularly interesting, however, is that Saudi middle school students in the Traditional Teaching group also demonstrated significant improvements in perceived enjoyment from pre- to post-intervention. These changes may be attributed to several factors. First, PE is often regarded as one of the most enjoyable times during the school day by many students. Research on students' attitudes toward PE shows that about 80% of students enjoy the subject (Carlson, 1995b; Ryan et al., 2003). Second, for some, PE serves not only as a time for physical activity but also as a social outlet, offering opportunities to interact with friends and engage in activities beyond the structured curriculum. This suggests that the reported improvements may not necessarily stem from the specific activities provided in the PE lessons, but rather from the positive social and recreational aspects associated with the PE environment.

### **Perceived Achievement of the Saudi National Objectives for PE**

The findings of the study indicated a significant difference between the Sport Education and Traditional Teaching conditions in changes to perceived achievement of the Saudi national objectives for PE. Within-group analysis further revealed that participants in both instructional conditions showed significant increases in their perceived achievement from pre- to post-intervention. However, as illustrated in Figure 4, the effect size scores were consistently higher for the Sport Education condition across all objectives.

Particularly, objectives 3, 4, and 5, which centered around the importance of understanding the rules and promoting fair play, showing enthusiasm, as well as demonstrating good sportsmanship, align closely with the core tenets of Sport Education. These objectives also resonate deeply with Islamic ethical values. Within Islam, principles and regulations that govern participation in sports underscore core values such as brotherhood, cooperation, integrity, and humility (Golchin et al., 2021). The experience of staying on the same team throughout a Sport

Education season nurtures these ethical values. Moreover, features like formal competition and culminating event, as well as roles such as refereeing and scorekeeping play a critical part in increasing enthusiasm and instilling a sense of honesty and trust among participants.

Additionally, it is apparent that these Saudi national objectives for PE align effectively with the strategic goals outlined in Saudi Vision 2030, which stands as the government's current top priority. In particular, the Vision 2030 goals, such as 'increasing public participation in physical activity and sports' and 'providing education that fosters children's fundamental character,' are directly tied to the realization of the 'Vibrant Society' pillar of Vision 2030. Our findings indicate that Sport Education is more likely to promote achievement of these goals than Traditional Teaching methods, presenting a more impactful approach to promoting both physical activity and character development.

### **Limitations**

This study has a number of limitations that must be recognized and addressed. First, the use of a non-equivalent control group design, where participants were assigned to pre-established groups, did not fully control for potential differences in motivation across conditions, despite pre-test checks suggesting no significant discrepancies. Second, although the sample size of 63 students was larger than in many prior studies, it was constrained by teacher availability and class size. Third, the intervention included only 10 lessons, which is fewer than the recommended season length for secondary school students (12-15 sessions), as outlined by Siedentop et al. (2020). Finally, the male-only sample from a single middle school limits the generalizability of the findings.

## Conclusion

This study contributes to the literature on Sport Education in two significant ways: (a) it represents the initial effort to examine the Sport Education model among Saudi Arabian students, providing evidence of its effectiveness in enhancing their intrinsic motivation in PE, and (b) it is, to the best of our knowledge, the first study to design a curriculum-based survey and compare the influence of two distinct pedagogical approaches in achieving the Saudi national objectives for PE.

Overall, the significant improvement in motivation observed among the Sport Education students in the present study are consistent with findings from prior research (e.g., Albaloul et al., 2024; Gutiérrez et al., 2013; MacPhail et al., 2008; Perlman, 2010; Spittle & Byrne, 2009; Wallhead & Ntoumanis, 2004; Wallhead et al., 2014). Findings from this study also suggest that the Sport Education model demonstrated greater effectiveness than Traditional Teaching in sustaining intrinsic motivation in PE. These outcomes, including enhanced autonomous motivation and consistent perceived effort and enjoyment, are attributed to the model's alignment with SDT. Another positive outcome of this study was that students participating in Sport Education demonstrated significantly higher scores in achieving the Saudi national objectives for PE compared to those taught through Traditional Teaching. This indicates that the Sport Education model not only aligns more effectively with the overarching goals of Saudi Vision 2030 but also plays a pivotal role in promoting Islamic sports-based values within the context of PE.

Considering the limitations of this study, future research on Sport Education in Saudi Arabia should prioritize incorporating larger and more diverse samples. Additionally, extending the duration of interventions and exploring the implementation of the Sport Education model

across various educational levels, such as elementary, high school, and college, should be key areas of focus. It is also important to examine the model's application across different sports. Furthermore, investigating the effects of Sport Education in girls' schools, particularly in Islamic countries like Saudi Arabia, would offer valuable insights into the model's effectiveness and its cultural applicability within diverse educational contexts.

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## **CHAPTER 5**

### **MANUSCRIPT THREE**

The Impact of Sport Education on Saudi Arabian Middle School Students' Attitudes Toward  
Meaningful-Motivational Experiences in Physical Education

## Abstract

**Background:** While the Meaningful Physical Education (Meaningful PE) approach provides a comprehensive framework that enhances the selection and implementation of various teaching approaches to foster meaningful learning environments in PE, there is an evident deficiency of quantitative research and instructional models within the Meaningful PE literature. **Purpose:** This study aimed to quantitatively compare Saudi Arabian middle school students' attitudes toward meaningful-motivational experiences in two different PE contexts: traditional PE and Sport Education. **Method:** Sixty-six Saudi male students (ages 11-15 years) from four classes participated in the study. A quasi-experimental pre-test/post-test design was employed, and data were collected using a 16-item questionnaire. Confirmatory factor analysis (CFA) was conducted for the questionnaire validation. **Results:** The study findings revealed that the Sport Education group demonstrated statistically significant improvements in learning relevant skills and having voice and choice compared to the Traditional Teaching group. However, no significant difference was found in interactions with peers between the two conditions. **Discussion/Conclusion:** This study makes a significant contribution to the Meaningful PE literature by introducing the first valid and reliable Meaningful PE-based questionnaire. Its findings further support the positive impact of Sport Education on intrinsic motivation, reinforcing the value of Self-Determination Theory (SDT; Deci & Ryan, 1985)-based frameworks in enhancing student engagement and meaningful learning in PE. The study limitations and recommendations for further research on meaningful-motivational experiences in PE were also discussed.

*Keywords:* self-determination theory, seasons, MME-PEQ, all-boys school, validation, soccer

## The Impact of Sport Education on Saudi Arabian Middle School Students' Attitudes Toward Meaningful-Motivational Experiences in Physical Education

In 2014, Cathy Ennis introduced the concept of 'second-generation models' to describe 19 curriculum frameworks that emerged in sport pedagogy towards the end of the 20th century. Developed by prominent scholars, these models include *Fitness for Life* (Corbin & Lindsey, 1979), *Teaching Games for Understanding* (Bunker & Thorpe, 1982), *Sport Education* (Siedentop, 1994), and *Teaching Personal and Social Responsibility* (Hellison, 1995). Unlike traditional 'direct instruction,' these new models emphasize democratic and student-centered approaches. Recent adaptations, such as *Cooperative Learning* (Casey & Goodyear, 2015) and *Peer Teaching* (Mosston & Ashworth, 2001), have further influenced physical education (PE), as highlighted in Metzler's (2005) comprehensive guide to instructional models.

More recently, Fletcher et al. (2021) introduced the *Meaningful Physical Education (Meaningful PE) approach*, which emphasizes the importance of reflective and democratic teaching strategies. Rather than positioning itself in competition with other instructional models, Meaningful PE acts as an overarching framework that not only guides but also enhances the thoughtful selection and effective implementation of diverse teaching approaches, allowing educators to create more meaningful and impactful learning environments for students. Meaningful PE is relevant across a range of PE areas, such as gymnastics, aquatics, and games, while aligning with curriculum goals and policy requirements in different settings (Fletcher et al., 2021).

In an influential study, Beni et al. (2017) conducted a review of over 50 articles exploring what young people perceive as meaningful in PE. Building on the foundational work of

Kretchmar (2007, 2008), their findings identified key elements that contribute to meaningful experiences in PE. These include (i) social interaction, providing opportunities for students to engage and collaborate with peers, teachers, and the wider community; (ii) challenge, ensuring tasks align with students' skill levels to foster a sense of achievement and confidence; (iii) fun, emphasizing engaging activities that nurture positive attitudes toward physical activity; (iv) motor competence, and (v) personally relevant learning, where tasks are designed to promote autonomy and self-directed learning. These principles have been validated through practical application in school settings (Beni et al., 2019a; Beni et al., 2019b; Beni et al., 2023) and teacher education programs (Fletcher et al., 2020; Ní Chróinín et al., 2019), with growing empirical support highlighting their significance.

While various instructional models such as Sport Education, Teaching Personal and Social Responsibility, and Cooperative Learning have been proposed to promote positive social interaction (Fletcher et al., 2021), there is a notable gap in research regarding the meaningfulness of these models within PE. This gap is particularly significant, as several of these models naturally align with the elements of meaningfulness outlined by Fletcher et al. (2021). The Sport Education model, for example, includes characteristics such as extended participation in activities, persistent teams, formal competition, record keeping, festivity, and a culminating event. These characteristics are inherently connected to key features of meaningfulness, such as interaction with others, fun, and motor competence. Numerous investigations on Sport Education have indeed demonstrated outcomes consistent with these aspects (e.g., Farias et al., 2019; Rodríguez Macías et al., 2021; Wallhead et al., 2013; Wallhead & Ntoumanis, 2004).

Additionally, a review of twenty studies on Meaningful PE conducted up to June 2024 revealed several underexplored research areas. Notably, none of the studies were grounded in

theory, the majority were qualitative (19 out of 20), and none investigated PE instructional models, except for the recent study by Alshuraymi and Hastie (2024). Alshuraymi and Hastie (2024) study examined students' perceptions of meaningfulness across two PE contexts: traditional multi-activity and Sport Education. Using a preliminary 20-item survey based on the Meaningful PE framework (Fletcher et al., 2021), the study found significantly higher levels of meaningfulness in Sport Education across four of the five dimensions. This emerging body of research suggests that further exploration into the relationship between instructional models and meaningfulness in PE is essential, particularly with a focus on theoretical underpinnings.

### ***Theoretical framework***

Students' meaningful-motivational experiences in the present study were grounded in Self-Determination Theory (SDT) (Deci & Ryan, 1985; Ryan & Deci, 2000, 2017). SDT posits that three basic psychological needs: autonomy, competence, and relatedness, are essential for fostering intrinsic motivation and overall well-being (Garn et al., 2012; Standage et al., 2005). Autonomy is the need for choice, competence is the need for effectiveness, and relatedness is the need for social connection (Ryan & Deci, 2017).

SDT has been widely utilized to examine the underlying motivational processes in PE, particularly in explaining how social-contextual factors influence student engagement and learning outcomes (Ntoumanis et al., 2009). Hastie and Sinelnikov (2006), along with Wallhead and Ntoumanis (2004), argue that SDT serves as a crucial framework for analyzing student motivation and behavior within the context of Sport Education in PE. Empirical studies have shown that Sport Education fosters higher levels of intrinsic motivation among students compared to traditional teaching approaches in PE (Albaloul et al., 2024; Cuevas et al., 2016; Spittle & Byrne, 2009).

The Meaningful PE approach, on the other hand, aligns with contemporary pedagogical needs by encouraging educators to cultivate learning experiences that are enjoyable, challenging, personally relevant, and conducive to intrinsic motivation, key factors linked to long-term engagement in physical activity (Quennerstedt, 2019; Teixeira et al., 2012).

### ***Purpose of the study***

In light of the evident deficiency of quantitative research and instructional models within the Meaningful PE literature, the purpose of this study was to address this gap by quantitatively comparing the attitudes of Saudi Arabian middle school students toward meaningful-motivational experiences in two PE contexts: traditional PE and Sport Education. It was hypothesized that students who participated in Sport Education seasons would report higher scores of attitudes toward meaningful-motivational experiences in PE during post-test assessments than students who engaged in traditional PE classes. The following research question guided the study: What is the impact of Sport Education on Saudi Arabian middle school students' attitudes toward meaningful-motivational experiences in PE?

## **Method**

### **Design**

The study used a quasi-experimental pre-test and post-test with a non-equivalent control group design. The independent variable was the instructional condition (Sport Education or Traditional Teaching). The dependent variable was students' attitudes toward meaningful-motivational experiences in PE. The sample groups were pre-established and chosen for convenience purposes. The Traditional Teaching condition served as a comparative baseline to assess the influence of the Sport Education condition on the dependent variable.

The research protocol was approved by the Research Ethics Committee and Institutional Review Board (IRB) for Human Subjects Research at Auburn University, and King Saud University and the General Directorate for Education in Riyadh Region. The General Directorate granted consent on behalf of each middle school. After receiving the General Directorate approval, authors were allowed to visit any school based on the specified educational levels, genders, and regions outlined in the submitted IRB form. Additionally, the school administration provided verbal approval for the data collection process, and informed consent was obtained from students and their legal guardians.

### **Participants and Setting**

The participants in the study were 66 Saudi male middle school students, aged 11 to 15 years ( $M_{\text{age}} = 13.23$ ,  $SD_{\text{age}} = 0.72$ ). The present study utilized a convenience sample from an all-boys public Qur'anic school located in the northeastern region of Riyadh City, the capital of Saudi Arabia. The school is well-equipped, featuring a large gymnasium and adequate resources to provide students with the necessary equipment during skill-based and Sport Education lessons.

All seventh- and eighth-grade classes in the school, consisting of two seventh-grade classes ( $n = 33$ ) and two eighth-grade classes ( $n = 33$ ), were selected based on teacher and class availability in the sport of soccer. The participants had previous exposure to soccer as part of their curriculum at earlier educational levels. However, for approximately 50% of the participants (seventh-grade students), this was their first experience with a full version of the Sport Education model. These students were distributed over the two conditions.

The teacher for all four classes was a Saudi male in his 30s, with 10 years of teaching experience. During the study, he also managed a soccer academy. He holds a bachelor's degree in Teaching Physical Education and was pursuing his master's degree at that time. The teacher

had received prior training in the implementation of the model and had taught Sport Education soccer seasons to middle school students before this study.

### **Instructional Conditions**

In Saudi Arabia, middle school PE typically follows a standardized multi-activity curriculum that aims to develop grade-appropriate skills in various team sports, including soccer, volleyball, handball, and basketball. The curriculum is delivered through a series of relatively short units, each comprising four lessons (Ministry of Education, 2023a, 2023b). As such, both conditions used in this study were a move away from this short-unit format.

### ***Sport Education***

The students took part in a 10-lesson soccer season plan designed by the first author. While the literature indicates a preference for units closer to 15 lessons (Siedentop et al., 2020), the teacher was able to extend his usual commitment from four lessons to ten. Given the teacher's prior experience with this model and the goal of assessing students' responses to its various components, this change was considered a reasonable compromise. Importantly, all elements of the traditional Sport Education format such as seasons, affiliation, formal competition, record-keeping, festivity, and a culminating event (Siedentop et al., 2020) were incorporated into the unit.

The soccer learning tasks were based on the standardized PE curriculum for seventh and eighth grades in Saudi Arabia. For seventh-grade students, the assigned skills included throw-in, toe stop, dribbling, and stationary kick (Ministry of Education, 2023a). Eighth-grade students focused on skills such as jumping header, long pass, and thigh trap (Ministry of Education, 2023b). The teacher was provided with the season plan and necessary materials, which included a player list sheet, a scoring system for games, a formal competition schedule, and details for

awarding fair play and officiating points. Initially, the teacher divided the students into three teams. Over five weeks, with two lessons per week each lasting 45 minutes, these teams learned and practiced skills together and played ongoing practice games before proceeding to the formal competition. Additionally, the teacher assigned managerial roles to students within their teams, such as equipment manager, warm-up trainer, team captain, and coach. Students also officiated games and kept score throughout both practice and competition matches. A complete outline of the soccer season plan for seventh and eighth grades is provided in Table 14.

Table 14

*Soccer Season Plan for Seventh and Eighth Grades*

Lesson	Content
1	<ul style="list-style-type: none"> <li>○ Explain the season plan to students (same teams, learn the game, team practices, learn to officiate, then a competition phase)</li> <li>○ Stress that the championship is NOT determined by win-loss only</li> <li>○ Explain rules of soccer</li> <li>○ Form ad hoc teams (not your final teams) and play games as you watch and teach soccer rules</li> </ul>
2	<ul style="list-style-type: none"> <li>○ Team assignment .. introduce team roles (captain, equipment manager, fitness leader, scorekeeper) .. assign team areas</li> <li>○ Team names and members</li> <li>○ Team skill practice (throw-in, toe stop) for seventh-grade students, OR (jumping header) for eighth-grade students</li> <li>○ Finish lesson with short games between squads (no officiating)</li> </ul>
3	<ul style="list-style-type: none"> <li>○ Roles included in lesson protocol (warm-up and equipment)</li> <li>○ Explain officiating responsibilities (referee, scorekeeper, statistician)</li> <li>○ Practice game with practice officiating (rotate teams through)</li> </ul>
4	<ul style="list-style-type: none"> <li>○ Entry roles – Team warm-up, etc.</li> <li>○ Team skill practice (dribbling, stationary kick) for seventh-grade students, OR (long pass, thigh trap) for eighth-grade students</li> <li>○ Pre-season games (you decide how long, but don't make it extensive)</li> <li>○ Try to have everyone play x 2 and officiate x 1 during the day</li> </ul>
5	<ul style="list-style-type: none"> <li>○ Pre-season games (you decide how long, but don't make it extensive)</li> <li>○ Try to have everyone play x 2 and officiate x 1 during the day</li> </ul>
6	<ul style="list-style-type: none"> <li>○ Team warm-up</li> <li>○ Formal competition</li> </ul>

- 7
    - Team warm-up
    - Formal competition
  - 8
    - Team warm-up
    - Formal competition
  - 9
    - Team warm-up
    - Playoffs
  - 10
    - Championship game
    - Presentation of awards
- 

To ensure the effective implementation of the Sport Education model, the first author made frequent visits to the school to observe the seasons. He recorded how closely the lessons aligned with the planned activities and model characteristics using the instructional checklist developed by Hastie et al. (2013). Key elements included: (a) groups of students gather in a designated home area to begin warming up together, (b) students practice as a group under the guidance of a peer leader, (c) students remain part of easily identifiable groups throughout the lesson and across various tasks, (d) performance records are maintained by the students, (e) students undertake specialized tasks within their group or team, and (f) student performance scores contribute to a formal and public scoring system. The lessons were evaluated using the Hastie et al. (2013) checklist, which employs a binary grading system where each characteristic is marked as ‘Yes’ (present) or ‘No’ (not present). Throughout the seasons, the model characteristics were correctly implemented 100% of the time, in alignment with the phase of the season.

### ***Traditional Teaching***

The students participated in a 10-lesson soccer unit designed by the teacher, which followed the typical teaching style and lesson sequence used by Saudi PE teachers. The teacher primarily employed a command style during whole-group instruction. In line with the Sport

Education classes, the soccer learning tasks were based on the standardized PE curriculum for seventh and eighth grades in Saudi Arabia (Ministry of Education, 2023a, 2023b).

Each lesson began with a class warm-up, followed by skill development through sport-specific activities organized by the teacher. The final segment of the lesson focused on gameplay, usually with two mixed-ability teams matched against each other. Students in the Traditional Teaching condition were not part of ongoing teams, as teams were created anew each day, and they did not have any team-based responsibilities. Furthermore, during gameplay, the students did not take on roles such as officiating or record-keeping.

### **Data Collection**

Data were collected at two times during the Saudi 2024-2025 academic year. The academic year in Saudi Arabia has three semesters, with breaks for Islamic holidays, national events, and seasonal vacations (Education Middle East, n.d.). At pre- and post-test, all participants completed a questionnaire to evaluate their attitudes toward meaningful-motivational experiences in PE.

The pre- and post-test questionnaire was completed individually and anonymously by students and was administered by the first author at the school. Each student was given an identification number by the author to facilitate the matching of their answers between pre-test and post-test assessments. Pre-test took place before the intervention. Students thereafter participated in their predetermined classes, either the Sport Education condition (two classes,  $n = 31$ ) or the Traditional Teaching condition (two classes,  $n = 35$ ). Post-test occurred in the last class of the intervention. In the post-test phase, students completed the same questionnaire, with the directive to tailor their responses to their respective instructional conditions (Sport Education or Traditional Teaching).

## **Measure**

### ***Meaningful-Motivational Experiences in Physical Education Questionnaire (MME-PEQ)***

Students' attitudes toward meaningful-motivational experiences in PE were measured using a 16-item questionnaire developed by the authors. The MME-PEQ was found to be valid and reliable. It includes items based on key features of Meaningful PE outlined by Fletcher et al. (2021). Following the stem "In my physical education (PE) classes, ...", the students provided their answers on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire comprises three subscales: 4 items to measure the 'Interactions with Peers' subscale (example item "I have opportunities to work in groups"), 8 items to measure the 'Learning Relevant Skills' subscale (example item "I learn the skills necessary to play successfully"), and 4 items to measure the 'Having Voice and Choice' subscale (example item "I am able to choose the difficulty level of the tasks"). The mean scores for each subscale were used to establish students' attitude scores at pre- and post-test.

### ***Development and validation of the questionnaire***

The MME-PEQ was designed in two parts and took approximately 10 minutes to complete. The first part gathered anonymous demographic information (age, grade level, school type, etc.). The second part consisted of items where students rated their attitudes toward their meaningful-motivational experiences in PE, using a 5-point Likert scale with closed-ended response options. To establish content validity, the questionnaire items were developed through an extensive review of Meaningful PE literature and expert evaluations, including university professors and in-service PE teachers.

### ***Translation of the questionnaire***

The MME-PEQ was initially created in English. Given that the study participants were native Arabic speakers likely to struggle with the English version of the questionnaire, the first author managed the translation from English to Arabic. Following the guidelines set by Sousa and Rojjanasrirat (2011) for cross-cultural instrument validation, the first author translated, adapted, and validated the questionnaire to create a culturally equivalent version for Saudi middle school students. The process included the following steps: (a) initial translation by the first author and an Arabic-speaking Ph.D. student; (b) comparison of the translations with the original questionnaire, resolving any ambiguities; (c) blind back-translation of the English versions into Arabic by two certified English teachers fluent in Arabic; (d) review of the back-translated questionnaires against the original to identify discrepancies; and (e) issuance of an official certificate from a certified translation center confirming the translation's accuracy.

Similar to Albaloul et al. (2024), a pilot test was conducted with two middle school PE classes ( $n = 40$ ) that were not part of this study to assess face validity of the questionnaire. During this phase, students evaluated the clarity of the questionnaire items, rating them as either 0 (unclear) or 1 (clear). The results from the pilot test indicated a satisfactory inter-rater agreement percentage, surpassing the 80% threshold set by Sousa and Rojjanasrirat (2011). The MME-PEQ achieved an inter-rater agreement percentage of 95.40%.

**Confirmatory factor analysis.** To validate the Arabic language version of MME-PEQ, a confirmatory factor analysis (CFA) was conducted. Validation was carried out on a different sample that was not used in the study. The sample consisted of 272 Arabic male middle school students aged 11 to 15 years ( $M_{age} = 12.93$ ,  $SD_{age} = 0.83$ ) from six all-boys middle schools in Riyadh, the capital city of Saudi Arabia. Among the participants, 227 (83.5%) identified

themselves as Saudi, 44 (16.2%) as non-Saudi, and 1 (0.4%) did not disclose his nationality. Regarding school type, four schools were public, one was private, and one was a Qur'anic school. Before distributing the questionnaire, verbal consent was obtained from both PE teachers and school administration. Signed consent forms, completed by students and their parents/guardians, were also collected. Additionally, incomplete questionnaires (e.g., those with missing values), those with multiple responses, or those from individuals who chose not to participate were excluded from the analysis, yielding a response rate of 83.4%.

Figure 5 shows the hypothesized model proposed in the confirmatory analysis. The data analysis was performed using the statistical software, SPSS 29.0 and AMOS 29.0. To evaluate the structures, a Chi-square Goodness-of-fit and other fit indices were used. The Chi-square was expected to be not significant to indicate a good fit. However, Chi-square is very sensitive to large sample sizes. Therefore, other fit indices were also used to evaluate the structure. Based on Hooper et al. (2008), the relative/normed Chi-square (the ratio of chi-square and degree of freedom) needs to be smaller than 2.0, while Goodness-of-fit Index (GFI), Comparative Fit Index (CFI), Normed Fit Index (NFI), and Incremental Fit Index (IFI) need to be larger than .90 to indicate a good fit. Additionally, Root Mean Square Error of Approximation (RMSEA) needs to be smaller than .80 to indicate a good fit.

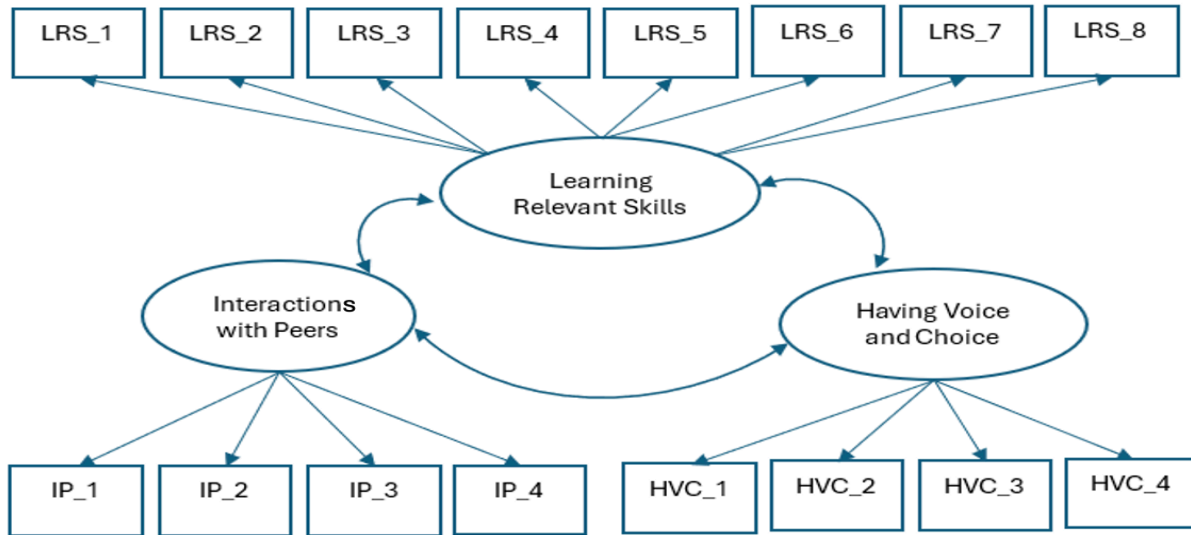


Figure 5

*Hypothesized Model*

Results from the hypothesized model for the Arabic middle school sample yielded a poor fit,  $\chi^2(101) = 242.876, p < .001, \chi^2/df = 2.405, GFI = .894, CFI = .904, TLI = .886, IFI = .905,$  and  $RMSEA = .072$ . An examination of the modification indexes suggested that the addition of some correlations between pairs of errors would improve model. The correlations were added to three pairs of errors. As shown in Figure 6, the respecified model indicated a good fit,  $\chi^2(98) = 188.428, p < .001, \chi^2/df = 1.923, GFI = .920, CFI = .939, TLI = .925, IFI = .940,$  and  $RMSEA = .058$ . The standardized coefficients were statistically and practically significant, ranging from .402 to .685 (see Table 15). The results suggest that the proposed three-factor structure of the MME-PEQ was supported using the data from the Arabic middle school students. Hence, all 16 items of the MME-PEQ were retained. Appendix 1 presents a complete list of the MME-PEQ items in both English and Arabic languages.

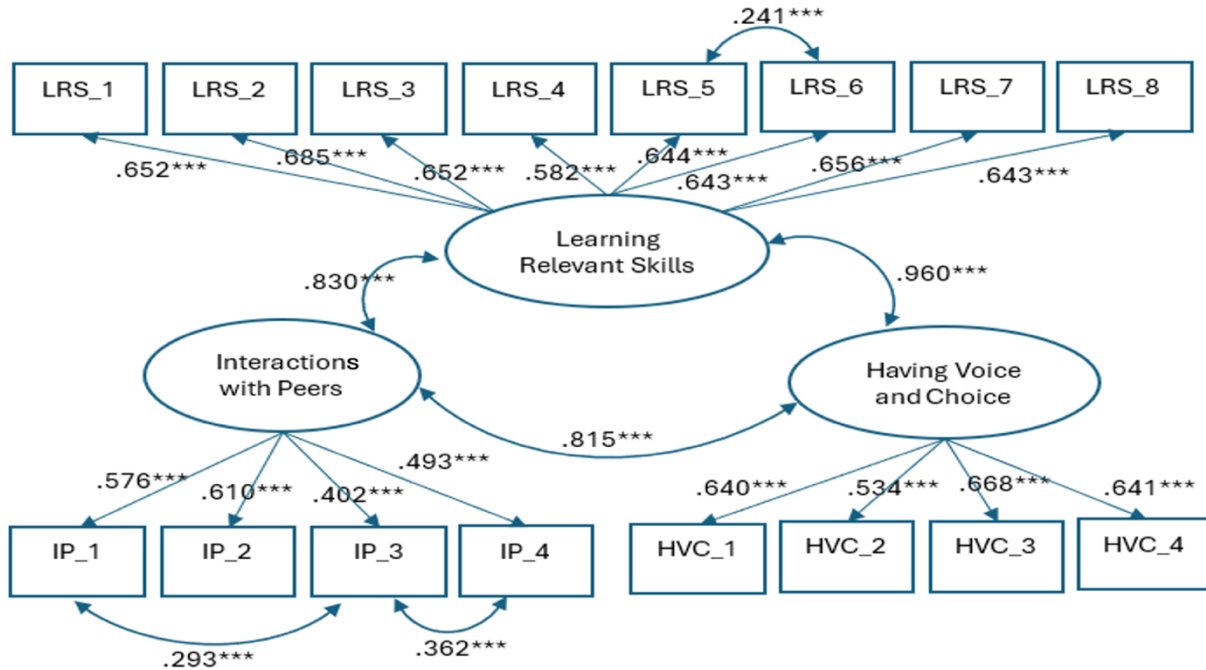


Figure 6

*Confirmatory Factor Analysis*

**Data Analysis**

A reliability analysis was initially conducted on the MME-PE subscales using Cronbach's alpha to evaluate their consistency. Since the study employed a non-equivalent control group design, a manipulation check was performed during the pre-test to identify any initial differences in the subscales between the two conditions, utilizing a two-tailed independent samples *t*-test. To examine the changes in students' attitudes toward meaningful-motivational experiences in PE across the two instructional conditions, a series of 2 (group) x 2 (time) repeated measures analyses of variance (ANOVAs) were carried out, with students nested within classes. Follow-up paired-sample *t*-tests were conducted for significant ANOVAs.

Table 15

*Coefficient and Correlations Between Factors for the MME-PEQ*

			Estimate	<i>p</i>
LRS_1	←	LRS	.652	---
LRS_2	←	LRS	.685	<.001
LRS_3	←	LRS	.652	<.001
LRS_4	←	LRS	.582	<.001
LRS_5	←	LRS	.644	<.001
LRS_6	←	LRS	.643	<.001
LRS_7	←	LRS	.656	<.001
LRS_8	←	LRS	.643	<.001
IP_1	←	IP	.576	<.001
IP_2	←	IP	.610	<.001
IP_3	←	IP	.402	<.001
IP_4	←	IP	.493	---
HVC_1	←	HVC	.640	<.001
HVC_2	←	HVC	.534	<.001
HVC_3	←	HVC	.668	<.001
HVC_4	←	HVC	.641	---
LRS	↔	IP	.830	<.001
LRS	↔	HVC	.960	<.001
IP	↔	HVC	.815	<.001

**Results****Reliability**

Table 16 shows the Cronbach's alpha coefficients for both conditions and all subscales at pre- and post-test. According to Nunnally's (1975) threshold of 0.70 for the psychological domain, all subscales were considered acceptable.

Table 16

*Cronbach's Alpha Coefficients for the Subscales at Pre- and Post-test*

Questionnaire	Subscale	Pre-test $\alpha$	Post-test $\alpha$
MME-PEQ	Interactions with Peers	0.75	0.81
	Learning Relevant Skills	0.90	0.89
	Having Voice and Choice	0.82	0.79

Note.  $\alpha$  = Cronbach's alpha.

**Manipulation Check**

The results of the independent samples *t*-test indicated no significant differences between the Sport Education and Traditional Teaching conditions before the intervention for interactions with peers ( $t_{(64)} = 0.21$ ;  $p = .837$ ;  $d = 0.05$ ), learning relevant skills ( $t_{(64)} = -1.88$ ;  $p = .065$ ;  $d = -0.46$ ), or having voice and choice ( $t_{(64)} = -1.51$ ;  $p = .136$ ;  $d = -0.37$ ).

**Students' Attitudes Toward Meaningful-Motivational Experiences in PE**

Table 17 shows the pre and post attitudes toward meaningful-motivational experiences in PE scores by group. No significant Group x Time interaction was found for interactions with peers (Wilks'  $\Lambda = 0.97$ ;  $F_{(1,64)} = 1.74$ ;  $p = .191$ ;  $\eta^2 = 0.03$ ). A significant Group x Time interaction was found for learning relevant skills (Wilks'  $\Lambda = 0.90$ ;  $F_{(1,64)} = 7.43$ ;  $p = .008$ ;  $\eta^2 = 0.10$ ), with a medium effect size. A significant Group x Time interaction was found for having voice and choice (Wilks'  $\Lambda = 0.84$ ;  $F_{(1,64)} = 12.22$ ;  $p < .001$ ;  $\eta^2 = 0.16$ ), with a large effect size.

Table 17

*Descriptive Statistics for the MME-PEQ Subscales*

	Pre-test <i>M (SD)</i>	Post-test <i>M (SD)</i>	<i>t</i>	<i>p</i>	<i>d</i>
Interactions with Peers					
SE	3.67 (0.84)	4.10 (0.59)	-2.57	.008	-0.46
TT	3.62 (1.02)	3.72 (0.92)	-0.55	.294	-0.09
Learning Relevant Skills					
SE	3.17 (1.10)	4.13 (0.65)	-4.23	<.001	-0.76
TT	3.66 (1.02)	3.91 (1.01)	-1.73	.046	-0.29
Having Voice and Choice					
SE	2.80 (1.04)	3.68 (0.86)	-4.18	<.001	-0.75
TT	3.23 (1.26)	3.12 (1.25)	0.57	.285	0.10

*Note.* SE = Sport Education condition; TT = Traditional Teaching condition.

Follow-up pairwise comparisons (paired-samples *t*-tests) on pre- to post-test scores on learning relevant skills indicated that there was a significant difference for the Sport Education condition ( $t_{(30)} = -4.23$ ;  $p = <.001$ ;  $d = -0.76$ ) and for the Traditional Teaching condition ( $t_{(34)} = -1.73$ ;  $p = .046$ ;  $d = -0.29$ ). This indicates that learning relevant skills increased significantly for both conditions from pre- to post-test. However, a large-medium effect size was reported in the Sport Education condition, whereas a small effect size was found in the Traditional Teaching condition.

Follow-up pairwise comparisons (paired-samples *t*-tests) on pre- to post-test scores on having voice and choice indicated that there was a significant difference for the Sport Education condition ( $t_{(30)} = -4.18$ ;  $p = <.001$ ;  $d = -0.75$ ), with a large-medium effect size. However, there was no significant difference for the Traditional Teaching condition ( $t_{(34)} = 0.57$ ;  $p = .285$ ;  $d =$

0.10). This indicates that having voice and choice increased significantly only for the Sport Education condition from pre- to post-test.

## **Discussion**

The purpose of the study was to examine Saudi Arabian middle school students' attitudes toward meaningful-motivational experiences in two different PE contexts: Traditional Teaching and Sport Education. We have proposed that, for students to fully engage in meaningful-motivational experiences in PE, they must encounter three essential elements: (a) interactions with peers, (b) learning relevant skills, and (c) having voice and choice.

The findings of the study indicated significant differences between the Sport Education and Traditional Teaching conditions in learning relevant skills and having voice and choice. However, no significant difference was found in interactions with peers between the conditions. As shown in Table 17, the within-group analysis further revealed that participants in the Sport Education group showed significant improvements across all three subscales from pre- to post-intervention. Whereas students in the Traditional Teaching group showed slight significant improvements only in learning relevant skills ( $p = 0.046$ ).

### **Interactions with Peers (IP)**

The IP subscale is described as 'offering students opportunities for positive peer interactions, group work, and fostering a sense of connection and acceptance within their class during PE.' These elements align closely with the *Relatedness* basic need in SDT (Deci & Ryan, 1985), to which the subscale is theoretically connected. In the context of SDT, relatedness refers to the sense of belonging and emotional connection within a social environment (Baumeister & Leary, 1995; Bowlby, 1979; Harlow, 1958; Ryan, 1995). This involves feeling accepted by peers

and educators, experiencing robust social support, and cultivating positive interpersonal relationships.

According to Hastie and Sharpe (1999), participation in Sport Education can not only foster positive peer interactions but also enhance students' ability to self-monitor their social behaviors with greater accuracy. The current study's findings reinforce this claim, as a significant increase in students' IP was observed only in the Sport Education group from pre- to post-intervention. This outcome can be attributed to the key features of the model, which prioritize sustained team membership and cultivate essential social skills such as responsibility, cooperation, and trust-building (Wallhead & O'Sullivan, 2005).

Nevertheless, the absence of a significant difference in IP between the conditions could be explained by two factors. First, the short duration of the season, which comprised only ten lessons, fell below the recommended 12-15 sessions for secondary school students (Siedentop et al., 2020). This limitation may have restricted the Sport Education group's opportunities to develop meaningful social connections, build familiarity with their team, and cultivate new friendships, ultimately hindering substantial improvements in social skills. Second, the similarity among students in both groups, consisting solely of Saudi males with similar skill levels and social backgrounds, likely minimized the effects of differences in gender, skill, or social status (Brock et al., 2009).

### **Learning Relevant Skills (LRS)**

The LRS subscale is described as 'providing students with activities that enhance their skills and boost their confidence in their abilities, teach them the necessary skills for successful play, and offer ample practice time. It also emphasizes helping students understand what they are learning, recognizing the purpose of each activity, and engaging them in the decision-making

process. This approach makes their experiences more relevant and helps them connect their learning to their lives beyond the gym.’ These components align with the *Competence* basic need in SDT (Deci & Ryan, 1985), to which the subscale is theoretically connected. In SDT, competence is conceptualized as the belief in one’s ability to achieve success or demonstrate proficiency in a particular context (Deci, 1975; Harter, 1983).

Research has demonstrated that students who participated in Sport Education show significant improvements in game performance and content knowledge (Mesquita et al., 2012; Farias et al., 2018; Li et al., 2022). These outcomes are consistent with our findings, further providing empirical support for the effectiveness of this instructional model.

Despite this, the absence of a statistically significant difference in LRS between conditions, alongside the significant improvement from pre- to post-intervention, could be attributed to the ample soccer practice opportunities provided to the Traditional Teaching group during the intervention as well. These opportunities likely contributed to strengthening students’ sense of competence, which in turn facilitated their overall skill enhancement and knowledge acquisition. Hastie et al. (2025) argue that competence is not achieved through brief exposure but rather through sustained practice, refinement, and immersion in a sport’s rules, rituals, and traditions. To become a skilled and literate player, individuals must invest time in mastering movement tasks and understanding the nuances of the game. True engagement and enthusiasm arise when players develop self-efficacy, knowing they can actively contribute to their team’s success.

### **Having Voice and Choice (HVC)**

The HVC subscale is described as ‘incorporating opportunities that promote students’ sense of autonomy, such as allowing them to have their voices heard, select the difficulty level of

tasks, make suggestions regarding activities, and choose what to focus on during PE classes.’ These aspects reflect the *Autonomy* basic need in SDT (Deci & Ryan, 1985), to which the subscale is theoretically connected. Autonomy refers to the sense of performing actions that are freely chosen and personally endorsed (Niemi & Ryan, 2009).

The significant increase in students’ HVC (or autonomy) observed only in the Sport Education group could be attributed to the model’s student-centered approach (Manninen & Campbell, 2022). Allowing students to make choices, such as team roles or names, boosts autonomy in PE (De Meester et al., 2020). These findings support the claim that Sport Education is intrinsically autonomous (Perlman, 2010, 2012; Sinelnikov et al., 2007; Wallhead & Ntoumanis, 2004), as students experience greater autonomy when they contribute to various aspects of their learning (Perlman & Goc Karp, 2010).

In contrast, students in the Traditional Teaching group did not exhibit a significant increase in HVC from pre- to post-intervention. This can be explained by the teacher’s predominant role in controlling the curriculum, which may limit student engagement and reduce opportunities for choice, ultimately undermining their sense of autonomy (Metzler, 2017).

### **Limitations**

This study has a number of limitations. First, the non-equivalent control group design, with participants assigned to pre-established groups, did not fully account for potential differences in prior PE experiences, even though pre-test checks revealed no significant discrepancies. Second, while the sample size of 66 students exceeded that of previous Meaningful PE studies, it was constrained by teacher and class availability. Third, the intervention involved only 10 lessons, shorter than the recommended season length for secondary students (Siedentop et al., 2020). Finally, the male-only sample from a single middle

school, along with the use of a single instructional model, restricts the generalizability of the findings to different PE contexts. Future research should address the study limitations by using larger, more diverse samples, extending intervention durations, and exploring the Sport Education model at various educational levels and across different sports. Additionally, examining the effects of different instructional models would offer valuable insights into their impact on students' meaningful-motivational experiences in PE.

### **Conclusion**

This study makes a significant contribution to the Meaningful PE literature by introducing the first valid and reliable Meaningful PE-based questionnaire. The MME-PEQ serves as a valuable quantitative tool for assessing students' meaningful-motivational experiences in PE. Its versatility allows for application not only in Sport Education but also across various PE contexts and instructional models. The apparent alignment of the MME-PEQ subscales with the three psychological needs of SDT further strengthens the questionnaire's theoretical foundation. Thus, the study's findings provide further evidence of the positive impact of Sport Education on intrinsic motivation, emphasizing the value of SDT-based frameworks in improving student engagement and meaningful learning in PE.

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## Appendix 1

### The MME-PEQ Items (English and Arabic Languages)

Meaningful-Motivational Experiences in Physical Education Questionnaire (MME-PEQ)	استبانة الخبرات ذات المعنى التحفيزية في التربية البدنية
<p><b>Interactions with Peers</b>  <i>In my physical education (PE) classes, ...</i></p> <p>1. I have opportunities to have positive interactions with my peers.</p> <p>2. I have opportunities to work in groups.</p> <p>3. I feel connected to my classmates.</p> <p>4. I feel accepted by my classmates.</p>	<p><b>التفاعلات مع الأقران</b>  <i>في حصصي للتربية البدنية، ...</i></p> <p>١. لدي فرص للتفاعل الإيجابي مع زملائي.</p> <p>٢. لدي فرص للعمل في مجموعات.</p> <p>٣. أشعر بالارتباط بزملائي في الصف.</p> <p>٤. أشعر بالقبول من زملائي في الصف.</p>
<p><b>Learning Relevant Skills</b>  <i>In my physical education (PE) classes, ...</i></p> <p>5. The teacher includes activities that help me become more skillful.</p> <p>6. I believe I am able to become competent at the skills taught.</p> <p>7. I learn the skills necessary to play successfully.</p> <p>8. I am able to get a lot of practice.</p> <p>9. I understand what I am learning.</p> <p>10. I know the purpose of the activities I am doing.</p> <p>11. I involve in decision-making processes to make my experiences more relevant.</p> <p>12. I connect what I am learning to my life beyond the gym.</p>	<p><b>تعلم المهارات المهمة</b>  <i>في حصصي للتربية البدنية، ...</i></p> <p>٥. يقوم المعلم بإدراج أنشطة تساعدني على أن أصبح أكثر مهارة.</p> <p>٦. أعتقد أنني قادر على أن أصبح متمكن في المهارات التي يتم تدريسها.</p> <p>٧. أتعلم المهارات اللازمة للعب بنجاح.</p> <p>٨. أستطيع الحصول على الكثير من الممارسة.</p> <p>٩. أفهم ما أتعلمه.</p> <p>١٠. أعرف الهدف من الأنشطة التي أقوم بها.</p> <p>١١. أشترك في عمليات اتخاذ القرار لجعل خبراتي أكثر أهمية.</p> <p>١٢. أربط ما أتعلمه بحياتي خارج درس التربية البدنية.</p>
<p><b>Having Voice and Choice</b>  <i>In my physical education (PE) classes, ...</i></p> <p>13. My voice is heard.</p> <p>14. I am able to choose the difficulty level of the tasks.</p> <p>15. The teacher allows students to make suggestions about the activities.</p> <p>16. I have choices of what to work on.</p>	<p><b>حرية التعبير عن الرأي والاختيار</b>  <i>في حصصي للتربية البدنية، ...</i></p> <p>١٣. آرائي مسموعة.</p> <p>١٤. أستطيع اختيار مستوى صعوبة المهام.</p> <p>١٥. يسمح المعلم للطلاب بتقديم اقتراحات حول الأنشطة.</p> <p>١٦. أستطيع اختيار المهام التي أريد القيام بها.</p>

*Note.* Responses were provided on a 5-point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

# Appendix A

## English Version of Teacher Informed Consent

SCHOOL OF  
KINESIOLOGY



**INFORMED CONSENT**  
**for a research study entitled**  
**“Learning to Teach Sport Education in Saudi Middle Schools: Teachers’ Perceptions of the**  
**Successes, Constraints, and Possibilities Associated with Implementing the Model”**

**You are invited to participate in a research study** to introduce the Sport Education model (SEM) to Saudi middle school physical education teachers (only men) and examine their perspectives on the successes, constraints, and possibilities associated with implementing the model following a 10-lesson Sport Education unit in middle school physical education classes. The study is being conducted by Ali N. Alshuraymi and Dr. Peter A. Hastie in the Auburn University School of Kinesiology. You were selected as a possible participant because you are a certified Saudi physical education teacher (man) working in a public or private middle school in Riyadh (the capital of Saudi Arabia) and aged 19 or older.

**What will be involved if he or she participates?** If you decide to participate in this research study, you will be asked to implement a Sport Education unit, complete four different surveys and daily critical incident reports where you will share your experiences about implementing the Sport Education model in physical education. Your total time commitment will be a five-week period.

**Are there any risks or discomforts?** The risks associated with participating in this study are discomfort in sharing your experiences implementing the Sport Education model in physical education. Another potential risk is breach of confidentiality. To minimize these risks, you are free not to answer any question would are not comfortable with. In addition, you will not be asked to provide your name, but will be able to create an alternate name for yourself that will be used if quoting them in future research publications.

**Are there benefits to you or others?** If you participate in this study, you will have the opportunity to share your feelings about implementing the Sport Education model during physical education. These experiences will help shape future practices in the field. We cannot promise you will receive any or all of the benefits described.

**Will you receive compensation for participating?** No compensation is offered for participating in this study.

**Are there any costs?** There are no costs associated with this study.

Page 1 of 2

The Auburn University Institutional  
Review Board has approved this  
Document for use from  
02/22/2024 to -----  
Protocol # 23-586 EP 2402

Participants initials \_\_\_\_\_



**If you change your mind about participating**, you can withdraw from the study at any time. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to allow you to participate or to stop participating will not jeopardize your future relations with Auburn University, the School of Kinesiology, or King Saud University, the College of Education.

**Your privacy will be protected.** Any information obtained in connection with this study will remain confidential. The data collected will be protected by storing them in a locked cabinet or on a password-protected encrypted computer in Dr. Hastie's locked office (Kinesiology Building, room 176). Information obtained through your participation may be published in a professional journal or presented at a professional meeting.

**If you have questions about this study**, please contact Ali N. Alshuraymi via email at [aaalshuraymi@ksu.edu.sa](mailto:aaalshuraymi@ksu.edu.sa), or by phone at +966557761110. A copy of this document will be given to you to keep.

**If you have questions about your rights as a research participant**, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at [IRBadmin@auburn.edu](mailto:IRBadmin@auburn.edu) or [IRBChair@auburn.edu](mailto:IRBChair@auburn.edu) or the King Saud University Research Ethics Committee (KSU-REC) via e-mail at [Irbhumanities@ksu.edu.sa](mailto:Irbhumanities@ksu.edu.sa).

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

_____	_____	_____	_____
Participant's Signature	Date	Investigator Obtaining Consent	Date
_____		Ali N. Alshuraymi	
Printed Name	Printed Name		

The Auburn University Institutional Review Board has approved this Document for use from 02/22/2024 to -----  
Protocol # 23-586 EP 2402

Participants initials \_\_\_\_\_

## Appendix B

### Arabic Version of Teacher Informed Consent

SCHOOL OF  
KINESIOLOGY



#### استمارة الموافقة على المشاركة

##### في الدراسة البحثية بعنوان

"تعليم كيفية تدريس التربية الرياضية في مدارس المرحلة المتوسطة بالمملكة العربية السعودية: تصورات المعلمين حول النجاحات والقيود والإمكانيات المرتبطة بتنفيذ النموذج"

أنت مدعو للمشاركة في دراسة بحثية لتقديم وتزويد معلمي التربية البدنية السعوديين (رجال فقط) بالمعلومات الأساسية حول تنفيذ نموذج التربية الرياضية، ودراسة وجهات نظرهم حول النجاحات والقيود والإمكانيات المرتبطة بتنفيذ النموذج، وذلك من خلال تطبيق التربية الرياضية في مدارس المرحلة المتوسطة بمدينة الرياض. يقوم بإجراء الدراسة كل من طالب الدكتوراه/ علي بن ناصر الشريمي والدكتور/بيتر هاستي من قسم علم الحركة بجامعة أوبرن في الولايات المتحدة الأمريكية. تم اختيارك كمشارك محتمل في هذه الدراسة البحثية لكونك معلم تربية بدنية مؤهل، وسعودي الجنسية، وتعمل في أحد مدارس المرحلة المتوسطة (بنين) الحكومية أو الأهلية بمدينة الرياض، وتبلغ من العمر 19 سنة أو أكثر.

ما الذي سيضمنه البحث؟ إذا قررت المشاركة في هذه الدراسة البحثية، سيطلب منك تطبيق نموذج التربية الرياضية، وإكمال أربع استبانات مختلفة، وتقارير يومية حول تجاربك في تنفيذ نموذج التربية الرياضية أثناء دروس التربية البدنية. سوف يكون إجمالي التزامك بالمشاركة في هذه الدراسة خمسة أسابيع متتالية (10 دروس تربية بدنية).

هل هناك أي مخاطر أو مضايقات؟ تتمثل المخاطر المرتبطة بالمشاركة في هذه الدراسة في عدم الارتياح في مشاركة تجاربك في تنفيذ نموذج التربية الرياضية في التربية البدنية. الخطر المحتمل الآخر هو انتهاك السرية. ولحد من هذه المخاطر، لك الحرية في عدم الإجابة على أي سؤال قد لا تشعر بالارتياح تجاهه. بالإضافة إلى ذلك، لن يُطلب منك تقديم اسمك، ولكن ستتمكن من إنشاء اسم بديل لنفسك والذي سيتم استخدامه في حالة الاقتباس منه في المنشورات البحثية المستقبلية.

هل هناك فوائد لك أو للآخرين؟ إذا شاركت في هذه الدراسة، فستتاح لك الفرصة لمشاركة مشاعرك حول تنفيذ نموذج التربية الرياضية أثناء دروس التربية البدنية. وستساعد هذه التجارب في تشكيل الممارسات المستقبلية في هذا المجال. لا يمكننا أن نعدك بأنك ستحصل على أي من المزايا الموضحة أو جميعها.

هل ستحصل على تعويض مقابل المشاركة؟ لا يتم تقديم أي تعويض للمشاركة في هذه الدراسة.

هل هناك أي تكاليف؟ لا توجد تكاليف مرتبطة بهذه الدراسة.

إذا غيرت رأيك بشأن المشاركة، يمكنك الانسحاب من الدراسة في أي وقت. مشاركتكم تطوعية تماماً. إذا اخترت الانسحاب، فيمكن سحب بياناتك طالما كان من الممكن التعرف عليها. إن قرارك بشأن المشاركة أم لا أو التوقف عن المشاركة لن يؤثر على علاقاتك المستقبلية مع قسم علم الحركة بجامعة أوبرن، أو كلية التربية بجامعة الملك سعود.

سيتم حماية خصوصيتك. ستظل أي معلومات تم الحصول عليها فيما يتعلق بهذه الدراسة سرية. ستتم حماية البيانات التي تم جمعها عن طريق تخزينها في خزانة مغلقة أو على جهاز حاسوب مشفر محمي بكلمة مرور في مكتب الدكتور/ بيتر هاستي المعلق (مبنى علم الحركة، الغرفة رقم 176). قد يتم نشر المعلومات التي تم الحصول عليها من خلال مشاركتك في مجلة مهنية أو تقديمها في اجتماع مهني.

The Auburn University Institutional  
Review Board has approved this  
Document for use from  
02/22/2024 to -----  
Protocol # 23-586 EP 2402

صفحة رقم ١ من ٢

إذا كانت لديك أسئلة حول هذه الدراسة، يرجى التواصل مع الباحث/ علي بن ناصر الشريمي عبر البريد الإلكتروني [aaalshuraymi@ksu.edu.sa](mailto:aaalshuraymi@ksu.edu.sa)، أو عبر الهاتف +٩٦٦٥٥٧٧٦١١١٠. سيتم إعطاؤك نسخة من هذه الوثيقة للاحتفاظ بها.

إذا كان لديك أسئلة حول حقوقك كمشارك في البحث، فيمكنك الاتصال على مكتب الالتزام البحثي بجامعة أوبرن أو مجلس المراجعة المؤسسية عبر الهاتف +١٣٣٤٨٤٤٥٩٦٦ أو عبر البريد الإلكتروني [IRBAdmin@auburn.edu](mailto:IRBAdmin@auburn.edu) أو [IRBChair@auburn.edu](mailto:IRBChair@auburn.edu) أو لجنة أخلاقيات البحث العلمي بجامعة الملك سعود [Irbhumanities@ksu.edu.sa](mailto:Irbhumanities@ksu.edu.sa).

بعد قراءة المعلومات المقدمة، يجب عليك أن تقرر ما إذا كنت ترغب المشاركة في هذه الدراسة البحثية أم لا. يشير توقيعك إلى رغبتك في المشاركة.

اسم المشارك: \_\_\_\_\_ اسم الباحث: علي بن ناصر الشريمي

توقيع المشارك: \_\_\_\_\_ التاريخ: \_\_\_\_\_

التاريخ: \_\_\_\_\_

The Auburn University Institutional  
Review Board has approved this  
Document for use from  
02/22/2024 to \_\_\_\_\_  
Protocol # 23-586 EP 2402

صفحة رقم ٢ من ٢

## Appendix C

### English Version of Student Informed Consent

#### **INFORMED CONSENT**

**for a research study entitled**

**“The Implementation of the Sport Education Curriculum Model in Saudi Arabian Male Middle School Physical Education”**

Dear Student/

Dear Parent or Guardian/

Peace and blessing of Allah be upon you and then,

I am currently studying in the United States to obtain a PhD from Auburn University (School of Kinesiology). Therefore, I hope you will agree to participate by answering this questionnaire in order to fulfill the requirements for my research and graduation. Your participation will be of great importance in enhancing student engagement in physical education classes, as well as in developing the curricula and teaching methods for physical education in the Kingdom of Saudi Arabia. Please note that your participation will be voluntary and all information will be used solely for research purposes. If you choose to participate by completing this questionnaire, please be assured that your answers will remain highly confidential as no names are attached. No risks, discomforts, costs, or compensation are associated with participation in this study. Any student can withdraw from participation at any time if they wish, and this will not result in any harm to them. The expected time to complete the attached questionnaire is between 10 to 15 minutes, and your completion of the questionnaire will indicate your consent to participate in this study. Thank you for your kind cooperation, and I wish everyone success and prosperity.

Researcher/ Ali Nasser Alshuraymi

PhD Supervisor/ Prof. Peter Hastie

Email/ [aza0301@auburn.edu](mailto:aza0301@auburn.edu)

Email/ [hastipe@auburn.edu](mailto:hastipe@auburn.edu)

---

I have reviewed the information as well as the questionnaire, and I have no objection to participating in the study.

Parent or Guardian Signature\

Date: \ \

Student Signature\

Date: \ \

## Appendix D

### Arabic Version of Student Informed Consent

استمارة الموافقة على المشاركة

في الدراسة البحثية بعنوان

"تطبيق نموذج منهج التربية الرياضية في التربية البدنية للمرحلة المتوسطة للبنين في المملكة العربية السعودية"

عزيزي الطالب /

عزيزي ولي أمر الطالب /

وبعد،

السلام عليكم ورحمة الله وبركاته

أقوم حالياً بالدراسة في الولايات المتحدة الأمريكية لنيل شهادة الدكتوراه من جامعة أوبرن (قسم علم الحركة). لذا أمل منكم الموافقة بالمشاركة بالإجابة على هذه الاستبانة وذلك لإكمال متطلبات البحث والتخرج. وستكون لمشاركتكم أهمية كبيرة في رفع مستوى مشاركة الطلاب في دروس التربية البدنية وكذلك تطوير مناهج وطرق تدريس التربية البدنية في المملكة العربية السعودية. علماً بأن مشاركتكم ستكون اختيارية وستكون جميع المعلومات لغرض البحث العلمي فقط. إذا اخترت المشاركة من خلال استكمال هذه الاستبانة، فيرجى التأكد من أن إجاباتك ستظل سرية للغاية لأنه لا يتم إرفاق أي أسماء. لا ترتبط أي مخاطر أو مضايقات أو تكاليف أو تعويضات بالمشاركة في هذه الدراسة.

يمكن لأي طالب الانسحاب من المشاركة في أي وقت إذا رغب ولا يترتب على ذلك أي ضرر عليه. الزمن المتوقع لإكمال الاستبانة المرفقة من ١٠ إلى ١٥ دقيقة وسيكون إكمالك للاستبانة مؤشراً على موافقتك بالمشاركة في هذه الدراسة.

أشكر لكم حسن تعاونكم مع تمنياتي للجميع بالتوفيق والسداد،،

مشرف الدكتوراه البروفيسور / بيتر هاستي

الباحث / علي بن ناصر الشريمي

البريد الإلكتروني / [hastipe@auburn.edu](mailto:hastipe@auburn.edu)

البريد الإلكتروني / [aza0301@auburn.edu](mailto:aza0301@auburn.edu)

لقد اطلعت على المعلومات وكذلك على الاستبانة ولا مانع لدي من المشاركة بالدراسة.

التاريخ: / /

توقع ولي أمر الطالب:

التاريخ: / /

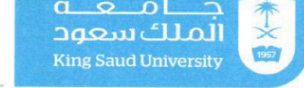
توقع الطالب:

## Appendix E

### King Saud University Research Ethics Committee Approvals

جامعة الملك سعود (034)  
هاتف +966 11 4673355  
فاكس +966 11 4678697

المملكة العربية السعودية  
ص.ب 2454 الرياض 11451  
www.ksu.edu.sa



عمادة البحث العلمي

Ref No: KSU-HE-23-969

حفظه الله

سعادة الباحث/ علي ناصر الشريسي

السلام عليكم ورحمة الله وبركاته

إشارة إلى توصية اللجنة الضمنية لأخلاقيات البحوث الإنسانية والاجتماعية في جلستها التاسعة بتاريخ

٢٠٢٣/١٠/١٧ الموافق ١٤٤٥/٠٤/٠٢ هـ.

نفيد سعادتكم بموافقة اللجنة الدائمة لأخلاقيات البحث العلمي على إجراء البحث الموضح بالجدول الآتي:

م	الاسم	عنوان البحث	الأداة	الحالة
١	علي ناصر الشريسي	تعليم حكيفية تدريس التربية الرياضية في مدارس المرحلة المتوسطة بالمملكة العربية السعودية: تصورات المعلمين حول النجاحات والقيود والإمكانيات المرتبطة بتنفيذ النموذج	استبانة تقرير الأحداث اليومية مشاهدة ميدانية	الموافقة

وعليه نأمل من الجهات المعنية بالجامعة تسهيل مهمة الباحث.

وتفضلوا بقبول وافر الاحترام

عميد البحث العلمي

نائب رئيس اللجنة الدائمة لأخلاقيات البحث العلمي

أ.د صالح بن حمد الواصل



صورة إلى سكرتير اللجنة الدائمة لأخلاقيات البحث العلمي

٤/٦٧/١٠٢٩٥٣

١٤٤٥/٠٤/١٥

Ref No: KSU-HE-24-698

حفظه الله

سعادة الباحث/ علي ناصر الشريمي

السلام عليكم ورحمة الله وبركاته

إشارة إلى توصية اللجنة الفرعية لأخلاقيات البحوث الإنسانية والاجتماعية في جلستها الثانية بتاريخ

١٤٤٦/٠٢/٢٣ هـ، الموافق ٢٧/٠٨/٢٠٢٤ م.

نفيد سعادتكم بموافقة اللجنة الدائمة لأخلاقيات البحث العلمي على إجراء البحث الموضح بالجدول الآتي:

م	الاسم	عنوان البحث	الأداة	الحالة
١	علي ناصر الشريمي	تطبيق نموذج منح التربية الرياضية في التربية البدنية للمرحلة المتوسطة للبنين في المملكة العربية السعودية	٤ استبيانات مشاهدة ميدانية	الموافقة

وعليه نأمل من الجهات المعنية بالجامعة تسهيل مهمة الباحث.

وتفضلوا بقبول وافر الاحترام

نائب رئيس اللجنة الدائمة لأخلاقيات البحث العلمي

د. صالح بن حمد الواصل



صورة إلى سكرتير اللجنة الدائمة لأخلاقيات البحث العلمي

## Appendix F

## General Directorate for Education in Riyadh Region Approvals

الرقم: ٤٥٠٠٣٧٧٢٢  
التاريخ: ٥/٧/١٤٤٥ هـ.



المملكة العربية السعودية  
وزارة التعليم  
الإدارة العامة للتعليم بمنطقة الرياض  
إدارة التخطيط والتطوير

## " تسهيل مهمة بحث "

علي بن ناصر بن علي الشريمي		الاسم
١٤٤٥ هـ	العام الدراسي	٩٠٤٢٧٦٧٦٣
علم الحركة	التخصص	أوبرن - الولايات المتحدة الأمريكية
معلمو التربية البدنية	عينة الدراسة	دكتوراه
تعليم كيفية تدريس التربية الرياضية في مدارس المرحلة المتوسطة بالمملكة العربية السعودية: تصورات المعلمين حول النجاحات والقيود والإمكانات المرتبطة بتنفيذ النموذج		عنوان الدراسة
خلال العام الدراسي ١٤٤٥ هـ حتى تاريخ ١١/٨/١٤٤٥ هـ (باستثناء فترات المراجعة والاختبارات)		فترة التطبيق
	QR	<a href="https://2u.pw/vKHRNDi">https://2u.pw/vKHRNDi</a>
		<a href="https://2u.pw/TSUFjht">https://2u.pw/TSUFjht</a>
		<a href="https://2u.pw/HPvM0p9">https://2u.pw/HPvM0p9</a>
		<a href="https://2u.pw/R3HTSDm">https://2u.pw/R3HTSDm</a>
تسهيل مهمة الباحث لتطبيق أدوات الدراسة (استبانة، تقرير الأحداث اليومية، مشاهدة ميدانية) على عينة الدراسة: معلمي التربية البدنية للمرحلة المتوسطة في المدارس الحكومية والأهلية (بنين)، من خلال نشر الرابط الإلكتروني (الاستبانة) أو رمز QR أعلاه والتطبيق لبقيّة الأدوات. ملاحظات: يلزم على الباحث إضافة كلمة (اختياري) أمام اسم المستجيب، واستبدال اسم المدرسة باسم مستعار أو رقم أو رمز، وفق الضوابط الواردة في خطاب سعادة المشرف العام على مركز بحوث سياسات التعليم.		نوع التسهيل
جوال: ٠٠٩٦٦٥٥٧٧٦١١١٠	البريد الإلكتروني: aaalshuraymi@KSU.EDU.SA	وسائل التواصل

سألمها/ا الله  
وبعد،

المكرم/ة مديرة/ة مكتب التعليم  
السلام عليكم ورحمة الله وبركاته

بناءً على خطاب سعادة المشرف العام على مركز بحوث سياسات التعليم رقم (٤٥٠٠٣٧٧٢٢) وتاريخ (١٤٤٥/٥/١ هـ) المتضمن طلب تسهيل مهمة الباحث الموضحة ببياناته أعلاه، وحيث أن "أدوات الدراسة المرفقة فحصت من قبل المختصين في مركز بحوث سياسات التعليم، ولا يوجد ما يمنع من تطبيقها على العينة المستهدفة بعد الأخذ بالملاحظات أعلاه" في نطاق إدارة التعليم بمنطقة الرياض؛ عليه تأمل توجيهه من يلزم لتسهيل مهمته مع ملاحظة أن الباحث يتحمل مسؤولية جمع البيانات والحفاظ على سريتها لاستخدامها لأغراض البحث العلمي فقط.

والله الموفق

مديرة إدارة التخطيط والتطوير

د. بدرية عبدالعزيز المصري


هـ. الشاهين

الرقم: ٤٦٠٠٢٨٩٨٠٨  
التاريخ: ١٤٤٦/٣/٢٩ هـ



المملكة العربية السعودية  
وزارة التعليم  
الإدارة العامة للتعليم بمنطقة الرياض  
إدارة التطوير والتحول

## " تسهيل مهمة بحث "

علي بن ناصر الشريمي			الاسم
١٤٤٦ هـ	العام الدراسي	٩٠٤٢٧٦٧٦٣	الرقم الجامعي
علم الحركة	التخصص	جامعة أوبرن	الجامعة
طلاب	عينة الدراسة	دكتوراه	الدرجة العلمية
فترة التطبيق خلال العام الدراسي ١٤٤٦ هـ باستثناء فترة المراجعة والاختبارات			
عنوان الدراسة تطبيق نموذج منهج التربية الرياضية في التربية البدنية للمرحلة المتوسطة للبنين بالمملكة العربية السعودية			
	QR	redu.sa/z04m3	رابط الاداة
نوع التسهيل التكرم بتسهيل مهمة الباحث لتطبيق أداة الدراسة (٤ استبيانات - مشاهدة ميدانية) على عينة الدراسة: طلاب المرحلة المتوسطة (حكومي - أهلي) بالمدارس التابعة لمكتبكم <b>بعد موافقة ولي أمر الطالب وفقاً للنموذج المرفق، وبإشراف المعلم المختص.</b>			
جوال: ٠٥٥٧٧٦١١١٠		البريد الإلكتروني: <a href="mailto:aaalshuraymi@ksu.edu.sa">aaalshuraymi@ksu.edu.sa</a>	

سلمه الله  
سلمها الله

المكرم / مدير المكتب الخاص  
المكرم / مديرة مكتب التعليم  
السلام عليكم ورحمة الله وبركاته  
وبعد،

بناءً على خطاب سعادة نائب الرئيس للدراسات العليا والبحث العلمي بجامعة الملك سعود رقم (٤٦٠٠٢٨٩٨٠٨) وتاريخ (١٤٤٦/٣/٢١ هـ) المتضمن طلب تسهيل مهمة الباحث الموضحة ببياناته أعلاه،

عليه تأمل تسهيل مهمته مع ملاحظة أن الباحث يتحمل مسؤولية جمع البيانات والحفاظ على سريتها لاستخدامها لأغراض البحث العلمي فقط. ولا يعني منح موافقة الإدارة العامة للتعليم على تطبيق الأداة؛ موافقته بالضرورة على مشكلة البحث أو الطرق والأساليب المستخدمة في دراسته ومعالجتها

والله الموفق

المصري  
طيفة

مديرة إدارة التطوير والتحول

د. بدرية عبد العزيز المصري

د. ندى -  
المصري





# Appendix I

## English Version of the Research Instruments

### The Basic Psychological Needs in Physical Education Scale

This scale aims to measure your satisfaction concerning the three basic psychological needs (autonomy, competence, and relatedness needs) within the context of physical education. Your participation in this study is completely voluntary. If you choose to participate by completing this scale, please be assured that your responses will be kept strictly confidential because no names are attached. No risks, discomforts, costs, or compensation are associated with participation in this study. If you have any questions, you can immediately ask the researcher/ Ali Nasser Alshuraymi at school or later via email: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). Thanks for your participation!

I agree to participate

I do not wish to participate

### Part I: Demographic Information

Instruction: Please respond to the following questions about yourself:

1. What is your age?

\_\_\_\_\_

2. What is your grade level?

7<sup>th</sup> grade

8<sup>th</sup> grade

9<sup>th</sup> grade

3. What is your nationality?

Saudi

Non-Saudi

4. What is your school type?

Public school

Private school

Islamic school

5. Is there a gymnasium at your school?

Yes

No

**Part II: Students' Satisfaction of the Basic Psychological Needs in Physical Education**

**Instruction:** Please respond to the following statements to measure your satisfaction with respect to autonomy, competence, and relatedness needs in physical education by marking an (x) in the appropriate box. There are no right or wrong answers. Please select the answer that most represents your level of agreement in completing the task identified in each statement.

**Note:** 1 = I completely disagree; 2 = I strongly disagree; 3 = I disagree; 4 = I moderately agree; 5 = I agree; 6 = I strongly agree; 7 = I completely agree

Statement		1	2	3	4	5	6	7
Autonomy	<i>In general in PE ...</i>							
	1. We do things that are of interest to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. I feel that the way PE is taught is the way I would like to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. I feel that the way classes are taught is a true expression of who I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. I feel like the activities we are doing have been chosen by me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competence	<i>In general in PE ...</i>							
	5. I feel that I improve even in the tasks considered difficult by most students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. I feel I perform correctly even the tasks considered difficult by most students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. I feel I do very well even in the tasks considered difficult by most students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. I am able to succeed even in the lessons considered difficult by most students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relatedness	<i>In general in PE ...</i>							
	9. My relationships with my classmates are very friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. I feel like I have a close bond with my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. I feel like a valued member of a group of close friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. I feel like I belong to a large group of close friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the scale!

### The Intrinsic Motivation Inventory (IMI): Perceived Effort and Enjoyment 1

This questionnaire aims to measure your perceived effort and enjoyment during regular physical education classes. Your participation in this study is completely voluntary. If you choose to participate by completing this questionnaire, please be assured that your responses will be kept strictly confidential because no names are attached. No risks, discomforts, costs, or compensation are associated with participation in this study. If you have any questions, you can immediately ask the researcher/ Ali Nasser Alshuraymi at school or later via email: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). Thanks for your participation!

I agree to participate

I do not wish to participate

#### Part I: Demographic Information

Instruction: Please respond to the following questions about yourself:

1. What is your age?

\_\_\_\_\_

2. What is your grade level?

7<sup>th</sup> grade

8<sup>th</sup> grade

9<sup>th</sup> grade

3. What is your nationality?

Saudi

Non-Saudi

4. What is your school type?

Public school

Private school

Islamic school

5. Is there a gymnasium at your school?

Yes

No

**Part II: Students' Perceived Effort and Enjoyment (Regular PE)**

Instruction: Please respond to the following items to measure your perceived effort and enjoyment during regular PE classes by marking an (x) in the appropriate box. There are no right or wrong answers. Please select the answer that most represents your level of agreement in completing the task identified in each item.

Note: 1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Somewhat disagree*; 4 = *Neutral*; 5 = *Somewhat agree*; 6 = *Agree*; 7 = *Strongly agree*

Items		1	2	3	4	5	6	7
Enjoyment	1. I enjoy PE activities very much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Playing PE activities is fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. I would describe PE activities as very interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. PE activities do not attract me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort	5. I put a lot of effort into PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. It is important to me to do well during PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. I try very hard while playing PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. I do not give much effort during PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the questionnaire!

### The Intrinsic Motivation Inventory (IMI): Perceived Effort and Enjoyment 2.1

This questionnaire aims to measure your perceived effort and enjoyment during regular physical education classes. Your participation in this study is completely voluntary. If you choose to participate by completing this questionnaire, please be assured that your responses will be kept strictly confidential because no names are attached. No risks, discomforts, costs, or compensation are associated with participation in this study. If you have any questions, you can immediately ask the researcher/ Ali Nasser Alshuraymi at school or later via email: [aqa0301@auburn.edu](mailto:aqa0301@auburn.edu). Thanks for your participation!

I agree to participate

I do not wish to participate

#### Part I: Demographic Information

Instruction: Please respond to the following questions about yourself:

1. What is your age?

\_\_\_\_\_

2. What is your grade level?

7<sup>th</sup> grade

8<sup>th</sup> grade

9<sup>th</sup> grade

3. What is your nationality?

Saudi

Non-Saudi

4. What is your school type?

Public school

Private school

Islamic school

5. Is there a gymnasium at your school?

Yes

No

**Part II: Students' Perceived Effort and Enjoyment (Regular PE)**

**Instruction:** Please respond to the following items to measure your perceived effort and enjoyment during the regular PE classes by marking an (x) in the appropriate box. There are no right or wrong answers. Please select the answer that most represents your level of agreement in completing the task identified in each item.

**Note:** 1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Somewhat disagree*; 4 = *Neutral*; 5 = *Somewhat agree*; 6 = *Agree*; 7 = *Strongly agree*

Items		1	2	3	4	5	6	7
Enjoyment	<i>During the unit of (sport), ...</i>							
	1. I enjoyed these PE activities very much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Playing these PE activities was fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. I would describe these PE activities as very interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. These PE activities did not attract me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort	<i>During the unit of (sport), ...</i>							
	5. I put a lot of effort into these PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. It was important to me to do well during these PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. I tried very hard while playing these PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. I did not give much effort during these PE activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the questionnaire!

### **The Intrinsic Motivation Inventory (IMI): Perceived Effort and Enjoyment 2.2**

This questionnaire aims to measure your perceived effort and enjoyment during a Sport Education season. Your participation in this study is completely voluntary. If you choose to participate by completing this questionnaire, please be assured that your responses will be kept strictly confidential because no names are attached. No risks, discomforts, costs, or compensation are associated with participation in this study. If you have any questions, you can immediately ask the researcher/ Ali Nasser Alshuraymi at school or later via email: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). Thanks for your participation!

I agree to participate

I do not wish to participate

#### **Part I: Demographic Information**

Instruction: Please respond to the following questions about yourself:

1. What is your age?

\_\_\_\_\_

2. What is your grade level?

7<sup>th</sup> grade

8<sup>th</sup> grade

9<sup>th</sup> grade

3. What is your nationality?

Saudi

Non-Saudi

4. What is your school type?

Public school

Private school

Islamic school

5. Is there a gymnasium at your school?

Yes

No

**Part II: Students' Perceived Effort and Enjoyment (Sport Education)**

**Instruction:** Please respond to the following items to measure your perceived effort and enjoyment during the Sport Education season by marking an (x) in the appropriate box. There are no right or wrong answers. Please select the answer that most represents your level of agreement in completing the task identified in each item.

**Note:** 1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Somewhat disagree*; 4 = *Neutral*; 5 = *Somewhat agree*; 6 = *Agree*; 7 = *Strongly agree*

Items		1	2	3	4	5	6	7
Enjoyment	<i>During the season of (sport), ...</i>							
	1. I enjoyed this season very much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Playing the season was fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. I would describe this season as very interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. This season did not attract me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort	<i>During the season of (sport), ...</i>							
	5. I put a lot of effort into this season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. It was important to me to do well during the season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. I tried very hard while playing the season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. I did not give much effort during the season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the questionnaire!

### Students' Perceptions of Their Achievement of the Saudi National PE Objectives Survey

This survey aims to measure your perceptions of your achievement of the Saudi national objectives for physical education. Your participation in this study is completely voluntary. If you choose to participate by completing this survey, please be assured that your responses will be kept strictly confidential because no names are attached. No risks, discomforts, costs, or compensation are associated with participation in this study. If you have any questions, you can immediately ask the researcher/ Ali Nasser Alshuraymi at school or later via email: [aqa0301@auburn.edu](mailto:aqa0301@auburn.edu). Thanks for your participation!

I agree to participate

I do not wish to participate

#### Part I: Demographic Information

Instruction: Please respond to the following questions about yourself:

1. What is your age?

\_\_\_\_\_

2. What is your grade level?

7<sup>th</sup> grade

8<sup>th</sup> grade

9<sup>th</sup> grade

3. What is your nationality?

Saudi

Non-Saudi

4. What is your school type?

Public school

Private school

Islamic school

5. Is there a gymnasium at your school?

Yes

No

**Part II: Students' Perceptions of Their Achievement of the Saudi National PE Objectives**

**Instruction:** Please respond to the following questions to measure your perceptions of your achievement of the Saudi national objectives for PE. Give yourself a score from 1 (*very poor*) to 7 (*excellent*) for each of these aspects of PE. Circle two scores – 1 for *before the unit*, and 1 for *at the end of the unit*.

**Note:** 1 = *Very poor*; 2 = *Poor*; 3 = *Below average*; 4 = *Average*; 5 = *Above average*; 6 = *Good*; 7 = *Excellent*

<i>Example</i>	<i>How would you describe your ability to ride a camel when you were young and as of now?</i>						
Young	1	2	3	5	5	6	7
Now	1	2	3	5	5	6	7

-----

<i>Question 1</i>	<i>How would you describe your ability to do the skills of the game? (e.g. dribbling, passing, trapping, etc.)</i>						
Before	1	2	3	5	5	6	7
At the End	1	2	3	5	5	6	7

<i>Question 2</i>	<i>How would you describe your ability to list appropriate warm-up and fitness activities needed for this sport?</i>						
Before	1	2	3	5	5	6	7
At the End	1	2	3	5	5	6	7

<i>Question 3</i>	<i>How well are you able to describe the rules and fair play aspects associated with this sport?</i>						
Before	1	2	3	5	5	6	7
At the End	1	2	3	5	5	6	7

<i>Question 4</i>	<i>How enthusiastic were you during this unit of (sport)?</i>						
Before	1	2	3	5	5	6	7
At the End	1	2	3	5	5	6	7

<i>Question 5</i>	<i>How well did you demonstrate good sportsmanship and respect for others during this unit?</i>						
Before	1	2	3	5	5	6	7
At the End	1	2	3	5	5	6	7

<i>Question 6</i>	<i>How would you describe ability to identify the famous Saudi athletes in the sport you just played?</i>						
Before	1	2	3	5	5	6	7
At the End	1	2	3	5	5	6	7

Thank you for completing the survey!

### Meaningful-Motivational Experiences in Physical Education Questionnaire (MME-PEQ)

This questionnaire aims to measure your attitudes toward your meaningful-motivational experiences within the context of physical education. Your participation in this study is completely voluntary. If you choose to participate by completing this questionnaire, please be assured that your responses will be kept strictly confidential because no names are attached. No risks, discomforts, costs, or compensation are associated with participation in this study. If you have any questions, you can immediately ask the researcher/ Ali Nasser Alshuraymi at school or later via email: [aqa0301@auburn.edu](mailto:aqa0301@auburn.edu). Thanks for your participation!

I agree to participate

I do not wish to participate

#### Part I: Demographic Information

**Instruction:** Please respond to the following questions about yourself:

1. What is your age?

\_\_\_\_\_

2. What is your grade level?

7<sup>th</sup> grade

8<sup>th</sup> grade

9<sup>th</sup> grade

3. What is your nationality?

Saudi

Non-Saudi

4. What is your school type?

Public school

Private school

Islamic school

5. Is there a gymnasium at your school?

Yes

No

**Part II: Students' Attitudes Toward Meaningful-Motivational Experiences in Physical Education**

**Instruction:** Please respond to the following statements about your meaningful-motivational experiences in physical education by marking an (x) in the appropriate box. There are no right or wrong answers. Please select the answer that most represents your level of agreement in completing the task identified in each statement.

**Note:** 1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Neutral*; 4 = *Agree*; 5 = *Strongly agree*

Statement		1	2	3	4	5
Interactions with Peers	<b><i>In my physical education (PE) classes, ...</i></b>					
	1. I have opportunities to have positive interactions with my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. I have opportunities to work in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. I feel connected to my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. I feel accepted by my classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Relevant Skills	<b><i>In my physical education (PE) classes, ...</i></b>					
	5. The teacher includes activities that help me become more skillful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. I believe I am able to become competent at the skills taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. I learn the skills necessary to play successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. I am able to get a lot of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. I understand what I am learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. I know the purpose of the activities I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. I involve in decision-making processes to make my experiences more relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I connect what I am learning to my life beyond the gym.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Having Voice and Choice	<b><i>In my physical education (PE) classes, ...</i></b>					
	13. My voice is heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14. I am able to choose the difficulty level of the tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	15. The teacher allows students to make suggestions about the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16. I have choices of what to work on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing the questionnaire!

### Instructional Checklist (Hastie et al., 2013)

The researcher uses this list while watching the lessons of the Sport Education season to measure the extent to which the characteristics of the Sport Education model have been achieved by answering all the items and taking notes in order to promote model fidelity.

School fictional name (or school code): .....

Observer's name (optional): .....

Date:     /     /

Items	Yes	No	Notes
1. Groups of students go to a designated home area and begin warming up with that group. **			
2. Students warm up as a whole class under the direction of the teacher.			
3. Students practice together with their group/team under the direction of a peer leader. **			
4. Students practice individually or in small groups under the direction of the teacher.			
5. Students remain a part of easily identifiable groups throughout the lesson and throughout different tasks. **			
6. Student grouping throughout the lesson is variable across tasks.			
7. Performance records are kept by students. **			
8. Students perform specialized tasks within their group/team. **			
9. Student performance scores count toward a formal and public scoring system. **			
10. Student performance scores are not recorded or are recorded in private.			

\*\* Note. Items 1, 3, 5, 7, 8, and 9 indicate sport education, while Items 2, 4, 6, and 10 represent a traditional lesson.

\*\*Source: Hastie, P. A., Calderón, A., Rolim, R. J., & Guarino, A. J. (2013). The development of skill and knowledge during a sport education season of track and field athletics. *Research Quarterly for Exercise and Sport*, 84(3), 336-344.

## Appendix J

### Arabic Version of the Research Instruments

#### مقياس الاحتياجات النفسية الأساسية في التربية البدنية

يهدف هذا المقياس إلى قياس مدى رضاك عن الاحتياجات النفسية الأساسية الثلاثة (احتياجات حرية الاختيار، والكفاءة، و الشعور بالارتباط) في التربية البدنية. مشاركتك في هذه الدراسة هو تطوعي تماماً. إذا اخترت المشاركة من خلال استكمال هذا المقياس، فيرجى التأكد من أن إجاباتك ستظل سرية للغاية لأنه لا يتم إرفاق أي أسماء. لا ترتبط أي مخاطر أو مضايقات أو تكاليف أو تعويضات بالمشاركة في هذه الدراسة. إذا كانت لديك أي أسئلة، يمكنك مباشرة سؤال الباحث/ علي بن ناصر الشريمي في المدرسة أو لاحقاً عبر البريد الإلكتروني: [aza0301@auburn.edu](mailto:aza0301@auburn.edu).  
شكراً لمشاركتك ،،

لا أرغب في المشاركة

أوافق على المشاركة

#### الجزء الأول: المعلومات الديموغرافية

التعليمات: يرجى الإجابة على الأسئلة التالية المتعلقة بك:

١. ما هو عمرك؟

٢. ما هو صفك الدراسي؟

الصف الأول المتوسط

الصف الثاني المتوسط

الصف الثالث المتوسط

٣. ما هي جنسيتك؟

سعودي

غير سعودي

٤. ما هو نوع مدرستك؟

مدرسة حكومية (عامة)

مدرسة أهلية

مدرسة حكومية (تحفيظ القرآن الكريم)

٥. هل توجد صالة للألعاب الرياضية في مدرستك؟

نعم

لا

الجزء الثاني: مدى رضا الطلاب عن الاحتياجات النفسية الأساسية في التربية البدنية

التعليمات: يرجى الإجابة على العبارات التالية لقياس مدى رضاك فيما يتعلق باحتياجات حرية الاختيار والكفاءة والشعور بالارتباط في التربية البدنية وذلك بوضع علامة (x) في المربع المناسب. لا توجد إجابات صحيحة أو خاطئة. يرجى تحديد الإجابة التي تمثل بشكل أكبر مستوى اتفاقك في إكمال المهمة المحددة في كل عبارة.

ملاحظة: ١ = لا أوافق تماماً، ٢ = لا أوافق بشدة، ٣ = لا أوافق، ٤ = أوافق إلى حد ما، ٥ = أوافق، ٦ = أوافق بشدة، ٧ = أوافق تماماً

العبارة						
٧	٦	٥	٤	٣	٢	١
<b>بشكل عام في التربية البدنية ...</b>						
<b>حرية الاختيار</b>						
١. نفضل أشياء تهمني.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٢. أشعر أن طريقة تدريس التربية البدنية هي الطريقة التي أحبها.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٣. أشعر أن طريقة تقديم الدروس تعبر عن شخصيتي.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٤. أشعر أن الأنشطة التي نقوم بها قد اخترتها بنفسي.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>بشكل عام في التربية البدنية ...</b>						
<b>الكفاءة</b>						
٥. أشعر أنني أتطور حتى في المهام التي يعتبرها معظم الطلاب صعبة.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٦. أشعر أنني أنفذ المهام بشكل صحيح حتى تلك التي يعتبرها معظم الطلاب صعبة.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٧. أشعر أنني أؤدي بشكل جيد للغاية حتى في المهام التي يراها معظم الطلاب صعبة.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٨. أستطيع النجاح حتى في الدروس التي يعتبرها معظم الطلاب صعبة.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>بشكل عام في التربية البدنية ...</b>						
<b>الشعور بالارتباط</b>						
٩. علاقاتي مع زملائي ودية للغاية.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٠. أشعر أن لدي علاقة وثيقة مع زملائي في الصف.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١١. أشعر أنني مهم بين أصدقائي.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
١٢. أشعر أنني أنتمي إلى مجموعة كبيرة من الأصدقاء المقربين.						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

شكراً لك على إكمال المقياس ،،

### مقياس الدافعية الداخلية: الجهد والاستمتاع المتصور ١

تهدف هذه الاستبانة إلى قياس جهدك واستمتاعك المتصور خلال حصص التربية البدنية العادية. مشاركتك في هذه الدراسة هو تطوعي تماماً. إذا اخترت المشاركة من خلال استكمال هذه الاستبانة، فيرجى التأكد من أن إجاباتك ستظل سرية للغاية لأنه لا يتم إرفاق أي أسماء. لا ترتبط أي مخاطر أو مضايقات أو تكاليف أو تعويضات بالمشاركة في هذه الدراسة. إذا كانت لديك أي أسئلة، يمكنك مباشرة سؤال الباحث/ علي بن ناصر الشريمي في المدرسة أو لاحقاً عبر البريد الإلكتروني: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). شكراً لمشاركتك،،

لا أربغ في المشاركة

أوافق على المشاركة

### الجزء الأول: المعلومات الديموغرافية

التعليمات: يرجى الإجابة على الأسئلة التالية المتعلقة بك:

١. ما هو عمرك؟

\_\_\_\_\_

٢. ما هو صفك الدراسي؟

الصف الأول المتوسط

الصف الثاني المتوسط

الصف الثالث المتوسط

٣. ما هي جنسيتك؟

سعودي

غير سعودي

٤. ما هو نوع مدرستك؟

مدرسة حكومية (عامية)

مدرسة أهلية

مدرسة حكومية (تحفيظ القرآن الكريم)

٥. هل توجد صالة للألعاب الرياضية في مدرستك؟

نعم

لا

الجزء الثاني: الجهد والاستمتاع المتصور لدى الطلاب (التربية البدنية العادية)

التعليمات: يرجى الإجابة على الفقرات التالية لقياس جهدك واستمتاعك المتصور خلال حصص التربية البدنية العادية عن طريق وضع علامة (x) في المربع المناسب. لا توجد إجابات صحيحة أو خاطئة. يرجى تحديد الإجابة التي تمثل بشكل أكبر مستوى اتفاقك في إكمال المهمة المحددة في كل فقرة.

ملاحظة: ١ = غير موافق بشدة، ٢ = غير موافق، ٣ = غير موافق إلى حد ما، ٤ = محايد، ٥ = موافق إلى حد ما، ٦ = موافق، ٧ = موافق بشدة

العبارة		٧	٦	٥	٤	٣	٢	١
مستوى التدريب	١. أنا أستمتع كثيراً بأنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٢. اللعب في أنشطة التربية البدنية أمر ممتع.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٣. أود أن أصف أنشطة التربية البدنية بأنها مثيرة للاهتمام جداً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٤. أنشطة التربية البدنية لا تجذبني.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
مستوى الجهد	٥. أبذل الكثير من الجهد في أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٦. من المهم لي أن أؤدي بشكل جيد خلال أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٧. أعمل بجد أثناء لعب أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٨. لا أبذل الكثير من الجهد خلال أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

شكراً لك على إكمال الاستبانة،،

## مقياس الدافعية الداخلية: الجهد والاستمتاع المتصور ٢.١

تهدف هذه الاستبانة إلى قياس جهدك واستمتاعك المتصور خلال حصص التربية البدنية العادية. مشاركتك في هذه الدراسة هو تطوعي تماماً. إذا اخترت المشاركة من خلال استكمال هذه الاستبانة، فيرجى التأكد من أن إجاباتك ستظل سرية للغاية لأنه لا يتم إرفاق أي أسماء. لا ترتبط أي مخاطر أو مضايقات أو تكاليف أو تعويضات بالمشاركة في هذه الدراسة. إذا كانت لديك أي أسئلة، يمكنك مباشرة سؤال الباحث/ علي بن ناصر الشريمي في المدرسة أو لاحقاً عبر البريد الإلكتروني: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). شكراً لمشاركتك،،

أوافق على المشاركة  لا أراغب في المشاركة

### الجزء الأول: المعلومات الديموغرافية

التعليمات: يرجى الإجابة على الأسئلة التالية المتعلقة بك:

١. ما هو عمرك؟

\_\_\_\_\_

٢. ما هو صفك الدراسي؟

الصف الأول المتوسط

الصف الثاني المتوسط

الصف الثالث المتوسط

٣. ما هي جنسيتك؟

سعودي

غير سعودي

٤. ما هو نوع مدرستك؟

مدرسة حكومية (عامة)

مدرسة أهلية

مدرسة حكومية (تحفيظ القرآن الكريم)

٥. هل توجد صالة للألعاب الرياضية في مدرستك؟

نعم

لا

الجزء الثاني: الجهد والاستمتاع المتصور لدى الطلاب (التربية البدنية العادية)

التعليمات: يرجى الإجابة على الفقرات التالية لقياس جهدك واستمتاعك المتصور خلال حصص التربية البدنية العادية عن طريق وضع علامة (x) في المربع المناسب. لا توجد إجابات صحيحة أو خاطئة. يرجى تحديد الإجابة التي تمثل بشكل أكبر مستوى اتفاقك في إكمال المهمة المحددة في كل فقرة.

ملاحظة: ١ = غير موافق بشدة، ٢ = غير موافق، ٣ = غير موافق إلى حد ما، ٤ = محايد، ٥ = موافق إلى حد ما، ٦ = موافق، ٧ = موافق بشدة

العبارة		٧	٦	٥	٤	٣	٢	١
الاستمتاع	خلال وحدة (اسم الرياضة)، ...							
	١. لقد استمتعت كثيراً بأنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٢. كان اللعب في أنشطة التربية البدنية أمر ممتع.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٣. أود أن أصف أنشطة التربية البدنية بأنها مثيرة للاهتمام جداً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٤. لم تجذبني أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
الجهد	خلال وحدة (اسم الرياضة)، ...							
	٥. لقد بذلت الكثير من الجهد في أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٦. كان من المهم لي أن أودي بشكل جيد خلال أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	٧. لقد عملت بجد أثناء لعب أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
٨. لم أبذل الكثير من الجهد خلال أنشطة التربية البدنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

شكراً لك على إكمال الاستبانة ،،

## مقياس الدافعية الداخلية: الجهد والاستمتاع المتصور ٢.٢

تهدف هذه الاستبانة إلى قياس جهدك واستمتاعك المتصور خلال موسم التربية الرياضية. مشاركتك في هذه الدراسة هو تطوعي تماماً. إذا اخترت المشاركة من خلال استكمال هذه الاستبانة، فيرجى التأكد من أن إجاباتك ستظل سرية للغاية لأنه لا يتم إرفاق أي أسماء. لا ترتبط أي مخاطر أو مضايقات أو تكاليف أو تعويضات بالمشاركة في هذه الدراسة. إذا كانت لديك أي أسئلة، يمكنك مباشرة سؤال الباحث/ علي بن ناصر الشريمي في المدرسة أو لاحقاً عبر البريد الإلكتروني: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). شكراً لمشاركتك،،

لا أرغب في المشاركة

أوافق على المشاركة

### الجزء الأول: المعلومات الديموغرافية

التعليمات: يرجى الإجابة على الأسئلة التالية المتعلقة بك:

١. ما هو عمرك؟

\_\_\_\_\_

٢. ما هو صفك الدراسي؟

الصف الأول المتوسط

الصف الثاني المتوسط

الصف الثالث المتوسط

٣. ما هي جنسيتك؟

سعودي

غير سعودي

٤. ما هو نوع مدرستك؟

مدرسة حكومية (عامة)

مدرسة أهلية

مدرسة حكومية (تحفيظ القرآن الكريم)

٥. هل توجد صالة للألعاب الرياضية في مدرستك؟

نعم

لا

الجزء الثاني: الجهد والاستمتاع المتصور لدى الطلاب (التربية الرياضية)

التعليمات: يرجى الإجابة على الفقرات التالية لقياس جهدك واستمتاعك المتصور خلال موسم التربية الرياضية عن طريق وضع علامة (x) في المربع المناسب. لا توجد إجابات صحيحة أو خاطئة. يرجى تحديد الإجابة التي تمثل بشكل أكبر مستوى انفاقك في إكمال المهمة المحددة في كل فقرة.

ملاحظة: ١ = غير موافق بشدة، ٢ = غير موافق، ٣ = غير موافق إلى حد ما، ٤ = محايد، ٥ = موافق إلى حد ما، ٦ = موافق، ٧ = موافق بشدة

العبارة							
٧	٦	٥	٤	٣	٢	١	
... خلال موسم (اسم الرياضة)، ...							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١. لقد استمتعت كثيراً بهذا الموسم.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٢. كان اللعب في هذا الموسم أمر ممتع.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٣. أود أن أصف هذا الموسم بأنه مثير للاهتمام جداً.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٤. لم يجذبني هذا الموسم.
... خلال موسم (اسم الرياضة)، ...							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٥. لقد بذلت الكثير من الجهد في الموسم.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٦. كان من المهم لي أن أؤدي بشكل جيد خلال الموسم.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٧. لقد عملت بجد أثناء لعب الموسم.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٨. لم أبذل الكثير من الجهد خلال الموسم.

شكراً لك على إكمال الاستبانة،،

استبانة تصورات الطلاب حول تحقيقهم للأهداف الوطنية للتربية البدنية في المملكة العربية السعودية

تهدف هذه الاستبانة إلى قياس تصوراتك حول مدى تحقيقك للأهداف الوطنية للتربية البدنية في المملكة العربية السعودية. مشاركتك في هذه الدراسة تطوعية تماماً. إذا اخترت المشاركة من خلال إكمال هذه الاستبانة، فيرجى التأكد من أن إجاباتك ستبقى سرية للغاية لأنه لا يتم إرفاق أي أسماء. لا ترتبط أي مخاطر أو مضايقات أو تكاليف أو تعويضات بالمشاركة في هذه الدراسة. إذا كانت لديك أي أسئلة، يمكنك مباشرة سؤال الباحث/ علي بن ناصر الشريمي في المدرسة أو لاحقاً عبر البريد الإلكتروني: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). شكراً لمشاركتك،،

أوافق على المشاركة  لا أرغب في المشاركة

الجزء الأول: المعلومات الديموغرافية

التعليمات: يرجى الإجابة على الأسئلة التالية المتعلقة بك:

١. ما هو عمرك؟

\_\_\_\_\_

٢. ما هو صفك الدراسي؟

الصف الأول المتوسط

الصف الثاني المتوسط

الصف الثالث المتوسط

٣. ما هي جنسيتك؟

سعودي

غير سعودي

٤. ما هو نوع مدرستك؟

مدرسة حكومية (عامة)

مدرسة أهلية

مدرسة حكومية (تحفيظ القرآن الكريم)

٥. هل توجد صالة للألعاب الرياضية في مدرستك؟

نعم

لا

الجزء الثاني: تصورات الطلاب حول تحقيقهم للأهداف الوطنية للتربية البدنية في المملكة العربية السعودية

التعليمات: يرجى الإجابة على الأسئلة التالية لقياس تصوراتك حول مدى تحقيقك للأهداف الوطنية للتربية البدنية في المملكة العربية السعودية. أعط نفسك درجة من ١ (ضعيف جداً) إلى ٧ (ممتاز) لكل جانب من جوانب التربية البدنية. ضع دائرة حول رقمين - ١ قبل الوحدة، و ١ في نهاية الوحدة.

ملاحظة: ١ = ضعيف جداً، ٢ = ضعيف، ٣ = أقل من المتوسط، ٤ = متوسط، ٥ = فوق المتوسط، ٦ = جيد، ٧ = ممتاز

مثال							مثال
كيف تصف قدرتك على ركوب الجمل عندما كنت صغيراً وحتى الآن؟							
٧	٦	٥	٤	٣	٢	١	صغيراً
٧	٦	٥	٤	٣	٢	١	الآن

السؤال ١							السؤال ١
كيف تصف قدرتك على أداء مهارات اللعبة؟ (مثل: المراوغة، التمرير، الاستلام، إلخ)							
٧	٦	٥	٤	٣	٢	١	قبل
٧	٦	٥	٤	٣	٢	١	في النهاية

السؤال ٢							السؤال ٢
كيف تصف قدرتك على تحديد أنشطة الإحماء واللياقة البدنية المناسبة لهذه الرياضة؟							
٧	٦	٥	٤	٣	٢	١	قبل
٧	٦	٥	٤	٣	٢	١	في النهاية

السؤال ٣							السؤال ٣
ما مدى قدرتك على وصف القوانين وجوانب اللعب التنظيم المرتبطة بهذه الرياضة؟							
٧	٦	٥	٤	٣	٢	١	قبل
٧	٦	٥	٤	٣	٢	١	في النهاية

السؤال ٤							السؤال ٤
ما مدى حماسك خلال هذه الوحدة (اسم الرياضة)؟							
٧	٦	٥	٤	٣	٢	١	قبل
٧	٦	٥	٤	٣	٢	١	في النهاية

السؤال ٥							السؤال ٥
إلى أي مدى قمت بإظهار الروح الرياضية الجيدة واحترام الآخرين خلال هذه الوحدة؟							
٧	٦	٥	٤	٣	٢	١	قبل
٧	٦	٥	٤	٣	٢	١	في النهاية

السؤال ٦							السؤال ٦
كيف تصف قدرتك على تحديد الرياضيين السعوديين المشهورين في الرياضة التي لعبتها؟							
٧	٦	٥	٤	٣	٢	١	قبل
٧	٦	٥	٤	٣	٢	١	في النهاية

شكراً لك على إكمال الاستبانة،،

### استبانة الخبرات ذات المعنى التحفيزية في التربية البدنية

تهدف هذه الاستبانة إلى قياس اتجاهاتك نحو خبراتك ذات المعنى التحفيزية في التربية البدنية. مشاركتك في هذه الدراسة تطوعية تماماً. إذا اخترت المشاركة من خلال استكمال هذه الاستبانة، فيرجى التأكد من أن إجاباتك ستظل سرية للغاية لأنه لا يتم إرفاق أي أسماء. لا ترتبط أي مخاطر أو مضايقات أو تكاليف أو تعويضات بالمشاركة في هذه الدراسة. إذا كانت لديك أي أسئلة، يمكنك مياثرة سؤال الباحث/ علي بن ناصر الشريمي في المدرسة أو لاحقاً عبر البريد الإلكتروني: [aza0301@auburn.edu](mailto:aza0301@auburn.edu). شكراً لمشاركتك ،،

لا أرغب في المشاركة

أوافق على المشاركة

### الجزء الأول: المعلومات الديموغرافية

التعليمات: يرجى الإجابة على الأسئلة التالية المتعلقة بك:

١. ما هو عمرك؟

٢. ما هو صفك الدراسي؟

الصف الأول المتوسط

الصف الثاني المتوسط

الصف الثالث المتوسط

٣. ما هي جنسيتك؟

سعودي

غير سعودي

٤. ما هو نوع مدرستك؟

مدرسة حكومية (عامة)

مدرسة أهلية

مدرسة حكومية (تحفيظ القرآن الكريم)

٥. هل توجد صالة للألعاب الرياضية في مدرستك؟

نعم

لا

الجزء الثاني: اتجاهات الطلاب نحو الخبرات ذات المعنى التحفيزية في التربية البدنية

التعليمات: يرجى الإجابة على العبارات التالية حول خبراتك ذات المعنى التحفيزية في التربية البدنية عن طريق وضع علامة (x) في المربع المناسب. لا توجد إجابات صحيحة أو خاطئة. يرجى تحديد الإجابة التي تمثل بشكل أكبر مستوى اتفاقك في إكمال المهمة المحددة في كل عبارة.

ملاحظة: ١ = غير موافق بشدة، ٢ = غير موافق، ٣ = محايد، ٤ = موافق، ٥ = موافق بشدة

٥	٤	٣	٢	١	العبارة	
					<b>في حصصي للتربية البدنية، ...</b>	التفاعل مع الأقران
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١. لدي فرص للتفاعل الإيجابي مع زملائي.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٢. لدي فرص للعمل في مجموعات.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٣. أشعر بالارتباط بزملائي في الصف.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٤. أشعر بالقبول من زملائي في الصف.	
					<b>في حصصي للتربية البدنية، ...</b>	تعليم المهارات المهمة
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٥. يقوم المعلم بإدراج أنشطة تساعدني على أن أصبح أكثر مهارة.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٦. أعتقد أنني قادر على أن أصبح متمكن في المهارات التي يتم تدريسها.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٧. أتعلم المهارات اللازمة للعب بنجاح.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٨. أستطيع الحصول على الكثير من الممارسة.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٩. أفهم ما أتعلمه.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٠. أعرف الهدف من الأنشطة التي أقوم بها.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١١. أشارك في عمليات اتخاذ القرار لجعل خبراتي أكثر أهمية.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٢. أربط ما أتعلمه بحياتي خارج درس التربية البدنية.	
					<b>في حصصي للتربية البدنية، ...</b>	حرية التعبير عن الرأي والاختيار
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٣. آرائني مسموعة.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٤. أستطيع اختيار مستوى صعوبة المهام.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٥. يسمح المعلم للطلاب بتقديم اقتراحات حول الأنشطة.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١٦. أستطيع اختيار المهام التي أريد القيام بها.	

شكراً لك على إكمال الاستبانة،،

**قائمة التدقيق التعليمية**  
**Instructional Checklist (Hastie et al., 2013)**

يقوم الباحث باستخدام هذه القائمة أثناء مشاهدة دروس موسم التربية الرياضية بهدف قياس إلى أي مدى تم تحقيق خصائص نموذج التربية الرياضية وذلك من خلال الإجابة على جميع الفقرات و تدوين الملاحظات لتعزيز مصداقية النموذج.

الاسم الوهمي للمدرسة (أو رمز المدرسة): .....

اسم الملاحظ (اختياري): ..... التاريخ: / / ١٤

ملاحظات	لا	نعم	الفقرات
			١. تذهب مجموعات من الطلاب إلى منطقة معينة وتبدأ عملية الإحماء مع تلك المجموعة. **
			٢. يقوم الطلاب بالإحماء كفضل كامل تحت إشراف المعلم.
			٣. يتدرب الطلاب مع مجموعتهم/فريقهم تحت إشراف قائد ضمن فريقهم. **
			٤. يتدرب الطلاب بشكل فردي أو في مجموعات صغيرة تحت إشراف المعلم.
			٥. يظل الطلاب جزءاً من مجموعات يمكن التعرف عليها بسهولة طوال الدرس وخلال المهام المختلفة. **
			٦. توزيع الطلاب خلال الدرس يتغير وفقاً للمهام المختلفة.
			٧. يحتفظ الطلاب بسجلات الأداء. **
			٨. يؤدي الطلاب مهام متخصصة داخل مجموعتهم/فريقهم. **
			٩. يتم احتساب درجات أداء الطلاب ضمن نظام تقييم رسمي وعام. **
			١٠. لا يتم تسجيل درجات أداء الطالب أو يتم تسجيلها بشكل خاص.

\*\* ملاحظة: الفقرات رقم ١، ٣، ٥، ٧، ٨، ٩ تشير إلى التربية الرياضية، بينما الفقرات رقم ٢، ٤، ٦، ١٠ تمثل الدرس التقليدي.

\*\* المصدر:

Hastie, P. A., Calderón, A., Rolim, R. J., & Guarino, A. J. (2013). The development of skill and knowledge during a sport education season of track and field athletics. *Research Quarterly for Exercise and Sport*, 84(3), 336-344.

## Appendix K

### Pilot Test Results from Two Middle School Classes Not Included in the Studies to Assess the Research Instruments' Face Validity ( $n = 40$ )

Demographic Information Questions								
1. What is your age? (Open-ended)								100%
2. What is your grade level? (Multiple choice) 7 <sup>th</sup> grade, 8 <sup>th</sup> grade, or 9 <sup>th</sup> grade								100%
3. What is your nationality? (Multiple choice) Saudi or Non-Saudi								100%
4. What is your school type? (Multiple choice) Public, Private, or Islamic school								97.50%
5. Is there a gymnasium at your school? (Multiple choice) Yes or No								87.50%
<b>Average %</b>								<b>97%</b>
Item/Question	MME-PEQ		BPN-PE		IMI		SPAS-NPEOS	
1	Interactions with Peers	100%	Autonomy	92.31%	Perceived Enjoyment	100%	Six Developed Questions	97.44%
2		87.18%		100%		97.50%		94.87%
3		100%		92.50%		92.50%		94.87%
4		92.50%		85%		95%		97.22%
5	Learning Relevant Skills	94.87%	Competence	95%	Perceived Effort	97.50%		97.44%
6		100%		91.67%		90%		97.44%
7		97.50%		91.67%		95%		
8		95%		95%		97.50%		
9		97.22%	Relatedness	95%				
10		97.50%		97.50%				
11		94.87%		100%				
12		95%		97.50%				
13	Having Voice and Choice	92.31%						
14		92.50%						
15		100%						
16		90%						
<b>Average %</b>	<b>95.40%</b>		<b>94.43%</b>		<b>95.63%</b>		<b>96.55%</b>	
<b>Students' Average Percentage for the Overall Clarity of the Research Instruments</b>								<b>100%</b>

*Note.* Students were instructed to rate the clarity of the questionnaires' items/questions as 1 (clear) or 0 (unclear); MME-PEQ = Meaningful-Motivational Experiences in Physical Education Questionnaire; BPN-PE = The Basic Psychological Needs in Physical Education Scale; IMI = The Intrinsic Motivation Inventory; SPAS-NPEOS = Students' Perceptions of Their Achievement of the Saudi National PE Objectives Survey.

## Appendix L

### English Version of the Soccer Season Materials Provided to the Teachers



## SOCCER SEASON PLAN



Week	Lesson	Focus
Week 1	1	<ul style="list-style-type: none"> <li>Count number of students and report to Ali (ideal is 3 x 8 or 3 x 7 or 3 x 6).</li> <li>Explain the season plan to students (same teams, learn the game, team practices, learn to officiate, then a competition phase).</li> <li>Stress that the championship is NOT determined by win-loss only.</li> <li>Explain rules of soccer.</li> <li>Form ad hoc teams (not your final teams) and play games as you watch and teach soccer rules.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Team assignment .. introduce team roles (captain, equipment manager, fitness leader, scorekeeper) .. assign team areas.</li> <li>Team names and members.</li> <li>Team skill practice (throw-in, toe stop).</li> <li>Finish lesson with short games between squads (no officiating)</li> </ul>
Week 2	3	<ul style="list-style-type: none"> <li>Roles included in lesson protocol (WU and equipment).</li> <li>Explain officiating responsibilities (referee, scorekeeper, statistician).</li> <li>Practice game with practice officiating (rotate teams through).</li> </ul>
	4	<ul style="list-style-type: none"> <li>Entry roles – team WU etc.</li> <li>Team skill practice (dribbling, stationary kick).</li> <li>Pre-season games (you decide how long, but don't make it extensive).</li> <li>Try to have everyone play x 2 and officiate x 1 during the day.</li> </ul>
Week 3	5	<ul style="list-style-type: none"> <li>Repeat day 4.</li> </ul>
	6	<ul style="list-style-type: none"> <li>Team WU.</li> <li>Formal Comp (schedule to be consolidated when we know the # of teams).</li> </ul>
Week 4	7	<ul style="list-style-type: none"> <li>Team WU.</li> <li>Formal Comp (schedule to be consolidated when we know the # of teams).</li> </ul>
	8	<ul style="list-style-type: none"> <li>Team WU.</li> <li>Formal Comp (schedule to be consolidated when we know the # of teams).</li> </ul>
Week 5	9	<ul style="list-style-type: none"> <li>Team WU.</li> <li>Playoffs.</li> </ul>
	10	<ul style="list-style-type: none"> <li>Championship game.</li> <li>Presentation of awards.</li> </ul>



## SOCCER RULE



### No hands

- Unless you're the goalie or are attempting a throw-in, you're not allowed to use your hands in play.

### Throw-ins

- When the ball crosses the sideline and goes out of bounds, a throw-in is taken by a member of the team who didn't kick it out.
- The player will plant both feet on the ground, using both hands to throw the ball straight overhead and back into play.

### Goal and corner kicks

- These are taken when the ball is kicked out of bounds behind the goal line.
- If the offensive team kicks it out, the defensive team takes a goal kick from inside the goal box.
- If the defensive team kicks it out, the offensive team takes a corner kick from the corner nearest to where the ball left the field.

### Game in play

- So long as the ball is on the field inside of bounds, the game is considered in play.
- The only exception to this rule is if the referee calls for an infraction or offside.

### Fouls

- It's the referee's or coach's responsibility to monitor safe play and fouls.
- You can't kick, trip, jump at, charge, strike, push, or hold an opponent.
- If a foul does occur, the team who was fouled gets a free, direct kick at the location of the foul.

Source: <https://www.sportengine.com/soccer/basic-rules-soccer>



## LIST OF TEAMS



Team Name (A):	
1.	(Captain)
2.	
3.	
4.	
5.	
6.	
7.	
Team Name (B):	
1.	(Captain)
2.	
3.	
4.	
5.	
6.	
7.	
Team Name (C):	
1.	(Captain)
2.	
3.	
4.	
5.	
6.	
7.	

## Student Responsibilities and Roles

**Team Name:** \_\_\_\_\_

**Captain:** \_\_\_\_\_

- Leads team in practice.
- Leads team meetings in discussion of strengths, weaknesses and strategies.
- Informs team of field location & opponent.
- Encourages and cheers on team.
- Displays a good attitude and is positive to team at all times.
- Reports to teacher if there are any concerns or problems on the team.

**Trainer:** \_\_\_\_\_

- Leads warm up and skill drills prior to the start of the game.
- Is responsible for making and bringing the team exercise/warm up card.
- Attends to anyone who is injured (gets ice packs or helps injured off playing field).

**Equipment Manager:** \_\_\_\_\_

- Obtains and returns all equipment at the beginning and end of class.
- Is the only one responsible for getting any equipment, pennies, balls, cones ready for practice or game.

**Rules Chairperson:** \_\_\_\_\_

- In charge of meeting with the rules committee to make and change rules.
- Must know all rules and relay them to their team.
- Should ask for and listen to teams suggestions on new rules or changes to existing rules.
- Should have a good understanding of the game, its objectives, and how it is played.

**Statistician / Score Keeper:** \_\_\_\_\_

- Records stats and score when refereeing a game.
- Will total stats weekly (including goals scored, assists, wins, losses, and total sportsmanship points).
- Must know rules of scoring.

### **Player Responsibilities** (this all players during class)

- Demonstrate appropriate personal, physical and communication skills.
- Does not argue or fight with the referee or teammates.
- Identify strengths, weaknesses and use team strategies to compensate for them.
- Follow your captain's directions.
- Set up quickly on areas of play.
- Line up after game for an after-game high shakes.
- Display good sportsmanship at all times!!!
- Enjoy the game and have fun, no worries!!!



## SCORING SYSTEM



Team Name: \_\_\_\_\_ V.S. Team Name: \_\_\_\_\_

### GAME SCORE:

v.s.

### WIN / LOSS POINTS:

0 / 1 v.s. 0 / 1

### FAIR PLAY POINTS:

0 , 1 , 2 , 3 v.s. 0 , 1 , 2 , 3

Team Name _____	YES	NO	Team Name _____	YES	NO
Did this team play by the rules and not argue with the officials?			Did this team play by the rules and not argue with the officials?		
Did the players on this team encourage each other?			Did the players on this team encourage each other?		
Shake hands			Shake hands		

### REFEREE SCORE:

0 , 1 , 2 , 3

Referee Team Name: \_\_\_\_\_



## SCORE TRACKER



### Soccer Games Score Tracker

Teams	Warm Up	Logo	Wins	Fair Play	Referee	Total

**Notes:**

1. This table should be completed by the PE teacher.
2. Warm up and logo are scored as (1) if applicable, or (0) if not.
3. (3) points for a win, (0) points for a loss, and (1) point for a tie.
4. Fair play is out of 3.
5. Referee score is out of 3 (decided by team captains).
6. The championship is NOT determined by win-loss only.



## SOCCKER LEAGUE TABLE



Teams	Warm Up	Logo	Wins	Fair Play	Referee	Total

**Notes:**

1. This table should be completed by the PE teacher.
2. Warm up and logo are scored as (1) if applicable, or (0) if not.
3. (3) points for a win, (0) points for a loss, and (1) point for a tie.
4. Fair play is out of 3.
5. Referee score is out of 3 (decided by team captains).
6. The championship is NOT determined by win-loss only.

## Appendix M

### Arabic Version of the Soccer Season Materials Provided to the Teachers



### خطة موسم كرة القدم



الأسبوع	الدرس	المحتوى
الأسبوع الأول	١	<ul style="list-style-type: none"> <li>• تأكيد عدد الطلاب والفرق بالفصل .. (العدد المثالي للفرق هو ٣ فرق x ٥ أو ٦ أو ٧ لاعبين).</li> <li>• شرح خطة الموسم للطلاب (البقاء بنفس الفرق، تعلم مهارات كرة القدم، أداء الإحماء والمهارات مع الفريق، تعلم كيفية إدارة المباراة، ثم مرحلة المنافسة الرسمية).</li> <li>• التأكيد على أن البطولة لا تحدد بالفوز والخسارة فقط.</li> <li>• شرح قوانين كرة القدم (مرفق).</li> <li>• قم بتوزيع الطلاب إلى فرق (ليست فرقك النهائية) لممارسة كرة القدم، بينما يقوم المعلم بمشاهدة الطلاب والتركيز على قوانين كرة القدم وتعليمها.</li> </ul>
	٢	<ul style="list-style-type: none"> <li>• تعيين الفرق ... التعريف بأدوار الفريق (الكابتن، مدير الأدوات، قائد اللياقة البدنية، الحكم، إحصائي / مسجل النتائج).</li> <li>• تحديد مناطق الفرق.</li> <li>• إكمال أسماء الفرق وأعضاؤها.</li> <li>• ممارسة المهارات مع الفريق (رمية التماس، امتصاص الكرة بوجه القدم الأمامي).</li> <li>• إنهاء الدرس بمباريات قصيرة بين الفرق (بنون إدارة المباراة من قبل الطلاب).</li> </ul>
الأسبوع الثاني	٣	<ul style="list-style-type: none"> <li>• إدراج الأدوار في بروتوكول الدرس (تمارين الإحماء مع الفريق، استخدام الأدوات، إلخ..).</li> <li>• شرح المسؤوليات الإدارية (الحكم، مسجل النتائج، الإحصائي).</li> <li>• ممارسة كرة القدم مع ممارسة الأدوار الإدارية (تناوب الفرق).</li> </ul>
	٤	<ul style="list-style-type: none"> <li>• أدوار الدخول – (على سبيل المثال، التوجه للمنطقة المخصصة للفريق، أداء الإحماء مع الفريق، إلخ..).</li> <li>• ممارسة المهارات مع الفريق (المراوغة، التصويب من الثبات).</li> <li>• مباريات ما قبل الموسم (عليك أن تقرر مدة المباراة، ولكن يفضل ألا تجعلها طويلة جداً).</li> <li>• حاول أن تجعل كل فريق يلعب مرتين ويدير مباراة واحدة خلال الدرس.</li> </ul>
الأسبوع الثالث	٥	<ul style="list-style-type: none"> <li>• مباريات ما قبل الموسم (عليك أن تقرر مدة المباراة، ولكن يفضل ألا تجعلها طويلة جداً).</li> <li>• حاول أن تجعل كل فريق يلعب مرتين ويدير مباراة واحدة خلال الدرس.</li> </ul>
	٦	<ul style="list-style-type: none"> <li>• أداء تمارين الإحماء مع الفريق.</li> <li>• منافسة رسمية.</li> </ul>
الأسبوع الرابع	٧	<ul style="list-style-type: none"> <li>• أداء تمارين الإحماء مع الفريق.</li> <li>• منافسة رسمية.</li> </ul>
	٨	<ul style="list-style-type: none"> <li>• أداء تمارين الإحماء مع الفريق.</li> <li>• منافسة رسمية.</li> </ul>
الأسبوع الخامس	٩	<ul style="list-style-type: none"> <li>• أداء تمارين الإحماء مع الفريق.</li> <li>• التصفيات النهائية.</li> </ul>
	١٠	<ul style="list-style-type: none"> <li>• المباراة النهائية.</li> <li>• تقديم الجوائز.</li> </ul>



## قوانين كرة القدم



### عدم استخدام الأيدي

- لا يسمح لك باستخدام يديك أثناء لعب كرة القدم إلا إذا كنت حارس المرمى أو تقوم بتنفيذ رمية التماس.

### رميات التماس

- عندما تتجاوز الكرة الخط الجانبي وتخرج خارج الحدود، يتم تنفيذ رمية التماس من قبل أحد أعضاء الفريق الذي لم يركلها خارج الحدود.
- يقوم اللاعب بتهيئة قدميه على الأرض، ويستخدم كلتا يديه لرمي الكرة بشكل مستقيم فوق رأسه والعودة إلى اللعب.

### ركلات المرمى والركلات الركنية

- يتم تنفيذها عندما يتم ركل الكرة خارج الحدود خلف خط المرمى.
- إذا قام الفريق المهاجم بركل الكرة خارج الحدود، يقوم الفريق المدافع بتنفيذ ركلة مرمى من داخل منطقة المرمى.
- إذا قام الفريق المدافع بركل الكرة خارج الحدود، يقوم الفريق المهاجم بتنفيذ ركلة ركنية من الزاوية الأقرب إلى مكان خروج الكرة من الملعب.

### الكرة في اللعب

- ما دامت الكرة في الملعب وداخل الحدود، تعتبر الكرة في اللعب.
- الاستثناء الوحيد لهذه القاعدة هو إذا طلب الحكم إيقاف اللعب لحدوث مخالفة أو تسلل.

### المخالفات

- تقع على عاتق الحكم أو المدرب مسؤولية مراقبة اللعب الآمن والمخالفات.
- لا يمكنك ركل الخصم أو تعثره أو القفز عليه أو مهاجمته أو ضربه أو دفعه أو الإمساك به.
- في حالة حدوث مخالفة، يحصل الفريق الذي تم الخطأ عليه على ركلة حرة مباشرة في مكان المخالفة.

المصدر: <https://discover.sportsengineplay.com/soccer/basic-rules-soccer>



## قوائم الفرق



فريق (أ) - اسم الفريق: .....	
(كابتن الفريق)	.١
	.٢
	.٣
	.٤
	.٥
	.٦
	.٧

فريق (ب) - اسم الفريق: .....	
(كابتن الفريق)	.١
	.٢
	.٣
	.٤
	.٥
	.٦
	.٧
فريق (ج) - اسم الفريق: .....	
---	---
(كابتن الفريق)	.١
	.٢
	.٣
	.٤
	.٥
	.٦
	.٧

## مسؤوليات وأدوار الطلاب

### اسم الفريق:

### كابتن الفريق:

- يقود الفريق في الممارسة العملية.
- يقود اجتماعات الفريق في مناقشة نقاط القوة والضعف والاستراتيجيات.
- إبلاغ الفريق بالموقع الميداني والخصم.
- يشجع ويهتف في الفريق.
- يظهر موقفاً جيداً وإيجابياً للفريق في جميع الأوقات.
- تقديم تقارير إلى المعلم إذا كان هناك أي مخاوف أو مشاكل في الفريق.

### قائد اللياقة البدنية:

- يقود عمليات الإحماء وتدريب المهارات قبل بدء المباراة.
- مسؤول عن إعداد وإحضار بطاقة التمرين/الإحماء للفريق.
- يعتني بأي شخص مصاب (يحصل على أكياس ثلج أو يساعد المصاب خارج الملعب).

### مدير الأدوات:

- الحصول على كافة الأدوات وإعادتها في بداية ونهاية الفصل الدراسي.
- المسؤول عن تجهيز أي أدوات أو تقسيمات أو كرات أو أقماع للتدريب أو المباراة.

### الحكم:

- يكون ملم بقوانين وآداب الرياضة/النشاط الذي تتم ممارسته.
- يكون لديه خبرة مسبقة في الرياضة/النشاط الذي تتم ممارسته.

### احصائي / مسجل النتائج:

- إحصاء السجلات والنتيجة عند تحكيم المباراة.
- مسؤول عن إجمالي الإحصائيات الأسبوعية (بما في ذلك الأهداف المسجلة، والتمريرات الحاسمة، والانتصارات، والخسائر، ومجموع نقاط الروح الرياضية).
- يجب أن يعرف قوانين التهديف.

### مسؤوليات اللاعب (جميع اللاعبين في الفصل):

- إظهار المهارات الشخصية والبدنية المناسبة.
- إظهار مهارات الاتصال المناسبة.
- لا يتجادل أو يتشاجر مع الحكم أو زملائه.
- تحديد نقاط القوة والضعف واستخدام استراتيجيات الفريق للتعويض عنها.
- اتباع توجيهات الكابتن الخاص به.
- الحضور بسرعة في مناطق اللعب.
- الاصطفاف بعد المباراة من أجل مصافحة لاعبي فريق الخصم بعد كل مباراة.
- إظهار الروح الرياضية الجيدة في جميع الأوقات.
- المشاركة والاستمتاع باللعبة وعدم القلق.



## نظام تسجيل النتائج



اسم الفريق: \_\_\_\_\_

اسم الفريق: \_\_\_\_\_

### نتيجة المباراة

V.S.

### نقاط الفوز / الخسارة

٠ / ١ V.S. ٠ / ١

### نقاط اللعب النظيف

٣ ، ٢ ، ١ ، ٠ V.S. ٣ ، ٢ ، ١ ، ٠

لا	نعم	اسم الفريق _____	لا	نعم	اسم الفريق _____
		هل لعب هذا الفريق حسب القوانين ولم يتجادل مع المسؤولين؟			هل لعب هذا الفريق حسب القوانين ولم يتجادل مع المسؤولين؟
		هل قام لاعبو هذا الفريق بتشجيع بعضهم البعض؟			هل قام لاعبو هذا الفريق بتشجيع بعضهم البعض؟
		هل قام لاعبو هذا الفريق بمصافحة الفريق الخصم بعد المباراة؟			هل قام لاعبو هذا الفريق بمصافحة الفريق الخصم بعد المباراة؟

### تقييم حكم المباراة (يقوم بتحديد كباين الفريقين)

٣ ، ٢ ، ١ ، ٠

اسم فريق التحكيم: \_\_\_\_\_



## متابعة نتائج المباريات



### متابعة نتائج مباريات موسم كرة القدم

المجموع	تقييم الحكم	اللعبة النظيفة	نقاط المباراة	شعار الفريق	تمارين الإحماء	اسم الفريق
						فريق (أ) .....
						فريق (ب) .....
						فريق (ج) .....

#### ملاحظة:

1. يجب إكمال هذا الجدول عن طريق معلم التربية البدنية.
2. يحصل الفريق على نقطة واحدة (1) لأداء تمارين الإحماء، ونقطة واحدة (1) لإحضار شعار الفريق، ويحصل على (0) إذا لم ينفذ أي منهما.
3. يحصل الفريق الفاتح على (3) نقاط، والخاسر (0)، ونقطة واحدة (1) لكل فريق في حالة التعادل.
4. تتراوح نقاط اللعب النظيفة من (0) إلى (3)، ويقوم بتحديد فريق التحكيم.
5. تتراوح نقاط تقييم الحكم من (0) إلى (3)، ويقوم بتحديد كباين الفريقين.
6. البطولة لا تحدد بالفوز والخسارة فقط.



## الجدول الرسمي لدوري كرة القدم



نقاط المباراة	الفريق الفانز	فريق التحكم	اليوم والتاريخ	الفريقان المتباريان
/		ج	يوم (٦) من الموسم	أ x ب
/		أ	١٤٤٦هـ / /	ج x ب
/		ب	يوم (٧) من الموسم	أ x ج
/		ج	١٤٤٦هـ / /	أ x ب
/		أ	يوم (٨) من الموسم	ج x ب
/		ب	١٤٤٦هـ / /	أ x ج
/		المركز الأول	يوم (٩) من الموسم	مباراة نصف النهائي المركز الثاني x المركز الثالث
/			١٤٤٦هـ / /	x
/		المركز الثالث	يوم (١٠) من الموسم ١٤٤٦هـ / /	المباراة النهائية (المركز الأول x الفائز من مباراة نصف النهائي) x

### ملاحظة:

١. يجب إكمال هذا الجدول عن طريق معلم التربية البدنية.
٢. يحصل الفريق الفائز على (٣) نقاط، والخاسر (٠)، ونقطة واحدة (١) لكل فريق في حالة التعادل.